SOME PROBLEMS OF SCHOOLS
IN THE PROCESS OF DESEGREGATING: A VIEW
FROM INVOLVED PROFESSIONAL TEACHERS

A Report

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Concerned and Involved Professional Teachers of

The Normandy School District

Normandy, Missouri

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I DREAM A WORLD

I dream a world where man
No other will scorn,
Where love will bless the earth
And peace its paths adorn.
I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor averice blights our day.
A world I dream where black or white,
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head,
And joy, like a pearl,
Attends the needs of all mankind.
Of such I dream--
Our world!

Langston Hughes

PREFACE

This report is a by-product of THE INSTITUTE TO ASSIST SCHOOLS
IN DEALING WITH PROBLEMS OCCASIONED BY AND/OR INCIDENTAL TO DESEGRE-
GATION. The Institute was under the direction of Dr. Angelo H. Puricelli
of the Extension Division, University of Missouri-St. Louis (UMSL).
The Institute was conceived and originated by Dr. Marvin Beckerman of
the Extension Division, UMSL, and was funded by U. S. Office of Education
in June of 1972, under Title IV of the Civil Rights Act of 1964.

The Institute involved fifteen staff members from three St. Louis
County school districts, Normandy, Ritenour, and Berkeley and McKinley
High School, from the St. Louis City Schools.

The sixty Institute participants were involved in several different
kinds of activities throughout the entire year from June 1972 to May 1973.
The first activity was a workshop designed to sensitize the participants
in the Institute to problems occasioned by and/or incidental to the
desegregation of schools. This workshop was held between July 31 and
August 11, 1972. In addition to the sensitizing workshop, three curri-
culum workshops were held on the weekends of October 13-14, 1972,
January 12-13, and May 18-19, 1973.

The participants who attended all of the various workshop sessions
shared interesting and varied experiences. They were sensitized to many
needs and concerns regarding problems generally associated with desegre-
gation and equal educational opportunities.

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The members of the Institute from the Normandy School District thought their experiences should be shared with their colleagues. They decided, therefore, to use the Districts' planned Curriculum Days, November 2-3, 1972, to inform and help sensitize other teachers in the District of these concerns. Besides the various programs presented on the Curriculum Days, the Institute members from the Normandy District then divided into small task-groups in order to investigate and identify some specific areas that concerned them most about the problems of desegregating schools. This was prompted by the fact that the Normandy District was in the process of rapidly desegregating. The teachers felt that their experience could be helpful to the Normandy District and to other districts that are about to experience rapid desegregation. This report is, therefore, a compilation of the findings and recommendations of these various task-groups.

EDITORS' INTRODUCTION

The various reports contained herein are somewhat unique in that they are written primarily by teachers for teachers. So often many reports resulting from Institutes, such as the one this report is related to, are written by professional researchers, in the language of the researcher and, of course, from the frame of reference of the researcher. Such reports are often not well received by teachers because many cannot adequately interpret the researcher's language (jargon) and cannot place themselves in the proper frame of reference in order to comprehend the meaning and significance of the results.

This report, therefore, is not an objective, emotionless, scienti-fically pure, statistically laden summary of the experiences, views and feelings of the Normandy teachers who participated in the Institute. It is, however, a compilation of reports that are somewhat subjective and reveals a considerable amount of emotion and feeling. And why not? After all, desegregation is an emotional experience involving real people who have real feelings. Why can't these feelings be expressed? Granted, teachers are assumed to be professionals, but this role does not preclude the fact that they are still quite human.

In view of the above, the reader should realize that the authors of the various reports are not professional report writers and they did not have the time needed to write flawless reports. Because the editors did not want to drastically alter the meanings and intents of the authors, no attempt was made by the editors to rewrite or change much of the language or to "polish" the reports. Except for Report 1, which was put into a narrative form by the editors from a very comprehensive outline,
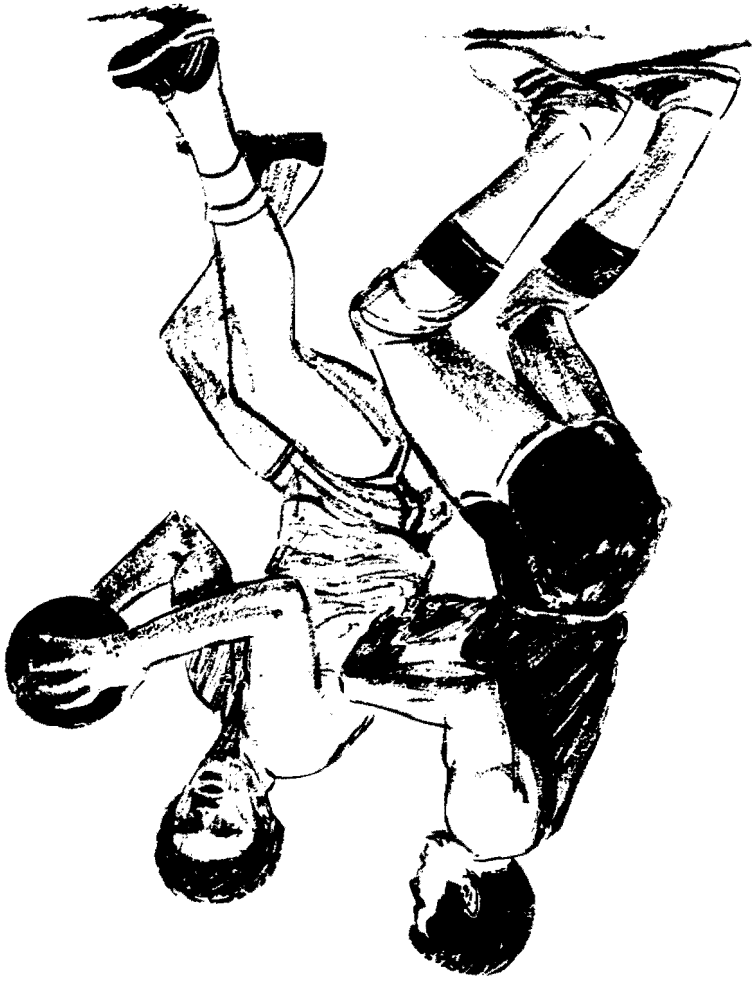
the reports are in the exact language of the authors.

The last report is really not a report in the same sense of the others. It is included as part of an "agreement" between the Normandy teachers in the Institute and Dr. Charles J. Fazzaro, who helped the Normandy teachers organize in order to accomplish their various report writing tasks. Because the writing of the reports entailed considerable time and effort beyond that required by the Institute, Dr. Fazzaro agreed to contribute a brief paper as part of his contribution as a member of the group and as a resident of the Normandy School District. Dr. Fazzaro was also very fortunate to have an associate of his, Dr. Robert J. Starr, co-author the brief paper as a service to the Normandy schools.

Charles J. Fazzaro
Angelo H. Puricelli

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SCHOOL CLUBS, INTRAMURALS, AND OTHER AFTER SCHOOL ACTIVITIES: THEIR
RELATIONSHIP TO SCHOOLS IN THE PROCESS OF DESEGREGATING

by

Tom Block-Bob Hittner-Joe D. Smith

Whether schools are segregated or desegregated there are many clubs
and other activities sponsored by the school that must function in order
to give the students a healthy balance of academic and social-cultural
mediums of expression. In schools that are in the process of desegregating,
however, special problems arise that make the functioning of school clubs
and other sponsored activities difficult. The authors of this report
have attempted to convey their perceptions of the problems and possible
solutions to these problems.

SCHOOL CLUBS

As schools become desegregated, paradoxically, club activities appear
to become segregated. The problem, therefore, becomes one of how to de-
segregate school clubs and other extra curricular activities. Although
segregation is not the intent or goal of school clubs and other extra
curricular activities, it is often the outcome.

Some Possible and/or Probable Causes

From the standpoint of a club sponsor in a recently desegregated
school, there appears to be several possible and/or probable causes for
certain club activities becoming segregated. The following discussion of
these causes, although not vigorously measured, is intended to provide
stimulus for dialogue and possible action for corrective measures.

Students seek their own "kind." In many clubs it seems that students participate because they seek activities and past experiences that are familiar to them and friends that have common interests and experiences. Because these activities, experiences, and friends reflect a particular ethnic gender make them all the more significant. This is not to say, however, that over an extended period of time the activities, experiences, and friendships may reflect more basic peer than ethnic interests.

Lessened transportation demands. All else being equal, it appears that students often seek club activities that have fewer transportation demands. In newly desegregated communities, for example, where blacks are rapidly moving into a predominantly white area, the white population usually lives within easy walking distance of the schools, or are affluent enough to have automobiles for quick and easy transportation. Many black students, however, live a greater distance from the school than do the white students and, being generally less affluent, cannot afford private transportation.

One of the authors, for example, is a sponsor for the Christmas play which is in night rehearsal three times a week for five weeks preceeding the production. He finds that the transportation problem is a major factor in the lack of adequate black participation in the play. It is, after all asking an awful lot of a student to walk home, rather late at night, and often times alone three nights a week for five weeks.

Long term versus short term activities. Some activities are short term commitment. This is to say that some activities may require attendance only once a week for a few weeks or just a single meeting, etc. Other group activities, however, require attendance more frequently than once a week, or for many periodic meetings over an extended period of time.

The authors note that for some reason long-term group commitment activities are usually predominantly attended by white students. If this is actually the case, the authors are at a loss to adequately explain the reason for this.

Different ethnic life styles. In a situation where a school has been almost exclusively composed of students of one ethnic background for many years, certain group activities develop a "tradition" that reflects the culture of "life style" of that ethnic group. The life styles of various ethnic groups may differ somewhat and, therefore, result in the individual student gravitating to activities most comfortable to their life style.

Peer pressures. To the authors it appears that peer pressures may contribute somewhat to the club or activity in which the student may participate. Students are sometimes overheard saying such things as, "That's a black activity," or "That's a white activity," or "Stick with your own kind."

Lack of vigorous recruitment. Lack of overt and vigorous recruitment by club sponsors to obtain racially mixed memberships. Sponsors of the various group activities may themselves be open and fair to the races and have activities that all ethnic groups may equally enjoy. However, if the clubs or activities are not racially mixed then the various ethnic groups will never know this, but only make assumptions based on peer pressure and rumor that the club or activity offers nothing for them.

