

R E P O R T R E S U M E S

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THE SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES IN SOUTHERN
DESEGREGATED HIGH SCHOOLS.

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VIRGINIA UNION UNIV., RICHMOND

FUB DATE 30 JUN 66

CONTRACT OEC-6-37-019

EDRS PRICE MF-\$0.25 HC-\$2.04 51F.

DESCRIPTORS- *COCURRICULAR ACTIVITIES, CONSULTANTS, FILMS,
*INSERVICE EDUCATION, *INSTITUTES (TRAINING PROGRAMS), *RACE
RELATIONS, RACIAL INTEGRATION, ROLE PLAYING, RICHMOND

TO PROVIDE SPONSORS OF EXTRACURRICULAR ACTIVITIES WITH
SKILLS AND UNDERSTANDINGS WHICH WILL BETTER PREPARE THEM TO
HANDLE INTEGRATED SITUATIONS, THE INSTITUTE MET FOR 5 HOURS
ON 15 SATURDAYS DURING THE SPRING SEMESTER, 1965-66. THE
TEACHERS, MOST FROM RICHMOND-AREA SCHOOLS, WERE PRIMARILY
MALE (ABOUT 50 PERCENT), NEGRO (APPROXIMATELY 75 PERCENT),
JUNIOR HIGH SCHOOL (APPROXIMATELY 75 PERCENT), PHYSICAL
EDUCATION TEACHERS (ABOUT 50 PERCENT). AVERAGE DAILY
ATTENDANCE WAS JUST UNDER 40 STUDENTS. SESSIONS CONSISTED OF
(A) A PRESENTATION BY A CONSULTANT, EITHER WHITE OR NEGRO, ON
EITHER INTEGRATION OR EXTRACURRICULAR MATTERS, (B) MEETINGS
OF SMALL (USUALLY 7 TO 12 STUDENTS) DISCUSSION GROUPS WHICH
ANALYZED THE WEEK'S TOPIC IN VIEW OF THE CONSULTANT'S IDEAS
AND THEIR OWN READING AND EXPERIENCE, (C) ROLE-PLAYING,
FILMS, QUESTION AND ANSWER PERIODS WITH THE CONSULTANT, OR
FURTHER SMALL GROUP WORK, AND (D) A PRESENTATION BY THE
CHAIRMAN OF THE DISCUSSION GROUPS SUMMARIZING THE VARIOUS
PROBLEMS CONSIDERED IN THEM. A MAJOR PROBLEM OF THE INSTITUTE
WAS THE VIRTUAL ABSENCE OF ANY USEABLE BIBLIOGRAPHICAL
MATERIAL WHICH RELATED INTEGRATION AND EXTRACURRICULAR
ACTIVITIES. EIGHTEEN STUDENTS RECEIVED COURSE CREDIT (5
SEMESTER HOURS) FROM THE INSTITUTE, WHILE THE REMAINING
STUDENTS AUDITED THE COURSE. (AW)

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THE SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES
IN SOUTHERN DESEGREGATED HIGH SCHOOLS

by

Dr. Ralph J. Erickson

Contract No. OE-6-37-019

P. L. 88-352, Title IV, Section 404

The Civil Rights Act of 1964

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ID 001 552

Abstract of

THE SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES IN SOUTHERN
DESEGREGATED HIGH SCHOOLS

Virginia Union University
Richmond, Virginia
February-June, 1966

Contract No. OE-6-37-019

Virginia schools have been moving in the direction of desegregation for some time, with progress being noticeable in the larger cities. Whatever were the former reasons for resistance before, these can no longer be justified in the light of the Supreme Court decisions.

Simply putting a Negro child in a white school does not guarantee that he will receive an equivalent education. Even if classroom procedures were adapted for him, it is recognized that learning takes place outside of the classroom also. It is this learning outside of the classroom that is the concern of this Institute.

The extracurricular activities make up a large part of the school involvement of secondary students. Negro students in recently desegregated secondary schools may be reluctant to enter such activities for various reasons. Sponsors, too, may be reluctant to have Negro children, not necessarily from feelings of antagonism, but also from a belief that problems will be aggravated and they may not have the skill and understanding to handle such problems well.

The purpose of this institute is to provide some of the skills and understandings which will make sponsors of extracurricular activities somewhat more at ease in integrated situations. Obviously, the immediate interest here is with white teachers because the integration in the other direction is almost infinitesimal. However, as faculty desegregation takes place in the future, sponsors of both races will need this training.

The Institute met for fifteen Saturdays, during the second semester, 1965-66, for five hours each session. The members were predominately from Richmond schools, partly because of the distances involved, and partly (we suspect) because outside superintendents failed to promote the institute to their staffs. About half of the members were men, and about half were interested in physical education. Nearly three-quarters of the members were from junior high schools. There were more Negro than white teachers in attendance.

The Institute directors represented three different University disciplines, as the theme touched upon problems in human relations, politics, sociology, anthropology, humanities, economics, psychology, but especially education. Various members of the University family aided in the original program design. An advisory council of state and nearby local education officials was established.

Ordinarily the sessions started with a presentation by some consultant, either white or Negro, who was versed in integration matters or in extracurricular activities. Occasionally someone could join these two areas. Then, after a coffee break, small groups of seven to twelve students would assemble in separate rooms under their own chairmen and recorders. The previous week they had been furnished with a bibliography and a number of questions on the topic, so they proceeded to answer these in light of the consultant's offering and their own reading and/or experiences. At the end of the afternoon the chairmen got together and presented a summary report of all the problems considered.

Afternoon sessions were devoted to role-playing, films, questions and answer periods with the consultant, or sometimes further small group work. Occasionally University staff or public school administrators sat in on a single meeting, but more could have been accommodated.

Early sessions tried to delimit the problem of the Negro student as an individual, history, background, difficulties encountered, socio-economic class differences, aspirations, pertinent laws, and educational deficiencies. The nature of the Civil Rights Movement and applicable court decisions and laws were reviewed.

Primary emphasis in the Institute was in causing the sponsor to go beyond the point of trying to manipulate students to produce admirable things or recognition for the school, as attractive newspapers or winning athletic teams. What happens to the student and his behavior because he has been in extracurricular activities, was the major concern. The belief was that activities are of little value in themselves unless they supplement the formal curriculum and produce learning which may be intellectual in nature, but often is of an attitudinal or appreciative nature. As students learn to work together and accept others in school activities, it is believed that they will be enabled to do this even better in out-of-school situations.

Specific topics used were derived from the literature. The opportunities afforded sponsors in integrated schools to use activities to provide for differences among students, to develop desirable personality traits, to bring students and teachers together on a common basis, to enrich the curricular offerings, and provide training in business management, were among the session themes. These topics cut across the divisions separating particular activities, and enabled us to handle sponsors of varied activities together.

The institute program, the institute members, and their activities in their local schools, were constantly criticized. Various types of instruments were developed to allow members to gain a clearer idea as to what is happening in their own activities, how well satisfied students are with activities, and how changes could be made. The Institute members read themes produced by each other, scored each other for the presence or absence of factors believed significant in good human and/or group relations. Finally the methods, topics, consultants, and visual aids were also rated by the participants.

A major difficulty was the virtual absence of any useable bibliographical material which related school integration and extracurricular activities. It is recommended that some organization prepare pertinent bibliographies in this area.

FINAL REPORT

Institute on "The Sponsorship of Extracurricular Activities in Southern Desegregated High Schools"

Under the Provisions of Title IV, Section 404, of Public Law
88-352 The Civil Rights Act of 1964

Held at Virginia Union University
Richmond, Virginia 23220

Contract No. OE-6-37-019
February 1, 1966-June 30, 1966

I. Nature and Purpose Of Institute

Various observations have shown that the extent of desegregation in Virginia secondary schools is highly variable, depending upon a vast host of cultural, historical, sociological, economic, and political factors. Only incidentally was it our purpose to inquire into the background of segregation, but rather to accept the position that most white Virginians are essentially law abiding and will not attempt to use force to maintain an illegal institution.

The more militant Negroes, aided by a number of white adults, have now opened every school to both races except where housing patterns have made a formerly all-white school more attractive than a distant Negro school, there has been no overwhelming rush for Negroes to transfer from one school to another. The number of white students transferring to Negro schools has been negligible. It would seem that the primary objective on the part of the Negro leaders was to establish the principle that Negroes were not inferior students as requiring them to go to particular schools would seem to imply.

