

## DOCUMENT RESUME

ED 045 742

UD 010 859

AUTHOR Powell, James H.; And Others  
TITLE Interim Report of the Institute for Supervisors of Student Teachers on Problems Occasioned by Desegregation on Public Schools, July 6 Through August 12, 1965.  
INSTITUTION Kentucky Univ., Lexington. Coll. of Education.  
SPONS AGENCY Office of Education (DHEW), Washington, D.C.  
PUB DATE 24 Aug 65  
CONTRACT CEC-5-37-038  
NOTE 45p.

EDRS PRICE MF-\$0.25 HC-\$2.35  
DESCRIPTORS Changing Attitudes, Faculty Integration, Group Discussion, Inservice Teacher Education, Institutes (Training Programs), Integration Methods, \*School Integration, \*Sensitivity Training, Social Attitudes, Summer Workshops, \*Supervisory Training, Teacher Attitudes, \*Teacher Education  
IDENTIFIERS Civil Rights Act of 1964, Kentucky, Title IV Programs

## ABSTRACT

Forty-four prospective supervising teachers from public schools in Kentucky, cooperating in the student teaching programs of colleges and universities, participated in this Institute funded under Title IV of the 1964 Civil Rights Act. The objectives were to provide participants with a basic experience in human relations in an inter-racial setting; this would expand their knowledge and understanding, needed to work effectively in a desegregated school setting. Further, special problems confronting supervising teachers as they guide student teachers, who are presently in or will subsequently join integrated faculties of desegregated schools, were identified and analyzed. In an attempt to create a candid, open, and honest atmosphere for interpersonal interactions, heavy emphasis was placed on relatively unstructured group discussions. Public school personnel with experience in desegregated schools discussed the problems they had faced and the solutions that had emerged. Among the many results and conclusions was the consensus that participants became more skillful and comfortable in interracial discussions of social and educational problems. (JM)

EDO 45742

INTERIM REPORT  
of  
THE INSTITUTE FOR SUPERVISORS OF  
STUDENT TEACHERS ON PROBLEMS OCCASIONED BY  
DESEGREGATION OF PUBLIC SCHOOLS  
JULY 6 THROUGH AUGUST 12 , 1965

Co - Authors

JAMES H. POWELL  
NICK GHASSOMIANS  
CATHERINE LYTLE

Contract Number OE-5-37-038  
P.L. 88-352, Title IV, Section 404  
The Civil Rights Act of 1964

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Program Director

JAMES H. POWELL.

Contractor

COLLEGE OF EDUCATION  
UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY

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WELFARE .

TRANSMITTED  
AUGUST 24 , 1965

UD010859

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**INTERIM REPORT**

**ABSTRACT**

**Title: A Special Training Institute for Supervisors of Student Teachers on Problems of School Desegregation**

**Authors of Report**

**James H. Powell, Director of Student Teaching  
Catherine Lytle, Research Assistant  
Nick Ghassomians, Research Assistant**

**Contract Number**

**OE-5-27-038**

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

**Program Director**

**James H. Powell**

**Contractor**

**University of Kentucky  
College of Education  
Lexington, Kentucky**

**The Project Reported Herein Was Supported  
By A Contract From The**

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

**Date Transmitted**

**August 24, 1965**

## DATES

Planning Phase: June 1, 1965 through August 6, 1965  
Training Phase: July 12, 1965 through August 6, 1965  
Follow-up Phase: January, 1966

## PARTICIPANTS

Number of Participants 44

### Types of Personnel:

Supervising Teachers	39
Principals	4
Administrative Personnel	1

### School Systems Represented:

Lexington City Schools, Lexington, Kentucky  
Fayette County Schools, Lexington, Kentucky  
Jessamine County Schools, Nicholasville, Kentucky  
Paris City Schools, Paris, Kentucky  
Memphis City Schools, Memphis, Tennessee  
Woodford County Schools, Versailles, Kentucky  
Berea City Schools, Berea, Kentucky  
Kentucky State College, Frankfort, Kentucky  
(Laboratory School)  
Eastern Kentucky State College, Richmond, Kentucky  
(Laboratory School)  
State of Kentucky, Lincoln Ridge, Kentucky  
Whitley County Schools, Williamsburg, Kentucky  
Louisville City Schools, Louisville, Kentucky  
Taylor County Schools, Campbellsville, Kentucky

## OBJECTIVES

1. To provide prospective supervising teachers with a basic experience in human relations in an interracial setting.
2. To provide learning experience designed to expand in breadth and depth the supervising teachers' knowledge and understandings needed to work effectively in a desegregated school setting with parents, students, faculty, and other school personnel.
3. To identify and analyze special problems confronting supervising teachers as they guide and serve as a model for student teachers who are presently in and/or who will subsequently join integrated faculties of desegregated schools.

4. To evaluate the effects of the training provided to the participants in order to improve such training for others in the future.

### PROCEDURES

Forty-four prospective supervising teachers from public schools cooperating in the student teaching programs of colleges and universities participated in the Institute. In an attempt to create an atmosphere characterized by candidness, openness, and honesty in interpersonal interactions, heavy emphasis was placed on relatively unstructured group discussions. As the groups matured, they were used extensively by the staff and participants to introduce and to evaluate pertinent data and concepts. Lectures, reading, films, panels, and various other methods were used to provide data for consideration. Public school personnel with experience in desegregated schools discussed the problems they had faced and the solutions that had emerged. Social activities, planned spontaneously by the participants and staff, were held during out-of-school hours. Evaluation was continuous, and the participants' reactions helped to guide the staff in their planning.

### RESULTS AND CONCLUSIONS

From the evaluations of the participants and the staff, the outstanding outcomes of the Institute were:

1. The participants became more skillful and comfortable participating in interracial discussions of social and educational problems.
2. The participants became much more sensitive to the feelings of others.
3. The participants gained sufficient confidence to reveal their feelings and emotions in regard to problems resulting from the implementation of the Civil Rights Act of 1964.
4. The participants felt competent to supervise a student teacher of the same or another race, to work more effectively as a member of an integrated faculty, and to relate personally and professionally to students and parents, regardless of race.
5. The members gained an increased understanding of self and others.

6. The participants broadened their knowledge of the historical background, the legal aspects, and significance of the Civil Rights movement.
7. The participants became familiar with many psychological and sociological forces impinging upon the desegregation of schools.
8. The participants received first-hand information about the problems of school desegregation and how they were handled in southern communities.
9. The participants' responses indicated a significant change in attitudinal patterns as measured by MTAI.
10. The participants became more confident of their ability to anticipate and to solve problems that may arise from the desegregation of schools.
11. There was unanimous agreement among the participants that an Institute of this nature was an effective medium for the preparation of school personnel in solving problems and minimizing tensions occasioned by desegregation of schools.
12. The participants expressed the belief that experiences gained in this Institute will be extremely helpful as they deal with problems in their schools and communities.

Major weaknesses observed by staff and participants were as follows:

1. The lack of field trips to ghetto areas and desegregated schools.
2. The absence of consultants from urban northern cities.
3. The lack of provision for periodic reinforcement of the experience of the Institute during the next academic year.
4. Since the vast majority of participants lived in their homes, the daily events of life tended to diminish the impact of the Institute.

As a result of training, the new problems were brought to light, and those were as follows:

1. An awareness of the socio-economic forces as they impinge upon educational institutions.

2. **The lack of appropriate educational materials and teaching aids specifically designed for the instruction of students from lower socio-economic families .**
3. **The difficulty of orienting the middle-class teachers so that they work effectively with students and parents of lower socio-economic groups .**
4. **The lack of identification of minority groups with characters in American History .**

PARTICIPANTS

<u>Name</u>	<u>Home Address</u>	<u>Title and School Address</u>
Mr. Norman Aich	Route # 3 Berea, Kentucky	Teacher, Music; Berea, Kentucky
Mr. Francis Baker	Route # 6 Lexington, Kentucky	Teacher, Health & P.E.; Lexington, Kentucky
Mrs. Bernice Barbour	Route # 1 Lexington, Kentucky	Teacher, Math; Lexington, Kentucky
Mrs. Evelyn Black	Route # 6 Lexington, Kentucky	Teacher, English; Lexington, Kentucky
Mrs. Rosairene Black	216 Stephens Street Midway, Kentucky	Teacher, Elementary; Kentucky State College, Frankfort, Kentucky
Mrs. Alma Booth	1175 Cannon Street Memphis, Tennessee	Principal, Keel School; Memphis, Tennessee
Mrs. Dorothy Bottoms	152 E. 7th Street Lexington, Kentucky	Counselor, Secondary; Lexington, Kentucky
Mrs. Marion Bryant	417 Columbia Avenue Lexington, Kentucky	Teacher, Elementary; Lexington, Kentucky
Mr. Vernon Calhoun	Route # 5 Lexington, Kentucky	Principal, Fayette County; Lexington, Kentucky
Mr. Stanford Cameron	Lincoln Ridge, Kentucky	Teacher, English & French, Lincoln Institute; Lincoln Ridge, Kentucky
Mrs. Thomasina Canty	960 Lucy Lane Lexington, Kentucky	Teacher, Elementary; Lexington, Kentucky

<b>Mrs. Eddie Cox</b>	212 Newcastle Court Lexington, Kentucky	Teacher, Math; Woodford County, Versailles, Kentucky
<b>Miss Lillian Dale</b>	14 Horse Shoe Drive Paris, Kentucky	Teacher, Special Reading; Paris, Kentucky
<b>Mr. James Deacon, Sr.</b>	115 Cassidy Avenue Lexington, Kentucky	Administrative Assistant; Lexington, Kentucky
<b>Mrs. Thelma Garner</b>	951 Lucy Lane Lexington, Kentucky	Teacher, Elementary; Lexington, Kentucky
<b>Mrs. Viola Green</b>	703 Self Street Lexington, Kentucky	Teacher, Math; Fayette County, Lexington, Kentucky
<b>Mrs. Willa Anne Hamilton</b>	117 Highland Court Georgetown, Kentucky	Librarian; Fayette County, Lexington, Kentucky
<b>Mrs. Johnetta Hardin</b>	541 N. Limestone Lexington, Kentucky	Teacher, Elementary; Lexington, Kentucky
<b>Mrs. Harriet Haskins</b>	562 Haskin Drive Lexington, Kentucky	Teacher, Social Studies; Lexington, Kentucky
<b>Mr. Clyde Hill</b>	Williamsburg, Kentucky	Teacher, P.E.; Whitley County, Williamsburg, Kentucky
<b>Mr. Gerald Hill</b>	445 Park Avenue Lexington, Kentucky	Teacher, Social Studies; Fayette County Lexington, Kentucky
<b>Mrs. Jacqueline Hoffman</b>	104 Barnes Mill Road Richmond, Kentucky	Teacher, Elementary; Eastern Kentucky State College; Richmond, Kentucky
<b>Mrs. Lizzie Johnson</b>	542 Haskins Drive Lexington, Kentucky	Teacher, Elementary; Lexington, Kentucky