Recommendations for Improvement

The following recommendations are suggested in the hope that further investigation by teachers and/or committees dealing with problems of desegregation be initiated. School administrators in schools that are

experiencing desegregation problems should plan and provide time for

teachers to do such committee work in this very sensitive area.

Improved counseling and guidance. School counselors, uusing

individual or group guidance techniques, could advise students on

problems of overextending themselves by trying to participate in too

many activities. Also, the counselors could help the students in making

more enduring decisions with regards to joining specific clubs and/or

participating in various group activities.

Club and group activities orientation week. Near the beginning of

the school year school districts should initiate a concerted effort to

inform students of all clubs and other group activities. Perhaps a "Club

and Group Activities Orientation Week" could be planned. During the

orientation week, club and activity sponsors and student representatives

could explain to all interested students various aspects of the clubs and

activities that are not commonly known to all the students. In this way,

students could make more intelligent selections of clubs and other

activities they wish to participate in without undue pressure from peers.

Car pools. Today our society is more mobile than ever and, therefore,

more dependent on various means of transportation. The school may provide

the various clubs and other group activities, but unless adequate means

of transportation are available a large segment of the student population

of many schools will be denied access to these same clubs or group

activities.

One partial solution to this problem may be the development of "car

pools." The organization of car pools could be administered by the school

instead of being left to the individuals involved. In fact, one of the

school clubs could make the organization and administration of a "School

Activities Car Pool" a club project.

Recruitment by club and activities sponsors. Active recruitment by club and group activities sponsors of black and white students alike so that the sponsors and students feel they can successfully meet the requirements of the club or activity. This would help greatly in showing other students that the club or group activity is non-racial and only "goal" orientated. In other words, if a student can attend meetings, obey club rules, and, if it is a "performing" group have requisite talent(s), one can succeed regardless of color.

INTRAMURALS

Some of the most valuable co-curricular activities are those in the area of after school intramurals. In schools that are in the process of desegregating however, there appears to be some special problems that inhibit the development of a really good intramural program. The basic problem seems to be a lack of adequate participation. Participation in this context includes initial involvement plus continuation in the activity until after the team has completed its participation experiences (i.e. losing two or more games, etc.).

Possible Causes of the Problems.

Some of the possible causes of the problem stated above might be: (1) the lack of after school transportation (i.e. no activities bus, etc.); (2) some students, usually the less skilled, are sometimes intimidated by teammates to drop out of the activity; (3) a lack of awards for "championship"team performance or outstanding individual performance; and (4) a lack of communications between sponsors of various activities that are offered during the same time frame (i.e. the same afternoon, etc.)

A brief discussion of each of the probable causes listed above, along with some suggested solutions is given below.

Lack of After School Transportation

Many urban school districts, such as the Normancy district, have students that must walk distances of up to several miles along streets that carry heavy vehicular traffic at the very time that after school activities (intramurals in this case) are being completed. In many instances there are no sidewalks along these streets.

One possible solution for junior high school students would be for the school district to establish an "after school activities bus route" that would transport students involved in after school activities to the elementary school nearest their home. This would at least partially eliminate the very real worry for both students and parents concerning safety. Also, the activities bus concept would help lessen the deterrent that inclement weather often has on after school intramurals.

Unfortunately, however, the after school activities bus concept has not been favorably received by many school districts. The Normandy School District, for example, has turned down the concept for many years. And, with the present tightness of money a similar proposal would most likely be turned down again. This is unfortunate because many more students-- particularly those who can least afford the cost of transportation--would take advantage of after school activities if an activities bus was available.

Since an activities bus would be a positive addition to an after school activities program the sponsors of these activities should continue their efforts to secure one. A helpful suggestion might be the securing of data, plans, etc. from school districts that already provide this

kind or service. This information could be very useful in supporting an argument for an activities bus.

Intimidation of Students

The authors feel that the intimidation of students is one of the most harmful deterrents to after school intramurals. It is harmful to all--even the ones who are intimidating others--because it often results in a team having to perhaps forfeit a game because they do not have enough players, etc.

A possible solution to the problems of intimidation would be for the sponsors to stress to the students at the initial organizational meeting that if they are intimidated they should _immediately_ inform the sponsors. If, upon investigation, the intimidation had indeed taken place those students doing the intimidating should be excluded from all after school activities. The Office of Student Discipline could be of help in giving early warning of students involved in after school activities who might cause trouble of this kind.

Lack of Extrinsic Awards

The authors feel that extrinsic awards are a positive factor in initiating interest in an after school activity. The awards help greatly in keeping participants in the programs.

At the present time, especially in the Normandy District, no money is specifically set aside for this purpose. Some will argue about the psychological importance of giving awards. Care must be taken, however, that the awards are in keeping with the overall direction of the specific after school programs.

Although the physical education departments of the schools should consider the possibility of using departmental supply funds to finance the awards, other methods of financing are also available. For example, the Normandy Junior High Physical Education Department gave small trophies to players on the school's championship intramural teams in basketball and floor hockey. The awards helped to maintain a high degree of interest in the programs. Money for the awards was raised by presenting to the student body a basketball game between the faculty and the 8th grade basketball team.

Lack of Communication Between Activities Sponsors

Positive and coordinated communications between various after school activities are essential to any successful after school program. This is most evident when some students are put into a position of having to choose between two or more activities. Proper communications between sponsors could result in better scheduling and counseling in order to help alleviate the situation.

It appears that in order to have good communications, sponsors of after school activities need to meet at least two or three times a year to work out solutions to various conflicting organizational problems. Sponsors and students that are involved in the conflict should be able to work out some arrangement whereby the student can participate in both activities, on a limited basis if necessary, and not be forced out of one of the activities that would benefit the student.

AFTER SCHOOL ACTIVITIES

This section of the paper will deal with after school activities in general and not necessarily with planned group activities such as discussed in the proceeding two major parts of this paper. The emphasis here will also be more specifically directed to the desegregation problem.

Basic Perceived Problem

The authors have observed that the basic problem with many after school activities is that they are racially unbalanced. The reasons for this seem to be many and varied. Some of the reasons are briefly discussed below.

Peer pressures. Unfortunately, in many instances there seems to be peer pressures from some white students not to attend some activities because mostly blacks will be there. Of course this is probably true with some blacks too, however, it does not seem as evident.

Ethnically oriented music. Often times the music played at dances is primarily "black" music. This is to say that it is the kind of music that is generally associated with the black culture.

Ticket sales. In many instances there seems to be a definite inadequacy in the distribution and selling of tickets to various school events. The result of this is clearly evident in the imbalance of black and white students at these events.

Unbalanced planning committees. A major problem in the area of the planning of events is the racial imbalance of many activities planning committees. A natural consequence of this is, of course, events that are dominated by a particular ethnic group.

Suggested Solutions

In order to even begin to solve these problems it needs to be communicated to the students that all after school activities are for all students and that every student must have an equal opportunity to participate. The administration, teachers, and particularly students must believe and emphasize this very necessary concept.

The administration needs to be aware and indicate to the staff the implications of this problem and provide some positive leadership to help correct the situation. Such leadership might take the form of actively encouraging all students to participate and take part in the planning of activities.

Teachers also need to take a more active interest in the activities provided to the students. Teachers need to question the intent and purposes of the activities. They need to know just what takes place during the various activities and make positive suggestions and recommendations to the administration, other staff members, and students.

The students, through the various organizations such as the Student Council, need to develop guidelines for after school activities. These guidelines need to clearly indicate proper procedure for planning of the activities and for such things as the selling of admission tickets and for insuring racial balance.

Suggestions To Implement Solutions

There are probably many methods to implement the above suggested solutions to the stated problems. However, those that are briefly discussed below seem the most appropriate for a situation such as now exists in the Normandy School District.

Administrative. The administration could schedule part of the teacher orientation time to deal directly with after school activities and specifically with the problems of racially unbalanced activities. An endeavor in this direction was started during the 1972-73 school year. This needs to be continued with even more time allotted to defining meaningful strategies to solve the problems of racially unbalanced activities.

A workshop could also be planned to synthesize all teachers to the needs of the various ethnic and minority groups in the school district. This strategy could be implemented in each individual school or district wide.

Teacher awareness. It is imperative that teachers become aware of the problems of after school activities. When teachers become fully aware and sensitive to these needs they will be able to function more effectively in an effort to resolve the problems. It seems that this is a "professional" responsibility and being professionals, teachers in school districts that are in the process of desegregating must take on the added responsibility of making themselves aware of the problems and solutions inherent in a racially unbalanced student population.

Student councils. Junior and senior high school students in a
district that is in the process of desegregating can serve as "models"
for the younger students. The challenge, of course, is to help the
high school students be good models. One vehicle for this might be the
junior and senior student councils.

Although some guidelines have been developed by the Normandy Junior
High School Student Council there is need for more. The Council needs
to create more programs to bring the black and white students together
so they can have a better understanding of each others background and
needs.

Conclusions

There are many strengths and weaknesses in the above recommendations,
and it is evident that racially unbalanced activities are but one of the
problems involved with after school activities and equal educational
opportunities.

However, the suggestions that have been proposed, if implemented,
cover many unmentioned problem areas as well.

PROBLEMS OF RACIALLY UNBALANCED SENIOR HIGH SCHOOL
EXTRA-CURRICULAR ACTIVITIES: A COUNSELOR'S VIEW

BY

Mary Mayhall

The purpose of this paper is to present some of the author's
impressions of the problems of racially unbalanced after-school
activities. These impressions are a result of numerous interviews with
members, officers, and faculty sponsors of school organizations that
have after-school activities. Although noticeable progress has been
made in the author's school towards the goal of integrated extra-curricular
activities--particularly in the past two years--much remains to be done.

There seems to be a number of reasons for a lack of total integration
of after-school activities in schools that are in the process of deseg-
regating. From the frame of reference of a high school counselor in just
such a school, the reasons generally seem to be:

1. Many teachers seem reluctant to get involved with the
    activities.

2. Students seem to seek activities in which they feel
    comfortable and/or with which they can identify.

3. Some students seem to use certain extra-curricular
    activities in order to meet narrow "personal" goals.

4. There seems to be a trend on the part of white students
    towards small, unstructured off-campus grouping.

5. There is a lack of positive, planned communications among
    sponsors of the various after-school activities.

6. The life style of black and white students tend to be somewhat of an obstacle to successful integration of extra-curricular activities.

7. Formal and over-structured school clubs tend to discourage minority student participation.

8. Many students--most out of sheer necessity--tend to seek activities that pose the least number of transportation difficulties.