Now that segregation, based upon race, is no longer legally possible, much of the original impetus of the Civil Rights movement has evaporated. It is just at this point that education becomes important. Now that the children are within the school house, we begin to inquire as to the quality and quantity of their educative experiences there. For physical presence does not guarantee psychological acceptance nor does it mean that learning will automatically become better.

Teachers in the former white schools (which up to now have meant white teachers) continue to operate with mixed groups much as they did with white students. Partly this was because their training and experience has been in terms of subject matter, learning theory, nature of children, etc., with no differentiation in terms of race. For the most part they never expected to be teaching Negro children, and their own college textbooks and instructors made little special note of Negroes, another reason is that at the secondary school level Negro students have tended to be from middle class homes, upward mobile, with the same aspirations, hopes, and problems as middle class white children. Under such conditions students are differentiated in terms of learning ability, special interests, adaptability to classroom routine, motivation, etc., rather than in terms of race because this does not give the teacher any clues as to the best teaching methods in a particular situation. Negro and white middle class children resemble each other more than either of them are like lower class youth.

In the classroom, then, it is not likely that many problems based simply upon race will arise. The competent teacher can control such situations.

In the extracurricular activities the proportion of Negroes represented is highly varied. This can be casually noted by an examination of the high school yearbook or watching an extracurricular activity operate. Although requirements for entrance into particular student activities vary widely, a common factor is student interest and initiative, plus the feelings of belonging and being wanted. Because these activities are highly susceptible to student direction and influence, the possibilities for friction are magnified. The teacher with little experience in sponsoring activities, or in working with both races on an informal basis, may feel threatened and insecure; such a teacher is likely to look for ways of avoiding problems or causing them to disappear, rather than to seek solutions which enable the child to grow towards responsible adulthood.

In this institute we have been actively seeking and identifying some of the historical, cultural, and social reasons which have separated the Negroes from the whites. We have tried to demonstrate to each race what some of the feelings of the other group are. An important feature has been the examination of some of the folkways of each group, and how they may cause misunderstanding and distrust when brought into a group not sympathetic towards them.

We have found that many Negroes, themselves, have only a hazy idea of their own history and the elements of the Civil Rights Movement. It was necessary to outline a few of the important steps here, partly to build up a legitimate pride in themselves, and also to show that present unrest and floundering about are logical outgrowths of earlier legal decisions and confrontations.

The institute participants have been shown that integration can be achieved because it has been accomplished in many cities outside of the South. Young children have no racial prejudices and if secondary school students have learned to be prejudiced, they can be taught to unlearn such feelings. While close association does not automatically bring about a lessening of prejudice, students who are bound together to reach certain goals are often ready to accept one another in many unrelated ways. We have emphasized that race, previous school attended, or home neighborhood, should not serve to group students within the secondary school, while activity interests cut across these divisions and help to assimilate the student into the life of the school.

In substance, then, we sought to bring into the open the misunderstandings and sources of conflicts between the races. Because student activities can be more flexibly operated than subject centered classes, they are not only more potentially explosive, but also offer greater opportunities for corrective measures. The institute participants were taught proper operation of the activities to reach the goals of good extracurricular programs. This is conceived not to be simply the winning of games (although we have no objection to winning) or an overt production of something visible, but rather the steady growth towards responsible adulthood, the ability to make and carry out good decisions, and the acquiring of a democratic philosophy of life.

II. Project Direction

A. Institute Directors

As the nature of the Institute involved several academic disciplines, the project directors were from different departments.

Ralph J. Erickson (Ed. D., University of Illinois) received his master's degree in educational administration from the University of Minnesota. He has been a high school principal and teacher in Illinois and Minnesota.

At present he is the Director of the Division of Education and Psychology at Virginia Union University, after having held a similar position at Northern Montana College in Havre. His training included a graduate assistantship at the Clearing House for Educational Administrative Materials and a research assistantship at the Bureau of Educational Research, both at the University of Illinois. Mr. Erickson has been an instructor at the graduate and undergraduate levels at state colleges in Mankato and Winona, Minnesota, and a visiting professor at various colleges in Wisconsin, Georgia, Alabama, and California. He has published about twenty-five articles in professional magazines.

William Anderson (Ph. D. New York University) received a B. D. degree from Pittsburgh-Xenia Seminary. He has been a pastor at various churches in Pittsburgh and New York City.

Now a professor in the Sociology Department at Virginia Union University, Mr. Anderson has had extensive experience in Civil Rights movements and has taught a course on classroom integration for the Richmond Public Schools. He has a number of outside interests including Boy Scouts, anthropological investigations, water and boating activities, and art.

Dr. Franklin J. Gayles (Ph. D., New York University) took an M. A. degree in political science at the University of Illinois. His doctorate was also in political science.

Mr. Gayles has a long history of involvement in civil rights movements and city and state politics. Has served as an advisor to various committees and commissions. At present he is a professor of political science at Virginia Union University.

B. Advisory Council

In order to obtain as much community support as possible, and to have the benefit of outside advice and counsel, an advisory council of nearby educators was established. This group met at two informal dinners as guests of the University.

Dr. A. G. Richardson, Associate Supervisor in the Division of Secondary Education of the Virginia State Department of Education.

Ernest W. Mooney, Director of Curriculum Services, Richmond Public Schools.

W. Nelson Taylor, Administrative Assistant, Henrico county public schools.

John Madden, Chandler Junior High School Principal, Richmond Public Schools.

Robert Bracey, Virginia Randolph High School Principal, Henrico County public schools.

C. Related Personnel

In the original conception of the Institute, considerable aid was given by the University President and the Dean of the Faculty. Personnel of the Education Division helped to sharpen the purposes of the Institute and define objectives. Preliminary stenographic work was provided by the Education Division.

III. Institute Members

A. Recruiting

It was considered wise not to seek newspaper or air publicity for the Institute, because of the sensitive nature of some schoolmen and the power structure generally in Virginia. Rather, preliminary conferences were held with the superintendents of schools in Hanover, Chesterfield, New Kent-Charles City, and Powhatan counties. Administrative personnel in the Richmond city schools and Henrico county were kept informed of progress.

Brochures (Appendix A-1) outlining the Institute proposal, and including an application form, were sent to all superintendents in Virginia. Superintendents were requested to forward these to each of their junior and senior high principals for distribution to faculty members. Although we expected that some superintendents would be unsympathetic, we could not by pass them as a matter of good public relations. How many principals actually received the brochures we do not know, but we have been informed that in the three counties surrounding Richmond no brochures were distributed.

B. Participants

The first meeting had forty-six students present, of which two dropped out almost immediately. Our average daily attendance was just under forty students, of whom eighteen completed the course for credit, and the rest audited the course. Our late terminal date of June 4th and the pressures of work in their home schools possibly prevented others from preparing the theme required to obtain course credit, which was five semester hours.

Approximately three-quarters of the participants were Negroes, and about three-quarters of the entire group came from junior high schools. Slightly more than one-half of the group were men. For the most part the participants were rather young classroom teachers, with a couple of assistant principals, and ROTC commandant of cadets, a librarian, a physical education director, and a counsellor, also included.

All extracurricular activities were represented, although there was a predominance of boy's athletics noted. Students from fourteen different schools in five communities made up the class membership, with every Richmond Negro junior and senior high school represented, and several of the nominally white schools involved. A list of the membership may be found in Appendix A-2.

IV. Institute Session Design

The project directors introduced the topics for the first three meetings and acted as resource persons. Considerable use was made of consultants with a wide variety of backgrounds. Consultants were typically schoolmen from outside Richmond, including the colleges. Some had considerable experience in extracurricular activities direction, others were working in integrated situations or with emotionally disturbed individuals. Consultants typically presented material for one to one and a half hours in the morning session, and perhaps answer questions or set up demonstrations in the afternoon.

After the consultant's presentation we had a social quarter of an hour with coffee and doughnuts furnished by the Division of Education. This was quite popular and confusions in the opening session were cleared up at this time.

The large group was then broken down into small buzz sections of 8-10 persons under their own chairmen and recorders. They discussed problems arising from the consultant's presentation, and also readings on the topic which they had completed during the week. At this time they had a number of questions to be answered, although it usually happened that an individual question stimulated so much discussion that not all questions could be considered. Project directors and consultants circulated among groups and acted as resource persons.

Lunch could be obtained in the college cafeteria or at several small restaurants in the vicinity. It was noted that only for the first lunch period did students segregate themselves upon a racial basis, after that mixed groups continued the discussions begun earlier.