<b>Miss Priscilla Lane</b>	221 Langford Court Richmond, Kentucky	Teacher, Music; Lexington, Kentucky
<b>Mr. Milburn Maupin</b>	1307 S. Western Parkway Louisville, Kentucky	Principal, Jackson Junior High School; Louisville, Kentucky
<b>Mr. James Mings</b>	108 Country View Campbellsville, Kentucky	Principal, Taylor County Elementary; Campbellsville, Kentucky
<b>Miss Mary Jo Morrow</b>	410 N. Lexington Avenue Wilmore, Kentucky	Teacher, Elementary; Fayette County, Lexington, Kentucky
<b>Mrs. Betty Newby</b>	963 Waverly Drive Lexington, Kentucky	Teacher, Commerce; Fayette County, Lexington, Kentucky
<b>Mrs. Evelyn Orme</b>	244 Larch Lane Lexington, Kentucky	Teacher, Social Studies; Fayette County, Lexington, Kentucky
<b>Mr. Eddie Parker</b>	275 Winn Way Lexington, Kentucky	Teacher, 8th Grade Social Studies, Fayette County, Lexington, Kentucky
<b>Mr. Charles Quillings</b>	913 DePorres Avenue Lexington, Kentucky	Teacher, Inst. Music; Lexington, Kentucky
<b>Mr. Haley Randolph</b>	1038 Gainsway Road Lexington, Kentucky	Teacher, Social Studies; Lexington, Kentucky
<b>Mrs. Lila Rankin</b>	411 Breckinridge Street Lexington, Kentucky	Teacher, Home Economics; Fayette County, Lexington, Kentucky
<b>Mrs. Patricia Scully</b>	1508 Alexandria Drive Lexington, Kentucky	Teacher, 9th Grade Core; Fayette County, Lexington, Kentucky
<b>Mrs. Marie Shye</b>	954 Effie Road Lexington, Kentucky	Teacher, Elementary; Lexington, Kentucky

<b>Mrs. Mary B. Snyder</b>	<b>1203 Lakewood Drive Lexington, Kentucky</b>	<b>Teacher, Elementary; Lexington, Kentucky</b>
<b>Mr. Gobel Spurlock</b>	<b>112 Asbury Street Wilmore, Kentucky</b>	<b>Teacher, Science; Jessamine County, Nicholasville, Kentucky</b>
<b>Mr. Maurice Strider</b>	<b>920 DePorres Avenue Lexington, Kentucky</b>	<b>Teacher, Art; Lexington, Kentucky</b>
<b>Mrs. Elsie Tatum</b>	<b>1652 Linstead Drive Lexington, Kentucky</b>	<b>Teacher, English; Fayette County Lexington, Kentucky</b>
<b>Mr. Clyde Taylor</b>	<b>573 Sheridan Drive Lexington, Kentucky</b>	<b>Teacher, Inst. Music; Fayette County Lexington, Kentucky</b>
<b>Mrs. Helen Watkins</b>	<b>264 Larch Lane Lexington, Kentucky</b>	<b>Counselor, Secondary; Fayette County Lexington, Kentucky</b>
<b>Mrs. Almeda Withrow</b>	<b>Route # 6 Lexington, Kentucky</b>	<b>Teacher, Elementary; Lexington, Kentucky</b>
<b>Mr. Moss Witt</b>	<b>140 Shawnee Place Lexington, Kentucky</b>	<b>Teacher, Math &amp; Civics; Fayette County Lexington, Kentucky</b>
<b>Mr. Warren Featherston, Jr.</b>	<b>336 Albany Road Lexington, Kentucky</b>	<b>Counselor, Secondary; Fayette County Lexington, Kentucky</b>

COMPOSITION OF GROUP**Racial:**

19 Negro Teachers  
25 White Teachers

**Type of School Personnel:**

1 Administrative Assistant  
4 School Principals  
3 Guidance Counselors  
3 Instrumental Music Instructors, Grades 7-12  
1 Vocal Music Instructor, Grades 1-6  
11 Elementary Classroom Teachers  
1 Art Teacher  
1 Special Reading Teacher, Grades 3-6  
6 Social Studies Teachers, Secondary  
4 English Teachers, Secondary  
3 Math Teachers, Secondary  
1 Science Teacher, Secondary  
1 Commerce Teacher, Secondary  
2 Health and P.E. Teachers, Grades 1-12  
1 Librarian, Secondary  
1 Home Economics Teacher, Secondary

**Schools Systems Represented:**

Lexington, Kentucky  
Fayette County, Lexington, Kentucky  
Jessamine County, Nicholasville, Kentucky  
Paris, Kentucky  
Memphis, Tennessee  
Woodford County, Versailles, Kentucky  
Berea, Kentucky  
Kentucky State College, Frankfort, Kentucky  
Eastern Kentucky State College, Richmond, Kentucky  
State of Kentucky (Lincoln Institute) Lincoln Ridge, Kentucky  
Whitley County, Williamsburg, Kentucky  
Louisville, Kentucky  
Taylor County Schools

**Schools Represented within Systems:**

Lexington City:  
Cassidy School  
Dunbar High School  
Henry Clay High School  
Maxwell Street Elementary School  
Constitution Elementary School  
Carver Elementary School  
Booker T. Washington Elementary School

**Fayette County:**

Lafayette High School  
 Bryan Station High School  
 Leestown Junior High School  
 Bryan Station Junior High School  
 Tates Creek Junior High School  
 Beaumont Junior High School

**Jessamine County:**

Jessamine County High School

Paris, Kentucky: 7th Street Elementary School and Southside Elementary

Memphis, Tennessee: Keel Elementary School

Taylor County: Taylor County Elementary School

Louisville, Kentucky: Jackson Junior High School

Eastern Kentucky State College, Richmond, Kentucky: Model School

Kentucky State College, Frankfort, Kentucky: Rosenwald School

State of Kentucky: Lincoln Institute

**PERMANENT STAFF**

**Dr. James H. Powell - Director, Assistant Professor, Specialist in Group Dynamics and Teacher Education, Head of Department of Instruction, College of Education, University of Kentucky**

**Dr. M. M. White - Faculty Specialist in Social Psychology, Full Professor of Psychology, Eminently qualified in his field, Past Dean of College of Arts and Sciences, University of Kentucky**

**Dr. J. T. Smith - Faculty Specialist in Social Sciences and Education, Former Elementary School Principal, Assistant Professor, Ashland Community College, University of Kentucky**

**Dr. Charles C. Manker, Jr. - Faculty Specialist in Philosophy of Education, Effective and experienced in his field and in Institute on integration, Associate Professor in Department of Foundations, College of Education, University of Kentucky**

**Mrs. Catherine Lytle - Graduate Assistant, Doctoral candidate in Education, Coordinator of Elementary Student Teaching, College of Education, University of Kentucky**

**Mr. Nick Ghassomians - Graduate Assistant, Doctoral candidate in Counseling and Guidance, College of Education, University of Kentucky**

**Dr. Powell, Dr. White, Dr. Smith and Dr. Manker made well-planned and effective presentations to the large group and served in a consultative capacity in the small groups during the entire workshop.**

### CONSULTANTS AND GUEST LECTURERS

**Dr. Morris Cierley - Professor in College of Education, University of Kentucky. Dr. Cierley gave four lectures on group dynamics and human relations. He served as a competent consultant in small group discussions. Dr. Cierley has worked with the National Training Laboratories in group dynamics and human relations, and his contribution in this area accelerated the group formation.**

**Mr. S. D. White, Jr. - Principal of West Side Junior High School, Little Rock, Arkansas. Mr. White related his experiences during the initial desegregation movement in Little Rock. He made two presentations to the large group, and served as consultant to the small groups. The value of Mr. White's contribution was questionable because of the participants' perception that he was reticent in the identification and confrontation of the problems at hand.**

**Mr. Cecil Thornton - Principal of West Fulton High School, Atlanta, Georgia. Mr. Thornton made two presentations to the large group and served as consultant for two days. His contribution was well-received and the participants felt that he was candid in his statement of problems and in the methods used in solving these problems. His experiences and his manner of presentation made his contribution extremely valuable.**

**Miss Sara Thomas - Coordinator of Elementary Student Teachers, College of Education, University of Kentucky. Miss Thomas had worked with a student teacher of another race, and she had also served as a college coordinator in a like situation. She served the Institute effectively in both the large group presentation and in the small group discussions. The participants liked her method of presentation,**

and her ideas for solving problems occasioned by members of two races working in the same classroom.

### METHODS

A wide variety of methods were used in conducting the Institute. Using the approach deemed most appropriate for the mastery of specific content, complementary methods including discussion groups, skill practice sessions, role playing, helping and diagnostic interviews, audio-visual materials, panel discussions, lectures, programmed instruction, reading and informal discussions were used. The staff and the participants agreed, however, that the small discussion group, complemented by the other activities, was the most effective method used. The greatest limitation was an inadequate supply of current books readily available in the building for the participants to use during reading periods.

### FACILITIES

Excellent physical facilities in a new, air conditioned building were scheduled for the Institute. Adequate space was available for large group instruction and for the four small discussion groups meeting simultaneously. As indicated above, the major weaknesses was the lack of adequate reading material in close proximity to the classroom. The participants overcame this obstacle by purchasing and exchanging many books from their personal libraries. An adequate number of books and pamphlets were available, however, in the main library located on the campus approximately one-half mile from the classroom.