These reasons and some of the ramifications of each are briefly discussed below.

Teachers Reluctance to Get Involved

More and more today, classroom teachers seem to be pulling away from the responsibilities of the concept of extra-curricular activities being "co-curricular" and a part of their (the teachers) professional duties. Such a philosophy seems shocking in light of the importance of these activities. If extra-curricular activity programs are to survive, then schools must again assume the philosophy that an adequate educational program takes the "whole child" into consideration. In this regard, there is inadequate "professional" faculty leadership.

In addition to volunteering to sponsor extra-curricular activities, teachers can help by simply showing a more positive attitude toward the activities and by assisting students in making meaningful choices when selecting activities. Also, many students need guidance in not only which activity, but in how many activities. Likewise, encouragement and guidance from both black and white teachers and counselors are of prime importance in helping students to "cross the color line."

Student Selection of Activities

Students tend to identify with extra-curricular activities on the basis of a felt need. In some cases ethnic groups join others of like backgrounds for psychological security. Such a tendency is understandable, especially since the groups involved are generally in the minority. This practice, however, is not in the best interest of the students since it tends to perpetuate segregation.

Some suggestions for dealing with the problem are: (1) integration of sponsorship on a co-sponsor basis; (2) inter-club parties, especially between integrated and non-integrated clubs; and (3) "big brother" and "big sister" plans between integrated and non-integrated clubs.

A second type of club which can act as a barrier to integration efforts are those very popular ones which are controlled by the so-called "elite" groups. In these clubs membership is not available or open to everyone. Each applicant must "try out" and be judged by the faculty and a set number of members of the club. The results, unfortunately, are often devastating to the losers.

In these clubs the "winners" are usually not a good representative cross section of the integrated groups. Also, this type of school club often serves the interest of the social climber. A possible remedy, however, to correct the damages done by the methods used to select members of these organizations may require the implementation of a quota system.

Off-Campus Grouping

A type of student grouping which has caused concern is the small un-structured off-campus group that is usually centered around music, sports, Bible discussions, etc. Instead of getting involved in the

traditional clubs and sports on the campus, many white students, in particular, have been retreating to the small informal groups to listen to records or to organize their own music group around a guitar or two.

There appear to be a number of reasons for the proliferation of these small off-campus groups. From the author's many discussions with students, the reasons given by the students are: "I don't want to stay after school," "I don't have a ride home," or "I prefer to join a group of my friends" (usually in the street, a vacant lot or a neighborhood elementary school playground). Some boys even use the excuse, "I don't want to get my hair cut off."

Some student and after school activities sponsors contacted by the author have expressed concern that too many students seem to be losing interest in the co-curricular activities. For example, one sponsor of an after school sports group reports that her activity has become an almost totally black student organization. The sponsor sees this withdrawal of some white students as a sign of laziness and apathy. The author does not necessarily agree with the sponsor that the withdrawal is a sign of apathy. At this point, however, the author is not able to make a statement for a remedy. Perhaps a closer look at what has happened may turn up some additional and more relevant clues.

Communications Between Activity Sponsors

Most school calendars, out of necessity, generally show two or more after school activities scheduled on the same day and at, or near, the same time. Such an arrangement prevents many students from participating in more than one activity.

In order for all of the extra-curricular activities to be available to a large number of students, each sponsor should be on the planning committee that prepares the school's activities calendar. Each sponsor should always be cognizant of what is in the school activities calendar in regards to the various activities, the day and the time they are scheduled, and the meeting place for each activity. Each sponsor should also be concerned about how the schedule will accommodate the largest number of students--black and white. And, each sponsor should help students who show an interest in more than one activity to make a logical and meaningful selection that fits his present schedule.

The activities calendar should be completed far enough in advance of orientation day to be available to each student when he enrolls. This calendar can be helpful to both students and parents in planning after school activities so that these activities can be integrated with the parents' or family schedule.

Student's Life Style

Because of some differences in the value systems under which black and white students have been reared, they do not at all times feel comfortable trying to share the "real" person with each other. This includes such things as art, music, dress, and food. Thus, the grouping of all black and all white students on the campus is somewhat automatic as soon as the students leave the classroom.

Black students tend to shy away from extra-curricular music activities, seemingly because they cannot identify with the content and style of the music. Social activities such as after school informal dances and planned formal dances almost always become segregated affairs.

The attendance is either all black or all white according to the type of music which is publicized ahead of time. One workable remedy has already been made--that is the use of records from all groups.

Formal and over-structured clubs--better known as traditional clubs--have a built-in barrier and tend to perpetuate its "own kind." This is especially true if there is no opportunity for an interchange of ideas on how the club should be structured. Black students, as well as many white students, tend to shun this type of organization. As a result such a group does not help to alleviate the problems of segregation even though the content and basic ideas espoused may be desirable.

Lack of Adequate Transportation

Finally, there is the problem of a lack of adequate transportation. Many students are discouraged from joining after school activities because they have no means of getting home after the events. In many cases, parents refuse to allow their daughters to walk home alone after school even though they live within easy walking distance of the school.

One very logical and desirable remedy for this problem would be to involve parents who have cars and schedules that coincide with after school activities. These parents could provide transportation in the form of car pools.

The author recognizes the desirability of a mini-bus or regular bus, but is also aware of the tight school budget within which the school district must operate. However, continued investigation into the feasibility of such a bus should be encouraged.

Summary and Conclusion

The problems of schools in the process of desegregating are many and varied. At times those involved may get frustrated because it is difficult to find solutions to these problems. However, continued and sincere efforts by students, teachers, school administrators, and parents can help insure the eventual development of significant and meaningful solutions.
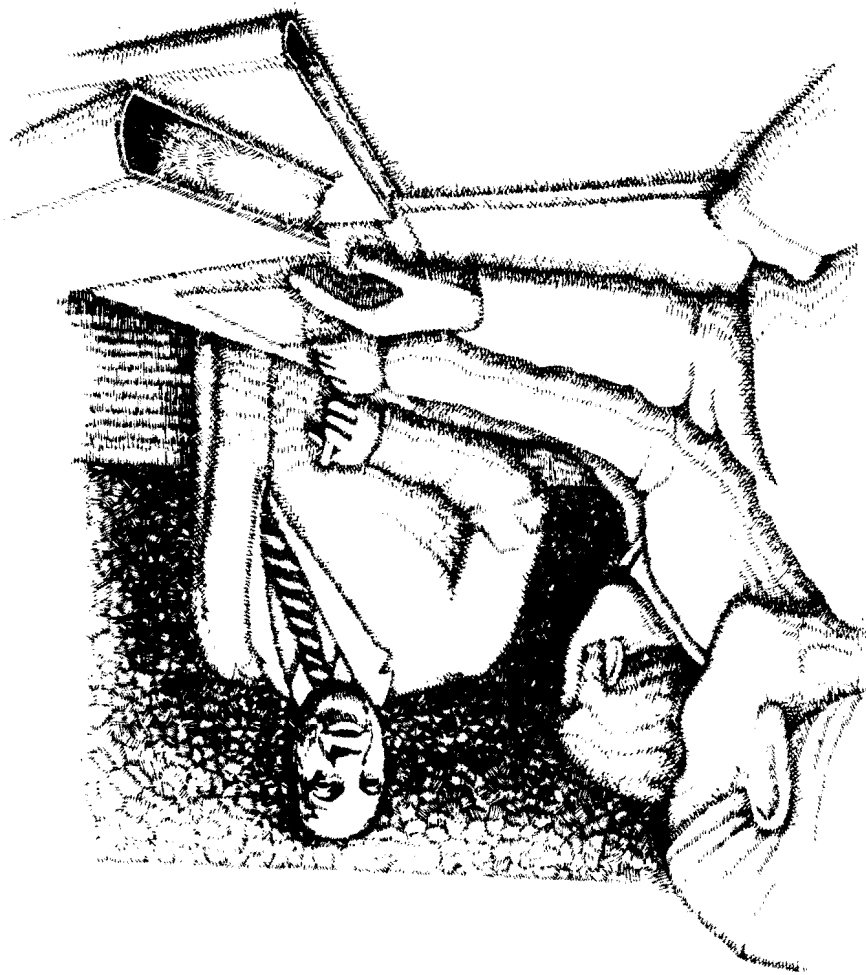
INSERVICE PROGRAMS IN A DESEGREGATED DISTRICT

by

Mary Agnes Hamm - F. Regis Henckler - Steven V. Huber

The desegregation of schools involves many areas. One area which deserves special consideration is the professional growth of the faculty through inservice workshops and the development of new programs. Urban school districts have a particular obligation to provide inservice education that will keep faculty in step with social and educational changes occurring in the student body as a result of desegregation.

This paper is written from the perspective of teachers who have experienced the gradual desegregation of an urban school district. These observations are based upon one school in the district: Normandy Junior High, Normandy, Missouri. This school was chosen as the model because it is the first grade level at which the population of the students represents the entire district. The following information, Table 1, is chronologically arranged in order to parallel the gradual desegregation with the simultaneous developments needed to professionally prepare the faculty to work with the changing student population.

Table 1.

YEAR OF DESEGREGATION, EXTENT OF DESEGREGATION, FACULTY NEEDS, AND INSERVICE PROGRAMS AND/OR
CURRICULUM DEVELOPMENT AS A RESULT OF DESEGREGATION IN THE NORMANDY SCHOOL DISTRICT

Year	Extent	Faculty Needs	Inservice Programs and/or Curriculum Development as a Result of Desegregation
First	Very small Black population	No strongly perceived needs; faculty confident in its ability to manage and to teach students effectively	None specifically related to or the result of desegregation.
Second	Small Black population	1. Faculty began to recognize their need to familiarize themselves with the Black Culture and expectations of Black parents. 2. Noticeable lessening of teachers' confidence due to: A. the inability of an increasing number of students to do arithmetic, reading, and writing. B. students who did not respond to traditional teaching procedures. C. increasing number of conduct problems which did not respond to the usual classroom corrective procedures. D. a large increase in the numbers of new faculty. E. seeming reluctance of the community to support a tax levy.	A systematic evaluation of policies and procedures of the district and of the attitudes, feelings, and morale of the staff was conducted through the Project Alliance program with UMSL. An outgrowth of the Project Alliance program was an after school, voluntary inservice program intended to sensitize Normandy faculty to the Black Culture. Speakers and panels were composed of parents from the Normandy community, educators from the inner city, university professors, and people from the Black community.