Afternoon sessions were more flexible. Often there were films, although good pertinent films were difficult to locate. Films were followed up by discussions or panels lead by a project director. Often at this time the group asked more questions of the consultants. This usually resulted in various factions supporting differing methods and procedures to achieve good extracurricular programs. Most of the consultants seemed to enjoy these penetrating questions, although a few who were flexible to the point of being wishy washy, may have become unhappy at this time.

Some of the afternoon sessions involved role-playing, socio-dramas, or group evaluations. About this time the chairmen, and sometimes the recorders, withdrew to prepare a consensus report of all the groups.

The feedback was provided by the group chairmen. This usually took the form of a report of the feelings of the chairmen, although often there were questions for further clarification and elaboration. Although factual answers to questions were desirable, in many cases such could not be obtained at the present state of knowledge. Some problems in integration of extracurricular activities could be solved.

Often, however, the best that could be done was to suggest promising procedures, indicate places where answers might be found, and encourage a searching for considerable pertinent data before final decisions are made.

The last portion of the day was devoted to announcements, issuance of a set of questions and related bibliography on the next session's topic, the name and qualifications of the next consultant, another pertinent material.

V. Session Themes

A. Justification

Ordinarily each topic lasted for an entire session, but occasionally two related topics were combined in one meeting. Earlier plans had included a few other topics which were later eliminated because of time.

It is important to remember that there never was any intention of teaching the technical aspects of an extracurricular activity, as coaching the football team, setting up a Science Fair, or editing the yearbook. The activities are conceived only as means toward an end, and not as important in themselves. For the most part, these ends are the less tangible objectives of student activities which are important in character and personality development. Such learning always takes place when two persons interact, but our purpose is to examine and make such learning a central, rather than a peripheral part of student activities.

B. Topics and Findings

1. History of the Negro and the Civil Rights Movement

Institution of slavery possible in South because simple agricultural system could utilize many people with few skills. Ownership of Negro slaves seemed to be profitable, they were easily identified, and being strangers to the land and the language at first, could not readily escape as could Indian slaves.

The Civil Rights Movement can be related to the full employment of Negroes in the two World Wars, their opportunities then to move upward in the economy, and the necessity for the United States to maintain a good image in a non-white world. Negroes are justified in using all peaceful means as marches, picketing, boycotting, etc., to gain rights, just violence is to be deplored as it tends to solidify opposition to the Negroes.

2. Changing Patterns of Prejudice

Prejudice is compounded of fear, ignorance, religious bias, inexperience, and sometimes a lack of face to face contacts

(although this can hardly be important, in itself, in the South). Some unpleasant truths must be squarely faced here, such as the higher disease and crime rate among Negroes.

Each of these elements can be dealt with separately. Fear is usually fear of bi-racial marriages, competition for jobs and positions, or a damage to health and morals. Ignorance can be overcome through education when each group actually learns of the hopes and problems of the other. Most people have learned to accept those religious statements which conform to their own beliefs, and ignore others which say the opposite. Young people tend to be less prejudiced than older people, maybe because they feel more confidence in their own abilities, and maybe because they have had less time to learn how to be prejudiced.

Schools should encourage integration of faculties and staff by hiring personnel that can work fairly and effectively in such situations, and ensuring that low and high quality schools cannot be identified by race. Token integration of students is possibly better than would be wholesale mixing or an artificial gerrymandering to force a racial balance in each school and classroom. Students should be encouraged to participate in school activities or classroom programs on the basis of interests, so that students become accustomed to thinking of each other as individuals, rather than as representatives of particular races.

3. Objectives of a Good Extracurricular Program

The objectives of good extracurricular programs are not really different from good curricular programs, but the methods and procedures used may differ. These activities are built upon student interest, presumably they are what the child would do if he didn't have to do anything. The good sponsor provides expert understanding, shows students how to have more fun by becoming better in the activity, and finally uses the activity to gain a better understanding of the child's personality and intellectual ability, and helps the child to make up for deficiencies in the school curricular program.

In activities where there is a well-defined, easily visible goal, such as winning games in athletics, problems of integration are minor. Also in one-sex activities, as the Future Homemakers of America Club, the junior ROTC unit, or the boy's debate team, few difficulties arise.

Negro students may feel that they are unwelcome in what have been all-white activities. Difficulties of transportation, after school jobs, or unfamiliarity, will retard application to

new activities. The principal and the faculty should ensure that requirements for admission to every activity are uniformly applied, and all know what these requirements are. There should be no separate activities for white or Negro students. Only for representatives the student council should students select own members. In most activities interest should be the only criterion for membership. In other cases the teacher-sponsor (coach, music director, etc.) should make the selection. Within each activity where the participants know each other well, as clubs, teams, or journalism staffs, it would be proper for students to select own officers, captains, editors, or leaders. It is the feeling of the Institute that Negroes should not be artificially penalized or kept out of activities, but should not be favored either.

It is apparent that it is in the areas of dating and social life that causes concern to parents and other adults when they consider integration of schools. Certainly the schools should not encourage this, against the wishes of the parents. But the school cannot forbid such practices if they do occur, this is a matter for the students involved, and their parents. The kind of training provided for the child, long before he reaches the secondary school, will mainly determine his actions here. The school must insist that students treat each other with respect and with concern for human dignity.

4. Training in Leadership

It should not be assumed that simply because a student has been selected for a leadership position, he thereby knows all the leadership skills. Rather the sponsor must continue to work with such students. Only in an extreme situation would a sponsor be justified in removing a student from a leadership position.

Schools are advised to set up leaders' clubs or training sessions. Club officials often need instruction in parliamentary procedures, and most officers could profit by human relations training. In general such training would include instruction in making wise decisions based upon the facts of each situation, in helping the group to reach a consensus, in ensuring that all participate in making decisions, and finally in accepting responsibility for the actions of the group. The leader is always the leader of the entire group, not just of the white or of the Negro students, while the majority should rule, it must do so under the regulations which the minority has also agreed to.

5. Training in Democracy and Civic Competency

It was felt that through the use of committees, small groups, and a large number of projects, very many students can be helped to work effectively with one another. It is not the work of the sponsor to assign duties, but rather to so lead the students that they volunteer in areas where they see themselves as being able to make a contribution.

The leader is constantly subjected to evaluation by non-leaders, and must be able to justify and explain his actions. In extracurricular activities students may be taught to object, to criticize, and to propose new ideas, as part of their reaching for maturity. We learn to become better citizens by practicing the skills of citizenship, and this is true within the school as within the adult world.

Biracial groups of students should be actively involved in setting up programs and rules for the homeroom, Codes of Conduct for students at school events, and between the sexes, assembly and study hall procedures, etc. It must be constantly emphasized to teacher that it is not the final product which is important, but rather the learning that goes on while personalities are interacting in a sheltered environment.

6. Promoting Good Mental Health Through Student Activities

Not every difficulty between members of different races is a racial matter. Often a difference in race merely makes possible some unpleasantness, which otherwise would be suppressed or directed elsewhere. Yet the general lack of understanding, in spite of often close association, encourages more active hostile behavior.

Problems should not be ignored. Overt aggression should be suppressed, but sponsors should then help students to two or more students of any race or either sex differ upon anything. Sponsor must help students to develop an identity, to know who they are. Students must also gain a capacity to commit themselves to others, for only the student who is sure of himself can risk giving himself to others as is necessary in marriage, military life, organizations, or on the job where one submerges himself periodically for the good of the larger group.

The sponsor must frankly face these problems, must be willing to help students discuss them, and see why they have the racial feelings they do. In some cases behavior can be changed by appealing to still higher loyalties, or showing the child he is inconsistent in his beliefs. Such loyalties

may be derived from religious convictions, a belief in a democratic philosophy of life, a feeling that the school provides an open road to opportunity, simply a respect for other people just because they also are human beings, or a desire to conform to the accepted values of the school community.

7. The Development of Desirable Personality Traits through Extracurricular Activities

Teachers always say they are interested in developing good personalities. Yet when asked how they go about this in their classrooms, they are likely to hide behind such statements as "Personality is caught, not taught," or, "Personality is formed in the first six years of life, and there is nothing more we can do about it."

Activity sponsors must first determine what kind of attitudes they wish students to have. Without listing such characteristics implicitly, it is apparent that all these elements should be:

- a. Consistent with each other
- b. Based upon a democratic philosophy of life
- c. Demonstrable (Not just an attitude, but actions important)
- d. Highly regarded in our society
- e. Based upon human basic needs
- f. Divisible so that parts may be taught at different times and tests for understanding and change in behavior may be made

8. Accomplishing the Developmental Tasks of Youth

According to Havighurst, at each age-level children have certain tasks they must learn to perform well, or they are handicapped for a long time. The formal school curriculum seems primarily and sometimes only related to the task of developing intellectual skills and concepts.