### TEACHING AIDS

Films: To Find a Home - Commission on Human Rights  
Property Values and Race - Commission on Human Rights  
Fourteenth Generation American - Anti-Defamation League  
Face to Face - Anti-Defamation League  
Conformity and the Crutch - Anti-Defamation League

Programmed Instruction - H D I - Relationship Improvement Programs,  
 published by Human Development Institute, Inc. Atlanta, Georgia

The packet of materials presented to each participant contained:  
Modern Education and Better Human Relations  
Race and Intelligence

Prejudice and Society

Prejudice--How Do People Get That Way?

Civil Rights and Civil Liberties

Epitaph for Jim Crow

Prejudice and Discrimination

The Desegregation of Southern Schools: A Psychiatric Study

Feelings Are Facts

The Resolution of Intergroup Tensions

In addition to the above list of materials, all members of the Institute purchased personal copies of The Quest for the Dream published by the Anti-Defamation League.

Forms used by the College of Education for the evaluation of student teachers and materials defining the roles of personnel involved in the student teaching program were distributed to participants.

### INFORMAL PROGRAM

Informal activities involving the participants and staff contributed significantly to the objectives of the program. Discussions continued over refreshments at "break" periods with favorable results. In the last two weeks of the Institute, two participants and one staff member invited the group to their homes for "brunch" prior to the work of the day. Near the end of the Institute, the entire group had lunch with the consultant from Atlanta and the evaluation team from Howard University. Many participants commented, subsequently, about the heightened personal involvement as a direct result of the face-to-face social situations.

### PARTICIPATION OF LOCAL SCHOOL SYSTEMS

The local school systems in Fayette County and Lexington, Kentucky were involved in planning the Institute. Administrators from both systems voiced an urgent need for such a course. Both systems have offered full cooperation in conducting any follow-up studies.

### CONSULTATION AND GUIDANCE

Staff members served as consultants to the four small discussion groups. The brief "breaks" were used for informal consultation and interaction between participants and staff. The social hours were valuable in establishing good rapport between the participants and the staff members.

Many participants requested individual appointments with various staff members, who made themselves available for such consultations. The staff members became acquainted with all of the participants, and the participants indicated by their behavior and by the weekly written evaluations, a lack of any tense feelings toward staff members.

### CONTENT

To accomplish the objectives of the Institute, emphasis was placed on two complementary themes. For the first week, major emphasis was placed on personal growth and group development in an interracial laboratory experience. In an attempt to create an atmosphere conducive to candor, openness, and authenticity; and to provide experiences necessary for group maturation, the focus for the first week was on (1) concepts of personal and interpersonal dynamics, and (2) concepts of group and intergroup dynamics. In the remaining three weeks of the Institute, emphasis was placed on the acquisition of knowledge, the formation of attitudes, and the development of skills with content relating to:

1. The development of a conceptual framework undergirding student teaching and the role of the supervising teacher in the program.
2. The study of the historical, sociological, and psychological forces inherent in the desegregation of schools and their implications for the preparation of teachers.
3. The identification and analysis of special educational problems occasioned by the desegregation of students and teachers and their implications for the beginning teacher.
4. The identification and analysis of personal and interpersonal problems confronting the teacher guiding and supervising the student teacher of another race.
5. The evaluation of the training program.

It was the concensus of the staff that the content was effective in accomplishing the objectives of the Institute. The section on evaluation presented below reflects the participants' assessment of the content.

The participants and staff agreed substantially that the four weeks allocated for the Institute was the optimum time for such an experience. A few dissenters insisted that another two weeks were needed for the assimilation of content. Conversely, one or two participants felt that a truncated course could have accomplished the objectives in only three weeks.

## EVALUATION

The evaluation of the Institute consisted of three separate, but complementary parts. First, four objective attitudinal scales were administered at the first session and again on the day before the termination of the Institute. The second part consisted of weekly evaluations of the Institute by the participants. Thus, at the end of each week, through a rating scale and questionnaire, members participated in reflecting their personal reactions about the progress of the Institute up to that point. On the final day of the Institute, all members were asked to give a general evaluation of their experience by responding to a special evaluative instrument. The third part of the evaluation was completed by the staff. In daily staff meetings all aspects of the Institute were analyzed. For an over-all evaluation, all the available data were integrated.

### 1. Comparative Analysis of Pre and Post-Test Data

**Objectives:** The major objective of this analysis was to examine by the application of psychometric techniques the behavioral and attitudinal changes of participants resulting from the experiences gained in this Institute. Furthermore, certain generalizations were made that predict the future behavior of participants in their school environments.

The following instruments were administered at the beginning and at the end of the training period:

- a. California F-Scale (Forms 45 and 40)
- b. The Self-Disclosure questionnaire (Modified)
- c. Minnesota Teacher Attitude Inventory
- d. Osgood's Semantic Differential Scale (Modified)

**Results:** The pre and post-test results of F-Scale are represented on Table 1.

Table 1

#### Group Pre and Post-Test Statistics of the F-Scale

	Pre-Test	Post-Test
Mean	3.46	3.33
Mode	3.30	3.60
Median	3.50	3.40
Range	1.30-5.53	1.40-4.73

Table 2 reflects the mean score per item for each of the four subgroups designated by sex and race. This table also reveals the rank order of each group for each testing session.

Table 2

Rank Order Comparisons Based on Mean  
F-Scale Scores

Groups	Pre-Test		Post-Test	
	Mean Score per Item	Rank Order	Mean Score per Item	Rank Order
WM	3.49	2	3.22	3
WF	3.22	4	3.17	4
NM	3.32	3	3.35	2
NF	3.73	1	3.56	1

Table 3 shows the over-all mean of the group and the mean disclosure scores for each subgroup obtained from the initial and final testing on the self-disclosure questionnaire. These values are arranged for two target individuals -- friend of the same race and friend of the different race.

Table 3

Mean Self-Disclosure Scores According to Sex and Race

Group	Pre-Test			Post-Test		
	Mean Friend Same Race	Mean Friend Different Race	Over-all Mean Both Targets	Mean Friend Same Race	Mean Friend Different Race	Over-all Mean Both Targets
WM	69.92	36.58	53.25	70.41	43.50	56.95
WF	75.92	35.84	55.88	84.38	55.84	75.61
NM	56.20	46.20	62.02	48.60	43.64	46.12
NF	67.85	31.00	49.42	76.35	45.64	60.99
WM+WF	--	--	54.44	--	--	63.53
NM+NF	--	--	50.31	--	--	53.55

Table 4 is a rank order of self-disclosure scores arranged according to sex and race. This table also reveals the total mean disclosure of each group for both testing periods.

Table 4  
Rank Order of Self-disclosure

Group	Pre-Test		Post-Test		Total Mean Disclosure Both Targets
	Rank Order Same Friend	Rank Order Different Friend	Rank Order Same Friend	Rank Order Different Friend	
WM	2	2	3	4	55.10
WF	1	3	1	1	62.99
NM	4	1	4	3	48.99
NF	3	4	2	2	55.21
WM+WF	-	-	-	-	59.00
NM+NF	-	-	-	-	51.93

Tables 5, 6, 7, and 8 present the mean scores of the six aspects of self-disclosure. These scores represent the amount of disclosure of the participants to a friend of the same, and of a different race on the two testing sessions.

Table 5  
Pre-Test Mean Disclosure Score to a Friend of the Same Race

Aspects of Self	NF	WF	NM	WM
Attitudes & Opinions	16.21	17.69	15.00	16.85
Tastes	14.85	16.23	13.00	13.58
Work	15.92	14.46	16.00	14.66
Money	7.00	6.69	4.45	7.25
Personality	8.71	10.69	4.80	8.16
Body	9.71	10.15	2.80	9.66

Table 6

Post-Test Mean Disclosure Score to a Friend of the Same Race

Aspects of Self	NF	WF	NM	WM
Attitudes & Opinions	14.85	17.61	13.20	14.76
Tastes	15.42	17.61	9.80	15.33
Work	16.78	17.00	12.80	16.50
Money	7.21	8.53	4.00	6.83
Personality	10.92	12.15	5.40	9.25
Body	10.14	11.46	3.40	8.91

Table 7

Pre-Test Mean Disclosure Scores to a Friend of the Different Race

Aspects of Self	NF	WF	NM	WM
Attitudes & Opinions	8.42	11.46	13.80	10.08
Tastes	7.64	9.00	9.20	6.83
Work	7.64	7.69	14.50	7.75
Money	1.50	.84	2.00	3.00
Personality	3.00	3.23	3.40	4.08
Body	4.00	3.69	1.40	4.83