Table 1. (Cont'd.)

Year	Extent	Faculty Needs	Inservice Programs and/or Curriculum Development as a Result of Desegregation
Third	One-third Black population	1. Intensification of the needs stated under "second year." 2. Faculty advocates the employment of Black faculty members.	The inservice program initiated the previous year was continued. The program was designed to sensitize faculty to cultural differences in a desegregated school. At least one black faculty member was employed.
Fourth	One-third Black population	1. Strongly felt need for more Black staff members. 2. Faculty needed some indication of community stability, interest, and support of the school. 3. The faculty felt a need to have the positive accomplishments of the school and student body publicized. 4. Faculty expressed a strong need for special program for disruptive and aggressive students.	1. Employment of a greater number of Black teachers in Home Economics, Math, Social Studies, and Industrial Art. 2. a. Organization of the Normandy Municipal Council to coordinate the numerous Normandy municipalities. b. Normandy Involvement Day with displays from schools, churches, communities, and other Normandy organizations. 3. A full-time public relations officer for the district was employed. 4. a. An evening instructional program was organized; 25 aggressive students were removed from the regular school program. b. A special office with full-time staffing was created to handle discipline problems.

Table 1. (Cont'd.)

Year	Extent	Faculty Needs	Inservice Programs and/or Curriculum Development as a Result of Desegregation
Fifth	Slightly less than on-half Black population	1. Faculty recognizes a need to structure pupil movement throughout the junior high building. 2. Faculty also felt the need to prepare 6th graders for the junior high program, especially students from predominantly segregated schools. 3. Expansion of the extra-curricular program 4. Drug education 5. From the viewpoint of these writers, many teachers needed to learn instructional techniques in classroom management for students whose academic or social skills would not allow them to succeed in a traditional classroom.	1. This need was fulfilled by a. Creation of a homeroom class to provide a place where students were required to go upon arriving at school; and b. Experimental grouping of some 7th grade classes in one area of the building to reduce pupil movement. 2. This was accomplished through a presentation made at each elementary school to the 6th grade students and their parents. 3. In addition to the cultural and athletic organizations, the creation of the YMCA program provided an activity for students who did not find a place for themselves in the larger organizations. 4. An introductory program was offered on a voluntary basis to interested faculty; an intensive drug education program was available through the St. Louis College of Pharmacology. 5. Other than efforts by individual teachers, no organized inservice program was created to satisfy this need.

Table 1. (Cont'd.)

Year	Extent	Faculty Needs	Inservice Programs and/or Curriculum Development as a Result of Desegregation
Sixth	Equal proportion	1. Drug education 2. Program for behavioral and attitude modification 3. Intensification of the need to limit pupil movement throughout the building. This also included the need for teachers to be able to work together to deal with behavioral and educational problems of some pupils whose academic and social skills did not allow them to succeed in a traditional classroom.	1. Required program for all junior high faculty. 2. Employment of specially trained teacher to work with small groups of disruptive or belligerent students to change attitudes and improve educational skills. 3. The experimental grouping of some seventh grade classes in one area of the building (see fifth year) was expanded to include all seventh grade pupils. Small groups of teachers, mainly from the basic subject areas, began to plan strategies for dealing with certain student problems. 4. Plans were made to begin fulfilling the need through teacher-planned sessions during the district-wide curriculum days. Highlights of this program included an inter-racial awareness seminar presented by a local firm (Mc Donnell) and a presentation by a former inner-city school principal (Dr. John Morris). Dr. Morris as a participant-lecturer in the desegregation institute was invited to give the same presentations given to the institute members because of their relevancy to problems being experienced in the district. In addition, plans have been made for workshops to be held during the summer and coming school year on individualizing instruction, behavior modification, and drug education.

Summary and Recommendations

The inservice programs and curriculum development resulting from desegregation which are listed above, are only a few of the major programs which have taken place in the Normandy school district during its gradual desegregation. Timing of these inservice programs and curriculum developments was a critical factor. In the opinion of these writers, most of the programs cited above were successful because they dealt with problems the faculty was experiencing at the moment.

Hindsight would suggest that throughout the desegregation process, inservice programs aimed at helping teachers learn instructional techniques in classroom management for students whose academic or social skills would not allow them to succeed in a traditional classroom are vitally needed. Such programs might include presentations by successful inner-city teachers of techniques they have found effective. Mastery of these techniques by teachers is essential if the schools are to desegregate smoothly and offer equal educational opportunity to all students.

A "CULTURAL AWARENESS WEEK" TO HELP EASE THE PROBLEMS IN DESEGREGATING SCHOOLS

by

Charles P. Adams - Wilzetta B. Bell - Louis B. Williams

Since the community is composed of all kinds of people with differing social and ethnic heritage, backgrounds, religions, and attitudes. The authors of this paper feel that it would be appropriate to have a Cultural Awareness Week in order to help provide the members of the community with an opportunity to "discover" each other. A Cultural Awareness Week would be defined as a special week set aside for the school and community to become aware of the different cultures in American society. The reasons for such a program would be: (1) to develop awareness of differing cultures; and (2) to engender some concern for differing cultures.

Possible Activities for a Cultural Awareness Week

A Cultural Awareness Week should be made up of a number of activities and involve all segments of the school district population. Some such activities could come under such broad categories as educational, civic, and religious. These categories and some suggested activites are briefly discussed below.

Educational

Every society has established formal and informal agencies or institutions charged with preserving the status quo and communicating the ways of cultural awareness to each oncoming generation through education. Although the educational aspects of cultural awareness may contribute to various activities, one finds an educational background in every culture. Awareness begins at birth where dependence on others for sustenance and

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life makes it nearly inevitable that cultural awareness will take place
in one's family setting. Whether a family setting or an education insti-
tution, we gain perception of what one's own culture is like in being
aware. Awareness in conjunction with education helps to perceive self-
concept, self-image, and networks of evaluation and self-judgment to
which feelings and responses are very much related. Therefore, cultural
awareness in educational aspects begin with self-judgment, consequences
of judgment, criteria for self-judgment, and alternatives for self-judgment
which are available to any individual or group.

Bulletin Board Displays

One would get a visual concept of his culture's traditions and values
with ways of realizing his social ideals. It also provides awareness of
the understanding how others see him. This would be used in recognizing
and describing one's culture, especially in terms of achievements, contri-
butions to society, creativeness, heritage, and racial pride and cultural
identity.

Movies

A basic goal of awareness may teach that movies would portray one's
own idea of any given race. Because of the content of the movie, one
may respond to movies with a sense of educational or cultural awareness
rather than one of entertainment.

Guest Speaker

The acquisition of guest speakers could create varied responses with
new feelings and behaviors. With emphasis put on upward mobility in
regards to cultural awareness where one could express attitudes, opinions,

and values of fair play, trust, and loyalty which are most frequently

acquired through being aware.

Skits and Plays

Interaction with others through skits, plays, and types of dramatic

presentations, we would learn a great deal about his particular culture

in society. The set of feelings, expressions, dramatic experiences, and

ways of perceiving and thinking would be beneficial in teaching his own

culture what is meant by "being aware."

Ethnic Narrative over the School Public Address System

In dealing with ethnic narrative over a public address system, one

could express his concern for his culture without being biased. He may

express those ideas which are meaningful to his culture. It would force

one to look more closely at virtually all of their assumptions to his

awareness   One would hope that through his expression over the public

address system, that it would influence one's culture to re-examine

their attitudes and practices in light of awareness and that it will

stimulate one to explore further the implications of expression and of

the model for cultural awareness.

Specific Suggested Activities

The following are some specific suggestions of educational activities

for cultural awareness.

Bulletin board displays. Illustrations of great achievements, great

people, historical events where one's culture was affected and phases

of contribution of one's culture, e.g., art, sports, music, science,

literature, etc.

Movies. Show movies that have emphasized all types of cultures with the idea of working and living with others, with alternatives to analyze new feeling and behavior.

Guest speakers. Recognize famous people by letting them speak or express decisive, philosophies which could cause inspiration in one's awareness.

Skits and plays. A variety of cultures participating in dramatic experiences understanding how others see themselves.

Ethnic Narrative over the school Public address system. Various cultures express their ideals and philosophies over a public address system.

Civic Activities

Every school should represent to its students a model of society and its possibilities. In the very composition of the student body and staff; the authority and decision-making structure of the school; the way that people talk with one another; learn, work, and play together; and in the expectations that the school holds for its students--in all these ways and more--the school models society. It would seem, therefore, that the school and society should utilize these similarities in order to help eliminate some of the problems of desegregation.

Briefly discussed below are several suggestions that could help foster better understanding among the various social groups in a community.

Student Attendance at Town Council Meetings

The town council meetings are procedures for the general governing of the community. Also, they are forums for citizens to express their

view on community issues and vehicles for communication between different

segments of the community. With this in mind, schools should encourage

students and staff to actively participate in these meetings.

There are many ways in which schools can participate in town council

meetings. One might be the assigning of student council members that

represent different ethnic groups to attend each meeting and report the

results back to the student council. The representatives could also be

encouraged to exchange their views and ideas with the town council on

how to improve the relationship of those groups involved in the desegre-

gation of the schools and the community.

The town council and various school groups could jointly sponsor

such events as picnics, fairs, dances, visitations, parades, and other

such community gatherings. This would help the members of the community--

adults and children--to interact in a relaxed positive atmosphere.

Police Department Participation

An important and perhaps the most visible part of any community

administration is its police department. Because of this visibility

students often times feel that the community is the police, when in fact

it is much more.

One remedy for this sometimes unfortunate misunderstanding could be

to have the police department invited often to the school to present to

the students, through the various student organizations and classes, their

(the police departments) purpose, function, and role in the community.

From such a program the students should derive a feeling of security

instead of the present sense of apprehension and distrust. Students should

feel that the police work for and with them--not against them.

The Use of Media

Many communities and schools within the communities have various media sources to communicate to their constituents. These are, for example, community sponsored newspapers, school newspapers, and commercial and public radio and television stations.

Community and school newspapers could exchange "columns" as an example of a joint effort to improve communications. Or, perhaps, entire issues of the various publications could be co-authored by community representatives and students from the staff of the school newspaper.

The commercial and public radio and television stations could be encouraged to provide public service time to allow students to present their own programs and/or "spot" announcements of school and community events.

