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Special Training Institute on Problems of School Desegregation.

Tulane Univ. of Louisiana, New Orleans.

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Identifiers-Louisiana

A six-week summer training institute designed to provide participants with the skills and understanding needed to help student teachers and beginning teachers to perform successfully in racially mixed schools and classrooms was attended by 119 elementary and secondary school teachers and administrators (approximately half Negro and half white) from 51 public and Catholic schools in four Louisiana school systems. Methods used to present program content (on history, sociological and psychological factors which define and illuminate the problems of segregation and desegregation, theories and principles of intergroup understanding and communication, and the process of problem analysis and solution) included large-group lectures by 14 consultants; discussions within the five subgroups, each led by two staff members; field trips to educational, recreational, and cultural programs in summer school and community settlement house activities; and library readings from collections on campuses of the five participating institutions. Each school (Dillard, Loyola, Tulane, and Xavier Universities and St. Mary's Dominican College) provided facilities for one week of the instructional program. (Included are the five-page evaluation questionnaire with results and lists of participants, staff, and consultants; of school and community facilities visited; and of 292 publications on the reading lists. (JS)

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SPECIAL TRAINING INSTITUTE ON
PROBLEMS OF SCHOOL DESEGREGATION

Author: Dr. Glenn Hontz

Contract Number: OEG-4-7-000269-3151
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The Civil Rights Act of 1964

Program Director: Dr. Glenn Hontz

Contractor: Tulane University, New Orleans, Louisiana 70118

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the U.S. Department of Health, Education, and Welfare.

Date Transmitted: August 25, 1967

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FULL DESCRIPTION OF PROGRAM

A. PARTICIPANTS

1. The name, business address, and title of each participant is listed as follows:

Name	Business Address	Title
1. Allen, Samuel V.	McDonogh #35 High School 600 Camp Street 70117	Teacher
2. Andrews, Mrs. Willie M.	G. W. Carver Sr. High 3059 Edna Street 70122	Teacher
3. August, Mrs. Gertie F.	S. F. Williams Elementary 3120 Thalia Street	Teacher
4. Barras, Lawrence T.	Live Oak Jr. High 3128 Constance	Teacher
5. Baptiste, Mrs. Nell G.	S. F. Williams Elementary 3120 Thalia Street	Teacher
6. Berryhill, James J.	Rivers Frederick Jr. High 1932 Touro Street	Teacher
7. Black, Mrs. Renae C.	Riverdale High School 240 Riverdale Dr. 70121	Teacher
8. Brainis, Cynthia K.	Riverdale High School 240 Riverdale Dr. 70121	Teacher
9. Bridges, Mrs. Mildred E.	S. J. Green Jr. High 2319 Valence Street	Counselor
10. Brown, Mrs. Eula Lee	P. Wheatley Elementary 2300 Dumaine Street	Teacher
11. Brown, Harry P.	S. F. Williams Elementary 3120 Thalia Street	Teacher
12. Brown, Harold F., Sr.	R. T. Danneel #2 Elem. 3411 Broadway Street	Principal
13. Brumfield, Mrs. Alfreda	F. J. Chester Elementary 3929 Erato Street	Teacher
14. Buck, Elizabeth	McDonogh #14 Elementary 1116 Jefferson Avenue	Teacher
15. Burnett, Ira Emmett, Jr.	C. J. Colton Jr. High 2300 St. Claude Ave. 70117	Teacher
16. Butler, Mrs. Edith C.	Lincoln High School Marrero, Louisiana	Teacher
17. Callery, Marie J.	Loyola University 6363 St. Charles Ave.	67/Graduate
18. Casavantes, Paul H.	Fortier High School 5624 Freret Street	Teacher
19. Casteix, Sr. Mary Peter	Dominican College 7214 St. Charles Ave.	Supervisor

20. Chance, Eugene E.	McDonogh #39 Elementary 5800 St. Roch St.	Ac/Principal
21. Ciolino, Henry J.	Nicholls Sr. High 3820 St. Claude St.	Teacher
22. Clifford, Theodora P.	McDonogh #35 High 600 Camp Street	Teacher
23. Coleman, David L.	G. W. Carver Sr. High 3059 Edna Street 70122	Teacher
24. Coleman, Verda M.	J. Derham Jr. High 2600 S. Rocheblave St.	Teacher
25. Courouleau, Barbara	McDonogh #14 Elementary 1116 Jefferson Ave.	Teacher
26. Cox, Mrs. Louise C.	C. J. Colton Jr. High 2300 St. Claude Ave.	Teacher
27. Creel, Doris G.	Riverdale High School 240 Riverdale Dr. 70121	Teacher
28. Cuevas, Eula Lee	Dominican College 7214 St. Charles Ave.	67/Graduate
29. Darensbourg, Mrs. Hilda	Valena C. Jones School 1901 N. Galvez Street	Teacher
30. DeLoach, Rosina C.	Joseph Kohn Jr. High 4001 N. Roman Street	Teacher
31. Deinken, Mrs. Lora	Dominican College 7214 St. Charles Ave.	Instructor
32. deLay, Charles L.	Frederick Jr. High 1932 Touro Street	Asst/Principal
33. Demoulin, Mrs. Antoinette	J. A. Craig Elementary 1423 St. Philip Street	Teacher
34. Deslonde, Mrs. Odile	V. C. Jones Elementary 1901 N. Galvez Street	Teacher
35. Drummond, Mrs. Helen B.	S. J. Green Jr. High 2319 Valence Street	Teacher
36. Dunn, Wilbert E.	H. S. Edwards School 3039 Edna Street 70122	Teacher
37. Dureau, Albert P., Jr.	J. F. Kennedy Sr. High 5700 Wisner Blvd.	Teacher
38. Dureau, Kathryn A.	J. F. Kennedy Sr. High 5700 Wisner Blvd.	Teacher
39. Ellis, Carolyn	Tulane University 6823 St. Charles Ave.	67/Graduate
40. English, Richard W.	S. J. Green Jr. High 2319 Valence Street	Principal
41. Faust, Catherine	Louisiana State Univ/NO Lakefront	67/Graduate
42. Firment, Alfred L.	J. F. Kennedy Sr. High 5700 Wisner Blvd.	Principal
43. Firment, Mrs. Mary L.	P. A. Capdau Jr. High 3821 Franklin Avenue	Teacher
44. Fitzwilliam, Sr. Columba	Ursuline Academy 2635 State Street 70118	Counselor

45. Francis, Mrs. Betty A.	S. J. Green Jr. High 2319 Valence Street	Teacher
46. Frey, Mrs. June R.	Jefferson Davis Elementary 7701 Grant Street	Teacher
47. Gayler, Lillian B.	A. Lawless Elementary 2330 Andry Street	Teacher
48. Giorgio, Alton H.	C. J. Colton Jr. High 2300 St Claude Ave.	Teacher
49. Giroir, Peggy	Louisiana State Univ/NO Lakefront	67/Graduate
50. Guard, Mrs. Verna	A. J. Bell Jr. High 2111 Dumaine Street	Teacher
51. Hanemann, Sr. Louise A.	Archdiocesan Educ. Office 7889 Walmsley Ave.	Supervisor
52. Harden, Mrs. Inez F.	Frederick Jr. High 1932 Touro Street	Teacher
53. Hathway, Mrs. Marguerite	Ursuline Academy 2635 State Street	Teacher
54. Hawkins, Mrs. Lavonia W.	McDonogh #39 Elementary 5800 St. Roch St.	Teacher
55. Hickey, Mrs. Pearl S.	St. Gabrielthe Archangel 4700 Pineda Street	Teacher
56. Hourguettes, Joseph I.	G. A. Cox Jr. High 2630 Belle Chasse Hwy/Gretna	Principal
57. Huard, Norman P.	Jefferson Davis Elementary 7701 Grant Street	Ac/Principal
58. Hunter, S. R.	Lusher Elementary 7315 Willow Street	Teacher
59. Hunt, Jacquelyn E.	Dillard University 2601 Gentilly Blvd.	67/Graduate
60. Huyck, Sr. Mary Philip	St. Joseph Academy 1453 Crescent Street	Teacher
61. Johnson, Mrs. Margaret	W. J. Guste Elementary 2625 Thalia Street	Teacher
62. Kenny, Sr. Idelphonse	Archbishop Chapelle High 2651 Montana Ave.	Teacher
63. Kramer, Mrs. Laura	Kohn Jr. High 4001 N. Roman St.	Teacher
64. LaBarthe, Penelope A.	St. Joseph Academy 1453 Crescent Street	Teacher
65. Lassen, Sandra L.	Tulane University 6823 St. Charles Ave.	67/Graduate
66. Learn, Mrs. Suzanne A.	Louisiana State Univ/NO Lakefront	Supervisor
67. Learn, Dr. William M.	Schaumburg Elementary 9440 Springwood	Teacher
68. Levin, Mrs. Cesil K.	McMain Jr. High 5712 S. Claiborne Ave.	Teacher
69. Levin, Zolomon	McDonogh #14 Elementary 1116 Jefferson Ave.	Principal
70. Lewis, Betty L.	W. J. Guste Elementary 2625 Thalia Street	Teacher

71. Lewis, Mrs. Edna Q.	W. L. Cohen Sr. High 3620 Dryades Street	Teacher
72. Lyons, Mrs. Patricia F.	Jefferson Davis Elementary 7701 Grant Street	Teacher
73. Mackie, Marion J.	R. T. Danneel #2 Elem. 3411 Broadway Street	Teacher
74. Malveaux, Sr. Mary P.	Holy Family Covington, Louisiana	Principal
75. McClain, Mrs. Patricia	Wheatley Elementary 2300 Dumaine Street	Teacher
76. Mendez, Carlota	Holy Name of Jesus 6325 Cromwell Place	Teacher
77. Merrick, Mrs. Olga F.	A. C. Priestly Jr. High 1619 Leonidas Street	Teacher
78. Monroe, Mrs. Betty J.	McMain Jr. High 5712 S. Claiborne Ave.	Teacher
79. Moore, Helen L.	St. Angela Merici 835 Melody Drive	Teacher
80. Morris, Elaine C.	Dillard University 2601 Gentilly Blvd.	67/Graduate
81. Mouton, Mrs. Joyce T.	Frederick Jr. High 1932 Touro Street	Teacher
82. Mule, Sr. Claire	St. Joseph Elementary 417 S. Roman Street	Prin/Teacher
83. Mushatt, Mrs. Cornell	Frederick Jr. High 1932 Touro Street	Teacher
84. Owens, Dale M.	Frederick Jr. High 1932 Touro Street	Teacher
85. Ozenovich, Mrs. Laura	J. F. Kennedy Sr. High 5700 Wisner Blvd.	Teacher
86. Ozenovich, Steve	J. F. Kennedy Sr. High 5700 Wisner Blvd.	Teacher
87. Palmisano, Mrs. Thelma	Sherwood Forest Elementary 4801 Maid Marian Drive	Teacher
88. Parker, Frances	Xavier University Palmetto & Pine Streets	67/Graduate
89. Parker, Mrs. Grace C.	Frederick Jr. High 1932 Touro Street	Teacher
90. Payne, Marguerite	Frederick Jr. High 1932 Touro Street	Teacher
91. Pepin, Jean C.	H. S. Edwards Elementary 3039 Edna Street	Teacher
92. Powe, Vera G.	G. W. Carver Sr. High 3059 Edna Street	Asst/Principal
93. Prudeaux, Imogene Y.	Xavier University Palmetto & Pine Streets	67/Graduate
94. Radlauer, Mrs. Miriam	R. M. Lusher Elementary 1416 Pine Street	Teacher
95. Regenbogen, Mrs. Betty	Jefferson Davis Elementary 7701 Grant Street	Teacher
96. Riley, Edward J.	R. T. Danneel #2 Elem. 3411 Broadway Street	Teacher