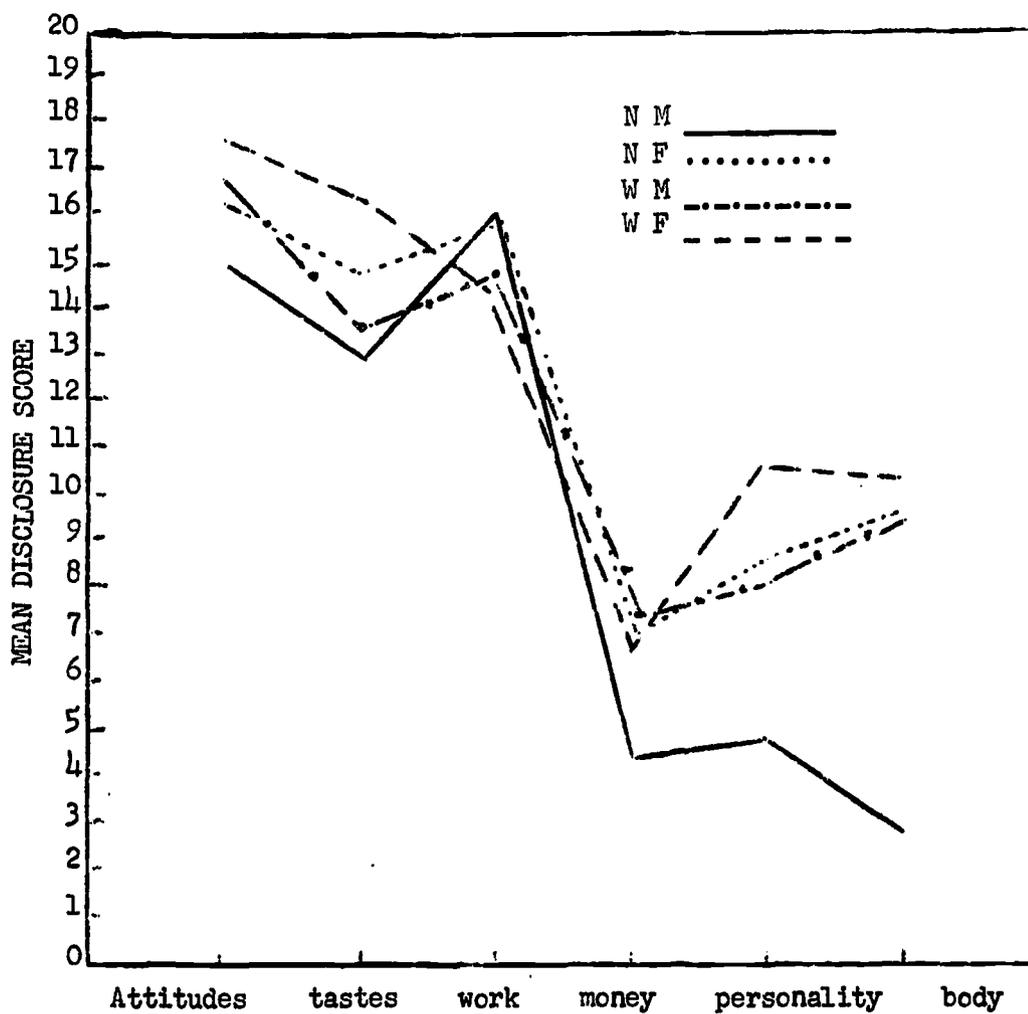


FIG. 1. MEAN PRE-TEST SELF-DISCLOSURE OF WHITE, AND NEGRO PARTICIPANTS TO A FRIEND OF THE SAME RACE.

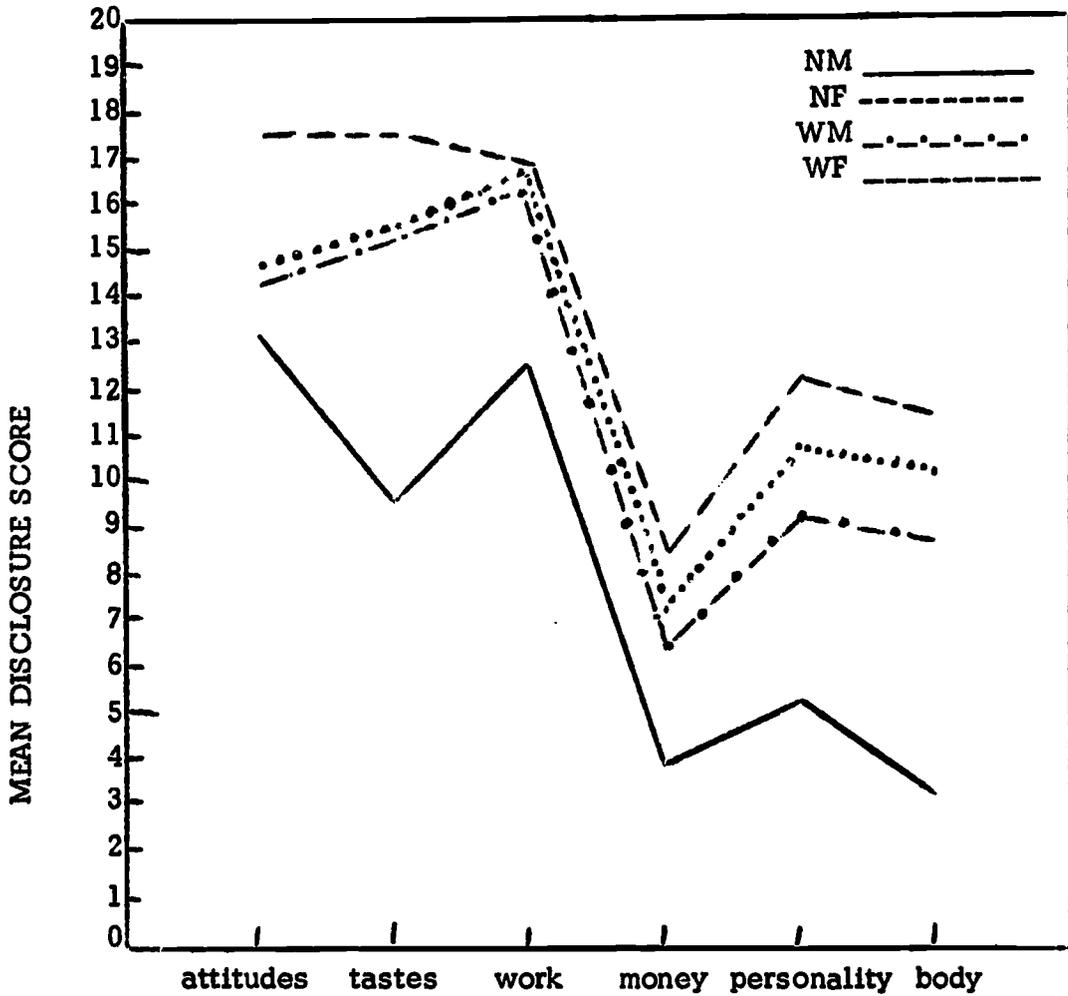


FIG. 2. MEAN POST-TEST SELF-DISCLOSURE OF WHITE, AND NEGRO PARTICIPANTS TO A FRIEND OF THE SAME RACE.

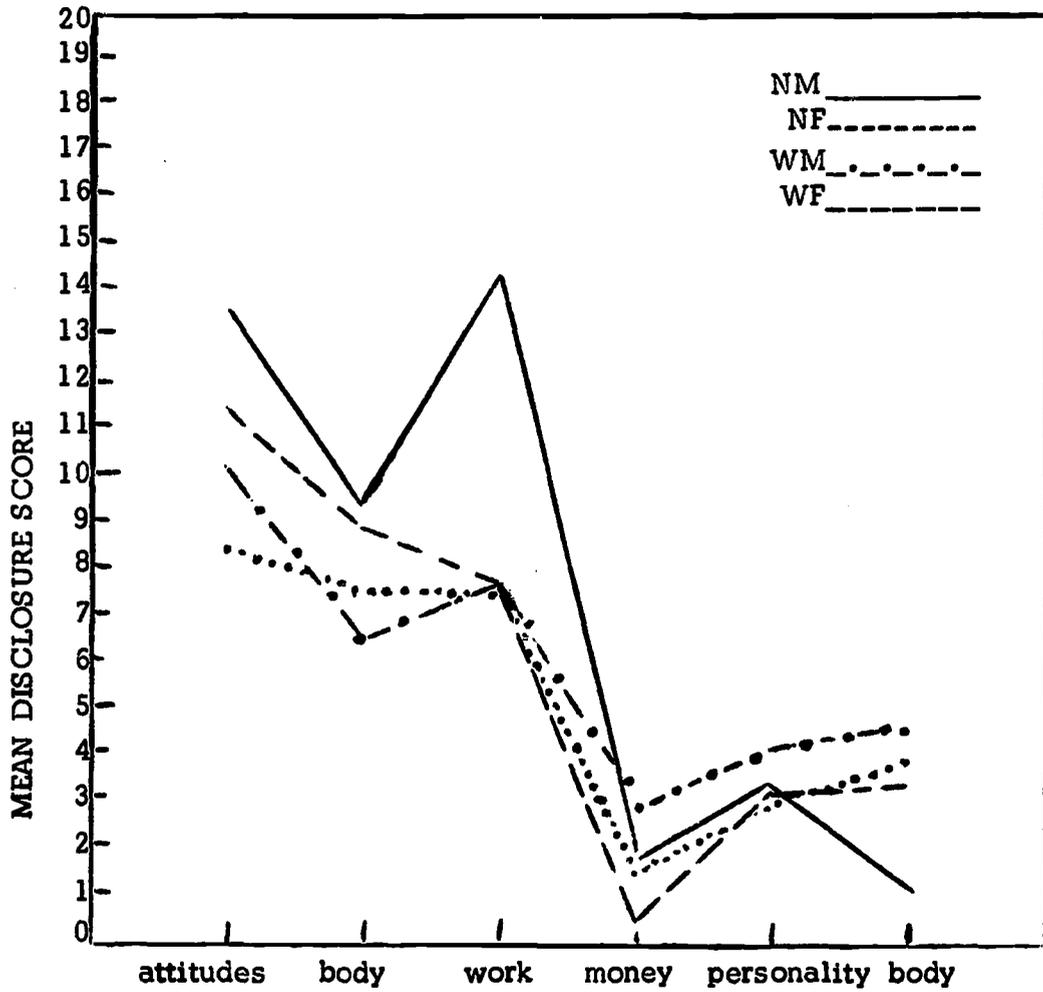


FIG.3. MEAN PRE-TEST SELF-DISCLOSURE OF WHITE, AND NEGRO PARTICIPANTS TO A FRIEND OF THE DIFFERENT RACE.