Religious Activities

Children of many religious and/or social backgrounds come to the public schools. Protestants of more than 250 varieties; Catholics, Roman and Orthodox; Conservative, Reformed, and "Free;" Hindus; Moslems; Buddhists; Marxists materialists; and others. All of them and their families have been guaranteed freedom of conscience and freedom of religion by the Constitution, and there is no freedom to believe unless there is also freedom to disbelieve.

One definition of religion is the relation of man to the supernatural being called God. Another is that religion is the loyalty of man to his ultimate values and to his convictions that control his conduct. In general, public schools have accepted the latter.

Values being the determiners of an individual's attitude, are usually considered to be an essential part of the decision-making process, the process of "valuing" being antecedent to it.

1. Churches in the community can play a part in the Cultural Awareness Week by these means:

    a. Ministers can concentrate their sermons during that week on the individual's ability to make "free" choices, the desire to formulate "moral" choices in terms of a concern for others, and the need to strike a balance between one's social awareness, on the one hand, and one's self-concept on the other.

    b. Bulletin board displays, at the various churches, denoting Cultural Awareness Week visualizing a greater emphasis on the family's involvement in the teaching of values to their young.

    c. Guest speakers from the community would speak in churches or in the schools on the subject of values as directions for living. (Which is related to an individual's time, his energy, and his very being.)

Summary and Recommendations

The schools appear ready, and all the necessary tools are at hand to have the curriculum deal with, not just specific men, but with Man and his values from kindergarten through the twelfth grade. The condition of the nation and world require it. The psychological comfort of concerned and

puzzled students requires it. Education, in the oldest and least complicated sense of the word, requires it. So, let's get on with it.

A mankind curriculum involves a concerted study throughout the grades of the nature of Man.

A mankind curriculum invites students at all grade levels to take frequent looks far afield at the culturally strange and alien lives of people remote in time and place. But note well: the main purpose in doing this is to help the student gain deeper understanding of himself, of his own human nature; thereby enabling him to relate with comfort and a degree of empathy to a heterogeneous nation and world.[1]

TEACHERS' PERCEPTIONS OF INTER-SCHOOL RELATIONS AS THEY PERTAIN TO
CREATING A BETTER ATMOSPHERE FOR EQUAL EDUCATIONAL OPPORTUNITIES

by

Versia Cross - Tom Pflederer - Dianne E. Smith

INTRODUCTION

Teaching is, at least in part, the art of being human and communicating that humanness to others. We trust machines to give us answers to the many questions that face us in our daily lives. We find, however, we cannot extend that same trust to each other because much fear and many stereotyped myths pervade our society.

The fear and mistrust that has resulted is reflected not only in our adult society, but also in our children. From working with the children it is apparent this lack of trust and understanding has been passed on thereby perpetuating the myths, the distrust, and the fears. If we are to alleviate the fears the most logical place for us to start, as parents, is with the children.

As educators, part of the responsibility for correcting the problem lies with us. Because we are directly involved with all the children, we can perhaps see the situation more clearly than others. This ability to observe all the children and the problems they encounter gives us a head start on understanding and possibly helping to solve the problem.

After analyzing the problem, the authors have envisioned possible strategies for improving human relations among all concerned, if not completely eliminating the problem.

It is the writers' hope that the strategies developed to bring children, parents, and teachers together will serve to pave the way to correcting the problem. We do not expect our suggested solutions to completely reduce

the conflicts, but if they simply serve to create a deeper awareness of
and greater concern for the difficulties we encounter, then perhaps we
are on our way to greater love and understanding of each other.

TEACHER EXCHANGE

What could teachers, given the opportunity, learn from future and
past students? The second section of this paper deals with that question.
As Joseph Turner says simply in Making New Schools, "A teacher is someone
you learn from. One common source of people who might be employed as
teachers remains to be mentioned--the students themselves."[1]

A teacher views his students out of context. He does not see their
total learning experience. He does not see their communities and neigh-
borhoods. He does not see the school from which they come or the school
to which they go.

A teacher's perspective of his students is frequently narrow. He is
separated from them by time, experience, and geography. Year after year
he deals only with one particular age group of students. His total living
experience may be completely unlike that of his students, because of
differences in race, culture, income level, etc. And he may never have
been inside the other school facilities that are part of the students'
total educational experience.

A multitude of programs have attempted to deal with this problem.
Workshops, inter-school teacher discussion groups, guest speakers, etc.
make possible the exchange of information and expertise among teachers,
but generally can offer the students' experience and point of view only
indirectly and not personally. Field trips and extracurricular activities

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[1] Joseph Turner, Making New Schools, (New York: Danial McKay
Company, Inc.).

allow the teacher to view a given segment of students under given

circumstances (i.e., players, cheerleaders and spectators at a basketball

game),but do not present the complete student community in a normal

school atmosphere. The yearly orientation field trip for new teachers

and occasional visits to various schools broadens the teacher's background,

but actual contact with students is necessary to feel the school as it

really is.

The best solution is one which can bring together the teacher and

the entire community of another school during a typical school day. The

best solution is a teacher exchange program.

The exchange program might work best on a voluntary basis, leaving

most of the details up to each pair of exchanging teachers. In each school

interested teachers might sign up, stating their own teaching area/level

and stating the teaching area/level at which they would like to visit.

Volunteers could then be matched as much as possible according to prefer-

ence and be allowed to meet on their won and to arrange their own exchange.

INTER-CLASS VISITATION

Children attending junior high schools in districts where there is

only one junior high school are often faced with the problem of adjusting.

Often these students have attended elementary schools that were ninety-eight

per cent segregated.

On entering the junior high school, the children lack an understanding

of each other and thereby resort to fear and distrust which makes a

favorable adjustment in the junior high impossible.

Children need a way to observe and learn the differences among

themselves, and especially if two races are involved.

After working with children of different races for many years, the author has observed that all children are like some other children in instructionally relevant ways.

One way the children can learn about their likeness is through Inter-Class Visitation. Preparation should be made prior to visitations, (The size and span of program depends on the school district) and expanded as desired.

A Pen Pal Club should start early in September and continue for several weeks. The children should include in their letters such things as their favorite T.V. program, their hobbies, their likes and dislikes, how much allowance they receive each week, etc. The selection of Pen Pal could be decided by the teachers involved.

After the children have some information concerning their Pen Pals, plans should be made for a visit to their Pen Pal's school. Since this is an experimental program the number of students visiting at a given time should be limited. The author suggests that four students from each school be involved per visit.

Upon arrival at the school, each would would be met at the door by his or her Pen Pal and follow a schedule for a routine day.

The student should report his findings back to his classmates. They should have observed such things as the likeness and differences of the school, the subject matter, the play habits of the children and of Pen Pals, and the teaching method of the teacher.

The above procedures could be followed through once a month each time involving different Pen Pals.

At some period during the month, plans should be made for Operation Dine Out. This would involve eight students per month going out to lunch

with the counselors. This operation would give the children a chance to observe eating habits of their Pen Pals.

Field trips at this point would enhance the childrens' understanding of each other at an even broader scope. The field trips, however, should be planned carefully and designed specifically to bring about communication and involvement between the children.

With favorable progress of the project, preparations could be made for a Parent Night. Here several things could take place: (1) a progress report could be given by both students and sponsors; (2) a role playing act of how things were at the beginning as compared to how it was before the program was launched (this should be done by the children);(3) it would give the parents a chance to chat and learn about likeness and differences also.

The final phase of the program would be that of camping. If the district already has a camping program there is no problem. If there is no camping program, one would have to consult a higher official before planning a camping trip.

Camping has always given children a chance to see their classmates in an environment other than school. This is just what is needed now in this phase of the program. The blacks and whites involved should attend the camp at the same time. This will give them a chance to room together, make decisions on activities, and participate in activities together.

At the end of the camping trip which normally lasts five days, the children should have a good understanding of each other, and it is the author's hope that it will give them a head start in making that adjustment to the junior high school.

SUMMARY AND CONCLUSIONS

In this paper the author has presented some ways of making the adjustment to the junior high school easier for the entering student. Some of these ways were: (1) Schools in a given district could form Pen Pal Clubs between black and white schools; (2) Inter-class visits between black and white schools; (3) Field trips designed especially to meet the needs of the students; (4) Camping trips that would involve both black and white schools.

In conclusion, the author realizes that some problems can be expected with a program such as this and makes the following recommendations:

1. Hold meetings for the parents of students who are going to be involved and get their permission for the child to participate in the class visitations. The person in charge should be knowledgeable and well versed. Parents should be given the opportunity to express their concerns.

2. Since teachers will be involved, it is important that they are knowledgeable and willing to work in the program.

3. Finance is not a great concern, nevertheless, any "Dine Out" project would be paid for by the child. School districts usually plan camping trips and assume their costs.

If these recommendations are followed it would alleviate most problems.

If the program is followed, the author feels that it would be a giant step ahead for junior high schools. It would prepare the children not only for an easier adjustment to junior high, but also a smooth social adjustment to adulthood.

THE USE OF SMALL GROUP INSTRUCTIONAL TECHNIQUES TO HELP TEACHERS
WITH PROBLEMS OF DESEGREGATION IN THE CLASSROOM

By

Charles J. Fazzaro and Robert J. Starr

In the final analysis the problems of desegregating schools falls
on the shoulders of the classroom teacher. It is comparatively easy
for the Courts, politicans, school boards, administrator, and other
such groups to order, mandate, require, etc. the desegregation of schools.
The classroom teacher, however, must ultimately deal with the everyday,
fundamental issue of getting students of different backgrounds and races
to interact together in a cooperative learning experience. For many
teachers this is an almost totally frustrating experience. There is
some hope, however, that certain teaching strategies, if used correctly,
can at least help the classroom teacher in coping with some of these
problems.

Why Students Form Groups In School

A clique, as defined by Webster, is "a narrow or exclusive circle
or group of persons; esp: one held together by a presumed identity of
interests." In schools that are in the process of desegregating, the
student cliques that generally form early in the school year are based
on the "presumed identity of interests" of skin color. And, in many
cases, this stereotyping myth is perpetuated by those in and out of the
field of education. The question, therefore, is how to change the
grouping of students based upon skin color to grouping based upon true
interest. A partial answer to this question is the use of small group

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instructional techniques in the classroom--the interface of cultural interactions.