97. Robert, Mrs. William P.	Ursuline Academy 2635 State Street	Teacher
98. Robinson, Bert E.	P. L. Julian Elementary Linda Street , Marrero	Teacher
99. Roussell, Mrs. Dorothy	S. F. Williams 3120 Thalia Street	Teacher
100. Salande, James J.	Nicholls Sr. High 3820 St. Claude Ave.	Counselor
101. Scherer, Sr. Georgius	St. Gabriel the Archangel 4700 Pineda Street	Principal
102. Shaffer, David D.	S. J. Peters Jr. High 425 S. Broad Street	Teacher
103. Sharett, Jacquelyn M.	Frederick Jr. High 1942 Touro Street	Teacher
104. Shoop, Marilyn	R. M. Lusher Elementary 1416 Pine Street	Teacher
105. Steckel, James E.	Jesuit High School 4533 S. Carrollton Ave.	Teacher
106. Tiblier, Kay B.	St. James Major High 3774 Gentilly	Teacher
107. Tiliakos, Constance P.	J. F. Kennedy Sr. High 5700 Wisner Blvd.	Teacher
108. Tillman, Mrs. Ernest	Frederick Jr. High 1932 Touro Street	Teacher
109. Villasana, William C.	E. D. White Elementary 3519 Trafalgar Street	Principal
110. Voltz, Henry T.	Sherwood Forest Elementary 4801 Maid Marion Drive	Teacher
111. Voorhies, Sr. Mary	Ursuline Academy 2635 State Street	Teacher
112. Vujnovich, Mrs. Vera P.	St. Francis Cabrini Elem. 1500 Prentiss Ave.	Teacher
113. Walker, Mrs. Clara J.	Fourth Ward Elementary Cross Street, Marrero	Teacher
114. Watts, Homer R.	Central Lafourche High Matthews, Louisiana	Asst/Principal
115. Williams, John B.	A. C. Priestley Jr. High 1619 Leonidas Street	Ac/Asst/Prin.
116. Winfield, Mrs. Iola F.	Frederick Jr. High 1932 Touro Street	Teacher
117. Wing, Hilda M.	S. F. Williams Elementary 3120 Thalia Street	Teacher
118. Wolo, Mrs. Elaine A.	Child Development Center Liberia, West Africa	Director
119. Young, Mrs. Julia M.	Sherwood Forest Elementary 4801 Maid Marian Drive	Principal

2. Breakdown of participants is as follows:

- a. Racial Composition, the number of each type of school personnel represented.
- b. The school systems represented,
- c. The schools within each system represented.

a. General Breakdown	Public Schools		Catholic Schools		TOTALS
	Negro	White	Negro	White	
Racial Composition	48	43	1	14	119
Elementary Teachers	19	13	0	3	35
Elementary Administrators	2	7	1	1	11
Secondary Teachers	23	21	0	6	50
Secondary Administrators	3	1	0	1	5
School Bd. Supervisors	0	0	0	1	1
Counselors	1	1	0	1	3
Librarians	0	0	0	1	1
TOTALS	48	43	1	14	119

Local Colleges			
General Breakdown	Negro	White	TOTALS
Students	4	6	10
Supervisors	0	2	2
Teachers	0	1	1
TOTALS	4	9	13

b.

Negro Personnel	Orleans Parish	Jefferson Parish	Covington, Louisiana	Matthews, Louisiana	Liberia, Africa	TOTALS
Elementary Teachers	17	2	0	0	0	19
Elementary Administrators	1	0	1	0	1	3
Secondary Teachers	22	1	0	0	0	23
Secondary Administrators	3	0	0	0	0	3
School Bd. Supervisors	0	0	0	0	0	0
Counselors	1	0	0	0	0	1
Librarians	0	0	0	0	0	0
College Students	4	0	0	0	0	4
College Supervisors	0	0	0	0	0	0
College Teachers	0	0	0	0	0	0
TOTALS	48	3	1	0	1	53

White Personnel	Orleans Parish	Jefferson Parish	Covington, Louisiana	Matthews, Louisiana	Liberia, Africa	TOTALS
Elementary -Teachers	16	0	0	0	0	16
Elementary Administrators	7		0	0	0	7
Secondary Teachers	24	3	0	0	0	27
Secondary Administrators	1	1	0	1	0	3
School Bd. Supervisors	1	0	0	0	0	1
Counselors	2	0	0	0	0	2
Librarians	1	0	0	0	0	1
College Students	6	0	0	0	0	6
College Supervisors	2	0	0	0	0	2
College Teachers	1	0	0	0	0	1
TOTALS	61	4	0	1	0	66

c. School System and School	Negro	White	TOTALS
ORLEANS PARISH			
Archdiocesan Office of Education	0	1	1
Bell Junior High	1	0	1
Capdau Junior High	0	1	1
Carver Senior High	3	0	3
Chapelle High	0	1	1
Chester Elementary	1	0	1
Cohen High	1	0	1
Colton Junior High	0	3	3
Craig Elementary	1	0	1
Danneel #2 Elementary	3	0	3
Davis Elementary	0	4	4
Derham Junior High	1	0	1
Dillard University	2	0	2
Dominican College	0	2	2
Edwards Elementary	2	0	2
Fortier Senior High	0	1	1
Frederick Junior High	11	0	11
Green Junior High	4	0	4
Guste Elementary	2	0	2
Holy Name of Jesus Elementary	0	1	1
Jesuit High	0	1	1
Jones Elementary	2	0	2
Kahn Junior High	0	2	2
Kennedy Senior High	0	6	6
Lawless Elementary	1	0	1
Live Oak Junior High	0	1	1
Louisiana State University/NO	0	3	3
Loyola University	0	1	1
Lusher Elementary	0	3	3
McDonogh #14 Elementary	0	3	3
McDonogh #35 High	2	0	2
McDonogh #39 Elementary	0	2	2
McMain Junior High	0	2	2
Nicholls Senior High	0	2	2
Peters Junior High	0	1	1
Priestley Junior High	2	0	2
St. Angela Merici Elementary	0	1	1
St. Francis Cabrini Elementary	0	1	1
St. Gabriel the Archangel High	0	2	2
St. James Major High	0	1	1
St. Joseph Academy	0	2	2
St. Joseph Elementary	0	1	1
Schaumberg Elementary	0	1	1
Sherwood Forest Elementary	0	3	3
Tulane University	0	2	2
Ursuline Academy	0	4	4
Wheatley Elementary	2	0	2
White Elementary	0	1	1
Williams Elementary	5	0	5
Xavier University	2	0	2
TOTALS -- Orleans Parish	48	61	109

School System and School	Negro	White	TOTALS
JEFFERSON PARISH			
Cox Junior High	0	1	1
Fourth Ward Elementary	1	0	1
Julien Elementary	1	0	1
Lincoln High	1	0	1
Riverdale High	0	3	3
TOTALS -- Jefferson Parish	3	4	7
COVINGTON, LOUISIANA			
Holy Family Elementary	1	0	1
TOTALS -- Covington, Louisiana	1	0	1
MATTHEWS, LOUISIANA			
Central Lafourche High	0	1	1
TOTALS -- Matthews, Louisiana	0	1	1
LIBERIA, WEST AFRICA			
The Child Development Center	1	0	1
TOTALS -- Liberia, Africa	1	0	1
Total: Participants from Orleans and Jefferson Parishes; Covington and Matthews, La.; Liberia	53	66	119

- Number of participants: 119
- Number of types of school personnel represented: 10
- Number of school systems represented: 5
- Number of schools within each system represented:

Orleans Parish: 44 schools, 6 colleges,
1 Board of Education
Jefferson Parish: 5 schools
Covington, Louisiana: 1 school
Matthews, Louisiana: 1 school
Liberia, West Africa: 1 school

B. STAFF

1. Permanent Staff

The permanent staff for the Institute were selected from among faculty members of the five participating institutions. In general, each institution contributed two staff members. In addition Dr. Nathaniel Hickerson, formerly of the Tulane faculty, and presently with the University of Southern California agreed to return to New Orleans as a member of the summer staff.

Five staff teams of two members each were formed. Each team worked with a group of approximately 20-25 participants. The following considerations guided the assignment of faculty to teams:

- a. Representatives from each college were assigned to different teams.
- b. a balance between representatives of parochial and non-parochial institutions was maintained.
- c. Two members of the Negro race were not assigned to the same team.
- d. In general, an educator and a social science professor were assigned to each team.
- e. The personality and leadership qualities were also considered to insure balance and compatibility on each team.

With these considerations in mind, the following teams were formed:

	<u>Name</u>	<u>Race</u>	<u>Title</u>	<u>Institution</u>
Team I:	Mr. Wayne T. Alcock* Mr. George J. McKenna*	White Negro	Instructor in Education Chairman, Department of Sociology and Anthropology	Dillard Xavier
Team II:	Dr. Loretta Butler* Dr. Nathaniel Hickerson*	Negro White	Professor of Education Associate Professor of Education	Xavier University of Southern California
Team III:	Mr. Robert E. Burmudez* Mr. Thomas P. Lief*	White White	Instructor in Education Chairman, Sociology Department	Tulane Loyola
Team IV.	Sister Mary John Domi- nic Cummings, O.P. * Mr. James M. Bailey*	White White	Instructor in Education Instructor in Sociology	Dominican Tulane
Team V:	Rev. Joseph B. Tremonti, C.S.V.* Mrs. Carolyn Reynolds*	White Negro	Chairman, Department of Education Acting Director of Student Teaching	Loyola Dillard

Prior to the beginning of the summer institute, the staff met with the director to develop further plans for the Institute and to work out individual responsibilities of each team member for such details as maintaining attendance records, arrangements for physical facilities and library materials on each campus, arranging community and school field experiences for each group, and preparation of periodical reports. In addition, the staff and director met on Monday of each week throughout the six-week summer program for further detailed planning and coordination of activities.

*See Curriculum Vita, Appendix A for all full-time staff.

An evaluation of each team follows:

Team I:

Mr. Wayne T. Alcock and Mr. George J. McKenna

Mr. Alcock's lack of leadership experience was somewhat offset by Mr. McKenna who is his senior in age by several years. The leadership role often passed to members of the group who had more personal experience with classroom problems of desegregation. Mr. McKenna, perhaps the more flexible member of the team, was able to insure good participation within the group.

An analysis of the evaluation forms completed by the participants at the conclusion of the six-week program indicated that members of Group I had the least positive feelings (of any of the five groups in the Institute) toward the quality of group leadership in their small group meetings. In evaluating the quality of "group leadership," 10% of this group felt it was "poor", 54% rated it as "good", and 36% as "excellent." (In contrast, 90% or more of the members in all of the other four groups rated their leadership as "excellent" and none rated it as "poor.")

Team II:

Dr. Loretta M. Butler and Dr. Nathaniel Hickerson

Drs. Butler and Hickerson were undoubtedly the most dynamic team. Both exhibit a deep commitment to desegregation and considerable experience in dealing with educational problems pertaining thereto.

Discussions in Group II were lively and sharply focused on topics relevant to the purposes of the Institute.

On the summary evaluation form, 96% of the members of this group rated their leadership as "excellent." Similarly, approximately 90% felt that rapport among group members was excellent.

The mutual respect for each other exhibited by Dr. Butler (a Negro) and Dr. Hickerson (a white) helped to establish an unusually fine "inter-racial climate" in Group II.

Team III.

Mr. Robert E. Burmudez and Mr. Thomas P. Lief

This team reflected the high degree of scholarship and the scientific approach to problem solving characteristic of its leaders. Both worked well together and were unusually effective in promoting honest and open discussion of difficult problems while simultaneously maintaining good group rapport.

This group in their final evaluation consistently rated as "good" to "excellent" (with the highest percentages in "excellent") the clarity of purpose and relevance of group discussions, and the quality of leadership in their small group sessions.

The friendly, personable nature of both leaders, together with their intellectual compatibility, helped to establish and maintain an unusually warm and productive relationship with this group. At the conclusion of the six weeks, the group held a party, the only group to take this particular step toward social integration.

Team IV.

Sister Mary John Dominic Cummings and Mr. James M. Bailey

The sincere commitment of these two individuals to desegregation, in addition to their compatibility produced a good team structure and resulted in a high degree of team identity among the participants with whom they worked. Though neither had had extensive experience in desegregated schools, they were able to compensate for this by drawing upon the knowledge of experienced members of the group.

The rapport within this group was judged by the director to be the highest of any of the groups. Similarly, approximately 96% of the members rated rapport as "excellent." The same percentage felt that "excellent" leadership was exhibited by the team leaders.

Group V.

The Rev. Joseph Tremonti and Mrs. Carolyn Reynolds

Major leadership on this team was assumed by Father Tremonti by token of his more assertive personality and extensive experience in education.

Group activities were jointly planned by both team members and discussions were conducted on the basis of shared leadership. The differences in background of the two leaders (Reynolds in elementary education and Tremonti in secondary education) provided a balanced point of view in dealing with school problems.

The quality of group leadership was judged as "excellent" by 92% of the members and "good" by the balance. In evaluating rapport, 63% of the group members felt it was "excellent" and 37% said it was "good".

