

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

77-1834

LEARY, Guillarne Cleoneska, 1941-
THEY CONTAINED MORE THAN DREAMS AND HOPE!
AN ANALYSIS OF SPEECHES GIVEN BY BLACK
PSYCHOLOGISTS, 1968-1973.

The University of Oklahoma, Ed.D., 1976
Education, psychology

Xerox University Microfilms, Ann Arbor, Michigan 48106

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THEY CONTAINED MORE THAN DREAMS AND HOPE!
AN ANALYSIS OF SPEECHES GIVEN BY BLACK
PSYCHOLOGISTS, 1968-1973

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
GUILLARNE C. LEARY
Norman, Oklahoma
1976

THEY CONTAINED MORE THAN DREAMS AND HOPE!
AN ANALYSIS OF SPEECHES GIVEN BY BLACK
PSYCHOLOGISTS, 1968-1973

APPROVED BY

P. J. Pappas
George Jensen
R. E. Ragland
Charles S. Butler

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

The researcher is indebted to Dr. Omer John Rupiper who served as chairman of this dissertation. In serving he gave warmth, encouragement, and guidance, during the writing of this study. I wish to thank Dr. George Henderson, Dr. Robert Ragland, and Dr. Charles Butler for their support and suggestions. Love and gratitude are everlasting to my family and friends, for their time and understanding during my years of graduate study at the University of Oklahoma.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
I. INTRODUCTION	1
Background of the Problem	2
Statement of Problem	9
Theoretical Framework and Related Literature	10
Definitions of Content Categories	15
Limitation of the Study	16
II. METHOD	17
Speeches	20
Procedure and Content Categories	25
III. RESULTS AND DISCUSSION	27
Results	27
Discussion	31
IV. SUMMARY, RECOMMENDATIONS AND CONCLUSION	33
Summary	33
Recommendations	36
REFERENCES	37
APPENDICES	
APPENDIX A	40
APPENDIX B	69

LIST OF TABLES

TABLE	Page
1. Summary of Numbers and Percentages of Content Categories in Speeches by Black Psychologists . .	28
2. Percentages of Code Words in All Speeches for Each Psychologist by Category	30

LIST OF FIGURES

FIGURE	Page
1. Summary of information concerning relevant speeches of Psychologist A	21
2. Summary of information concerning relevant speeches of Psychologist B	23
3. Summary of information concerning relevant speeches of Psychologist C	24

THEY CONTAINED MORE THAN DREAMS AND HOPE!
AN ANALYSIS OF SPEECHES GIVEN BY BLACK
PSYCHOLOGISTS, 1968-1973

Chapter I

In the 1960's and 1970's Black Americans focus attention on the world. The different types of Black Americans that prevailed during these years included the violent and non-violent groups who planned strategies as to how to attain freedom. Some of their more representative leaders were Huey Newton, Malcolm X, H. Rap Brown, Martin Luther King, Jr., Jesse Jackson, and Julian Bond. Regardless of the violent or non-violent strategies, their philosophical views about Black Americans can be basically summarized as making the Black Americans aware of their identity.

According to M. Jones:

Part of the Black man's identity problem lies in the fact that he has not been too sure who he was at any given moment in the context of American culture. When he was brought to this country and subjected to the Black experience, a part of the aim of the dehumanizing

process was to strip him of his original sense of personhood. (1971, p. 63)

To understand Black self-identity one must question what kind of personhood was sought by the Black man. According to Jones, the problem of authentic self-hood can be seen in at least two different ways.

First, a negative assertion can be a mere indication of a deep insecurity. This lack of security can be seen in the pseudo-superior self-identity sought and held by the white supremacist, who has always thought himself, because of color alone, to be better than his Black brother. He further stated the second part of the Black man's ontological problem lies at the point of projecting any kind of personhood which must be respected, as such, in the context of pro-white American society. (M. Jones, 1971, p. 68)

Camus stated that it was "better to die on one's feet than to live on one's knees" (1956, p. 13). Existence for some Blacks meant violence and for others non-violence. Over-all the main objective for both groups has been freedom. Black freedom was not new for the sixties and seventies only, but since the time of slavery.

Background of the Problem

According to Wispé and his associates (1969), little was known about the origins, education, and training of Black psychologists. Less was known of the discrimination

they face in their careers as psychologists. In 1963 the Board of Directors of the American Psychological Association (APA) organized the Committee on Equality of Opportunity in Psychology because the Board had received a proposal relative to the training and employment of Black psychologists. The purpose of this committee was to study Black psychologists in America so that the information received could serve as a basis for making recommendations.