Changing Student Grouping Patterns

Most teachers who have several years of experience know that when students are given the opportunity to sit in the seat of their choice they generally sit in clearly defined groups based on some common interest. The first day of classes, in schools that are in the process of desegregation may look like that depicted in Fig. 1. When small group instructional techniques are correctly used throughout the year, the classroom can look like that depicted in Fig. 1. The reason for the change is based upon interests of the students, other than color.

Students, no matter what their skin color, have varied interests and intellectual abilities. When they become aware of each others interests and have the opportunity to communicate and interact with one another with a focus on these interests, then a meaningful beginning can be made to really desegregate the classroom.

Using Small Group Instructional Techniques in the Classroom

Small group instruction should not be confused with the traditional concept of "class discussion". In most cases, class discussion is nothing more than the teacher answering student's questions. If in a class discussion one is to assume that all students are to have an equal opportunity to actively participate, then taken literally, "class discussion" is virtually impossible. If, for example a teacher has a class of thirty students, then there are nine hundred possible interactions (30 x 30 = 900)--truly an impossible arrangement.

Figure 1.

STUDENT SEATING BY CHOICE
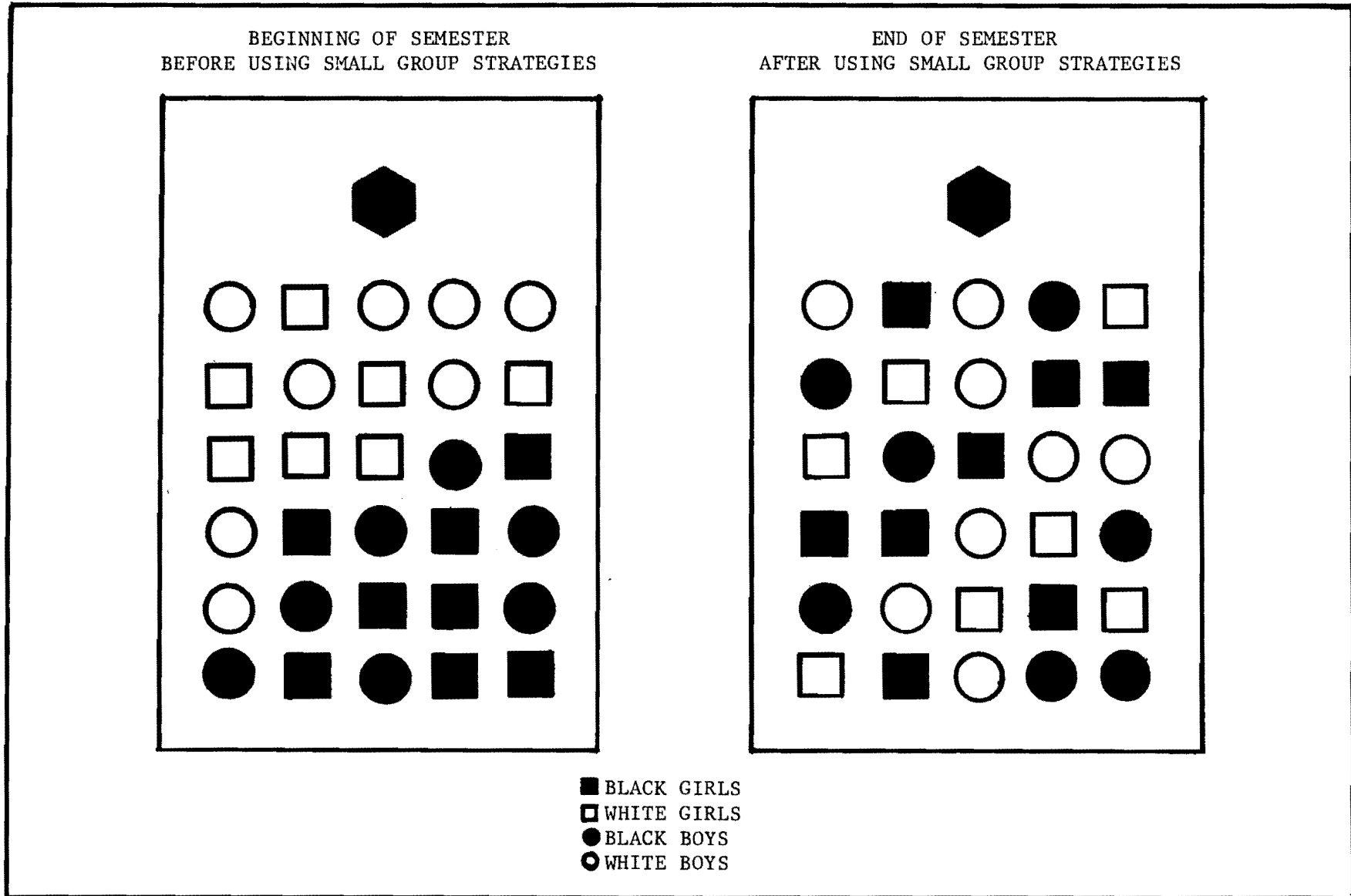
The question then is how to arrange the class in order to give each student an equal chance to discuss, or more properly to interact with other students. The answer to this can be found, at least partially, in the use of various small group classroom instructional management strategies. A few of these strategies are illustrated below. Although the examples are but a few of many possible small group strategies, they can be mastered by the average teacher in a relatively short time-- about one or two academic semesters.

Before teachers begin using these small group techniques, however, they should clearly understand them and the following basic guidelines. If teachers lack this understanding, then they will not be successful in the application of these techniques and should not attempt to use them.

Basic Guidelines For Using Small Group
Instructional Techniques

1. Thoroughly plan the intended instruction in terms of clearly stated objectives.

2. Prepare students in advance of exactly what will be taking place (i.e., diagram the group situation on the board, explain the rules, etc.).

3. Immediately critique each attempt of the use of each strategy (i.e., make notes of the study and weak point and possible improvement).

4. Meaningful verbal interacting requires a higher volume of sound in the classroom. This higher volume should not be classified as "noise", because noise usually means un-necessary, confused, and sensiless vocal verbiage.

5. Above all be patient and don't be discouraged if the groups

do not always function as planned. The success of these techniques improves greatly with practice.

The following are seven different small group techniques that have been successfully used by the authors in many different classroom situations. These seven different techniques are only a limited sample of others that are now in the process of being developed and refined for future publication in a text related to secondary school teaching methods. They are presented here as only an illustration of what teachers can do if they truly desire to use more flexible classroom teaching techniques.
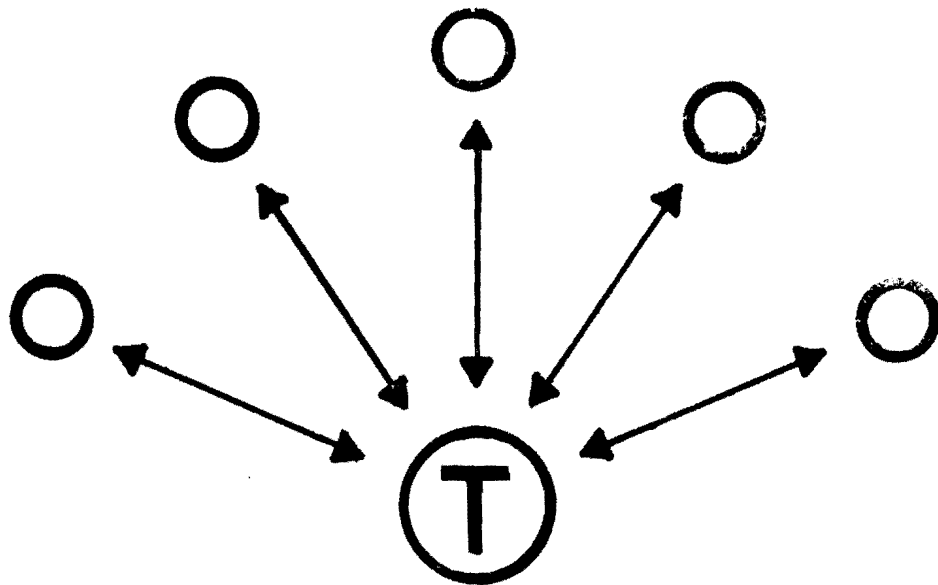
Purpose

The TUTORIAL small group is a modified one-to-one relationship between teacher (or designated student) and student in order to; (1) assess a student's progress, (2) provide remedial instruction, (3) provide advanced instruction, and (4) provide for "shared" learning experience.

Possible Learning Outcomes

1. Clarification of individual deficiencies.

2. Aid students in overcoming learning difficulties.

3. Provides the teacher with a better understanding of the problems of individual students and the factors which are causing trouble for students.

Procedures

There are many strategies for setting-up and conducting TUTORIAL learning groups. In order to be meaningful, however, there are some basic guidelines that should be followed.

1. Keep the groups small--no larger than six. The exact size depends of course on the teacher's abilities, the nature of the materials to be covered, the learning age of the students, and the general attitude of the students.

2. Don't make the sessions too lengthly. The attitude that you and your students should have concerning the TUTORIAL group situation is that there is a set time limit to accomplish a task and, therefore, the group has some serious work that requires ones utmost attention.

3. When possible, use some of the most able students in your class to help in conducting some of the TUTORIAL groups when the number of students requiring help is large. Most teachers find that when qualified students lead TUTORIAL groups these students improve their own learning to a much greater degree than before they lead the group.
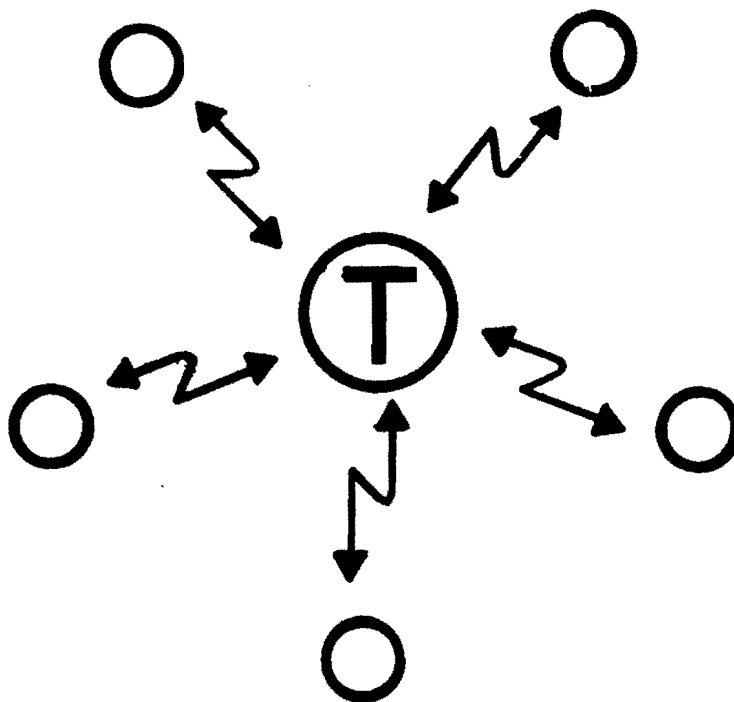
Purpose

The INQUIRY Group is used to develop students' questioning skills. It is a structured situation in which students have an opportunity to plan a systematic questioning strategy in order to find a solution to a particular problem.