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The staff members who are most highly recommended for use in similar institutes are:

Mr. Burmudez

Dr. Butler

Dr. Hickerson

Mr. Lief

2. Consultants and Guest Lecturers

The following guest lecturers and consultants appeared in the order in which they are listed. Ratings were obtained for each speaker from the summary evaluation forms completed by participants in the Institute.

Dr. Carl Dolce* (1 day)

Race: White

Superintendent, New Orleans Public Schools

Dr. Dolce traced the historical developments leading to the initial efforts to desegregate the Orleans Parish Schools. He described the problems which have been encountered and the efforts extended to deal with these problems. He also outlined plans for the further desegregation of his school system. Dr. Dolce's presentation was enthusiastically received. His honest, scholarly and practical approach to problems provided an excellent keynote to the Institute.

Response to Dr. Dolce from the participants was as follows:

Unsatisfactory	1.6%	Poor	4%
Good	44.4%	Excellent	50%

* See Curriculum Vita, Appendix B

Mr. Richard Corrado* (1 day)

Race: White

Assistant Superintendent of Schools, Archdiocese of New Orleans, La.

Mr. Corrado outlined the structure of Catholic Education in the Archdiocese of New Orleans and traced the development of desegregation in these schools. He described the problems which have been encountered in Catholic Education in New Orleans and the administrative efforts to deal with these problems. Mr. Corrado's presentation was well organized and detailed, but communicated a benevolent attitude toward the Negro which was vigorously challenged by members of this race during the ensuing discussion.

Response to Mr. Corrado from the participants was as follows:

Unsatisfactory	1.8%	Poor	16.6%
Good	55%	Excellent	23.1%

Dr. Nathaniel Hickerson*

Race: White

Associate Professor of Education, University of Southern California

Dr. Hickerson described the various conditions in American schools and society which have led to the alienation of segments of today's youth. He described some of the ways in which this alienation is expressed by youth: college student demonstrations, school drop-outs and the "Hippie" movement. Dr. Hickerson is a scholarly and dramatic speaker and maintains high interest on the part of the audience.

* See Curriculum Vita, Appendix B

Response to Dr. Hickerson from the participants was as follows:

Unsatisfactory	1.8%	Poor	5.5%
Good	31.2%	Excellent	61.5%

Mr. George Flanagan*

Race: Negro

Executive Director, Louisiana Family Planning Program

Mr. Flanagan discussed the major problems of misunderstanding which stem from present inadequacies in school-community relations, and advanced suggestions concerning ways in which teachers can acquire more effective insights into the backgrounds of their students. His presentation was perhaps too theoretical in nature, and his manner too esoteric for the practical tastes of some members of the group.

Response to Mr. Flanagan from the participants was as follows:

Unsatisfactory	1%	Poor	20%
Good	49.5%	Excellent	29%

Dr. William Kvaraceus*

Race: White

Professor of Education and Director of Youth Studies
Lincoln Filene Center, Tufts University

In his presentations Dr. Kvaraceus developed a rationale for understanding the problems of youth, and particularly those of impoverished Negro youth. He related this theme to the role of the school to the responsibility of the teacher, and to changes appearing in society.

*See Curriculum Vita, Appendix B

Response to Dr. Kvaraceus from the participants was as follows:

Unsatisfactory	5.4%	Poor	18%
Good	51.3%	Excellent	25.2%

Dr. Helen Kenney*

Race: White

Associate Professor of Education, Northeastern University

Dr. Kenney outlined some elements in her tentative theory of learning as it applies to disadvantaged youth. She outlined the characteristics of children from ghettos and discussed the implications of these characteristics for classroom teachers. She also provided the group with a detailed account of an "Instructional Interview" technique which has been used successfully in teaching disadvantaged children. Group reaction seemed mixed to Dr. Kenney. One segment viewed her as aloof and unrealistic. Another segment viewed her ideas as highly applicable to their practical classroom problems.

Response to Dr. Kenney from the participants was as follows:

Unsatisfactory	4.9%	Poor	23.9%
Good	47.7%	Excellent	24.7%

* See Curriculum Vita, Appendix B

Mrs. Leola Williams
Mrs. Olympia Boucree
Race: Negro

Each of these teachers was the first Negro member of a formerly all white faculty. They described their personal feelings and reactions to this experience. Their presentations added valuable documentation to some of the issues which were being discussed in the small group sessions.

Response to Mrs. Williams and Mrs. Boucree was as follows:

Unsatisfactory	0%	Poor	5.4%
Good	52.6%	Excellent	41.9%

Dr. John Codwell*
Race: Negro
Associate Director, Educational Improvement Project
Southern Association of Colleges and Schools

Dr. Codwell provided the group with the broader picture of desegregation in the South and traced the evolution of historical, social, and legal factors which have led to the current status of integrated education. He outlined the elements of present programs, particularly those in the Atlanta area, which have as their central purpose equal educational opportunities for all children. Dr. Codwell is a bright, knowledgeable educator and was enthusiastically received by the group.

* See Curriculum Vita, Appendix B

Response to Dr. Codwell by the participants was as follows:

Unsatisfactory	2.6%	Poor	1.7%
Good	30.9%	Excellent	64.6%

Dr. Leonard Reissman*
Race: White
Professor of Sociology, Tulane University

Dr. Reissman described the changing social structure of New Orleans and sharply defined the resulting problems: the exodus of white middle class to the suburbs, the sprawling inter-city ghetto, and the resulting implications for school desegregation. Dr. Reissman is a scholarly researcher who communicated his ideas with clarity and emotional impact.

Response to Dr. Reissman by the participants was as follows:

Unsatisfactory	0%	Poor	1.8%
Good	45%	Excellent	54%

Community Relations Council
Mrs. Helen Mervis, Chairman
Race: White

Mrs. Mervis chaired a panel of two Negro and three white women, each of whom gave a personal account of the ways in which racial or religious prejudice had personally affected her life. These presentations though told in a factual and straight forward manner, carried a high emotional impact.

*See Curriculum Vita, Appendix B

Response to the Community Relations Council was as follows:

Unsatisfactory	1%	Poor	7.9%
Good	46%	Excellent	45.1%

Dr. Arthur Pearl*

Race: White

Professor of Education, University of Oregon and

Director, Project Upward Bound, University of Oregon

Dr. Pearl's presentations began with a highly critical analysis of school curriculum, teachers, and colleges which prepare teachers. His well-documented attack on the educational establishment aroused defensive hostility on the part of many group members. In his later presentations and in the ensuing discussions, he outlined more relevant goals for education and described particular ways of achieving these goals. He ultimately gained the respect of the group for the quality of his creative insight into the process of finding viable solutions to problems of long standing. Dr. Pearl is a dramatic and colorful speaker who has the rare ability to offend his audience and then turn their hostility into a desire for constructive action.

Response to Dr. Pearl was as follows:

Unsatisfactory	1%	Poor	9%
Good	20%	Excellent	70%

*See Curriculum Vita, Appendix B

Dr. Charles Stewart*

Race: Negro

Director of Teacher Education, Detroit Public Schools

Dr. Stewart made three presentations:

(1) An illustrated presentation on the manner in which the human perceptive network tends to screen out those elements which the individual chooses not to see because of his particular background of experience and training.

(2) The ways in which the phenomenon of perception affects school and community relationships and particularly militates against minority groups.

(3) An analysis of the treatment of the American Negro in school textbooks and similar instructional materials.

Dr. Stewart's calm low-key approach adds a dramatic emphasis to the subject of his presentations. He is an experienced, competent public speaker.

Response to Dr. Stewart from the participants was as follows:

Unsatisfactory	5.3%	Poor	13.2%
Good	47.7%	Excellent	33.6%

Dr. Gary Lloyd*

Race: White

Assistant Professor of Social Work, Tulane University

Dr. Lloyd described the roles played by the school in society and outlined the ways in which the teacher's responsibility is under-

***See Curriculum Vita, Appendix B**

going dramatic change in response to social trends. He focused particularly on the problems of children in the slum culture and the ways in which teachers must prepare these children to move effectively into the mainstream of American society. Dr. Lloyd richly illustrated his presentation with examples drawn from his experience in social work.

Response to Dr. Lloyd was as follows:

Unsatisfactory	0%	Poor	4.5%
Good	35.1%	Excellent	60%

Dr. Daniel C. Thompson *

Race: Negro

**Chairman, Department of Social Sciences, Dillard University, and
Research Associate, Tulane University: Urban Life Research
Institute, Ford Foundation**

Dr. Thompson provided a detailed analysis of the results of a study he directed in one of the major Negro ghettos of New Orleans. He outlined the effects of ghetto life on Negro children and the restrictions which it imposes upon their likelihood of success in the economic world. Dr. Thompson is a most effective speaker and has the ability to hold the interest of his audience.

Response to Dr. Thompson was as follows:

Unsatisfactory	1%	Poor	0%
Good	31%	Excellent	68.1%

***See Curriculum Vita, Appendix B**

The following consultants are recommended for use in similar institutes:

1. Dr. Arthur Pearl
2. Dr. Daniel Thompson
3. Dr. Leonard Reissman
4. Dr. Nathaniel Hickerson
5. Dr. John Codwell
6. Dr. Carl Dolce
7. Dr. William Kvaraceus
8. Dr. Charles Stewart

The schedule of activities for Consultants and Guest Lecturers was as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
LOYOLA	June 5 Registration	6 Orientation Carl Dolee	7 Richard , Corrado	8 Nathaniel Hickerson	9
TULANE	June 12 George Flannagan	13 William Kvaraceus	14 Helen Kenney W. Kvaraceus	15 Helen Kenney	16
DILLARD	June 19 Panel of Tchrs. Mrs. Boucree & Mrs. Williams	20 John Codwell	21 John Codwell	22	23
XAVIER	June 26 Leonard Reissman	27 Community Relations Council	28	29 Arthur Pearl	30 Arthur Pearl
DOMINICAN	July 3	4	5 Charles Stewart	6 Charles Stewart	7 Charles Stewart
TULANE	July 10 Gary Lloyd	11	12 Daniel Thompson	13	14

CONTENT

The central purpose of the Institute was to provide participants with the skills and understanding needed to help student teachers and beginning teachers to perform successfully in racially mixed schools and classrooms. In general, the content used to achieve this objective included the following: historical, sociological, and psychological factors which define and illuminate the problems of segregation and desegregation, theories and principles of intergroup understanding and communication, and the process of problem analysis and solution. With this content in mind, consultants and staff were selected, reading materials were identified, and discussion topics were outlined. Similarly, field trips to school and community educational, recreational, and cultural facilities were planned. Although there was some overlapping and repetition between speakers, and in reading and field experiences, the content in general was effective in achieving the central objective of the Institute. Specific content drawn from the field of sociology seemed particularly relevant in helping participants to establish a clear understanding of the social impact of segregation in schooling and housing, and upon the ultimate success of the Negro in the working world.

At the conclusion of the Institute, the participants were asked the following questions on an evaluation form. Their responses to

each question are as shown below:

To what extent do you feel that each of the following goals of the Institute was achieved?:

- (a) to develop on the part of participants an increased understanding of and sensitivity to children and adults of their own and other races.

Unsatisfactory	0%
Poor	0%
Good	37.2%
Excellent	62.8%

- (b) to increase the participants' understanding of problems incident to desegregation and to develop the skills and insights essential to their solution.

Unsatisfactory	.9%
Poor	1.8%
Good	56.6%
Excellent	40.7%

- (c) to develop the leadership capability among participants to carry out solutions.

Unsatisfactory	.9%	
Poor	9.9%	1.8% did not respond
Good	67.2%	
Excellent	20.2%	

- (d) to develop an understanding of instructional techniques which show promise for implementation in desegregated schools.

Did not respond	.9%	
Unsatisfactory	1.8%	
Poor	12.4%	.9% did not respond
Good	65.5%	
Excellent	19.4%	

- (e) to improve supervisory practices as they pertain to student teaching and beginning teachers on racially mixed faculties.

Unsatisfactory	4.4%
Poor	23.9%
Good	43.4%
Excellent	28.3%

How effective were the field trips in their contribution to the Purposes of the Institute:

Unsatisfactory	0%
Poor	8.8
Good	60.2%
Excellent	31%

How valuable were the library reading materials in contributing to your understanding of ideas basic to the Institute program:

Unsatisfactory	.9%
Poor	1.8%
Good	40.7%
Excellent	56.6%

How in general would you evaluate the informal aspects of the program (coffee, lunch, etc.) in their contribution to achieving the goals of the Institute:

Unsatisfactory	0%
Poor	2.7%
Good	29.2%
Excellent	68.1%

How did you feel about the adequacy of the meeting rooms and facilities for the Institute:

Unsatisfactory	0%	
Poor	0%	.9% did not respond
Good	39.8%	
Excellent	60.2%	

The length of the Institute was appropriate for two reasons. First, as it was set within the context of the regular summer sessions for most colleges in New Orleans, it permitted the utilization of staff from participating institutions without encountering the problem of conflicting commitment with other programs on their campuses. Similarly, it insured a minimum amount of conflict in the schedules of teachers and administrators chosen as participants.