In an open society as ours, adolescents find it difficult to select proper models because there are so many conflicting standards. Sponsors must occasionally direct discussion centered on these developmental tasks. The student should learn that changes in himself, common to all races, bring about demands for independence from parents and greater attachment to prospective spouses.

The activities which seem most effective here would be those of a purely social nature, those which allow the student to demonstrate his proficiency, and those which allow him to be recognized as a distinct individual.

9. Guidance and Vocational Choice Through Student Activities

The try out feature of activities has long been featured, where students may attempt an activity and leave if it is too difficult or unpleasant. Sponsors may encourage students to attempt overlooked areas, and provide remedial instruction inconspicuously. Students in many activities are less often discipline or drop-out cases.

Students of both races may be lead to see that they have common problems in activities or in job selection. They can be united when completing common tasks. They learn to work closely with adults of both races and see such persons as people with problems similar to their own. Opportunities are provided to air grievances and make necessary changes as program is more flexible than is the curricular program.

Sponsors may closely observe students under natural conditions here, and see evidences of timidity, aggressiveness, shyness, lack of friends, etc., which may not be so readily apparent in the classroom. Sponsor may regroup students, suggest other activities, or give help as needed to overcome some of these problems.

10. Bringing Students and Teachers Together on a Common Basis

Implication here is that learning is a job in which both students and teachers are vitally concerned. When people work together in planning their activities, more persons are likely to work harder to ensure the success of these activities. The sponsor does not abdicate his position of authority, but by keeping the lines of communication open, by suggesting other approaches to the problem, and by pointing out factors overlooked, helps prevent premature decisions.

Integrated schools are advised to bring faculty and key students back to school early in fall. Then problems may be frankly discussed, suggestions for handling them given, and ways to evaluate results proposed. Sponsors should continue this same procedure with leaders in their own activities. Such students should be early aware of potential problems, and the teacher's intention to handle them in an acceptable manner.

This helps the wavering student to take a stand, and shows him that what he already knows to be the right behavior is also the behavior approved by those in authority. At the same time students come to realize that there are some problems which are clearly beyond the range of their competence, area of authority, or already settled.

11. The Selection of Sponsors and Students for Extracurricular Activities

Institute members felt that sponsors should not receive compensation for activities which require little time, take place within the school day, or are required of everyone (as homeroom sponsorship). When extra compensation is provided, it should be in the contract, with an exact statement of extra duties. Most secondary school teachers should sponsor some distinct activity.

Students should be able to participate in almost any activity they wish. This may require additional sections for those with less ability, as "B" squads in athletics or a Beginners Band, or duplicate activities as two newspaper staffs or several literary societies. There should not be any all-Negro organizations, nor should an organization, nor should an organization be required to accept a certain quota of Negro Students. Records should be kept of the quality and extent of participation in activities, but credit towards graduation should not be allowed.

Homeroom teachers have the initial responsibility in informing students of available activities. The principal should schedule student speakers into homerooms to inform students of what is available. Activity sponsors ought to have a few orientation meetings just for those that are new. Common practice of allowing sponsors to recruit activity students is based upon the welfare of the sponsor and the school, but may not be best for student.

Cadet teachers should have some responsibilities for extracurricular activities.

12. School Organization for Extracurricular Activities

The Institute members had no feelings as to whether a building-wide or a system-wide director of extracurricular activities was desirable. Individual activities seem to be related to subject matter areas instead. There was a strong feeling that activities are under the direction of the principal, rather than a central office official.

Homeroms have been generally neglected as profitable activities. These could be used for announcements and attendance taking, as now. Also they could be used for guidance, citizenship training, practice in parliamentary procedures, as a center for social affairs, basis for selecting student council members, and for orientation to school life. Homeroms often should be longer, with an extended first period serving as the homeroom also.

Participation in activities is likely to be greater if meetings are on school time. Rarely, except for interscholastic activities, should groups meet away from the school and never without the official sponsor. Activity meetings should be scheduled as carefully as school classes. Little agreement as to whether activities should meet throughout the day or in a single activity period. Calendar of events must be maintained in principal's office.

13. Financing of Extracurricular Activities

Most schools seem content if activity money is gathered with no loss through mismanagement or theft. Except for direct payments or admissions, students are barely involved in activity finances.

Sponsors should be aware of the relatively large sums of money involved. These "hidden costs" of education may be determining if the child can continue in school, particularly if he is from a large, a poor, or disinterested family. This is more likely to work a hardship upon the Negro than upon the white child.

Student participation in the financing of activities helps to develop school policy, measure results of activity, develop proper attitudes towards public money, and shows students something of the actions of the business world. To this end biracial groups of students may well be used at least in the preparation of the budget, the setting up of a system to safeguard funds, disbursing of funds and supplies, the securing of funds, and the accounting for funds.

Activities should not be primarily excuses to raise money. Student costs ought to be kept very low, and except for certain personal matters (as class rings) should often be underwritten by the school board.

14. Integration of Activity Sponsors and School Faculties Generally

In many cases there is no problem yet as there has been no faculty integration. The NEA Task Force Survey of Teacher Displacement in Seventeen States found faculty desegregation

very slow in Virginia, particularly in the rural or southern areas. Many recent college graduates in education are not employed.

School administrations will save themselves considerable trouble if they will strongly state their intention of complying with the law, and do not try to avoid their responsibilities secretly. Within each building the principal must evaluate and recommend for retention, dismissal, or promotion, all of his faculty. The basis for such recommendation should be known to all, and individual teachers should be free to appeal to a higher authority if they do not agree with the principal's decisions.

Teachers have no vested rights in any position, but do have the right to insist that they be appointed to any vacant position for which they are qualified. Teachers who feel aggrieved must be professional enough to bring their problem to the attention of their local professional organizations, the state and national education associations, the American Civil Liberties Union, Negro Civil Rights groups, or similar organizations. An appeal for public sympathy should be lastly forthcoming.

15. Evaluation

This meeting was devoted to various forms of evaluation of the course, the program, the consultants, the themes produced, and each other. It will be discussed later.

VI. Consultants Utilized

The project directors, Drs. Gayles, Anderson, and Erickson served as consultants the first three sessions, and developed the topics.

Mr. Charles S. Lofton, executive assistant to the superintendent of schools, Washington, D. C. Discussed the riot following a city championship football game in Washington, Thanksgiving Day, 1962. Outlined steps taken by the schools to prevent a reoccurrence of the riot, attempts by the schools to bring about greater harmony and understanding, codes of conduct, and the training of teachers in human relations. Very well received by students.

Dr. Fred B. Dixon, principal of John Marshall, the most highly integrated high school in city, and also a member of the advisory board of School Activities magazine. Reported on methods used in his school to promote student acceptance of one another, operation of biracial

organizations, and special considerations. Few contacts between Negro and white secondary schools in Richmond as they belong to separate athletic leagues.

The Rev. Elof Nelson, director of pastoral counselling at a very large Midwestern hospital and former high school teacher, spoke on the mental health aspects of segregations, feelings of inferiority, loss of identity, lack of public appreciation, and the perpetuating effects of poor schools producing poor scholars who become poor teachers for poor schools. Mr. Nelson believes that while religion can sustain many Negroes in adversity, it should not be used as an excuse to deny other rights. Well received by group.

Dr. Edward A. Lvy, dean of the college, Mary Washington College, showed how extracurricular activities could be used to promote personality traits as cooperation, self-direction, and feelings of success. He emphasized that laws must be obeyed simply because complete anarchy results if everyone decides for himself which laws he will obey. Obedience does not mean acceptance, and one is justified in using all peaceable means to change laws he does not approve.

Dr. James Bell, assistant professor of physical education, Norfolk State College, began by showing various types of games, students, etc., that would serve as icebreakers in a racially mixed group. From this he moved easily into the area of common problems of adolescents, how they develop, concerns at different ages, and the necessity for establishing value and ethical systems which will be desirable ones as they are likely to be permanent. Extremely well received by audience.

Dr. C. C. Gordon Moss, Professor at Longwood College and long time worker in the civil rights movement in Prince Edward county, outlined some of the steps taken by the school board in that county which led to the complete abandonment of the public school system. He brought some students from that area who answered questions as to the attempts by the Negroes to open schools, or to send their children out of the county for further education. His primary concern was with the stifling of initiative in Negro students, and the decreased opportunities for all students. Presentation was well received by students.