Possible Learning Outcomes

1. A concept of systematic problem solving techniques.

2. Ability to formulate meaningful questions.

3. Improves ability to analyze various questioning strategies.

Procedures

1. Form the class into groups of from 4-7 students. (The first time this grouping strategy is used only one group should be formed and the remainder of the class, placed around the outside of the group, acting as observers.)

2. Present each group with the problem. Each student in the group should have time to independently prepare an outline of his questioning strategy before the actual group process begins.

3. The teacher (or <u>knowledgeable</u> student leader) is seated so that all students can have clear communication with the leader.

4. When the questioning begins the leader generally answers only "yes" or "no" to questions presented to him.

5. Allow enough time for a solution to be formulated. However, problems should be selected so that the time for their solution will not extend beyond 20 minutes.

6. Have each group analyze each group member's role in terms of:

   (a) logic of the systematic questioning scheme.

   (b) contribution to the group.

Comments

The INQUIRY Group situation is an efficient and meaningful strategy for accomplishing the heuristic method of teaching. So often teachers in a traditional classroom situation with 30 students cannot carry on any meaningful discovery teaching strategies. With this grouping technique the teacher can effectively reach all the students.

The FREE EXPRESSION Group
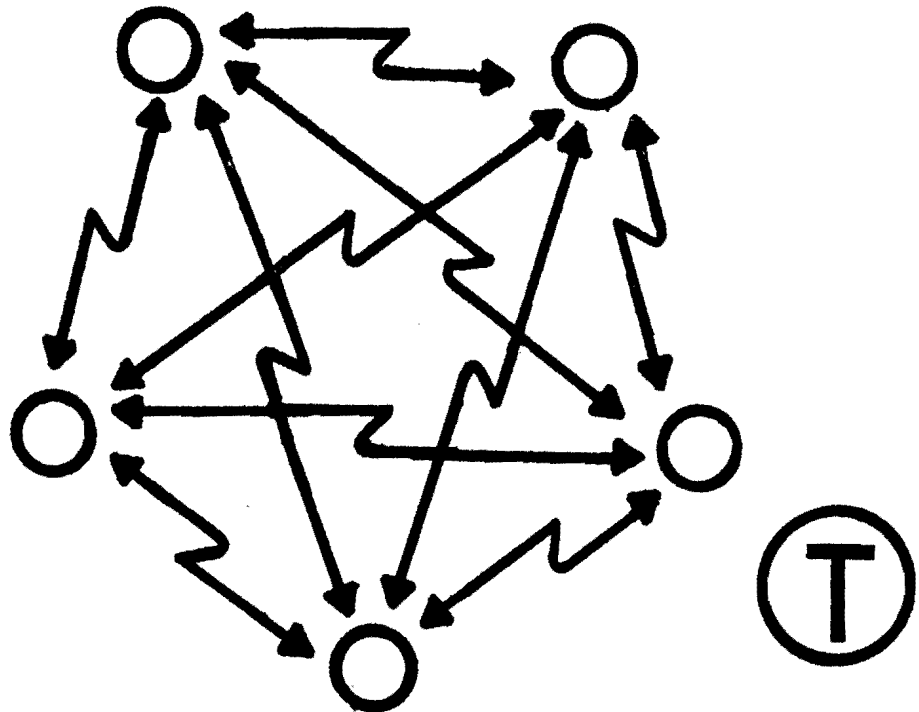
Purpose

The FREE EXPRESSION small groups improve learning by providing a situation which allows the student to openly express and defend his views in a free give-and-take situation.
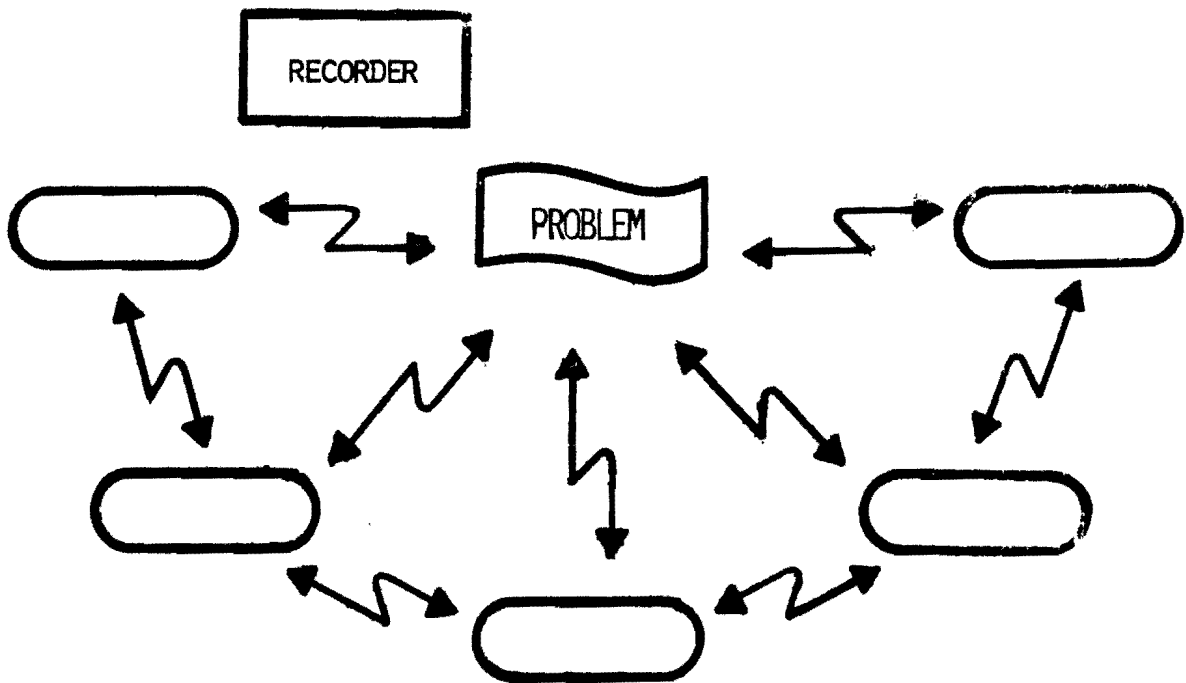
Possible Learning Outcomes

1. Open exchange of ideas.

2. Evaluation of ones position in light of others.

3. Clarification of ideas.

4. Improvement of listening skills.

5. Improves ones concept of value diversification.

Procedures

1. Divide class into heterogeneous groups of from 5-9 students.

2. Assign a topic for discussion.

3. Set a discussion time limit of 20 minutes, but if needed permit
   10 minute extensions.

4. Depending on the length of the class period, allow at least 10 minutes
   at the end of the session for a group analysis of the process in terms of:

   (a) who did and who did not actively participate, and why.

   (b) who changed their position and why.

   (c) how could the group have been improved.

Purpose

The ROLE-ANALYSIS small group strategy improves the students' affective and/or cognitive learning by having them assume various roles and thus view problems from different frames of reference.

Possible Learning Outcomes

1. Improves ability to view problems from a different perspective.

2. Clarification of ideas.

3. Improvement of listening skills.

4. An appreciation of group self governance.

5. Development of greater self confidence.

Procedures

1. Divide the class into groups of no larger than 5 or 6 students.

2. Define and explain the groups' function.

3. Clearly state the problem to be discussed.

4. Assign each student a role that he is to play. Such roles might be:
(a) moderator, (b) evaluator, (c) opinion giver, (d) recorder, (e)
compromiser, (f) blocker, (g) aggressor, (h) follower, (i) others.

5. Carefully explain each role so that the students know what is
generally expected of them.

6. Allow approximately 20 to 30 minutes for interaction.

7. At the end of the interaction period have each group do a role
analysis in terms of: (a) active participation, (b) ability to carry
out role expectations as defined, and (c) value of contributions in
achieving the group's objectives.

Comments

The ROLE-ANALYSIS group can be a very exciting experience if it
is planned and organized properly. In this situation students can
assume unfamilar roles that add greatly to their understanding of others.
This situation is limited only by the creativity of the teacher in
developing such groups. For example, in racially mixed groups a partial
or full reversal of roles may help develop greater inter-group understanding.