Secondly, the length of the Institute seemed well suited to the content and objective. There was sufficient time for in-depth studies of relevant problems and sufficient opportunity for groups to establish the type of internal rapport essential for the effective analysis of such problems.

METHODS:

The following methods were used to accomplish the purposes of the Institute:

(1) Large group presentations

Lecture presentations were made by consultants and staff of the Institute on topics pertinent to the basic content of the program. These lectures were usually forty-five minutes to an hour and one half in length. All major lectures were presented to the total group in assembly-sessions.

(2) Small group discussions

To facilitate small group discussions of major presentations, the total participant-group was sub-divided into five groups. As these groups met continuously over the entire six week period, close identity and inter-group rapport were established. This enabled the groups to frankly discuss major presentations and to communicate effectively with each other.

On occasion, the total group of participants was divided on the basis of interest in certain topics or the school positions which they held. For example, on one occasion all social studies teachers were assembled to discuss implications for curriculum changes in their field. Similarly, administrators were assembled to discuss implications for educational administration of problems in desegregation.

(3) Small group activity

The five small groups and their instructors also pursued activities which were sometimes related to the major presentations and sometimes independent thereof. The independent activities included: discussion of topics and problems relevant to the particular interests of the group, field trips, small group discussion with consultants, individual and small group reading projects relevant to their particular needs or interests.

(4) Field trips

Field trips were conducted by all groups to a variety of facilities in the city of New Orleans. These included educational, recreational and cultural programs for children as found in summer school programs and community settlement house activities. A list of the facilities utilized is included as Appendix C. Field trips proved especially valuable in both dramatizing elements which had been raised by lecturers or in small group discussions and also in providing the basis for further discussions on the part of visiting groups. During field trips participants had opportunities to talk with teachers, group leaders, parents, and other community personnel regarding the problems incident to school desegregation.

(5) Library

As the Institute was conducted on five campuses on a rotating basis (a week on each campus) it was necessary to establish a special

reading collection and reading area for members of the Institute. Each library cooperated in this effort. Customarily, several shelves of materials were provided and retained on a closed reserve basis in the reserve reading rooms of the college libraries utilized. These materials were continuously available throughout the Institute, thus enabling the participants to draw upon the facilities of all five libraries continuously during the six week period. Occasionally, provisions were made for participants to utilize library facilities for special reading projects in lieu of their attendance at afternoon discussion sessions. Usually, however, library reading was accomplished after the close of the Institute activity at 3:00 P.M. In addition, the professional Library of the Orleans Parish Schools and the individual professional libraries of certain schools were utilized by the participants at their discretion. A bibliography of materials used is included as Appendix D.

The weekly meetings of all full-time instructional faculty proved valuable in contributing to the effectiveness of the Institute. At such meetings staff members shared ideas and problems and openly discussed the methods that they were employing in their small groups. By this technique, a cross-pollination of ideas occurred. In addition, faculty members with particular competencies were drawn upon by other groups and some limited interchange of faculty occurred.

The utilization of major consultants for large group presentations followed by small group discussion with each of the five groups seemed to prove especially effective. In some cases, where the consultants'

time in New Orleans was limited, small group discussion was replaced by total group discussion with all five groups remaining in the assembly hall.

Although the use of field trips and similar community experience proved interesting for participants, it was not possible to insure the relevance of all such activities to the basic purposes of the Institute. A generally desirable effect was achieved. However, it is recognized that the absence of a closely related laboratory experience was a distinct weakness of the Institute in that participants did not have an opportunity to apply ideas gained. It is anticipated that the follow-up phase of the Institute will offer some corrective measures for this weakness.

TEACHING AIDS

The use of teaching aids was generally limited to printed materials. Although two films were previewed, they were not felt to be sufficiently appropriate nor interesting to warrant their use in the Institute. These films were prepared at the Lincoln Filene Center of Tufts University, and featured lecture presentations by Dr. Pettigrew on the Nature of Prejudice.

In addition, film catalogues were surveyed in an effort to find films which were appropriate to the purposes of the Institute. None were found. In particular, an effort was made to locate films dealing with supervision in desegregated settings which might illuminate the problems inherent in racially mixed classes and the methods employed by supervisors to assist new teachers to deal effectively with these problems. In the absence of such materials, role-playing was utilized in small-group sessions to set the stage for discussion of specific instances of "supervisors" assisting "beginning teachers" to deal with problems of classroom instruction and group relations within their classes. This activity proved especially useful in stimulating the analysis of supervisory techniques in desegregated schools.

CONSULTATION AND GUIDANCE

The director and full-time staff were continuously available for consultation with participants throughout the course of the Institute. Such consultation was usually informal in nature and occurred during the break periods. Although no strict tabulation was kept of the number of consultations which occurred, the informality of coffee breaks, lunches, and afternoon sessions provided ample opportunity for students to confer with members of the staff. The value of such consultations can only be surmised. Participants who spoke with the Director usually wished to discuss such topics as the application of ideas in their local settings, particular problems they had encountered, suggestions for resources to enhance their personal understanding of certain topics and general evaluations of certain facets of the Institute. Other staff members report discussions of a similar nature with participants.

INFORMAL PROGRAM

The daily morning coffee breaks, the lunch periods and the spontaneous meetings following the 3:00 P.M. dismissal provided many opportunities for informal interaction between members of the Institute and faculty. In addition, the field trips offered opportunities for people to get to know each other while riding to and from visitation sites. These informal parts of the program permitted individual participants to become acquainted with one another and to gain a personal understanding of members of the opposite race. With this understanding came acceptance. Although there is no quantitative documentation for this assertion, it was evident in the observed behavior of the participants. For example, in contrast to their earlier pattern of sitting together strictly according to race at the beginning of the Institute, after the first couple of weeks the audience was seated in a "salt and pepper" fashion. In addition, several small social activities were planned among members of the Institute. Spontaneous cocktail parties occurred among members of the participant group and faculty, also dinner parties on an interracial basis, attendance of mixed groups at movie theatres, and picnics. Not infrequently, small mixed groups of participants would announce that they had "desegregated" a certain restaurant or cocktail lounge the day before, meaning that they had generally executed a plan to visit a certain place which had not previously (to their knowledge) catered to members of all races. Such announcements were usually made with a twinkling of personal pride on the part of those involved.

FACILITIES

In the planning of the Institute arrangements were made to utilize facilities on the campuses of each of the participating colleges and universities. A schedule was developed and arrangements were made to hold the Institute for one week on each of the five participating campuses.

On each, the following facilities were made available:

Auditorium space to seat a minimum of 135 persons

Small meeting rooms to accommodate 25 persons each

Snack-bar and diningroom facilities for coffee breaks and luncheons.

In general, the space provided on each campus was adequate in size, fully air-conditioned, pleasant and attractive. When the Institute met on the Dillard campus, it was necessary to use two rooms for small group meetings which were not air-conditioned. This was necessitated by the fact that the facilities which had been designated for use by the Institute were not available due to unavoidable delays in Dillard's schedule of refurbishing certain classroom facilities on that campus. It was therefore necessary to use alternate space.

The auditorium and small group meeting spaces which were provided on each campus proved to be most satisfactory. It was generally pleasant and attractive space and contributed significantly to the morale of the group. In addition, it should be noted, that for

many participants, both White and Negro, the Institute experience represented the first opportunity that they had had to visit college or university campuses previously attended only by members of one race. Although this is an intangible factor in its contribution to inter-racial understanding, it did constitute a valuable experience for many members of the Institute.

PARTICIPATION OF LOCAL SCHOOL SYSTEMS

In planning the Institute, representatives from the Orleans Parish Public and Parochial Schools were involved in developing the general design and purposes of the program. In addition representatives of these systems also took part in the selection of participants. In particular, the following individuals contributed their services to these activities:

Mr. James Dean
Assistant Superintendent, Orleans Public Schools

Mr. Richard Corrado
Assistant Superintendent, Archdiocesan School
Administration

These two school officials met with representatives from the five participating colleges and universities as a planning committee and a board to select participants.

During the Institute, presentations concerning the history and present status of desegregation in the public and parochial school systems were made by the following individuals:

Dr. Carl Dolce, Superintendent of Orleans
Parish Schools

Mr. Richard Corrado, Assistant Superintendent,
Archdiocesan Administration

It is anticipated that representatives of the public and parochial schools will similarly be involved in planning and conducting follow-up activities of the Institute.

PLANS FOR FOLLOW-UP

The responsibility for planning follow-up activities rests with the Inter-Institutional Council. Early in September, the Council will meet to plan the specifics of follow-up activities. Within the proposal, provision was made for a series of four follow-up meetings during fall, and a similar series of meetings during spring semester. It is anticipated that follow-up meetings will be held on Saturdays to maximize possibilities for attendance on the part of participants who took part in the Summer Institute.

At the conclusion of the Summer Institute, the staff met to discuss recommendations for follow-up activities. Their recommendations will be placed before the Council when it meets in early September. Among the more pertinent points which were recommended are the following:

- (1) That an initial meeting be held during the early fall to gain a quick assessment of the problems which participants in the Institute have encountered upon returning to their schools. This meeting would further be utilized to identify school situations in which participants in the Institute have made an effort to implement ideas gained during the Institute. In particular, ideas will be sought relative to instructional, curricular, or personnel policies which have as their central purpose the solution of problems incident to school desegregation.

- (2) To plan a second Institute follow-up meeting to begin dealing with the problems encountered on the part of participants. At this second and subsequent meetings a regrouping of participants would be made in terms of problems with which they wish to deal. Consultants would be secured to assist.

At this point, it would appear that the most effective follow-up activities would be ones which provide maximum assistance to participants in the Institute who are trying to deal effectively with problems in their local settings. By involving participants in the planning of follow-up activities, it is felt that assistance can be provided which will be relevant to their needs.

EVALUATION PROCEDURES

The evaluation procedures used during the training phase of the program were as follows:

(1) Staff meetings:

The members of the fulltime staff met each week to evaluate progress and make plans for future activities.

These meetings further served as a helpful "Listening Post" for the director in identifying potential trouble spots within the program. In addition, they enabled the staff to modify plans as necessary in response to emerging needs and changing interests on the part of participants.

(2) Weekly informal evaluation discussions:

At the conclusion of each week, each staff team and its group engaged in a brief evaluation discussion of the week's activities. These discussions provided staff members with a periodic assessment of the participants reactions to various phases of the Institute program.

(3) Mid-Institute evaluation session:

At approximately mid-way during the six week summer program, specific provision was made for a total group evaluation of the Institute to that date. The participants were sub-divided into small discussion groups and a recorder-reporter was appointed by each group. Thereupon, these recorder-reporters were assembled as a panel to

present the ideas of their group concerning the evaluation of the Institute in a general assembly session. In essence, these individuals reaffirmed their approval of the basic structure of the Institute and essentially recommended that it be continued as it had proceeded during the first half. Of particular significance, it was recommended that the racial mixing in small groups proved especially valuable in discussing problems relevant to desegregation, and insured that points of view from both the White and Negro groups were represented.

(4) Final evaluation form:

At the conclusion of the Institute each participant was asked to complete a written evaluation form. A copy is attached* Data from this form has been useful throughout this report in an effort to represent the point of view of participants. In addition, more detailed analysis of the participants evaluations is currently being made and will be utilized in planning follow-up activities.

* See Appendix E

OVERALL EVALUATION

In general, the training phase of the Institute was considerably successful. High interest and morale was maintained throughout the six-week period. Interest and variety were added by the different consultants and by the different campuses on which the Institute was held. The frank and open discussions which characterized both large and small group meetings were a particularly significant feature of the Institute. The director and staff consistently encouraged the honest expression of feelings and the frank exchange of information. By this means, it was felt that interracial understanding was considerably advanced among members of the group. Significantly, the bulk of written and verbal evaluations by participants provided verification of this factor. Many of the participants, both teachers and administrators, indicated that they had gained a much deeper sense of appreciation and understanding of members of the other race and expressed the view that the Institute would help them to prepare for more effective work on racially mixed faculties and teaching in racially mixed classrooms.