Herbert Levenson, principal of a county junior high school. In addition to his abilities as a speaker, was selected because he was Jewish and operated a school in a very wealthy area, both of which conditions were foreign to our participants. His problems not much different from those in less favored schools, except that parent involvement is higher. His problems centered around concept that teachers often try to do all the thinking for the students, believing that this is most efficient. The Institute emphasized that joint student-teacher attack on problems brings about better solutions and a greater resolution to abide by decisions so mutually determined. The group considered his report worthwhile.

Dr. H. H. Doody, associate professor of education at Howard University, was well received by the group. Very likeable and sincere. He demonstrated how access to all student activities should be assured for all students, nature of reasonable and unreasonable activity requirements, and the effect of unacknowledged requirements as hidden fees, special equipment or supplies, and socio-economic background. His concern was also for the ways sponsors are assigned to activities, effects of various kinds of sponsors upon biracial groups, and the necessity for keeping records of activities.

John B. Madden, principal of Chandler Junior High School, the most integrated secondary school in Richmond, is a former president of the Virginia Education Association. His school has changed rapidly in racial composition the past few years. He presented material on organizing school for integrated activities, preparation of the faculty and students, scheduling difficulties, relations with the communications media, and the involvement of the Parent-Teachers' Association. Mr. Madden emphasized that a wide variety of approaches may be successful if one follows certain principles that all will be treated with dignity, made to feel that they are wanted, and the school allowed to settle internal problems of a purely educational nature. His account of real practices drew considerable attention.

Dr. Charles Womble, Assistant professor of education at Virginia State College and Executive secretary of the Virginia Interscholastic Association, outlined the various methods of financing extracurricular activities, and the operations of his office in conducting regional and state tournaments, festivals, etc. Emphasis here was that fiscal policy often determines educational policy. Necessity for a systematic and educative method of handling extracurricular activity funds carefully outlined.

Gregory W. Whiting, assistant professor of education and recently a member of the NEA task force investigating the displacement of Negro teachers as schools become integrated, reviewed the finds of his committee. Apparently many Negro teachers are finding it difficult to hold positions after integration takes place, a variety of excuses being offered to dismiss them.

VII. Films Used

A. Purpose

Films were primarily used to clinch certain points, open up areas for discussion, demonstrate new ways of approaching problems, and allow consultants to emphasize aspects of the problem. Sometimes special films were recommended by the consultant for that day, otherwise they were personally known to the project directors. Typically films were effective, although a few should not be used

again. Films were available from the State Library and the Audio-Visual Center at the University of Indiana.

B. Titles

Dynamics of Leadership: Sharing the Leadership

Learning Democracy Through School-Community Projects

Meet Comrade Student

Children's Play

People Are Taught To Be Different: Cultural Patterns Of Infant Regulation

Mike Makes His Mark

Learning Through Cooperative Planning

School Activities and You

To Live Together

Education is Everybody's Business

Boundary Lines

Eye of the Beholder

VIII. Visitors

From time to time invitations were extended to the university faculty and administrative officials in the surrounding schools. Several visitors did appear but in the future we would need to work harder on this aspect of the program.

IX. Bibliographies

Good, pertinent, bibliographical material was hard to find. There was considerable material on Negro history and background, usually written from the point of view of the sociologist, the political scientist, or the humanist. This had some value at the early sessions, but the writers were not concerned with school-related problems.

We could find only one book on extracurricular activities that was less than ten years old. None of the authors seemed aware of the problems of integration. There was only one magazine devoted to extracurricular activities, although periodicals carried many "how to" articles for specific activities. The American Association of School Administrators has a pamphlet on School Racial Policy, and the Phi Delta Kappa International fraternity has published the results of a symposium entitled The Role of the Educator in Decreasing Racial Tension. Both of these have some value.

But nothing, absolutely nothing was found which related integration and student activities. Therefore the directors provided a few general bibliographies and specific reading lists for each class session. Students were urged to read for general principles rather than specific points, and to develop ways to apply these principles in their home situations. This helped to produce a diversity of beliefs and opinions which stimulated open discussion. Approximately 300 different references were used during the Institute. Some of these were obtained from University instructors who have recently taught courses in extracurricular activities at such places as the Universities of Utah, Hawaii, Wayne State, Arizona State, Indiana, Oregon, and Arkansas.

X. Evaluation.

A. Extent of Local Student Activities Program

Overwhelmingly it was found that each student activity involved less than 20 per cent of the students in the school at any time. In a few schools it will be found that more than 20 per cent of the boys are in intramural sports. (Appendix B-1) From the point of view we have been developing, these programs are too limited in appeal to be satisfactory.

B. Nature of Local Student Activities Program

This form (Appendix B-2) was submitted to the students of a group sponsored or taught by the Institute participant. These forms were not collected by the project directors, but members tabulated responses to obtain estimates of the effectiveness of various programs within their own schools. Instrument was designed to point out to sponsors weakness and over which they had some control.

C. Pupil Rating of Activity Sponsors

This instrument, also, was not collected by project directors, who only checked to see if it had been used. Participants asked pupils in an activity to rate them as sponsors. A tabulation

of results should indicate to sponsors how they appeal to students what things need to be improved, and what areas are satisfactory. (Appendix B-3)

D. Sponsors' Checklist for Extracurricular Activities

Here (Appendix B-4) we tried to have Institute members examine all the student activities in their school and indicate how widespread some seventy-one characteristics of good activity programs. It is not the function of this Institute to evaluate the quality of integration in student activities of individual schools, but rather to point out areas that could be improved and suggest ways of doing this.

E. Institute Organization

1. Institute members listed the five most worthwhile and the five least worthwhile of the topics, films, and consultants employed (Appendix B-5). The reactions to the consultants have been indicated under that heading.
2. Of the twelve films used, five were objected to by not more than one person. Two of the films were considered not particularly useful in terms of the objectives of this Institute, and would be replaced at another time. Rest of films were generally suitable.
3. Two of the topics, the financing of student activities, and the development of good personality traits through student activities, aroused little interest among the participants. Other topics were satisfactory.
4. In open ended questions as to how institute might be improved at another time, there was considerable feeling that sponsors now working in integrated situations should be used more often. Some suggestions that consultants of opposing views be presented together.

Most students felt that just being able to freely discuss these matters in a biracial group was highly beneficial and interesting. In some cases the films were too dated or the message was too subtle. More varied activities might have been used for afternoon sessions. Some persons would like to visit integrated schools or invite secondary school students from such schools to discuss the problems involved.

F. Institute Methods and Procedures

Students responded to a questionnaire on their feelings about the Institute, amount of studying, and methods used. There was a

wide range of results here and in each category the totals are not equal to the number of participants, as all did not respond to every item. (Appendix B-6)

	Number of Responses
1. Difficulty of course	
a. Definitely harder than most others	1
b. Somewhat harder than other courses	8
c. Somewhat easier than other courses	10
d. Definitely easier than other courses	10
2. Amount of study required	
a. Much more than in other courses	2
b. Somewhat more than in other courses	14
c. Somewhat less than in other courses	20
d. Much less than in other courses	6
3. Types of instruction which were of MOST value	
a. Reviewing tests	1
b. Answering questions in class	13
c. Asking questions in class	16
d. Small group "buzz" sections of students	23
e. Outside reading and reporting	6
f. Studying case studies	3
g. Studying textbook	1
h. Writing tests	0
i. Instructor lecturing	18
j. Discussions with others outside of class	14
k. Viewing films	10
l. Student experiments	6
m. Hearing outside consultants	24
4. Types of instruction which were of LEAST value	
a. Reviewing tests*	10
b. Answering questions in class	2
c. Asking questions in class	2
d. Small group "buzz" sections of students	1
e. Outside reading and reporting	3
f. Studying case studies	3
g. Studying textbook	11
h. Writing tests	9
i. Instructor lecturing	0
j. Discussions with others outside of class	3