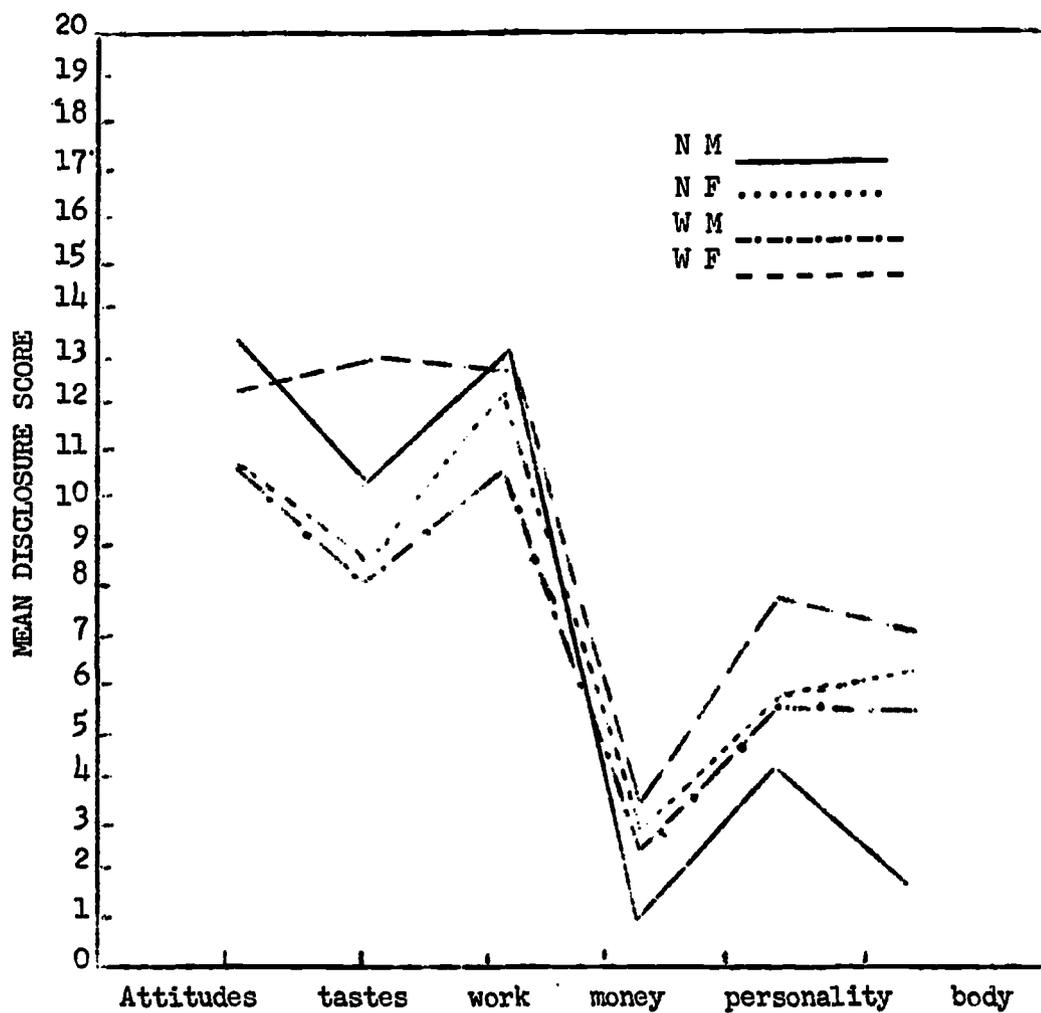


FIG. 4. MEAN POST-TEST SELF-DISCLOSURE OF WHITE, AND NEGRO PARTICIPANTS TO A FRIEND OF THE DIFFERENT RACE.

Table 8

## Post-Test Mean Disclosure Scores to a Friend of the Different Race

Aspects of Self	NF	WF	NM	WM
Attitudes & Opinions	10.71	12.15	13.40	10.75
Tastes	8.57	13.00	10.20	8.33
Work	12.14	12.61	13.00	10.66
Money	3.00	3.23	1.00	2.58
Personality	5.71	7.84	4.20	5.75
Body	6.07	7.00	1.80	5.41

Figures 1 through 4 are graphic presentations constructed from the values shown in tables 5 through 8 respectively.

1. **F-Scale**--The t value calculated for measuring statistical significance between pre and post-test F-scores is .23. This value is statistically insignificant. Apparently, the attitudinal variables measured by this scale are basic and deep rooted components of personality. The authors of The Authoritarian Personality who describe the nature of the F-Scale state: "These variables were thought of as going together to form a single syndrome or more or less enduring structure in the person that renders him receptive to antidemocratic propaganda."<sup>1</sup>

The over-all mean F-Scale score per item of 3.33 is much lower than the mean score of 3.81 for the normative sample of middle-class adults, which is indicative that participants as a group were less authoritarian than other adults of similar status. However, when compared to the score of 2.89 recorded for California teachers, the participants in the institute were slightly more authoritarian.

The over-all mean decrease of .13 at the end of the Institute, though statistically insignificant, is a favorable change. This decrease is a trend of becoming less rigid, more accepting of others, and certainly indicates a step in the desired direction.

Upon the inspection of table 2 it is noticed that Negro females (NF) ranked highest on the pre and post-test. White males (WM) ranked second, Negro males (NM) third, and white females (WF) fourth on

<sup>1</sup> Adorno, T.W. et.al., The Authoritarian Personality. New York: Harper, 1950.

pre-test. However, on the post-test Negro males became more authoritarian and ranked second. It should be noted that comparisons involving Negro males were made with reservations, since there were only five Negro males in the Institute. There is a greater discrepancy between the scores of Negro females and Negro males than the scores of white females and white males. The white females were the least authoritarian on the pre-test, and they maintained the same position on the post-test.

**Regression to the Mean Phenomenon--**In studying the autokinetic effect, psychologists have found that the judgement of the individual concerning autokinetic effect varies in different situations. They have found that individuals placed in a group respond differently than they do in an isolated situation. In other words, each person in the presence of a group yields to the implicit group norm and his response resembles more the norm of the group.

The inspection of individual scores on the pre and post-tests and the range of scores in table 1 reveal the occurrence of such a phenomenon. The low scorers on the pre-tests tended to score higher on the post-tests, and, conversely, the high scorers on the pre-tests scored considerably lower on the post-tests. In both cases, their scores tended to regress to the mean of the group.

The occurrence of such tendencies suggests that members reacted consciously, or unconsciously to the implicit norm which developed in the course of the Institute.

**2. Self-Disclosure--**An inspection of table 3 demonstrates significant changes, when the over-all mean of self-disclosure to a friend of a different race on the pre-test is compared with that of the post-test, a t value of 4.26 is obtained which is significant beyond the .01 level of confidence. However, when the over-all mean of self-disclosure to a friend of the same race on the pre-test is compared with that of the post-test, a t value of 1.57 is obtained, which is not significant statistically. This clearly indicates that during the Institute the change in the members' disclosure was significantly more to a friend of a different race than to a friend of the same race.

Tables 5 and 7 reveal that on initial testing, there was practically no self-disclosure to a friend of a different race on almost all six aspects of self. Particularly, this difference was more noticeable on the three aspects of money, personality, and body. But, after training, the results indicate that members disclosed much more on all aspects of self. However, as was stated above, more disclosure occurred inter-racially than within races. Figures 1 through 4 clearly demonstrate the tremendous increase of Self-disclosure between races by the end of the training period.

The over-all mean of self-disclosure including the means of the

pre and post-tests for both target individuals of white members for both occasions is 59.00, while for Negroes it is 51.93. Similarly, the over-all mean for white females is 62.99, Negro females 55.21, white males 55.10, and Negro males 48.66.

Table 4 indicates that prior to the Institute, Negro males were the highest disclosers to a friend of a different race, but on the post-test white females ranked the highest. Initially, Negro females were the lowest disclosers, but they ranked second on the final test. At the beginning, white males ranked second. Finally, they ranked lowest.

3. **MTAI**--The test of significance on MTAI revealed a t value of 4.48, which is statistically significant beyond .001 level. In other words, the group as a whole was improved. This significant change quite clearly demonstrates the impact of the Institute.

The low scorers on the MTAI pre-test improved drastically, during the Institute, while the high scorers tended to retain their initial scores. When the pre-test scores of the MTAI and the F-Scale were correlated, the value of r was — .45. However, the coefficient correlation on post-test was — .58. This decrease in correlation further supports the indication of significant improvement on MTAI scores.

4. **Osgood's Semantic Differential Scale**--The participants as a group strengthened their sensitivity to the recognition of the personal worth of the student teacher and their belief that this recognition requires strong active support from them. Strongly enough, the group's belief in the desirability and importance of supervising the student teacher did not significantly change. These changes, along with others, indicate that the participants changed from a superior-inferior attitude toward a co-equal or team attitude toward student teachers.

### SUMMARY AND CONCLUSION

Some of the facts brought forth in the course of this analysis were to be expected and their explanation obvious. Some are surprising and their explanations subtle or unknown. The following conclusions can be made without reservations:

1. The deep rooted attitudinal characteristics as revealed by the F-Scale were not significantly changed. Although there was no significant change, the trend was toward the desired direction.
2. The over-all post-test scores on MTAI were significantly higher than pre-test scores. This improvement was the most salient impact of the Institute.
3. As a result of interracial interaction and the formation of friendships in the four weeks of the Institute, the amount of change in participants' disclosure was significantly higher to a friend of a different race than to a friend of the same race.

4. The participants tended to vary the amount of self-disclosure with respect to the category of information. Two clusters of aspects emerged, a high disclosure cluster including, attitudes and opinions, tastes and interests, work, and a low cluster comprised on money, personality and body.
5. The white participants disclosed more about self than Negroes, and the females of both races more than males.
6. The impact of training was most profound on white females. Starting in rank three, they had, by the end of the Institute, become the highest self-disclosers to a friend of the different race.
7. After training, members disclosed the personal aspects of self significantly higher than previous times to a friend of the different race.
8. The participants as a group increased significantly their sensitivity to the recognition of the personal worth of student teachers.
9. The participants' superior-inferior concept about the student teachers was changed toward a co-equal or team attitude.

The changes observed on self-disclosure can be largely attributed to changes in behavior--specifically speaking, verbal behavior. Although the deep rooted variables of attitudes did not change, it seems reasonable to say that behavioral changes of participants do not necessitate a drastic change of authoritarian characteristics. The overwhelming behavioral changes and the improvement in MTAI scores indicate alteration of some authoritarian variables. The insignificant change in the F-Scale results is inconsistent with the above evidence. Therefore, the adequacy of the F-Scale in detecting attitudinal changes of secondary and elementary supervising teachers in the Institute, is in question.