Within the context of the overall evaluation of the Institute, it is especially interesting to note the responses of participants to the following questions which were included in the summary evaluation form administered at the end of the six-week program.

Because of the nature of the questions, the responses are shown in two groups: Negro participants and White participants.

In general, how do you feel the Institute has changed your ability to work effectively in a racially mixed school:

	NEGRO	WHITE
Considerably decreased	0%	1%
Slightly decreased	0%	0%
Slightly increased	16%	25%
Considerably increased	82%	74%
Did not respond	2%	

How has your understanding of members of the opposite race (White or Negro) changed:

	NEGRO	WHITE
Considerably decreased	0%	0%
Slightly decreased	0%	0%
Slightly increased	28%	9%
Considerably increased	70%	91%
Did not respond	2%	0%

Similarly, how has your understanding of your own race been changed:

	NEGRO	WHITE
Considerably decreased	0%	3%
Slightly decreased	0%	17%
Slightly increased	38%	43%
Considerably increased	55%	33%
Did not respond	7%	4%

How often during the Institute did you help a member of your race gain a better understanding of members of the opposite race:

	NEGRO	WHITE
Never	2%	3%
Seldom	24%	35%
Regularly	46%	42%
Frequently	24%	19%
Did not respond	4%	1%

Similarly, how often during the Institute did you help members of the Opposite race gain a better understanding of members of your race:

	NEGRO	WHITE
Never	2%	1%
Seldom	8%	20%
Regularly	51%	48%
Frequently	37%	31%
Did not respond	2%	0%

As a result of the Institute to what extent do you feel that you have gained skills which will enable you to facilitate the process of desegregation in your school:

	NEGRO	WHITE
Not at all	0%	0%
To a slight extent	7%	6%
To a moderate extent	38%	41%
To a considerable extent	53%	53%
Did not respond	2%	0%

As a result of your participation in the Institute, do you now feel any greater sense of responsibility in your school to take an active role in bringing about a full degree of integration:

	NEGRO	WHITE
No more than before	2%	1%
Slightly more than before	2%	13%
Moderately more than before	10%	20%
Considerably more than before	82%	66%
Did not respond	4%	0%

As a result of your participation in the Institute, do you now feel any greater sense of responsibility in your community to take an active role in bringing about a full degree of integration:

	NEGRO	WHITE
No more than before	2%	4%
Slightly more than before	0%	15%
Moderately more than before	28%	25%
Considerably more than before	68%	56%
Did not respond	2%	0%

Undoubtedly the major weakness of the Institute was the absence of a more carefully planned and closely related field laboratory experience in which participants could make applications of ideas gained. Although individual participants have indicated that they expect to implement ideas upon returning to their schools this fall, such activities will mostly occur without close supervision and support from staff and consultants. The field excursions to facilities of an educational, recreational, and cultural nature in part minimized the weakness noted above but not entirely. Unfortunately, in planning future summer institutes of this kind it is difficult to see how this major weakness can be corrected. By involving teachers and administrators as full-time participants in an institute of this type their participation in other on-going summer programs is precluded. One solution would be to make greater provision for follow-up activities and continuing consultant assistance to participants as they return to their schools in the fall. Otherwise, the value of making a practical application of ideas is lost.

APPENDIX A

STAFF

STAFF

NAME:

Wayne Terrell Alcock

PLACE AND DATE OF BIRTH:

Lake Charles, Louisiana, April 23, 1927

EDUCATIONAL BACKGROUND:

B.S., University of Southwestern La., 1951
M.A., Louisiana State University, 1960

PROFESSIONAL EXPERIENCE:

Instructor, Department of Education, Dillard University, September, 1965 to present.

PUBLICATIONS:

(Partial List)

Noble, C.E., & Alcock, W.T., Analysis of Trial and Error Learning, NSF Annual Report No. 2, Louisiana State University, January, 1957.

Noble, C.E., & Alcock, W.T., & Noble, J.L., The Interaction of Type of Choice Procedure with Amount of Practice in Trial-And-Error Learning under Two Reversal Conditions. Journal Psychol., 1958, 46, 295-301.

Noble, C.E., Noble, J.L., & Alcock, W.T., Prediction of individual differences in human trial-and-error learning. Percept. mot. Skills, 1958, 8, 151-172.

Alcock, W.T. (Prog. Ed.), Chemical Mathematics, Chicago: Encyclopedia Britannica Press, 1964.

Alcock, W.T., Morgan, E.M., Ellis, C. (Programmers) Principles of Debate, Chicago: Encyclopedia Britannica Press, 1965.

STAFF

NAME: James M. Bailey

PLACE & DATE OF BIRTH: Hattiesburg, Mississippi, April 7, 1938

EDUCATIONAL BACKGROUND: B.A., Tulane University, 1960
Presently working toward M.A., Tulane University

PROFESSIONAL EXPERIENCE: Child Welfare Caseworker, Dallas, Texas, April 1965 to September, 1966.

PUBLICATIONS: None

STAFF

NAME: Robert Emmett Bermudez

PLACE AND DATE OF BIRTH: New Orleans, Louisiana, July 20, 1926

EDUCATIONAL BACKGROUND: BBA, Tulane University, 1948
Washington University, Misc. Science courses, 1962-63
Currently, Master's Program in Social Work, Tulane University.

PROFESSIONAL EXPERIENCE: Marketing experience with Scott Paper Co., Kelco Co., and Johns-Manville Co., in New Orleans, Memphis, and Chicago and St. Louis, 1949-65; Community and Job Development work with Loyola University, and Institute of Human Relations on a U.S. Department of Labor Contract for an experimental and demonstration project.

PUBLICATIONS: None

STAFF

NAME: Loretta Myrtle Butler

PLACE & DATE OF BIRTH: Forest Glen, Maryland, February 1, 1915

EDUCATIONAL BACKGROUND:
B.S., Miner Teachers College, 1937
M.A., Catholic University of America, 1946
Ph.D., Catholic University of America, 1963

PROFESSIONAL EXPERIENCE:
Dr. Butler taught elementary grades in the Public School System in Washington, D.C. from 1937 to 1953. She was teacher and Principal, Archdiocese of New Orleans, La., 1955-60.
Summer instructor, Xavier University, New Orleans, 1956-57; Southern University, Baton Rouge, La., 1958; Catholic University, Washington, D.C., 1962.
Dr. Butler is presently Professor of Education at Xavier University of New Orleans, La. (1963-present). She has also served as Consult. to Institutes.

PUBLICATIONS:
(Partial List)
Articles on "Race Discrimination and the Christian Conscience", Divine Word Messenger, Bay St. Louis, Mississippi, 1962.
Articles on "Inter-racial Justice and Education", Community, Chicago, Ill.
A New Life Through Books, September, 1964, and September, 1965.

STAFF

NAME: Sister Mary John Dominic Cummings, O.P.

PLACE & DATE OF BIRTH: New Orleans, Louisiana, February 9, 1936

EDUCATIONAL BACKGROUND: B.S., St. Mary's Dominican College, 1958
N.F.S. Grant, Kansas University, Summer, 1960
M.Ed., DePaul University, Summers, 1961-1966

PROFESSIONAL EXPERIENCE: Counselor of Kappa Delta Pi, Dominican College, 1966-67
Elementary teacher, St. Anthony School, New Orleans, La., 1958 (½ year),
St. Mary's School, Cottonport, La., 1958-60
St. Joseph School, Paulina, La., 1960-61
St. Peter's School, Reserve, La., 1961-63
Lizana Public School, Lizana, Mississippi, 1963-65
Instructor, St. Mary's Dominican College, 1965-67.

PUBLICATIONS: None

STAFF

NAME: Nathaniel Hickerson

PLACE & DATE OF BIRTH: New York City, New York

EDUCATIONAL BACKGROUND: B.A., Columbia College
M.A., Teacher's College, Columbia
Ed.D., University of California, Berkely

PROFESSIONAL EXPERIENCE: Dr. Hickerson was a high school teacher for nine years.
Assistant Professor, San Francisco State College, 1962-64
Assistant Professor, Tulane University, 1964-65.
Dr. Hickerson is presently Associate Professor of Education at the University of Southern California.

PUBLICATIONS: Many magazine articles dealing with education of the disadvantaged.
Alienation for Education, Prentice-Hall, Inc., 1966.

STAFF

NAME:

Thomas P. Lief

PLACE & DATE OF
BIRTH:

New York City, New York, 1931

EDUCATIONAL
BACKGROUND:

B.A., University of New Mexico, 1955
M.A., University of New Mexico, 1961
Dissertation in progress, Tulane University, at
present; Ph.D. program.

PROFESSIONAL
EXPERIENCE:

Counselor, University of New Mexico, 1959-60
Assistant in Ethnology and Archaeology 1959-60, and
Anthropology Field Project, 1960, University of
New Mexico.
Exploratory Archaeologist, Museum of New Mexico,
1961.
Graduate Teaching Assistant, Sociology Dept.,
Tulane University, 1961-64
Instructor, Sociology, Loyola University, 1964-67
Visiting Teacher, Inter-American Center, Loyola
University.
Consultant, American Institute for Free Labor
Development, AFL-CIO, Loyola University.

PUBLICATIONS:

Chapter, "Americans All, Negroes Some--A
Sociological Inspection of Current Trends in
Race Relations", Man and Race, Department of
Christian Education (Episcopal), 1965, 59 pgs.

STAFF

NAME: George J. McKenna, Jr.

PLACE & DATE OF BIRTH: New Orleans, Louisiana, June 6, 1914

EDUCATIONAL BACKGROUND:
B.S., Xavier University, 1932
B.A., Xavier University, 1933
M.A., Catholic University, 1940
Additional studies, Catholic University, Sociology, 1944-46; Cultural Anthropology, 1948-50.

PROFESSIONAL EXPERIENCE:
Mr. McKenna was Math Instructor, Xavier University, 1934-38.
Instructor, Sociology, Xavier University, 1940-present.
Chairman, Department of Sociology and Anthropology, Xavier University, 1960-present.
In addition, Mr. McKenna has served as a member of the Board of Directors, New Orleans Urban League, Faculty member, Loyola University Inter-American Center, National Teacher Corps, Xavier University Department of Education, and as Co-director, Summer Institute for Culturally Deprived Youth-Desire Project, 1966.

PUBLICATIONS: None

STAFF

NAME:

Carolyn L. Reynolds

PLACE & DATE OF
BIRTH:

Clinton, Mississippi, September 19, 1936

EDUCATIONAL
BACKGROUND:

B.S., Jackson State College, Jackson, Miss., 1958
M.S., Indiana University, Bloomington, Indiana, 1960

PROFESSIONAL
EXPERIENCE:

Elementary and Special Education Teacher, Helena,
Arkansas, 1958-62
Special Education Teacher, Gary, Indiana, 1962-64
Instructor in Education and Assistant Director
of Student Teaching, Jackson State College, 1964-66
Instructor in Education and Acting Director of
Student Teaching, Dillard University, 1967.
In addition, Mrs. Reynolds conducted workshops
on "The Utilization of Audio-Visual Materials in
the Teaching of Reading", and "Improving Pupil
Achievement in the Elementary School," Summer
1966, Jackson State College, Jackson, Mississippi.

PUBLICATIONS:

None

STAFF

NAME:

The Rev. Joseph B. Tremonti, C.S.V.

PLACE AND DATE OF BIRTH:

Detroit, Michigan, June 25, 1912

EDUCATIONAL BACKGROUND:

Viatorian Novitiate, Lemont, Ill., 1933-34
St. Viator College, Bourbonnais, Ill., 1934-36
B.S., Loyola University, Chicago, Ill., 1937
M.A., Catholic University of America, Washington, D.C., 1941
University of Chicago, 1945-48
Ph.D., Temple University, Philadelphia, 1950
Honorary D.D. Degree, Loyola University, Chicago, Ill., 1962.

PROFESSIONAL EXPERIENCE:

Father Tremonti taught mathematics and physics in high schools for five years.
De Paul University, Chicago, Ill., Instructor, 1947-48
Instructor, University of Detroit
Mount St. Mary's College, Professor of Education, Chairman, Department of Education, Director, Guidance, reading clinic.
Member of Dean's Committee
Member of Faculty Library Committee,
Chairman of Guidance Committee, 1952-1960.
Professor of Education, University of Dallas, 1960-65
Instructor in Reading, Fort Detrick, Frederick, Maryland, 1955-57
St. Mary's University, Xavier, Kansas, Instructor, Summer, 1957
Immaculate Heart College, Los Angeles, Calif., Instructor, Summers 1960 and 1962.
Scranton University, Scranton, Penn., Instructor, Academic Director for Executive Reading Institute, Dallas, Texas, 1961.