THE INTERACTION-ANALYSIS GROUP
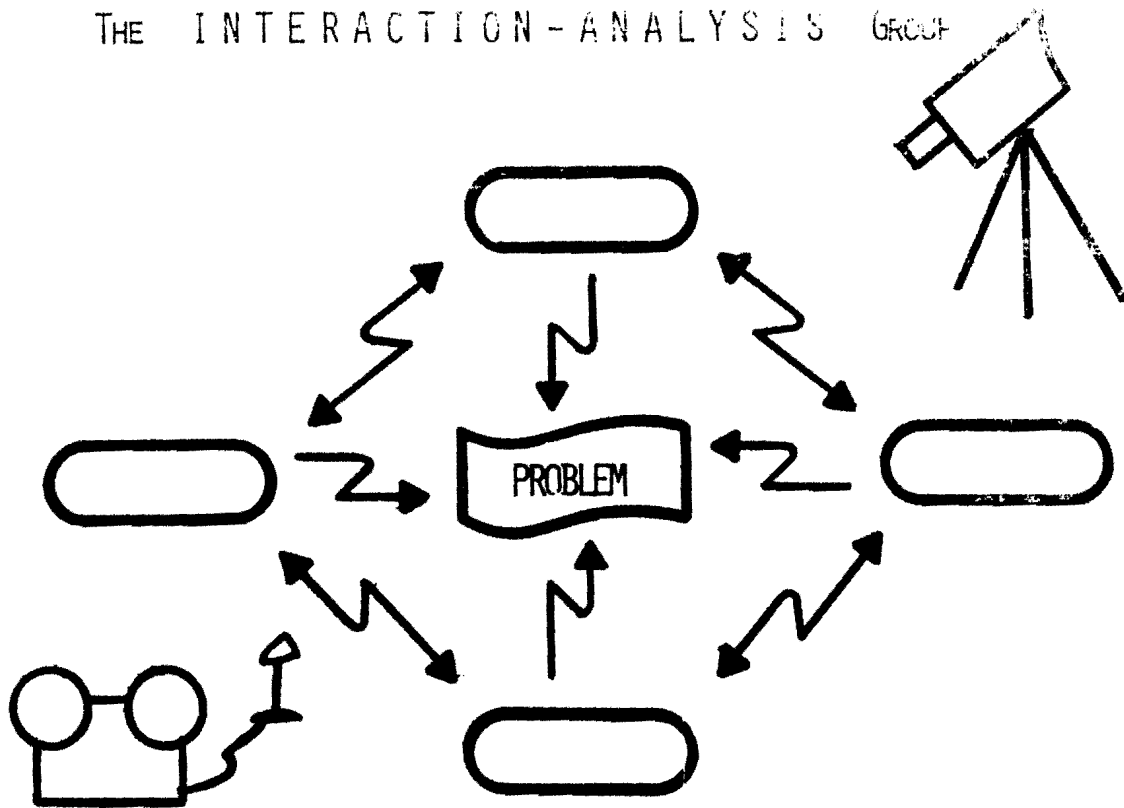
Purpose

The INTERACTION-ANALYSIS Group is designed to provide students with an opportunity to analyze a video tape (if video taping equipment isn't available an audio tape recorder will do), of their group's attempt at problem solving. By analyzing their group problem solving attempt they can view the interaction process from a different frame of reference that should provide greater insights to their individual and group behavior.

Possible Learning Outcomes

1. Development of analysis skills.

2. Improvement of viewing and/or listening skills.

3. Improvement of problem solving techniques.

4. Reinforces the need for adequate preparation for problem solving.

5. Development of appreciation of different points of view.

Procedures

1. Divide class into groups of from 3-7.

2. Insure that equipment is functioning properly.

3. Be sure each member of each group reads the problem or question.

4. Have each group independently:

   (a) clarify problem in order to have a clear understanding of it.

   (b) agree on one interpretation, definition, etc. of the problem.

   (c) have each group member give his solution to the problem.

   (d) after all members have given their solutions each solution is then critiqued by the group.

   (e) after the critiques the group sums up the discussion.

5. Each group now views the video tape (or listens to the recording) of their group and carefully evaluates their individual behavior in terms of the group's objectives.

Comments

For this small group situation the emphasis is on the positive individual behavior of the student as a contributing member of a group. If time permits, a second and possibly a third rerun of the tape can be most helpful to the student. The group should be encouraged to make as many comments as they can to help each group member improve his problem solving ability.

The BRAINSTORMING Group
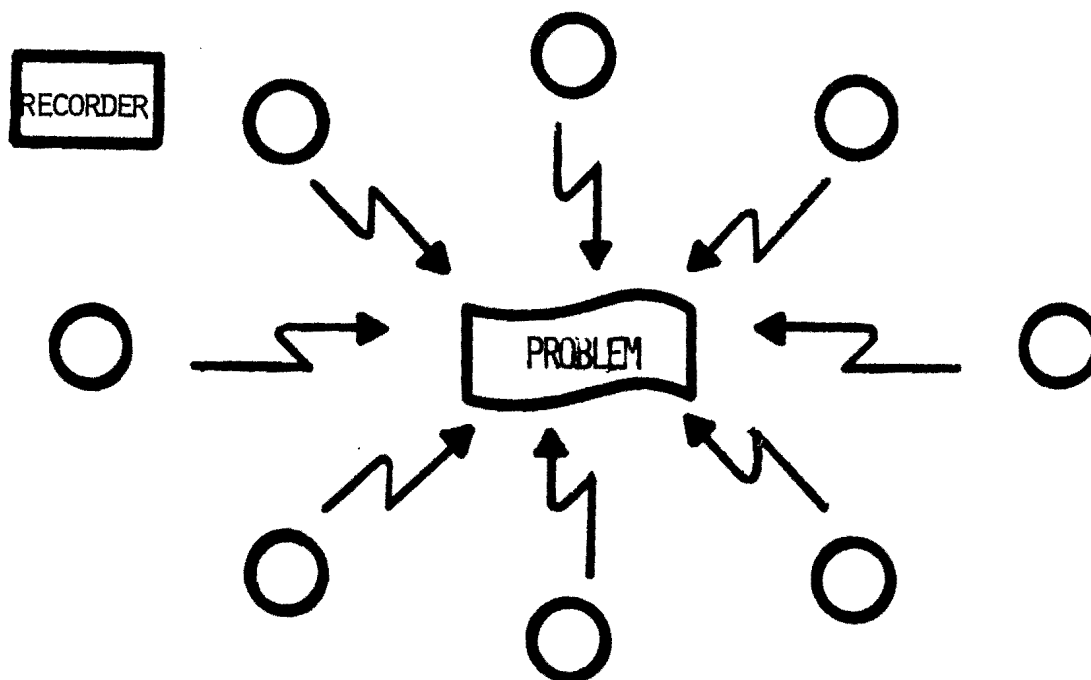
Purpose

The BRAINSTORMING Group technique is used to increase the group's ability to find solutions to problems by utilizing the individual uniqueness of each member's creativity and frame of reference.

Possible Learning Outcomes

1. Improvement of creative thinking skills.

2. Improvement of analysis skills.

3. Development of the concept of group cooperation.

Procedures

1. Divide the class into groups of from eight to twelve.

2. Assign one student in each group to be a recorder.

3. A delimited problem is presented to each group with the requirement that they are to see how many different solutions they can present for the problem. No broad, general problems should be used in order to allow for more specific solutions.

4. The only restrictions on the group members are:

   (a) only one member talks at a time.

   (b) no one is allowed to criticize another member's solution.

   (c) any solution given—no matter how "far out"—is recorded.

5. At the end of the given time limit (about 10 to 20 minutes or a maximum of 2 minutes per person in group), the lists are then analyzed, pointing out the large number of possible solutions that result from broad group participation.

Comments

The BRAINSTORMING small group techniques may be used in many situations where students are required to find solutions to problems. It is possible, for example, to use this technique with smaller groups that have laboratory tasks to perform.
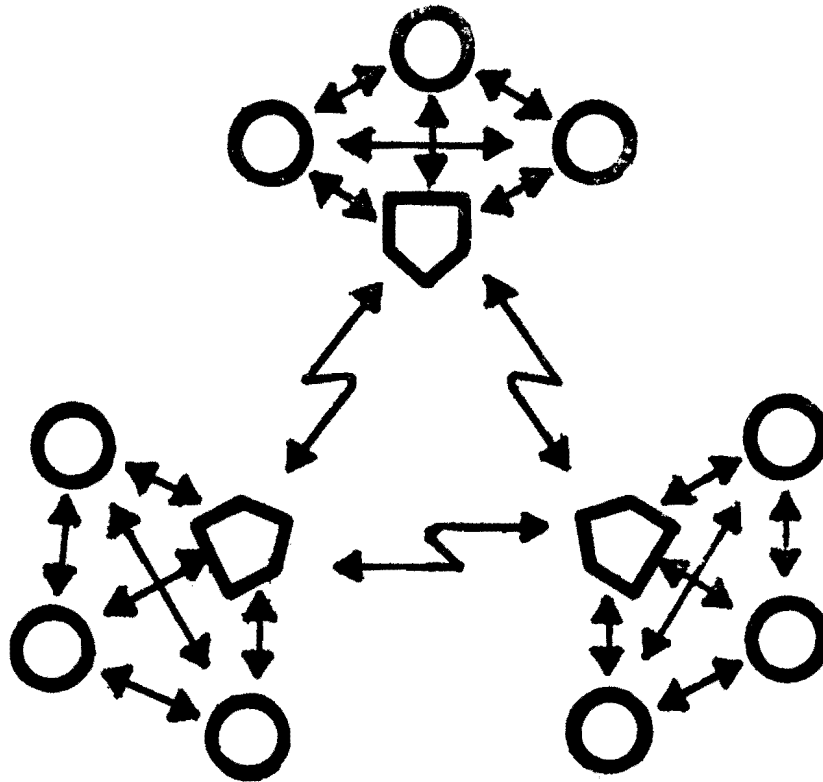
Purpose

The TEAM-COMPETITIVE small group situation is one designed to improve learning by utilizing the competitive tendencies of students in order to explore the solution to a given problem.

Possible Learning Outcomes

1. Reinforcement of the value of group decision-making.

2. Improvement of team skills.

3. Improvement of debating skills.

4. Improvement of listening skills.

Procedures

1. Divide the class into equal size teams of 4-5 members each. Structure teams on ability in order to insure relative equality.

2. Have each team select a presenter-debator who will be the only one in the group who will be allowed to speak "on the floor" of the debate.

3. Present to all of the groups a problem that may have several possible alternatives as a solution. Such a problem for social studies might be, "If you were living in 1791 and were asked to write a 'Bill of Rights,' and had the benefit of knowing what we now know about our country, what would that 'Bill of Rights' contain?"

4. Give each team approximately fifteen minutes to formulate and agree on a solution to the problem.

5. Bring the groups together and situate them so that the presenter-debators are facing one another. The other team members are seated behind each of their respective presenter-debator.

6. Allow approximately two to three minutes for each presenter-debator to present his team's solution to the problem.

7. After all of the solutions have been presented allow the presenter-debators to question each other concerning the solution to their group's problem. The other members of each group can speak only after they request a "conference" and then they can only speak to members of their own group. The teacher should allow only about 20 to 30 seconds for each conference. A conference can be requested by anyone at any time by just simply stating loudly "conference." At that time the presenter-debators turn around and confer with their teams.

8. After a reasonable time for the debate, each team is asked to confer and evaluate every group—including their own—on a scale from a low of zero to a high of ten.

9. Each presenter-debator now gives the results of his team's evaluation
and the reasons for the particular scores. Using the blackboard, the
scores are tallied by the teacher on a matrix and discussed.

Comments

The teacher will generally find that each group will tend to score
themselves higher than they score the other groups. At this point the
groups should be able to see that group loyalities are sometimes stronger
than reason.