Finally, the evidence presented strongly indicates a change of behavior. Increased communication and self-disclosure of participants suggest a generalization--that these favorable behavior traits will carry over to school and community, and will significantly affect the relationship of participants in a desegregated environment.

## 2. Analysis of participants' weekly evaluations.

The weekly evaluations by participants were designed to serve two purposes: a) as a source of guidance for the staff in order to modify, and strengthen the program according to the needs of participants, and for the better achievement of the objectives of the Institute; b) to obtain,

systematically, an indication of the growth of participants in various areas as perceived from their points-of-view.

The evaluation instrument consisted of an inquiry concerning the strengths and weaknesses of the Institute, and suggestions for its improvement. The rating scale of the instrument was designed to assess the degree of participants' involvement, satisfaction with the program, and comfort in small group discussions.

Tables 9, 10, 11, and 12 represent an analysis of the responses obtained from these four consecutive evaluations. Figures 5, 6, 7, and 8 portray participants' personal feelings in regard to their involvement, satisfaction, and comfort. These figures were constructed from the weekly rating scales.

Table 9  
Evaluation of the First Week of the Institute by Participants

Areas of Inquiry	Representation of Topics	No. Respondents	%
I. Major Strengths	1. Recognition of common problems related to student teacher supervision and desegregation.	15	35%
	2. Opportunity to interact with the members of a different race and to express oneself freely and honestly.	25	58%
	3. Opportunity to share one's ideas and feelings with the members of the group in a relaxed atmosphere.	24	56%
II. Major Weaknesses	1. Reluctance of some group members to face real problems and to express genuine feelings.	13	32%
	2. Organizational weaknesses: a) Lack of adequate books in library b) Lack of proper procedures in group discussions c) Lack of sufficient time for reading and discussion of materials d) Overstructured time schedule	13	32%
	3. None, or no comment.	13	32%
III. Suggestions	1. Reorganize the schedule and provide more breaks and more time for reading.	13	32%
	2. Clarify goals and expectations regarding this course.	6	14%
	3. No suggestions.	11	25%

Table 10

## Evaluation of the Second Week of the Institute by Participants

Areas of Inquiry		Representation of General Topics	No. Respondents	%
I. Major Strengths	1.	Increased interaction characterized by genuine self expression and exchange of opinions, ideas, and feelings.	28	65%
	2.	Increased personal involvement and appreciation for the individual characterized by expression of hidden feelings, respect and acceptance of the other person.	33	79%
	3.	Discussion of opposing views related to the problems of student teacher and desegregation.	19	44%
II. Major Weaknesses	1.	Lack of group maturity and reluctance to interact freely.	8	18%
	2.	Lack of definite solutions of the problems discussed.	9	21%
	3.	None, or no comment.	17	39%
III. Suggestions	1.	More emphasis on supervising student teachers.	5	11%
	2.	No suggestions.	24	56%

Table 11

## Evaluation of the Third Week of the Institute by Participants

Areas of Inquiry	Representation of General Topics	No. Respondents	%
I. Major Strengths	1. Increased understanding of attitudes and feelings of the participants through informal conversation.	33	75%
	2. Pertinent information was provided for handling administration and related problems of student teacher supervision.	26	59%
	3. Analysis of socio-economic aspects, and first hand information provided by consultants concerning various problems occasioned by desegregation and integration.	25	57%
	4. General improvement of the program due to Dr. Smith's lecture, two films on housing, and contribution of Miss Thomas.	14	31%
II. Major Weaknesses	1. Organizational weaknesses: a) Lack of reading period	13	29%
	b) Group discussions too long	16	31%
	2. Mr. S.D. White's evasiveness in responding to questions raised in group discussions.	9	20%
	3. Too much repetition and elaboration of unimportant details in small group discussions.	22	50%
	4. None, or no comment.	3	6%
III. Suggestions	1. Allow more time for reading.	13	29%
	2. Shorten group discussion period.	15	30%
	3. No suggestions.	13	29%

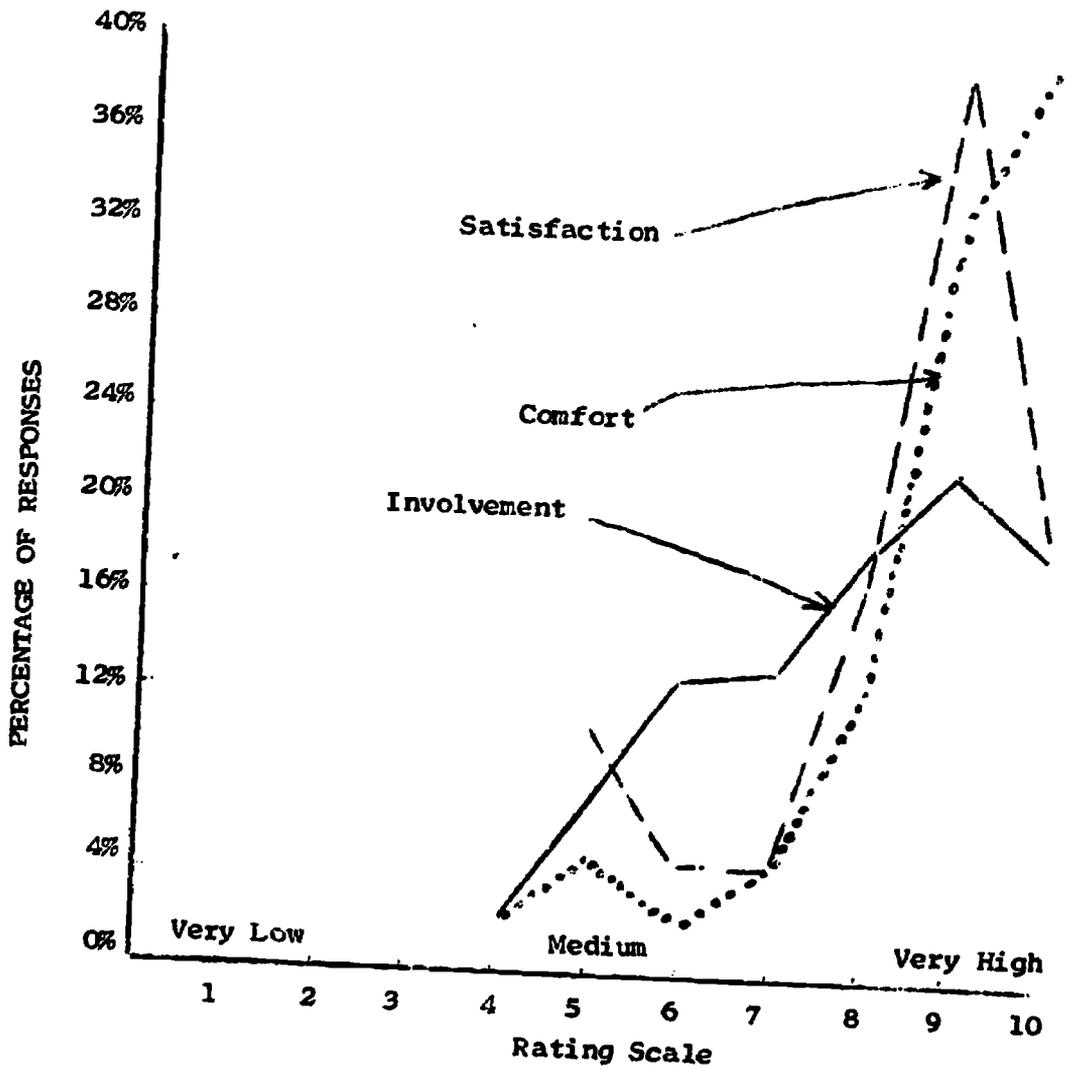


FIG. 5. REPRESENTATION OF PERSONAL REACTIONS OF PARTICIPANTS ABOUT THE PROGRAM DURING THE FIRST WEEK.