PUBLICATIONS:

(Partial List)

Father Tremonti is the author of four books, sixteen syllabi, and fifty-two articles.
The following are samples of these works:

STAFF

PUBLICATIONS:

"Responsibilities of the Secondary School Teacher in the Reading Program.", *Journal of Developmental Reading*. Summer, 1964, Purdue University, Lafayette, Indiana. pp. 290-306.

"How the Home and School Can Promote Reading." *Social Digest*. Vol. 9. Nos. 9-10. September; October, 1966. pp. 308-313.

"The Teacher and Educational Administration in the Catholic School System of the United States", Chicago, De Paul University, 1948. 73 pp.

"Supervision for Democratic Administration", Philadelphia, 1950. 78 pp.

"Legal Basis of Education in the United States, Principles, Problems and Case References", Loyola University, 1967. 69 pp.

A series of ten articles on aeronautics

The Status of Catholic Junior Colleges, Washington, The Catholic Education Press, 1951. 62 pp.

Guidance Policies, Procedures and Services, Emmitsburg, Mount St. Mary's College, 1952. 57 pp.

"The Utilization of Waking Hypnosis for the Improvement of Reading and Comprehension Skills." Held by the editor of *Academic Therapy Quarterly*. San Rafael, California. Fall, 1967.

**SPECIAL TRAINING INSTITUTE ON
PROBLEMS OF SCHOOL DESEGREGATION**

Staff

**Yearly Academic Salaries
1966-67**

1.	Mr. Wayne T. Alcock	\$6,500.00
2.	Mr. James M. Bailey	\$6,000.00
3.	Mr. Robert E. Bermudez	\$9,600.00
4.	Dr. Loretta M. Butler	\$8,000.00
5.	Sr. Mary John Dominic Cummings	\$6,500.00
6.	Dr. Nathaniel Hickerson	\$10,000.00
7.	Mr. Thomas P. Lief	\$7,700.00
8.	Mr. George McKenna, Jr.	\$9,000.00
9.	Mrs. Carolyn L. Reynolds	\$6,500.00
10.	The Rev. Joseph B. Tremonti	\$12,000.00

APPENDIX B

CONSULTANTS

CONSULTANTS

NAME:

John E. Codwell

PLACE & DATE OF
BIRTH:

Houston, Texas, November 26, 1905

EDUCATIONAL
BACKGROUND:

B.S. Howard University, 1927
M.A. University of Michigan, 1938
Ph.D. University of Michigan, 1948

PROFESSIONAL
EXPERIENCE:

Dr. Codwell was Science, Mathematics, and Health teacher at Phillis Wheatley High, Houston, Texas, 1927-1941, Coach, Phillis Wheatley High, 1927-1941. Professor of School Administration, Graduate School, Texas Southern University, Houston, Texas, 17 summers, 1947-1964.

Vice-Principal, Phillis Wheatley High, Houston, Texas, 1942-1945.

Principal, Phillis Wheatley High, Houston, Texas, 1945-1958.

Principal, Yates High School, Houston, Texas, 1958-1964.

Associate Director, Education Improvement Project, Southern Association of Colleges and Schools, Atlanta, Georgia, 1964-Present.

Dr. Codwell is also President, Association of Colleges and Schools, Member of Executive Committee, Association of Colleges and Secondary Schools, Chairman, Liaison Committee.

President, Texas Principals Association
Chairman, Executive Committee, Texas Principals Association.

Member, Texas Board of Examinees for Teacher Education

Member, American Association of School Administrators.

Member, National Association of Secondary School

Principals, National Society for Study of Education,

Association for Supervision and Curriculum Develop-

ment, American Educational Research Association,

Board of Directors, Southern Education Reporting

Service.

Fellow, American Association for the advancement of

Science, American School Health Association, and

a member of the Association for Higher Education.

Dr. Codwell has received many honors, including

membership in Phi Delta Kappa, Citizens Award,

Houston, Texas, Alpha Phi Alpha membership, and

membership in Sigma Pi Phi (Nu Boule), a national

distinguished citizen's fraternity.

PUBLICATIONS:

"Motor Function and the Hybridity of the American Negro"

"The Status of Health Education in Texas Accredited High Schools for Negroes"

"Outlines in Secondary School Organization and Management"

"Administrative Practices in Summer High Schools in Twenty-seven Selected Public School Systems"

"Pertinent Developments in Programs Designed Toward the Educational Improvement of Disadvantaged Pupils."

(Co-Author): "Education Improvement Project--A Status Report of an Action Arm of the Southern Association of Colleges and Schools".

CONSULTANTS

NAME:

Richard T. Corrado

**PLACE & DATE OF
BIRTH:**

Flushing, New York, June 4, 1936

**EDUCATIONAL
BACKGROUND:**

Loyola University, New Orleans, La., 1954-56
A.B., St. John's University, Jamaica, N.Y., 1958
M. Ed., Tulane University, New Orleans, La., 1962

**PROFESSIONAL
EXPERIENCE:**

Mr. Corrado was Instructor in English and Latin, Assistant Coach in Basketball and Baseball, and Moderator of Student Activities Council, The Holy Cross School, New Orleans, Louisiana, 1958-1960.

Chairman, English Department, Instructor in English and Latin, The Holy Cross School, 1960-1962.

Director of Guidance and Counseling, The Holy Cross School, 1962-1965.

Assistant Headmaster, Academic Affairs, The Holy Cross School, 1965-1966

Mr. Corrado was appointed Assistant Superintendent of Schools, Archdiocese of New Orleans, 1966.

PUBLICATIONS:

Reviewing English Four Years, Republic Book Co., New York, 1959.

Functional English, Republic Book Co., New York, 1960.

Guide for College Entrance Preparation, Republic Book Co., 1962.

Officiating Basketball, Republic Book Co., New York, 1960.

CONSULTANTS

NAME:

Carl J. Dolce

PLACE AND DATE OF BIRTH:

New Orleans, Louisiana, June 3, 1928

EDUCATIONAL BACKGROUND:

Graduate, public elementary and secondary schools of New Orleans

B.A., Tulane University, 1947

M.Ed., Loyola University, 1955

Ed.D., Harvard University, 1963

PROFESSIONAL EXPERIENCE:

Dr. Dolce taught in the elementary schools in New Orleans, 1948-54.

He was a secondary school teacher 1954-55, and acting Supervisor of Textbooks in 1955.

1955-63, Junior High School Principal

1963-65, Member of the Faculty of the Harvard University Graduate School of Education, teaching Educational Administration.

Dr. Dolce is at the present Superintendent of the Orleans Parish Public Schools.

In addition, Dr. Dolce has served as Consultant to: President of Lesley College, Cambridge, Mass., on revision of corporation by-laws and faculty regulations.

Maine State Department of Education on a project to study the use of women part-time teachers in elementary and secondary schools.

Cleveland Commission in Higher Education directing a study of teacher education programs in the Greater Cleveland area.

Hyde Park, New York, Public Schools, concerning reorganization of the administrative structure of the school systems.

Dr. Dolce is a member of numerous professional associations and has served on Boards of many community and professional organizations.

PUBLICATIONS:

None

CONSULTANTS

NAME:

George E. Flanagan

PLACE & DATE OF
BIRTH:

New York, New York, August 23, 1917

EDUCATIONAL
BACKGROUND:

B.A., New York University School of Ed., 1949
M.A., New York University School of Ed., 1961

PROFESSIONAL
EXPERIENCE:

Mr. Flanagan has had extensive experience as an administrator and director of a Settlement House in Spanish Harlem for approximately 14 years. For two years he served as Executive Director of Loyola University's Inter-American Center and he is presently Executive Director of the La. Family Planning Program.

PUBLICATIONS:

"Recreation and the Settlement House, National Federation of Settlements, N.Y.C., 1966
Review of Housing in Latin America, Americana, Washington, D.C., 1966
Inter-action: Key to Citizen Participation",
Published in procedures of 51st annual convention of the La. conference of Social Welfare.

CONSULTANTS

NAME: Helen J. Kenney

PLACE & DATE OF BIRTH: April 16, 1923

EDUCATIONAL BACKGROUND:
B.A., Emmanuel College, 1944
M. ED., Boston College, 1953
D. ED., Boston University, 1959

PROFESSIONAL EXPERIENCE:

Dr. Kenney is at present an Associate Professor of Education at Northeastern University, Boston, and a Research Psychologist at McLean Hospital, Belmont Massachusetts. She has served as Consultant in Education at McLean Hospital since 1961 when the hospital was first established.

Dr. Kenney has been a Research Fellow, Center for Cognitive Studies, Harvard University, 1961-65, and from 1962-65 she intermittently served as a consultant psychologist with Educational Services, Inc., Watertown, Massachusetts.

From 1958 to 1964 she was a Special Lecturer on Research Methodology and Psychological Measurement at Boston University.

She has also participated in the National NDEA Institute on the Preparedness of Teachers of Disadvantaged Youth.

PUBLICATIONS:

Dr. Kenney's publications include:

The Torch Lighters: Report of the Harvard-Carnegie Reading Study, (joint author with Mary C. Austin), Harvard University Press, 1960.

"Observation on the Learning of Mathematics" (joint author with Jerome S. Bruner), Child Development Monographs, 1965, 30. No. 1 Serial 99.

"The Development of an Educational Program for Emotionally Disturbed Adolescents in a Psychiatric Hospital", Mental Hospitals, American Psychiatric Association, October, 1965.

"On Relational Concepts" and "On Multiple Ordering", (joint author with Jerome S. Bruner), Studies in Cognitive Growth, John Wiley and Sons, Inc., 1966.

CONSULTANTS

NAME:

William C. Kvaraceus

PLACE & DATE OF
BIRTH:

Brockton, Mass., September 22, 1912

EDUCATIONAL
BACKGROUND:

A.B., Boston College, 1934
Ed. M., Harvard University, 1936
Ed. D., Harvard University, 1943

PROFESSIONAL
EXPERIENCE:

Dr. Kvaraceus was Assistant Superintendent of Schools, Passaic, New Jersey, 1940-45. Professor of Education, Boston University, 1945-63, and Professor of Education and Director of Youth Studies, Lincoln Filene Center, Tufts University at the present time. Dr. Kvaraceus has also served as Consultant, Ministry of Education, Republic of Turkey, 1952-53, and Programme Specialist, UNESCO, Paris, 1962-63.

PUBLICATIONS:

(Partial List)
Anxious Youth, Merrill, 1965
The Community and the Delinquent, World, 1954
Juvenile Delinquency, A Problem for the Modern World, Unesco, 1964
Juvenile Delinquency and the School, World, 1945
Negro Self Concept, (in collaboration), McGraw-Hill, 1965.

CONSULTANTS

NAME:

Gary A. Lloyd

PLACE AND DATE OF
BIRTH:

Hatfield, Indiana, July 27, 1934

EDUCATIONAL
BACKGROUND:

B.A., Northwestern University, 1955
M.S.W., Tulane University School of Social Work, 1961
PhD., Tulane University School of Social Work, 1965

PROFESSIONAL
EXPERIENCE:

Dr. Lloyd was a U.S. Army Psychiatric Social Worker, 1957-58, a Psychiatric Social Work Officer USAR, 1962-65, and a Psychiatric Social Worker, Charity Hospital of New Orleans, 1961-62. Caseworker, La. Bureau of Child Welfare, 1959-1960, Instructor, Tulane University School of Social Work, 1965-present.

Dr. Lloyd has also served as consultant, Mississippi State Department of Public Welfare, 1965, and is presently Consultant for Program and Staff Development, Urban League of Greater New Orleans. In June, 1967 Dr. Lloyd was a participant, U.S. Children's Bureau Institute on Educationally Disadvantaged Children, Washington, D.C.

PUBLICATIONS:

"Tulane and 'Betsy': Community Service of a School of Social Work After a Major Natural Disaster", Council on Social Work Education Reporter, March, 1966.

Official Report of the Tulane University School of Social Work to the American National Red Cross on Student Participation in Disaster Relief (mimeo), 1966.

"Social Work Practice and Methods: 1890-1915", Forthcoming as one of the Tulane Studies in Social Welfare.