	Number of Responses
k. Viewing films	11
l. Student experiments	6
m. Hearing outside consultants	1
*(Most of the items unfavorable evaluated, were those seldom performed, as reviewing tests)	
5. Number of hours of study outside class each week	
a. One hour or less	7
b. More than one hour, less than two hours	8
c. More than two hours, less than three hours	5
d. More than three hours	8
6. Highest mark anticipated in course	
a. Mark of A	14
b. Mark of B	13
c. Mark of C	1
7. Lowest mark feared in course	
a. Mark of A	2
b. Mark of B	14
c. Mark of C	10
8. Frequency of cheating observed in course	
a. Never	29
b. Rarely	3
c. Sometimes	1
d. Usually	0
e. Most of the time	0
9. What should have been omitted or abbreviated in this course? (Discussion Question)	
a. Some of the films	11
b. Consultants somewhat repetitious	4
c. Final summary reports at end of each session	3
d. Domination of groups by certain individuals	1
10. What should have been emphasized more in the course? (Discussion Question)	

a. Role playing techniques	3
b. Use of actual activity sponsors	2
c. Negro history	2
d. Case studies of integrated schools	2
e. Mental health	1
f. Longer question-answer periods	3
g. Integration per se	3
h. Individual projects	1
i. Real solutions, practical	4
j. Participation of secondary school students in integrated activities	5
k. Observations of real children	2
11. Most important single concept received in course. (Discussion Question)	
a. Activities are for good of child, not good of school or sponsor	5
b. Biracial meetings essential to foster understanding	8
c. Prejudices are learned	3
d. Children are individuals	4
e. A knowledge of background material is essential	2
f. Child lives through play	2
g. How to evaluate activities	2

G. Effectiveness of Members in Groups

Using a "guess who" technique, Institute participants were asked to identify which of their colleagues operated most effectively in various kinds of group activities. The meanings here are primarily in terms of the individual students, but the group was highly consistent in identifying members with these characteristics: (Appendix B-7)

1. Who seems to make a special effort to draw out others who are hesitant to speak?
2. Who summarizes material so that group does not stray from subject?
3. Who cites evidence for his statements, rather than gives his opinions?
4. Who presents material to the class most effectively?

H. Evaluations of Members by other Members

Each student wrote a critical analysis of four other class members in terms of certain criteria (Appendix B-8). Of the forty-four members of the class, thirty-two were considered to have gained considerable during the course according to at least one student.

1. Number of students mentioned twelve times	1
2. Number mentioned eleven times	0
3. Number mentioned ten times	0
4. Number mentioned nine times	1
5. Number mentioned eight times	1
6. Number mentioned seven times	0
7. Number mentioned six times	0
8. Number mentioned five times	2
9. Number mentioned four times	4
10. Number mentioned three times	7
11. Number mentioned two times	7
12. Number mentioned one time	8
13. Number not mentioned at all	12

I. Themes

In order to obtain college credit for the course, each student was expected to turn in a theme on the topic of how the student is using (or could use) extracurricular activities in developing the mature, adult citizen, able to operate effectively in a bi-racial society. Probably because of the late terminal date of the Institute, with conflicts between its requirements and public school affairs, only nineteen students actually took the course for credit.

The class was divided up into groups of twos and threes and each group asked to evaluate four papers from which all identifying marks had been removed. Then themes were twice again evaluated by other students in competition with other themes. Results tended to be fairly consistent.

J. The Minnesota Multiphasic Personality Inventory

The MMPI was routinely given to all students, not as a basis for assigning marks, but for research purposes. Next year we hope to do some follow up work, visiting schools, and conferring with principals as to the changes, effectiveness, and general operating methods of these students while in integrated student activities groups. Other instruments will need to be developed at that time.

XI. Future plans

Generally in the future we would operate the Institute in much the same way, with fewer films, and some change of topics and consultants, as already indicated.

It might be desirable to go outside of the academic community for consultants, possibly someone at the NAACP or the Urban League might have something to contribute. The Richmond Association for Mental Health is very concerned about school children, and may have material and speakers available. In any case, we would want to use some public school personnel and students who are experiencing integration in their extracurricular activities.

While the group seemed to enjoy their program, possibly a purely social gathering should be arranged sometime, away from the campus. In another year we will require all persons to eat their noon lunch together, arranging for the University to provide us with a special room and menu.

We want to get more publicity out to the individual schools, calling on more of them in person. We still shy away from newspaper publicity, feeling it might threaten some of the prospective members, although we may need to use it as a means of circumventing superintendents who might otherwise cut off our communications with principals directly. We did invite the three local newspapers to sit in on meetings, and some did send representatives, but nothing appeared in print.

A greater number of the participants should be from the senior high formerly white schools. Positive recruitment would be needed here. Also (if eligible) we should contact the state schools for the delinquents (four in the Richmond area) and the state Indian schools. At another time more participants could be handled.

About midway through the course we are planning to offer a one-day conference on integration in extracurricular activities. This would involve a couple of very important figures in the movement who are conversant with school problems. School personnel who could not be available for the entire course would still profit from a shorter conference. From this we would like to develop a manual suitable for school staffs beginning the process of integration.

APPLICATION FOR EXTRACURRICULAR ACTIVITIES INSTITUTE

Name _____ Date of Application _____ (location)

Present Position _____ at _____ in _____ (name of school)

How long in present position? _____ Degree received from which institution? _____

Circle activities primarily interested in: Athletics Intramural sports Clubs Music Journalism Student Government
Speech and Dramatics Service Homeroom and Assembly programs General Coordination of Activities

Sponsored by (to be completed by principal, superintendent, or whomever is recommending)

In my opinion _____ has the interest and ability to make a worthwhile contribution to a study of the problems of directors of extracurricular activities in desegregating secondary schools, and he/she will also have the opportunity to profit from such a study. I recommend him/her for such an Institute.

(Signature) _____
(Position)

**EXTRACURRICULAR
ACTIVITIES
INSTITUTE**



Public Law 88-352

*February 26, 1966
Through
May 12, 1966*

(Five Semester Hours Credit)

**Sponsored By
The Division of
Education and Psychology**

**Virginia Union University
Richmond, Virginia 23220
ELgin 5-2882
Ext. 47**

Continued

APPENDIX A - 1

GENERAL INFORMATION

With the increasing desegregation of secondary schools, it is anticipated that many directors or extracurricular activities will be faced with new problems of human relations, program content, and civic training.

This course is designed for directors of student activities and others who have responsibilities for such programs in desegregating secondary schools.

OBJECTIVES OF THE COURSE

To acquaint activity directors with the peculiar problems faced by Negro youth entering formerly all-white high schools.

To show activity sponsors how minority group members may be inducted into ongoing school activities without harm to themselves, to present members, or to the school.

To design procedures for the effective operation of extra-class activities, compatible with sound educational objectives, and the rights of all individuals.

To provide a forum where biracial educational problems may be considered, free of pressures from outside agencies, and in company with others who have faced and responded to similar problems.

SPECIAL NOTE

This Institute is presented and financed under Public Law 88-352. This Institute will not discriminate on account of sex, race, creed, color, or national origin of an applicant.

INSTITUTE COSTS

The provisions of Title IV, Section 404, of Public Law 88-352, The Civil Rights Act of 1964, provide for 40 participants, who will receive stipends of \$225 for attendance at fifteen Saturday meetings from 9:00 A.M. to 3:00 P.M.

CREDIT

Participants may earn five hours of undergraduate credit towards recertification.

PROGRAM

The Institute has as its purpose the aiding of secondary schools in the difficulties of operating biracial extraclass activities.

The basic theme for each session will be set by some specialist who has had success with the problems considered. The Institute members will then pursue each topic further in their own special areas of interest.

Participants will be expected to study certain selected materials. They will be asked to take part in discussions, and to make contributions to the group's understanding of the problems.

STAFF

Dr. Ralph Erickson, Director of the Division of Education and Psychology, Virginia Union University, is project director.

Various staff members of Virginia Union University will assist.

Consultants and resource persons from state school divisions and colleges will participate.

SELECTION AND REGISTRATION OF PARTICIPANTS

The participants will be selected from personnel activity engaged in education in junior and senior high schools. It is anticipated that a balanced group of supervisors, coordinators of activities, counselors, and sponsors of activities, can be obtained.

The selection of applicants will also be based on order of receipt of applications by the University. A wide geographical distribution of class members is desired.

Applications must be in the Virginia Union University Education Office by Thursday, February 24, 1966. The first class meeting is at 9 A.M. on February 26, 1966 in Coburn Chapel on the University campus.