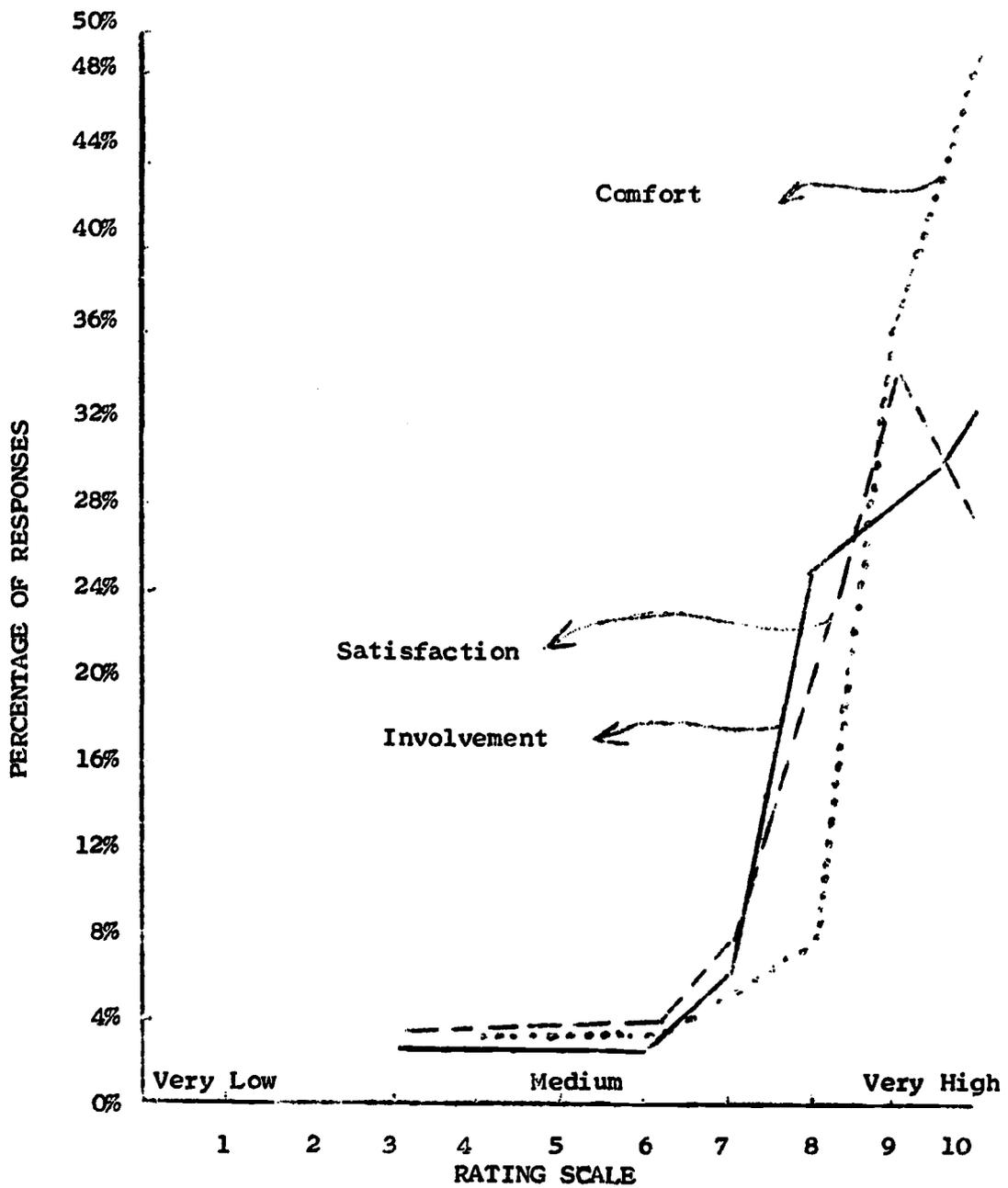


FIG. 6. REPRESENTATION OF PERSONAL REACTIONS OF PARTICIPANTS ABOUT THE PROGRAM DURING THE SECOND WEEK.

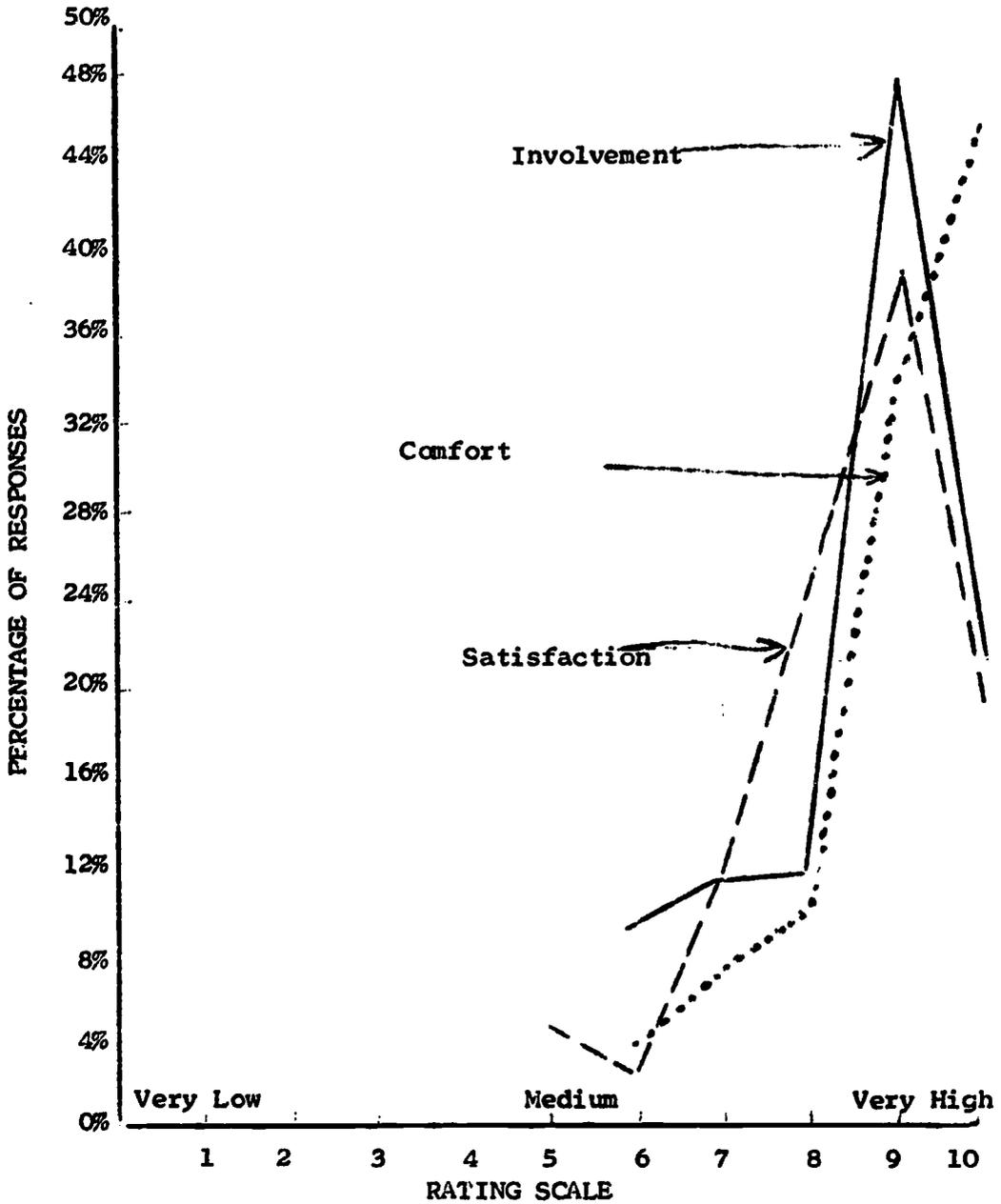


FIG. 7. REPRESENTATION OF PERSONAL REACTIONS OF PARTICIPANTS ABOUT THE PROGRAM DURING THE THIRD WEEK.

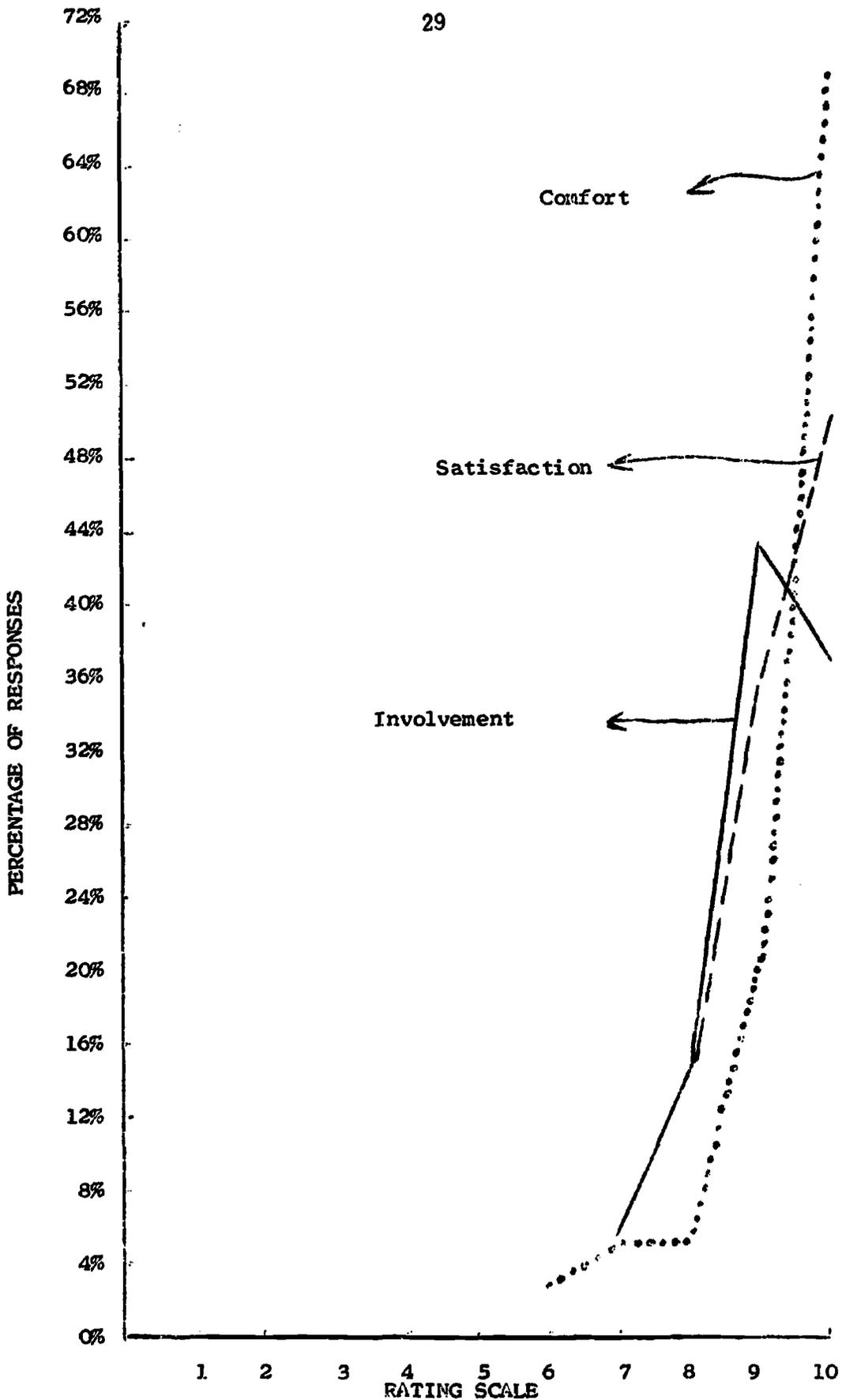


FIG. 8. REPRESENTATION OF PERSONAL REACTIONS OF PARTICIPANTS ABOUT THE PROGRAM DURING THE FOURTH WEEK.