CONSULTANTS

NAME:

Arthur Pearl

PLACE & DATE OF
BIRTH:

New York City, New York, April 23, 1922

EDUCATIONAL
BACKGROUND:

B.A., Psychology, University of California, 1947
M.A., Psychology, University of California, 1949
Ph.D., Psychology, University of California, 1960

PROFESSIONAL
EXPERIENCE:

Dr. Pearl was Dep. & Resident Director, New York State Division for Youth, Albany, New York, and Lecturer, School of Social Work, New York University, and School of Public Affairs, State University of New York, 1962-63.
Associate Director, Center for Youth & Comm. Studies Howard University, Lecturer, Howard University, Washington, D.C., 1963-65.
Professor of Education, University of Oregon, Director, Project Upward Bound, University of Oregon, Eugene, Oregon., 1965 to the present.
Since 1963, Dr. Pearl has served as Consultant to numerous educational and Community projects, including: Family Service Agency, San Francisco, National consultant for COPE, New Careers Project, Seattle, Washington, Scientific Resources, Inc., Action for Boston Community Development, Boston, Mass., and California Department of Mental Hygiene.

PUBLICATIONS:

(Partial list)

"A critical Hard Look at Teacher Training", The National Institute for Advanced Study in Teaching Disadvantaged Youth. Nov., 1966

New Careers for the Poor, Pearl & Riessman, New York: Free Press, 1965

"New Careers: One Solution to Poverty", Changing the American Socioeconomy, Robert Theobald, Ed., Doubleday (In Press)

The School Dropout Problem--In Major Cities of New York State, New York State Division for Youth, Albany New York, May, 1962.

"Education of the Disadvantaged", Institute for the Study of Education of the Disadvantaged, July, 1965, Salem, Oregon.

"Negro Youth Employment in Civil Rights", presented at Summer Workshop for Teachers on Basic Issues in Citizenship, Tufts University, July, 1964.

CONSULTANTS

NAME: Leonard Reissman

PLACE & DATE OF BIRTH: Cleveland, Ohio, June 10, 1921

EDUCATIONAL BACKGROUND:
B.A., Wayne State University, 1942
M.A., University of Wisconsin, 1948
Ph.D., Northwestern University, 1952

PROFESSIONAL EXPERIENCE:
Dr. Reissman has been an instructor, and is presently a Professor at Tulane University, 1950-present, a Visiting Professor, Columbia University, Summer, 1957 & 1964, and a Visiting Member, London School of Economics, 1961-62.

PUBLICATIONS:
Class in American Society, Free Press, 1960
The Urban Process, Free Press, 1964
Urbanization and Social Change in the South, with T. Ktsanes, 1966.

CONSULTANTS

NAME: Charles E. Stewart

PLACE & DATE OF BIRTH: Norwalk, Ohio

EDUCATIONAL BACKGROUND: B.A., Alcorn State College, Alcorn, Mississippi
M.Ed., Atlanta University, Atlanta, Ga.
Ph.D., Wayne State University

PROFESSIONAL EXPERIENCE: Dr. Stewart was a teacher, principal and supervisor in the public school system of Georgia, 1939-1947.
Resource person, Secondary School Study, 1942-47,
Staff member, "School Planning" workshop, Fisk University, Summer, 1943.
Instructor, Graduate School of Education, Atlanta University, summers, 1946-50.
Resource person, Wayne State University.
Staff member, University of Michigan, summer seminar, 1952.
Visiting Professor, New York University School of Education, summer, 1957.
Summer faculty member Northwestern University, Wayne state University, and the University of Michigan, 1958-present.
Assistant Director of Human Relations, Detroit Public Schools, 1962-65.
Director, Teacher Education for the Detroit Schools, 1965-present.
Dr. Stewart is active on many boards and committees in Detroit and nationally. He is the recipient of numerous awards for his work in the community and in the field of education.

PUBLICATIONS: (Partial List)
"Correcting the Image of Negroes in Textbooks", The Negro History Bulletin, Nov. 1964, Vol. XXVIII, No. 2, page 27.
"Human Interaction: A Source of Affective Learnings," Educational Leadership, Vol. 22, No. 7, April, 1965, page 487.
"Racial Issues Confronting Large City School Administrators", Urban Education, Vol. 1, No. 4, 1965, p. 202.
"Self Image: aid or Deterrent", The Schools and Urban Crisis, Holt, Rhinehart and Winston, 1965.
Edited a section of the book, Teachers for the Disadvantaged, Follett Publishing Company, Chicago, Illinois, 1966.

CONSULTANTS

NAME:

Daniel C. Thompson

PLACE & DATE OF
BIRTH:

Farmington, Georgia, March 3, 1916

EDUCATIONAL
BACKGROUND:

A.B., Clark College
B.D., Gammon Seminary
M.A., Atlanta University
M.A., Harvard University
Ph. D., Columbia University

PROFESSIONAL
EXPERIENCE:

Dr. Thompson was an instructor at Clark College, Professor at Dillard University and Howard University.
Professor, Howard University, and Research Associate Tulane University, Urban Life Research Institute, Ford Foundation.

PUBLICATIONS:

(Partial List)

The Eighth Generation, co-author.

The Negro Leadership Class

Dr. Thompson has written numerous articles on Race, Education, and Social Change.

**SPECIAL TRAINING INSTITUTE ON
PROBLEMS OF SCHOOL DESEGREGATION**

Consultants

**Yearly Academic Salaries
1966-67**

- | | | |
|-----|-------------------------|-------------|
| 1. | Dr. John Codwell | \$18,000.00 |
| 2. | Mr. Richard Corrado | \$13,000.00 |
| 3. | Dr. Carl Dolce | \$26 500.00 |
| 4. | Mr. George Flanagan | \$14,000.00 |
| 5. | Dr. Helen Kenney | \$14,200.00 |
| 6. | Dr. William Kvaraceus, | \$25,000.00 |
| 7. | Dr. Gary Lloyd | \$11,500.00 |
| 8. | Dr. Arthur Pearl | \$16,500.00 |
| 9. | Dr. Leonard Reissman | \$17,700.00 |
| 10. | Dr. Charles Stewart | \$24,000.00 |
| 11. | Dr. Daniel C. Thompson, | \$18,000.00 |

APPENDIX C

**SCHOOL AND COMMUNITY
FACILITIES VISITED**

**SCHOOL AND COMMUNITY FACILITIES
VISITED
BY PARTICIPANTS**

ST. JOHN BERCHMAN'S HOME FOR GIRLS

An integrated orphanage run by the Sisters of the Holy Family since 1859 for girls age 6-16.

EDUCATIONAL IMPROVEMENT PROJECT

A Ford Foundation sponsored program involving two elementary schools with integrated faculties. Innovative programs are being conducted for children, particularly in the field of reading.

DESIRE STREET PROJECT

This is the largest Negro ghetto in New Orleans. It is served by four schools which operate coordinated programs. In addition, visits were made to the summer recreational facilities provided for children of the project.

KINGSLEY HOUSE

One of the oldest and most active community settlement houses in New Orleans, it is located in an area referred to as the Irish Channel, one of the centers of economic deprivation. Their summer educational and recreational program is fully integrated.

PROJECT GENESIS

Sponsored by the Special Projects division of the School Board, the program concentrated on music, art, language, and drama. There were eight centers and approximately two thousand students involved.

RE R

The Remedial Enrichment Recreation Program involved approximately ten thousand students from the first through the twelfth grades, and was held at several schools throughout New Orleans.

GIRT TOWN

An impoverished area of the city located near Xavier University. Visits were made to schools and to community sponsored recreational programs.

UPWARD BOUND

Upward Bound at Xavier University involved one hundred students from the ninth and tenth grades. The program lasted six weeks. Integration was slight. The program emphasized drama, music, reading and the language arts.

WILSON ELEMENTARY SCHOOL

Three teachers at this school discussed with visiting groups the problems encountered when this school was desegregated during the 1966-67 school year.

PROJECT HEADSTART

Headstart involved approximately three thousand four year old children. The project was integrated, and was located at forty-eight different centers in New Orleans. There were twenty children in each class.

GH/dtl/eaw
7/8/67

APPENDIX D

BIBLIOGRAPHIES

Publications on closed reserve

DILLARD UNIVERSITY LIBRARY

1. Barron, Milton L.: 1962. American Minorities-a textbook of readings in intergroup relations. New York: Alfred A. Knoff.
2. Berry, B: 1963. Almost White. New York: The Macmillan Company
3. Broyles, J. Allen: 1964. The John Birch Society: anatomy of a protest. Boston: Beacon Press.
4. Campbell, R.F., Cunningham, L.L., and McPhee, R.F.: 1965. The Organization ; and Control of American Schools. Columbus, Ohio: Charles E. Merrill Books, Inc.
5. Carr, E.H.: 1957. The New Society. Boston, Beacon Press.
6. Clark, K.B.: 1955. Prejudice and Your Child. Boston: Beacon Press, Inc.
7. Dollen, Charles J.: 1964. Civil Rights: A Source Book. Boston: Daughters of St. Paul.
8. Farmer, James: 1965. Freedom When? New York: Random House.
9. Freedman, Leonard: 1965. Issues of the Sixties. Belmont, Calif.: Wadsworth Publishing Co., Inc.
10. Girvetz, Harry K.: 1963. Contemporary Moral Issues. Belmont, Calif.: Wadsworth Publishing Co., Inc.
11. Goslin, David A.: 1965. The School in Contemporary Society. Chicago: Scott, Foreman and Company.
12. Grossack, Martin M.: 1963. Mental Health and Segregation. New York: Springam Publishing Co., Inc.
13. Hare, A.Paul, Borgatta, Edgar F., and Bales, Robert F.: 1965. Small Groups. New York: Alfred A. Knoff.
14. Halsey, Margaret: 1946. Color Blind. New York: Simon and Schuster.
15. Hero, Alfred O.: 1965. The Southerner and World Affairs. Baton Rouge: Louisiana State University Press.

16. Hernton, C.C.: 1965. Sex and Racism in America. Garden City, N.Y.: Doubleday & Co., Inc.
17. Hernton, Calvin: 1966. White Papers for White Americans. Garden City, N.Y.: Doubleday & Co., Inc.
18. Homans, George C.: Social Behavior: Its Elementary Forms. New York: Harcourt, Brace & World, Inc.
19. Hughes, L. and Meltzer, N.: 1963. A Pictorial History of the Negro in America. New York: Crown Publishers, Inc.
20. Katz, Irwin: 1955. Conflict and Harmony in an Adolescent Interracial Group. New York: New York University Press.
21. Kneller, George F.: 1965. Educational Anthropology. New York: John Wiley & Sons, Inc.
22. Koos, Earl L.: 1959. The Sociology of the Patient. New York: McGraw-Hill Book Company, Inc.
23. Kvaraceus, W., et al.: 1965. Negro Self-Concept: Implications for Schools and Citizenship. New York: McGraw-Hill Book Company.
24. Ladd, Everett C., Jr.: 1966. Negro Political Leadership in the South. Ithaca, N.Y.: Cornell University Press.
25. Landes, Ruth: Culture in American Education. New York: John Wiley & Sons, Inc.
26. Madsen, William: 1964. Mexican-Americans of the South Texas. New York: Holt, Rinehart and Winston.
27. Masuoka, J. and Valien, P.: 1961. Race Relations: Problems and Theory. Chapel Hill: The University of North Carolina Press.
28. Miller, Elizabeth W.: 1966. The Negro in America: a Bibliography. Cambridge, Mass.: Harvard University Press.
29. Montagu, M.T. Ashley: 1964. Man's Most Dangerous Myth: the Fallacy of Race. New York: The World Publishing Co.
30. Mullen, Thomas J.: 1966. The Ghetto of Indifference. Nashville: Abingdon Press.
31. National Conference of Social Work, Minority Groups: Segregation and Integration. 1955. New York: Columbia University Press.

32. National Conference on Race and Religion. 1963. Chicago: Henry Regnery Co.
33. Newby, I.A., 1965. Jim Crow's Defense. Baton Rouge: La. State University Press.
34. Parker, Seymour: 1966. Mental Illness in the Urban Negro Community. New York: The Free Press.
35. Peters, H.J., et al: 1965. Guidance in Elementary Schools. Chicago: Rand McNally & Co.
36. Ramsey, Paul R: 1961. Christian Ethics and the Sit-In. New York: Associated Press.
37. Reiss, Albert J.: 1965. Schools in a Changing Society. New York: The Free Press.
38. Salk, E.A.: 1966. A Layman's Guide to Negro History. Chicago: Quadrangle Books.
39. Seidman, Jerome M.: The Adolescent-A Book of Readings. New York: Holt, Rinehart and Winston, Inc. (See: Social Attitudes and Opinions, pp. 597-645.)
40. Smith, Lillian: 1964. Our Faces Our Words. New York: W.W. Norton & Company.
41. Stringfellow, William: 1964. My People is the Enemy. New York: Holt, Rinehart and Winston.
42. Thomas, Robert M.: 1965. Social Differences in the Classroom. New York: David McKay, Inc.
43. Vander Zanden, J.W.: 1963. American Minority Relations. New York: The Ronald Press Company.
44. Weaver, Robert, C.: 1964. The Urban Complex: Essays on Urban Life and Human Value. Garden City, N.Y.: Doubleday & Co.
45. Welsch, Erwin K.: 1965. The Negro in the United States. Bloomington: Indiana University Press.