APPENDIX A - 2

MEMBERS OF INSTITUTE ON EXTRA-CURRICULAR ACTIVITIES

<u>Participants</u>	<u>Position</u>	<u>School</u>
Anderson, Clyde L.	Counselor	Mosby Jr. High
Bailey, Roger M.	Teacher	East End Jr. High
Booker, Arbelle C.	Teacher	Mosby Jr. High
Bower, Bert S.	Teacher	Westhampton Jr. High
Boykins, Sallie S.	Teacher	Mosby Jr. High
Carter, Alfred D.	Director of P. E.	Parker Gray Middle Alexandria, Virginia
Carter, Lillian L.	Teacher	Armstrong High
Chambers, Wade P.	Teacher	John Marshall High
Charity, Thelma G.	Teacher	Randolph Jr. High
Christian, Frederick N.	Teacher	East End Jr. High
Conway, Bernice J.	Teacher	B. Graves Jr. High
Cooper, Henry T.	Teacher	Armstrong High
Covington, Catherine W.	Teacher	Mosby Jr. High
Cunningham, George K.	Teacher	Thomas Jefferson Jr. High Arlington, Virginia
Draper, Imogene H.	Teacher	Mosby Jr. High
Featherston, Henry J.	Teacher and Coach	Russell Groove Amelia, Virginia
Fiddemon, Odgen L.	Teacher and Asst. Prin.	Russell Groove Amelia, Virginia
Fitchett, Fosterlyn J.	Teacher	East End Jr. High
Gibson, Wavie	Teacher	Blackwell Jr. High

Grayson, Nancy S.	Teacher	Thomas Jefferson Jr. High Arlington, Virginia
Green, Calvin	Teacher	Armstrong High
Hawkins, Frederick I.	Teacher	East End Jr. High
Howlett, John H.	Teacher	Maggie Walker High
Hrivnak, George A.	Teacher	Thomas Jefferson Jr. High Arlington, Virginia
Johnson, Rubye S.	Teacher	Parker Gray Middle Alexandria, Virginia
Lewis, Maxine E.	Teacher	Maggie Walker High
Lewis, Susie B.	Teacher	Armstrong High
Luck, Sally	Teacher	Armstrong High
Maryland, Gladys O.	Teacher	Blackwell Jr. High
Matthews, Johnnee N.	Librarian	Thomas Jefferson Jr. High Arlington, Virginia
McLain, William E.	Commandant of Cadets	John Marshall High
Moreau, John N.	Teacher	Chandler Jr. High
Ooghe, Edward A.	Asst. Principal	Westhampton Jr. High
Parham, Margaret W.	Teacher	Chandler Jr. High
Pritchard, Ralph D.	Teacher	Albert H. Hill Jr. High
Redman, Philip R.	Teacher	Westhampton Jr. High
Riggsbee, Maxwell K.	Teacher	Randolph Jr. High
Slade, Cora E.	Teacher	East End Jr. High
Simms, Virginia G.	Teacher	Maggie Walker High
Thomas, Joshua	Teacher	Blackwell Jr. High
Venable, James B.	Teacher and Coach	Pocahontas High Powhatan, Virginia

Continued Participants

29

Watkins, Katie D.	Teacher	Mosby Jr. High
White, Cassandra A.	Teacher	Blackwell Jr. High
Willis, Joyce C.	Teacher	Blackwell Jr. High

All schools are in the city of Richmond, unless otherwise noted.

		0%-20%	20%-80%	50%-80%	80%-100%
5. Dramatics and forensics. All forms of the spoken word.	3 act play				
	1 act play				
	Debate				
	Declamation				
	Fine Arts Guild				
6. Subject matter clubs. Closely related to a particular subject in the school.	Science Club				
	Math Club				
	FBLA				
	Latin Club				
	History Club				
	French Club				
	English Club				
	Latin Club				
	FHA				
	Library Club				
	FFA				
	T&I Club				
	Russian Club				
	Literature				
7. Student Interest of hobby clubs. Not related to any school subject.	Projectionist				
	Rifle Club				
	Boy Scouts				
	Cheerleaders				
	Photography				
	FTA				
	Ushers				
	Medics				
	H. Y.				
	Chess Club				
	Carron Board				
8. Student Government.	Student Court				
	Student Council				
9. Class Activity. Activities performed by a single school grade as sophomore hop, junior party.	Junior Party				
	Senior Class				
	Play				
	Senior Prom				
	Senior Class Night				

Continued Tabulation of Activities in Schools

10. Service Organizations, designed to perform a service to the school or community.

Jr. Red Cross

11. Not otherwise classified.

Cadet Corp
 Honor Society
 Science Fair
 Talent Show
 Student Coaches
 Drill Team

0%-20%	20%-50%	50%-80%	80%-100%

APPENDIX B - 2

School _____

Sex of Student _____

The Extra-Curricular Activities are listed under nine categories. Please write "Y" under each category for a "Yes" answer to each question which applies to any activity within the category. Write "N" under each category for a "No" answer or when the question does not apply to the category. Sometimes one can answer "Yes" even if he has not participated in any activity in the category.

Categories of Extra-Curricular Activities

	Interscholastic Athletics	Intramural Athletics	Dramatics and Forensics	Musical Activities	Publications	Special Interest	Student Gov'n't	Class Activities
1. Have you participated as a member of a group in these categories?								
2. Did you help select students for such positions as captian or president?								
3. Did you feel responsible for the financial success of this activity?								
4. Did you help select the sponsor (coach, director, leader, etc?)								
5. Did you know how much money this activity spent if any?								
6. Did you help decide how the money was to be spent?								
7. Did you help decide how the money was to be raised or earned?								
8. Was there a student who handled the money for this activity								

Continued - Extra-Curricular Activities

	Interscholastic Athletics	Intramural Athletics	Dramatics and Forensics	Musical Activities	Publications Special Interest	Student Gov't	Class Activities
9. Did you help select him?							
10. Did you participate without any personal expenditures?							
11. Did you help decide how surpluses were disposed of at the end of the year?							
12. Did you help check or audit financial books at end of year?							
13. Did you serve on a group to make plans for handling student funds?							
14. Did you ever help to handle activity money or accounts?							
15. Was money spent as the majority wished?							
16. Did you ever help to plan programs or schedules for this activity?							
17. Were cost so low you could be in any activity you wished?							
18. Were proposed new activities provided with enough funds to begin?							
19. Did you have a lot of fun in this activity.							
20. Were all activities equally favored by faculty?							
21. Were requests for funds or a tentative budget submitted to administration?							

Continued Extra-Curricular Activities

	Interscholastic Athletics	Intramural Athletics	Dramatics and Forensics	Musical Activities	Publications	Special Interest	Student Gov'n't	Class Activities
22. Was a budget approval by students in organization prior to submission?								
23. Have any member of a minority race been chosen as a leader in this activity?								
24. Were prices, admission fees, etc., recommended by students?								
25. Was a student treasurer chosen by others in the organization?								
26. Were you ever selected as business manager or treasurer of an activity?								
27. Did these groups meet fairly regularly?								
28. Were supplies and equipment ordered as part of general school supplies?								
29. Did you receive any instruction or training in handling of activity funds?								
30. Could financial standing of activity be determined immediately?								
31. Were funds for activities allocated by student council or similar group?								
32. Was a report made to the entire school on activity fund balances?								

Continued Extra-Curricular Activities

	Interscholastic Athletics	Intramural Athletics	Dramatics and Forensics	Musical Activities	Publications	Special Interest Clubs	Student Gov'n't	Class Activities
33. Did you influence awarding of pins, letters, etc., for superior work?								
34. Did the school generally supervise extra-curricular activity finances?								
35. Was activity program free of pressure from non-school people?								
36. Do you know of members of both races who are in this activity?								
37. Was student interest the primary requirement for participation?								
38. Did you meet many different people in the different activities?								
39. Are records kept of participation in the activities?								
40. Have activities been eliminated which are not worthwhile?								
41. Were school assemblies used to show or discuss work of activities?								
42. Did you help choose just what this activity would do?								
43. Are you personally acquainted with persons of other races in this activity.								
44. Have the students planned definite goals for their activities?								

APPENDIX B - 3

PUPIL RATING OF ACTIVITY SPONSORS

In order to help your activity sponsor discover his strong and weak points, read the following list all the way through, then check in the left hand column those characteristics in which you think your student teacher is especially strong, and in the right hand column those in which you consider him rather poor. Please don't check any item on which this teacher appears to be about the same as most teachers are.