Table 12

## Evaluation of the Fourth Week of the Institute by Participants

Areas of Inquiry	Representation of General Topics	No. Respondents	%
I. Major Strengths	1. An open and candid approach to discuss various aspects of desegregation in a congenial and accepting atmosphere.	29	65%
	2. The willingness of Mr. Thornton to present specific problems and an attempt to solve them.	23	52%
	3. Presentation and discussion of technical information related to student-teacher supervision.	21	47%
	4. Thought provoking and stimulating contribution of Dr. Manker.	23	52%
	5. A real opportunity of personal contact with members of another race in social gatherings.	14	30%
II. Major Weaknesses	1. Lack of appropriateness to allocate time for certain topics, and too much emphasis about the obvious.	14	30%
	2. A tendency to become complacent and failure to recognize and solve existing problems.	11	25%
	3. Disorganized procedure in group discussions--repetition of questions, etc.	11	25%
	4. None, or no comment.	11	25%
III. Suggestions	1. Allow more time for consultants who are directly involved in a desegregation process.	11	25%
	2. Small group discussions should become a permanent and continuous aspect of the Institute.	5	18%
	3. No suggestions.	14	31%

Figure 5 indicates that at the end of the first week, only 18% of the participants were highly involved, but 38% were satisfied, and comfort was quite high for 40% of participants. At the end of the second week, 34% became highly involved, and there appeared a high degree of comfort for 50% of participants. The degree of satisfaction was close to that of involvement. At the end of the third week of the program, the degree of involvement was very high for 47% of participants. It is significant to note that by the end of the third week, a majority of the members were deeply involved with the program, but a lower percentage of them were satisfied. By the end of the fourth week, 50% of participants were highly satisfied, and the rest were also more deeply satisfied than in previous weeks. Almost all the members except 5% became highly involved. By this time, 90% of the members achieved great comfort in small group discussions.

In concluding this section, it should be pointed out that as a result of training, the participants showed a marked significant growth in degrees of involvement, became satisfied with the program, and achieved comfort to participate in interracial group discussions.

3. General Evaluation of the Institute by participants --Table 13 presents the various questions asked the participants in the general evaluation instrument, and their corresponding percentage of responses are shown according to the scale. Nobody responded to the "None" category of the scale.

Table 13

## General Evaluation of the Institute by Participants

Areas of Inquiry	Percentage of Responses		
	Little	Some	Very Much
1. To what extent has the experiences gained in this Institute helped you to assess:			
a) The impact you have on other people?		61%	39%
b) The impact that others have on you?		30%	70%
c) The understanding that you have of self?		12%	88%
2. To what extent has this Institute			
a) made you sensitive to the feelings of others?		10%	90%
b) provided opportunities for you to develop appropriate responses to others?		30%	70%
c) made you more comfortable in revealing your feelings and emotions to others?		23%	77%
3. To what extent has this Institute helped you participate in small group discussions?	3%	16%	81%
4. Indicate below to what extent the experiences gained in this Institute will be of benefit in your school situation?			
a) Your relationship with faculty		28%	72%
b) Your relationship with students of another race		12%	84%
c) Your relationship with student teachers	4%	12%	88%
5. To what extent have your attitudes toward those of the opposite race changed during the Institute?		52%	48%
6. In your estimation, to what degree have the attitudes of your partner H.D.I. changed during the Institute?	4%	68%	28%
7. In your estimation, to what degree have the attitudes of most of the participants changed during the Institute?		50%	50%

All of the participants have strongly agreed that the experiences gained in the Institute have proved to be beyond their expectations. There was unanimous consent among participants that an experience of this nature would be of extreme value to teachers and educational leaders of their communities. In fact, a great majority of participants indicated

that they have already recommended to their close friends and colleagues that they attend similar Institutes in the future.

The majority of participants responded that all crucial problems related to desegregation have been dealt with in the Institute. However, a few pointed out that some of the following problems may be anticipated: a) interracial dating and intermarriage among students, b) the placement of Negro and white teachers in the appropriate desegregated schools, c) the teachers' misunderstanding and mistreatment of Negro and white children due to cultural differences, d) the curriculum needed for the desegregated schools. In spite of these unique problems, the participants felt that as a result of their experience in this Institute, they will be able to discuss candidly and to plan intelligently to solve or diminish many of the problems anticipated.

#### PLANS for FOLLOW-UP

Although no funds were budgeted for follow-up activities, some members of the staff will be available in the normal course of their work for consultation and evaluation. It is anticipated that a brief questionnaire will be submitted to the participants at the end of the next semester and the participants' reactions to that instrument will be filed as an addendum to this report.

#### OVER-ALL EVALUATION

The Psychological Growth of Participants--At the outset of the Institute, participants were oriented to focus their attention on the psychological dimensions of small groups and the dynamics of effective human relations. When the small groups were first organized, they consisted of aggregates of individuals being very polite to each other, with unanimous denial of any racial problems inherent in the desegregation of schools. As the groups went about the assigned task of identifying problems attendant to the supervising teacher-student teacher relationship, the fears and apprehensions of each racial group began to creep into the interaction.

When rapport was established in the small groups, the participants examined carefully the nature of prejudice and variations in social perception. They continued to read and to discuss such concepts as the acceptance of self and others, self-hatred, and various defense mechanisms as they related to the problems under consideration. These basic psychological concepts were not only treated intellectually, but the participants became personally involved, and, through their interaction with others, emotional overtones were experienced, and evaluated.

Thus, the process of confrontation of self and others was intensified. Soon the original veneer of politeness and self-concealment was replaced with candor, openness, and honesty, permitting a genuine discussion of emotionally-laden topics such as personal attitudes and prejudices. In an atmosphere of group support and acceptance, catharsis and release of tension gradually took place, permitting an attack on the basic issues.

As the participants reached this stage of development, new modes of behavior were noticed in the Institute. With barriers removed, communication was established across racial lines. The individuality of the participants emerged and new patterns of interaction developed. Simultaneously, a higher level of authenticity was reached enabling individuals to express openly their real feelings and thoughts.

From the evaluations of the participants and the staff, the outstanding outcomes of the Institute were:

1. The participants became more skillful and comfortable participating in interracial discussions of social and educational problems.
2. The participants became much more sensitive to the feelings of others.
3. The participants gained sufficient confidence to reveal their feelings and emotions in regard to problems resulting from the implementation of the Civil Rights Act of 1964.
4. The participants felt competent to supervise a student teacher of the same or another race, to work more effectively as a member of an integrated faculty, and to relate personally and professionally to students and parents, regardless of race.
5. The members gained an increased understanding of self and others.
6. The participants broadened their knowledge of the historical background, the legal aspects, and significance of the Civil Rights movement.
7. The participants became familiar with many psychological and sociological forces impinging upon the desegregation of schools.
8. The participants received first-hand information about the problems of school desegregation and how they were handled in southern communities.
9. The participants' responses indicated a significant change in attitudinal patterns as measured by MTAI.

10. The participants became more confident of their ability to anticipate and to solve problems that may arise from the desegregation of schools.
11. There was unanimous agreement among the participants that an Institute of this nature was an effective medium for the preparation of school personnel in solving problems and minimizing tensions occasioned by desegregation of schools.
12. The participants expressed the belief that experiences gained in this Institute will be extremely helpful as they deal with problems in their schools and communities.

Major weaknesses observed by staff and participants were as follows:

1. The lack of field trips to ghetto areas and desegregated schools.
2. The absence of consultants from urban northern cities.
3. The lack of provision for periodic reinforcement of the experience of the Institute during the next academic year.
4. Since the vast majority of participants lived in their homes, the daily events of life tended to diminish the impact of the Institute.

As a result of training, the new problems were brought to light, and those were as follows:

1. An awareness of the socio-economic forces as they impinge upon educational institutions.
2. The lack of appropriate educational materials and teaching aids specifically designed for the instruction of students from lower socio-economic families.
3. The difficulty of orienting the middle-class teachers so that they work effectively with students and parents of lower socio-economic groups.
4. The lack of identification of minority groups with characters in American History.

**APPENDIX A**

**Institute for Supervising Teachers  
Schedule for Week of July 12-16**

	July 12	July 13	July 14	July 15	July 16
12:00 Assemble-Room 133-135 Dickey Hall-U. of Ky. Welcome Introduction of Staff Registration of Participants Overview of Institute Distribution of Reading Lists	Lecture: Dr. Morris Cierley "Working in Groups"	Lecture: Dr. Morris Cierley "Observing Groups at Work"	Lecture: Dr. Morris Cierley "Communications in Groups"	Lecture: Dr. Morris Cierley "Leadership in Groups"	
1:00	Small Groups (ABCD) Participant-Observer Roles Topic: Problem Census	Small Groups (ABCD) Participant-Observer Roles Topic: Problem Census and Establishment of Priorities	Small Groups (ABCD) Participant-Observer Roles Topic: Establishment of Priorities and Identifi- cation of Resources	Small Groups (ABCD) Participant-Observer Roles	
2:15					
2:30	BREAK	BREAK	BREAK	BREAK	BREAK
3:00	Pre - Institute Testing	Groups A and B In pairs, working on Relationship Improve- ment Program Groups C and D	Same as Tuesday	Same as Tuesday	Same as Tuesday
4:00		L Groups C and D In pairs, working on Relationship Improve- ment Program Groups A and B Library	Same as Tuesday	Same as Tuesday	Same as Tuesday
5:00					

**APPENDIX B**

**Schedule for Institute for Supervising Teachers  
July 19-23**

	July 19	July 20	July 21	July 22	July 23
12:00 Dr. White -- Presentation: "Perception"		Film: <u>Conformity and the Crutch</u>	Film: <u>14th Century Americans</u>	Film: <u>Face to Face</u>	Dr. Smith -- Presentation
1:00 Small Groups meeting separately	Small Groups meeting separately	Small Groups meeting separately	Small Groups meeting separately	Small Groups meeting separately	Small Groups meeting separately
2:10					
2:30 BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
Groups A and B Rel. Imp. Course Groups C and D Reading	Same as Monday	Same as Monday	Same as Monday	Same as Monday	Same as Monday
3:30 Groups C and D Rel. Imp. Course Groups A and B Reading	Same as Monday	Same as Monday	Same as Monday	Same as Monday	Same as Monday
4:30 Large Group Activity	Large Group Activity	Large Group Activity	Large Group Activity	Large Group Activity	Large Group Activity
5:00					