ST. MARY'S DOMINICAN COLLEGE

1. Allport. The Nature of Prejudice. Doubleday, 1958.
2. Ashmore. The Negro and the Schools. Univ. of N.C., 1954
3. Baker. Following the Color Line. Harper, 1964.
4. Baldwin. Fire Next Time. Dial, 1963.
5. Bendix. Class, Status and Power. Free Press, 1953.
6. Bergel. Social Stratification. McGraw-Hill, 1962.
7. Blaustein. Desegregation and the Law. Random, 1962.
8. Bloom. Compensatory Education for Cultural Deprivation. Holt, 1965.
9. Boyle. The Desegregated Heart. Morrow, 1962.
10. Brink. The Negro Revolution in America. Simon & Schuster, 1964.
11. Butcher. The Negro in American Culture. Knopf, 1957.
12. Cable. The Negro Question. Doubleday, 1958.
13. Cash. The Mind of the South. Doubleday, 1941.
14. Clark. Ghetto Game. Sheed & Ward. 1962.
15. Coleman. The Adolescent Society. Free Press. 1961.
16. Conart. Slums and Suburbs. McGraw-Hill, 1961
17. Considine. It's the Irish. Doubleday, 1961.
18. Cutts. Providing for Individual Differences in the Elementary School. Prentice-Hall, 1960.
19. Dabbs. The Southern Heritage. Knopf, 1958.
20. Daniel. Black, White and Gray. Sheed & Ward, 1964.
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English Journal

Ed. Digest

Exceptional Children

Grade Teacher

Harvard Ed. Review

Instructor

Journal of Educational Psychology

Journal of Secondary Education

National Association of Secondary School Principals Bulletin

Nations Schools

N.C.E.A. Bulletin

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U.S. News

Young Children

LOYOLA UNIVERSITY

1. An African Bourgeois, Kuper
2. The American Dilemma, Myrdal, Gunnar
3. American Minority Relations, Vander-Zanden
4. The American Negro, Herskouits
5. The American Negro Reference Book; Davis J.
6. Black Bourgeoisie, Fraizer, C.E.
7. Black Metropolis, Vol. I & II, Drake, S. and Cayton, H.
8. Black Nationalism, Essien, Udom, E.U.
9. Caste and Class in Southern Towns, Dollard
10. Children of Bondage: Negro Youth in the Urban South, Davis, Allison & Dollard
11. Color Blind, Walsey
12. The Concept of Race, Montagu
13. Crisis in Black and White, Silberman, Charles E.
14. Dark Ghetto, Clark, K.
15. Dark Strangers, Patterson, S.
16. Deep South, Davis, et al
17. Desegregation and the Law, Blaustein and Ferguson
18. Economics of Discrimination, Becker, Gary S.
19. The Eighth Generation Grows Up: Cultures and Personalities of New Orleans Negroes, Rohrer, Hohn, H., and Munro, S. Edmonson, (eds.)
20. Equality and Beyond, Grier, George and Eunice
21. Equality in America, Grimes
22. Ethnic Stratification, Shibutani and Kwan

23. Following the Color Line; American Negro Citizenship in Progressive Era, Baker, Ray Stannard
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25. Mind of the South, Cash
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31. The Negro Church in America, Frazier, E. Franklin
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33. Negro Family in the United States, Frazier, E.F.
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40. The Negro Revolt, Lomax, Louis E.
41. The Negro Vanguard, Bardolph
42. The Negro Woman: College Education, Noble, J.
43. People Who Care, Lief, Alfred
44. Profiles in Ethnology, Service, Elman R.
45. Race and Culture, Park, Robert

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47. Race Awareness in Young Children, Goodman, Mary Ellen
48. Race, Class and Power, Mack, R.
49. Race and Ethnic Relations, Berry, Brewton
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63. The Voices of Negro Protest in America, Burns
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TULANE UNIVERSITY

HOWARD TILTON MEMORIAL LIBRARY

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2. Ashmore, Harry S., The Negro and the Schools
3. Blaine, Graham B. (ed.), Emotional Problems of the Student
4. Bennett, Lerone, Before the Mayflower
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11. Ginzberg, Eli and Alfred S. Eichner, The Troublesome Presence
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XAVIER UNIVERSITY

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2. Becker, The Economics of Discrimination
3. Bardolph, The Negro Vanguard
4. Blaustein, Desegregation and the Law: The Meaning and Effect of the School Segregation Cases
5. Bloom, Compensatory Education for Cultural Deprivation
6. Braithwaite, To Sir, with Love
7. Brickman, Countdown on Segregated Education
8. Broom, Transformation of the American Negro
9. Butcher, Negro in American Culture
10. Clark, Dark Ghetto
11. Cole, Minorities and the American Promise
12. Conant, Slums and Suburbs
13. Davis, Children of Bondage
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16. Frazier, Negro Church in America
17. Frazier, Race and Culture Contacts in the Modern World
18. Giles, Integrated Classroom
19. Gittler, Understanding Minority Groups
20. Hentoff, The New Equality
21. Hentoff, Our Children are Dying

22. Highsaw, Deep South in Transformation
23. Hill, Citizen's Guide to Desegregation
24. Holbrook, English for the Rejected
25. Humphrey, Integration vs. Segregation
26. Humphrey, School Desegregation: Documents and Commentaries
27. Javits, Discrimination-U.S.A.
28. Kardiner, Mark of Oppression
29. Kvaraceus, Negro Self-Concept: Implications for School and Citizenship
30. Landers, Culture in American Education
31. Lippitt, Training in Community Relations
32. McManus, Studies in Race Relations
33. Mayerson, Two Blocks Apart
34. Montagu, Man's Most Dangerous Myth
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36. Pierce, White and Negro Schools in the South
37. Powdermaker, Probing Our Prejudices
38. Riessman, Culturally Deprived Child
39. Rogers, Birthright
40. Rohrer, Eighth Generation Grows Up
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50. Vander-Zanden, American Minority Relations
51. Walsh, Social Problems and Social Action
52. Williams, Schools in Transition
53. Ziegler, Desegregation and the Supreme Court

APPENDIX E
EVALUATION FORM

Institute on Desegregation

Evaluation Form

Name _____ Group I II III IV V
(Circle one)

Place a check beside the appropriate response to each of the following items:

1) Level: elementary _____ 2) Position: Teacher _____
secondary _____ Administrator _____
college _____ guidance Counselor _____
supervisor _____

3) Years of professional experience: 0 _____ 10-15 _____
1-3 _____ 16-20 _____
4-6 _____ 21 or more _____
7-9 _____

4) Race: Negro _____ Caucasian _____

5) Age: 20-24 _____ 35-39 _____ 50-54 _____
25-29 _____ 40-44 _____ 55-59 _____
30-34 _____ 45-49 _____ 60 ,over _____

6) Sex: Male _____ Female _____

7) Experience in racially mixed schools:

a) During 1966-67 did you work with a racially mixed faculty: Yes ___ No ___

b) Prior to 1966 how many years did you work with a racially mixed faculty? _____

c) During 1966-67 did you teach a racially mixed class? Yes ___ No ___

d) Previous to 1966 how many years did you teach a racially mixed class? _____

EVALUATION OF INSTITUTE

Please answer each of the following questions, using the four point scale to the right (1--unsatisfactory; 2-poor; 3-good; 4- excellent). Circle the number which most nearly represents your opinion.

- 1) I would generally appraise the Institute as being: 1) 1 2 3 4

- 2) To what extent do you feel that each of the following goals of the Institute were acheived:
 - a) to develop on the part of participants an increased understanding of and sensitivity to children and adults of their own and other races. 2a) 1 2 3 4

 - b) to increase the participants' understanding of problems incident to desegregation and to develop the skills and insights essential to their solution. b) 1 2 3 4

 - c) to develop the leadership capability among participants to carry out solutions. c) 1 2 3 4

 - d) to develop an understanding of instructional techniques which show promise for implementation in desegregated schools. d) 1 2 3 4

 - e) to improve supervisory practices as they pertain to student teaching and beginning teachers on racially mixed faculties. e) 1 2 3 4

- 3) I would evaluate each of the speakers as follows:
 - a) Carl Dolce 3a) 1 2 3 4

 - b) Richard Corrado b) 1 2 3 4

 - c) Nathaniel Hickerson c) 1 2 3 4

 - d) George Flanagan d) 1 2 3 4

 - e) William Kvaraceus e) 1 2 3 4

 - f) Helen Kenney f) 1 2 3 4

 - g) Teacher panel (Mrs. Williams and Mrs. Boucree) g) 1 2 3 4

 - h) John Codwell h) 1 2 3 4

 - i) Leonard Reissman i) 1 2 3 4

- | | | | | | |
|---|-----|---|---|---|---|
| j) Community Relations Council | j) | 1 | 2 | 3 | 4 |
| k) Arthur Pearl | k) | 1 | 2 | 3 | 4 |
| l) Charles Stewart | l) | 1 | 2 | 3 | 4 |
| m) Gary Lloyd | m) | 1 | 2 | 3 | 4 |
| n) Dan Thompson | n) | 1 | 2 | 3 | 4 |
| 4) How would you evaluate your small group discussions on each of the following points? | | | | | |
| a) Clarity of purpose | 4a) | 1 | 2 | 3 | 4 |
| b) relevance of ideas discussed | b) | 1 | 2 | 3 | 4 |
| c) quality of group leadership | c) | 1 | 2 | 3 | 4 |
| d) rapport among group members | d) | 1 | 2 | 3 | 4 |
| 5) How effective were the field trips in their contribution to the purposes of the Institute? | 5) | 1 | 2 | 3 | 4 |
| 6) How valuable were the library reading materials in contributing to your understanding of ideas basic to the Institute program? | 6) | 1 | 2 | 3 | 4 |
| 7) How in general would you evaluate the informal aspects of the program (coffee, lunch, etc.) in their contribution to achieving the goals of the Institute? | 7) | 1 | 2 | 3 | 4 |
| 8) How did you feel about the adequacy of the meeting rooms and facilities for the Institute? | 8) | 1 | 2 | 3 | 4 |
| 9) What single activity or aspect of the Institute was of <u>greatest</u> value to you? Why? (Use space below and back of page if necessary.) | | | | | |

- 10) What single activity or aspect of the Institute was of least value to you? Why? (Use space below and back of page if necessary)
- 11) What further comments would you offer concerning the effectiveness of the Institute or recommendations for its improvements? (Use space below and back of page as necessary)

SELF-APPRAISAL

Please answer each of the following questions, using the scale provided for each question. Circle the letter which most nearly represents your opinion:

- a) considerably decreased
b) slightly decreased
c) slightly increased
d) considerably increased
- 2) How has your understanding of members of the opposite race (white or Negro) been changed?
- a) considerably decreased
b) slightly decreased
c) slightly increased
d) considerably increased
- 3) Similarly, how has your understanding of your own race been changed?
- a) considerably decreased
b) slightly decreased
c) slightly increased
d) considerably increased
- 4) How often during the Institute did you help a member of your race gain a better understanding of members of the opposite race?
- a) Never
b) seldom
c) regularly
d) frequently
- 5) Similarly, how often during the Institute did you help members of the opposite race gain a better understanding of members of your race?
- a) never
b) seldom
c) regularly
d) frequently

- 6) As a result of the Institute to what extent do you feel that you have gained skills which will enable you to facilitate the process of desegregation in your school?
- a) not at all
 - b) to a slight extent
 - c) to a moderate extent
 - d) to a considerable extent
- 7) As a result of your participation in the Institute do you now feel any greater sense of responsibility in your school to take an active role in bringing about a full degree of integration?
- a) no more than before
 - b) slightly more than before
 - c) moderately more than before
 - d) considerably more than before
- 8) As a result of your participation in the Institute, do you now feel any greater sense of responsibility in your community to take an active role in bringing about a full degree of integration?
- a) no more than before
 - b) slightly more than before
 - c) moderately more than before
 - d) considerably more than before
- 9) As a result of the Institute what things will you do differently in your classroom, school, school system or community? (Use space below and back of page as necessary)