Especially Strong		Rather Weak
1. _____	1. Is a "square shooter" and plays no favorites.	1. _____
2. _____	2. Knows his work and can really answer questions.	2. _____
3. _____	3. Has time well planned with interesting things to do.	3. _____
4. _____	4. Has a pleasant, easily understood voice.	4. _____
5. _____	5. Helps us when we need it, not too much.	5. _____
6. _____	6. Makes activity interesting with variety of things to do.	6. _____
7. _____	7. Gives us plenty of chance to take part and do things on our own.	7. _____
8. _____	8. Is always cheerful and friendly; never overbearing or "snooty."	8. _____
9. _____	9. Is forceful and firm, but not too strict.	9. _____
10. _____	10. Explains things clearly, and is patient if we fail to get it.	10. _____
11. _____	11. Has many worthwhile interests in life, and shares them with us.	11. _____
12. _____	12. Is neat and clean in appearance.	12. _____
13. _____	13. Is willing to face the facts and admit his own mistakes.	13. _____
14. _____	14. We really learn a lot when we have this sponsor.	14. _____
15. _____	15. Is quick to catch on to new and different situations.	15. _____
16. _____	16. Always dresses in good taste.	16. _____
17. _____	17. Can be depended upon to do what he says he will do.	17. _____
18. _____	18. Knows the practical side of this activity and helps us to see it.	18. _____
19. _____	19. Has self-control; doesn't lose his temper or becomes excited easily.	19. _____
20. _____	20. Has a sense of humor and isn't afraid to laugh when things are funny.	
21. _____	21. Seems to like us.	20. _____

APPENDIX B - 4

SPONSOR' CHECKLIST FOR EXTRA-CURRICULAR ACTIVITIES

On this checklist we are not trying to rate the activities in your school, but rather to point out some factors of a good extra-curricular program which you may have overlooked. Other members of our group will not know what you have reported.

Examine the following statements and determine which of five levels of generality best applies. Then place a check mark in the appropriate space.

		Never, No or rarely	Sometimes may occur	So-So	Ordinarily yes	Definitely yes
1. Pupil is responsible citizen of his school.	1.					
2. Constructive program of student activities, not just a program.	2.					
3. Students, teachers, and administration contribute to the promotion of the program.	3.					
4. Program itself is occasionally formally evaluated and revised.	4.					
5. Sponsors cooperate with each other.	5.					
6. School operates in democratic environment.	6.					
7. Few restrictions on participation.	7.					
8. Participation is voluntary.	8.					
9. Students guided in selecting activities.	9.					
10. Activities used to provide good learning, rather than championships.	10.					
11. Curricular and co-curricular activities have same objectives and goals.	11.					
12. Unique and special needs of student are considered.	12.					
13. Well balanced and comprehensive programs used.	13.					

APPENDIX B-5

INSTITUTE IN INTEGRATION IN EXTRA-CURRICULAR ACTIVITIES

We are trying to get some indication of your reactions to our Institute. Therefore, will you:
 (1) Place a circle around about five (each) of the topics, films, and consultants that you feel were particularly worthwhile. (2) Place a line under about five (each) of the topics, films, and consultants that you consider were not appropriate.

Date	Topics	Films	Consultants	Position/Location
Feb. 26	History and Laws Relating to Integration		Dr. Gayles	VUU
March 5	Changing Patterns of Prejudice		Dr. Anderson	VUU
March 12	Objectives of Student Activity Program		Dr. Erickson	VUU
March 19	Training in Leadership	DYNAMICS OF LEADERSHIP; SHARING LEADERSHIP	C. S. Lofton	D. C. Schools
March 26	Promoting Democracy and Civic Competency	LEARNING DEMOCRACY THROUGH SCHOOL COMMUNITY PROJECTS	Dr. R. Dixon	Prin. Marshall HS
April 2	Individual Differences and Mental Health	MEET COMRADE STUDENT	Rev. E. Nelson	Pastoral Counselor
April 9	Personality Traits	CHILDREN'S PLAY	Dean E. Alvery	M. W. College
April 16	Developmental Tasks of Education	PEOPLE ARE TAUGHT TO BE DIFFERENT CULTURAL PATTERNS OF INFANT REGULATION	Dr. J. Bell	Norfolk SC

APPENDIX B-5
 INSTITUTE IN INTEGRATION IN EXTRA-CURRICULAR ACTIVITIES (Continued)

Date	Topics	Films	Consultants	Position/Location
April 23	Guidance and Wise Vocational Choices	MIKE MAKES HIS MARK	Dr. G. Moss	Longwood College
April 30	Bringing Students and Teachers Together on a Common Basis	LEARNING THROUGH COOPERATIVE PLANNING	J. Levenson	Prin. Tuckahoe HS
May 7	Participation and Selection of Student and Sponsors ofr ECs	SCHOOL ACTIVITIES AND YOU	Dr. D oody	Howard University
May 14	Organization of School ECs	TO LIVE TOGETHER	J. Madden	Prin. Chandler JHS
May 21	Financing ECs	EDUCATION IS EVERYBODY'S BUSINESS BOUNDARY LINES	Dr. C. Womble	Exec. Sec. VIA
May 28	Integregation of Teachers NEA Report	EYE OF THE BEHOLDER	G. W. Whiting	VUU

On the back side of the paper will you write your frank reactions to this institute, including changes in design and procedure you feel ought to be made. Suggest other topics, films consultants, which ought to be included at another time.

APPENDIX B-6

Evaluation of Institute

Do not identify yourself in any way on this sheet. In order that the course may be changed somewhat to be of greater usefulness to other students the next quarter, we are asking you to respond to these questions IF YOU HAVE TIME WITHIN THE TESTING PERIOD. Separate this page from your others and hide it somewhere in the pile of incoming papers.

Check the correct answer or write in the best response.

1. Considering all the 200 and 300 courses you have had, how does this one compare?

a. Definitely harder than most others	c. somewhat easier than in others
b. somewhat harder than in most other courses	
d. definitely easier than others	

2. How much studying did you find it necessary to do?

a. much more than in other courses	c. somewhat less than in others
b. somewhat more than in most other courses	
d. much less than in others	

3. CIRCLE the letter before the types of instruction which you think have helped you the most in this class. More than one type may be reported.

a. reviewing tests	h. writing tests
b. answering questions in class	i. instructor lecturing
c. asking questions in class	j. discussions with others outside of class
d. small group "buzz" sessions of students	k. viewing movies
e. outside reading and reporting	l. student experiments
f. studying case studies	m. outside speakers
g. studying textbook	

4. In the above list, place a check mark () BEHIND the types of instruction which you feel have benefited you the LEAST.

5. On the average, how much did you study for this course outside of class each week (to include the preparation of reports)?

6. Carefully now, what is the highest mark you could receive in this course without feeling you had received a gift? _____

7. What is the lowest mark you could get without feeling that you had been somewhat cheated? _____

APPENDIX B-6
Evaluation of Institute (Continued)

8. In tests or otherwise, have you noticed anyone receiving credit for work not his own?
- | | | |
|-----------|--------------|---------------------|
| a. never | c. sometimes | e. most of the time |
| b. rarely | d. usually | |
9. (Use back side of paper from now on and number corresponding to question)
What should have been omitted or abbreviated in this course?
10. What should have been emphasized more in this course?
11. What is one single concept you have received in this course which you think will help you most when you begin teaching?

APPENDIX B-7

Evaluation of Institute

Please answer each of these questions with the name of a member of this class. Include someplace all the members of your last group. You may use each class member several times, but fill each blank with only one name.

As you have observed students in this class this term:

Who seems to make a special effort to draw out others who are hesitant to speak? _____

Who summarizes material so that group does not stray from subject? _____

Whose ideas on dividing the work load are easiest accepted? _____

Who cites evidence for his statements rather than gives his opinions? _____

Who tries to bring all members into the discussion? _____

Who is most ready to change views when contrary evidence is presented? _____

Who seems to understand topics the best? _____

Who opposes wasting time? _____

Who accepts his assignments in the group with the least objections? _____

Who does things for others, like arranging chairs, loaning books, finding materials, etc? _____

Whom do the others look to for direction, even when he is not assigned group leader? _____

Who explains and defines terms the best? _____

Who offers to look up material, see appropriate people, etc., when additional sources are needed? _____

Who has grown most in this course, from beginning to end? _____

Who presents material to class most effectively? _____

APPENDIX B-8

Evaluation of Institute

Write a critical analysis of four students in this class that you think have gained considerably during the course. Name a student and then discuss him. Some elements which could be considered might be:

1. Growth in understanding of subject during the term
2. The ability to present a point of view logically and forcefully
3. Willingness to accept responsibility for group work
4. Ability to see and develop new ideas
5. Seriousness of purpose
6. Sensitivity to other students' feelings, views, and beliefs
7. Ability to change viewpoints when contrary evidence is produced
8. Understanding of topic discussed
9. What are the characteristics that make this person most effective

Results are, as usual, kept confidential.