The difficulty of obtaining information about race and discrimination was great; these findings represent the best answers under the present conditions to complex problems. Black psychologists studying or teaching in the United States were contacted at 94 Black colleges and universities. Approximately 216 chairmen of psychology departments with a graduate program listed in the American Psychologist and 78 deans and chairmen of Colleges of Education listed in the Educational Directory were also contacted. Also, 50 state psychological associations were informed as well as 15 large government centers and departments that had psychologists employed with them. All of the contacts were made by a six-page questionnaire which contained items about family background, undergraduate and graduate education, occupational history, and present earnings. This questionnaire reached 492 Black psychologists whose names had been obtained. Additional items were present on the questionnaire which asked about ethnic factors advantageous or disadvantageous to

Blacks and in what ways the American Psychological Association could assist to counter professional discrimination.

In this survey Wispe et al. stated this in their discussion:

The Committee was not unaware that of all possible approaches the questionnaire was among the most likely to underestimate the depth of feelings of many, if not most, of the respondents. The unusual effort the Committee expended to raise the response rate to an acceptable 81% indirectly reflected the amount of resistance many of the respondents felt and some expressed. Many of the non-respondents, for example, wrote long letters, but refused to return a completed questionnaire! Many felt it was unutterably naive to ask if race has limited their opportunities. Of course it had. Others, after long distance calls, agreed reluctantly to complete the questionnaire, but expressed doubts about its effectiveness. The intensity of the frustrations and resentments of both the respondents and nonrespondents cannot be qualified, but these facts must be kept in mind for the main implications of this study. (Journal of American Psychologists, 1969, p. 149)

The main implications were:

(1) Black psychologists are excluded from the mainstream of American psychology. Early training of Black psychologists

had been completed in Black colleges. The M.A. and Ph.D. were granted to Blacks by predominantly non-Black institutions, mainly because there were no Black institutions that granted the higher degree in psychology. One respondent wrote to Wispé et al. that: "Recognizing the limitations of a segregated society, I protected my ego by enrolling in predominantly Black institutions" (Wispé, 1969, p. 149). Many respondents thought that monies and professional contacts did not exist in the Black institutions.

Although 85% of the sample had earned either the doctorate or master's degree, only an estimated 27% were members of American Psychological Association. Perhaps this statement by a respondent may justify the low percentage of Black members: "I have never been active in the APA, since I have always felt it was part of the White academic club. Besides, the ghetto colleges don't know what 'APA' means and usually don't even know what psychology means" (Wispé, 1969, p. 149).

(2) To be Black in America is a terrible handicap, and to be a Black psychologist is not much better. Half of the respondents felt race had limited their professional opportunities in psychology. Some respondents said their experiences had been good but that they often restricted their lives to avoid the possibility of rejection. Many respondents felt their family had suffered and complained of having to live in segregated housing and having to work harder to

prove themselves.

(3) The APA has a responsibility to adhere to an affirmative action program. The Black psychologists responded that the APA must first put its own house in order. The respondents noted the absence of Blacks holding APA office and presenting papers at conventions. Another respondent stated: "Blacks play a relatively minor role in the APA's organization and functions to the point that only a few apply for office" (Wiske, 1969, p. 149).

To the question "How can the APA correct professional discriminations?" 58% of the respondents did not answer. Wiske et al. (p. 149) mentioned there was no significant age or sex correlating with this failure to respond. They interpreted this high percentage of no answers as a lack of faith in the APA's willingness or ability to take corrective action. Half of the respondents felt that the APA enforced non-discrimination in employment and training, refused to list non-equal-opportunity openings in APA employment literature, and refused to grant advertising space to those who would not comply with a non-discriminatory policy.

Some of these thoughts have been captured by Black psychologists in speeches and position papers presented at various conferences and conventions. Black psychologists have stated they need a home they can call their own. This home will give them an opportunity to express Black-oriented

ideas, and to publish journals. According to a Black psychologist, Black Americans have been exploited by White psychologists through myths, and half truths.

R. Jones indicated that:

Black psychologists and other Black social scientists insist, these days, on speaking for themselves. They perceive the need to move away from pathology oriented notions about the behavior of Black people toward creating, interpreting, and reinterpreting the psychological literature on Blacks. (1972, p. xi)

The Association of Black Psychologists was established in 1968 out of interest of a group of individuals who felt the American Psychological Association did not respond to the needs of Black Americans. Their purpose was two-fold as stated in The Journal of Black Psychology:

The first was the desire and commitment to assess and develop mechanisms for addressing the needs of the Black community, particularly those of a psychological nature. The second aspect was to provide a vehicle for increasing the numbers of effectiveness of Blacks engaged in psychological services. (The National Association of Black Psychologists, 1976, p. 4)

The direction taken by Black psychologists was best stated under the purposes of The Journal of Black Psychology:

(a) To promote psychological research, theory, and writing that is for and about Blacks, (b) To promote

the study of Black psychology through schools, colleges, home and other groups or associations, (c) To promote a greater psychological understanding of Black behavior throughout the world, and (d) To enhance the "psychological self" of Black Americans. (Journal of Black Psychology, 1976, p. 5)

Johnson, a Black psychologist, thought that Black psychologists were interested and could reach the Black community by communicating to three major areas: (1) "self-concept," (2) "psychological testing revisited," and (3) "psychological invalidism." Placing emphasis on these three major areas, he concluded:

The Black community will cease to view us as "outsider" and eventually we will be able to meet the man together--singing . . . if you like . . . not "We shall overcome" but "I ain't gonna be your low down dog no more!!" (Jones, 1972, p. 362)

F. Jones, another Black psychologist, wrote:

The Black clinical psychologists should be in the forefront of expanding and refining definitions of psychological problems and psychological treatment. This involves many things but seems to begin with an attitude which challenges much of what has been inaccurately attributed to the Black condition by the society at large and, therefore, reflected in academic teachings. This is, therefore, the same spirit with

which all Blacks are beginning to view their world and themselves. The specifics of what psychological help for individuals, families, groups, or agencies will be in the future cannot be envisioned now. The main objective of the Black psychologist at this time is keeping open in our understanding of the situations our Black brothers and sisters in trouble bring to us, to give proper weight to the dimension of the truly diseased world in which we all strive to live, and to be as creative and unfettered as possible in offering our skills as psychologists. (Jones, 1972, p. 373)

Thomas spoke with little hesitation in expressing that: Psychologists are in serious need of a reexamination of their philosophical commitment. The last few years have become increasingly characterized, not so much by a quest for truth, as by a search for power. Meanwhile, the social revolution has caught social scientists in wilderness resting on a cot of science for science's sake, with their proverbial pants down.

(Thomas, 1972, p. 383)

Statement of the Problem

Since one of the most expedient and powerful means of communication is through speech, an attempt was made to collect formal speeches from Black psychologists and to analyze them in terms of content. Special interest of this study was to determine what specific content areas were emphasized,

limited to the selected content categories formulated by the researcher. Therefore, what are the similarities and differences of content categories within the thirteen speeches given by the three Black psychologists between 1968-1973?

Theoretical Framework and Related Literature

In content analysis the investigator designs the indicators which are relevant to his problem. George (1959) stated that "he is under no obligation to explain or make use of all the occurrences within the communication of the content feature which he selects as an indicator" (George, 1959, p. 98). Although, the investigator is not under any obligation, he has four possible ways of making inferences according to George (1959):

1. The investigator may make an inference from the fact that the content characteristic in question occurred sixty times in a certain body of communications. (In this event, he is setting up a frequency content indicator.)
2. The investigator may make an inference from the fact that the content characteristic in question occurred in all, that is, from its mere presence in that body of material. (In this case it is a nonfrequency content indicator.)
3. The investigator may decide that only one of the sixty occurrences of the given content characteristic should be singled out for purposes of making

inferences, on the ground that the particular context (situational behavioral and/or linguistic) in which it appeared gives it distinctive value as a content indicator for the inference of interest. (This is also a nonfrequency content indicator.)

4. The investigator may also base his inference on several occurrences of the content characteristic in one particular type of context. (This is a frequency content indicator.) (George, 1959, p. 98)

Therefore, the investigator makes the decision of what is useful to discuss.

George (1959) stated:

When the quantitative analyst studies the amount of attention received by a designated symbol or theme in a body of communication, he operates with a dichotomous attribute, namely, the presence or absence of that designated symbol or theme in each of the counting units into which he has divided that body of communication. In other words, he is interested in the frequency with which the symbol or theme appears, that is the number of counting units in which it was present at least once. (George, 1959, pp. 96-97)

He distinguishes between the terms "quantitative" and "qualitative" and the amount of usages these terms have in the analysis of communication. According to George (1959):

A descriptive statement of content which, for purposes of making inferences, refers to the number of times one or more characteristics are present in a body of communications is defined as a "frequency content indicator."

A descriptive statement of content which, for purposes of making inferences, refers merely to the presence or absence of a certain content characteristic is defined as "nonfrequency content indicator." (George, 1959, p. 97)

Berelson and Salter's (1946) did a study titled "Majority and Minority Americans: An Analysis of Magazine Fiction." Questions raised by Berelson and Salter were:

- 1) How do people meet the various ethnic and religious groups of this country in magazine fiction which reaches large numbers of people in their relaxed, leisure hours?
- 2) Are some presented as more important or more personable or wealthier than others?
- 3) Do some groups in these stories get more of society's rewards, such as love or high position?
- 4) What picture was presented of the relationship between different ethnic groups?

The object of analysis was a sample of 198 stories during the years of 1937-1943. The reason for selecting these years was to investigate the effect of World War II on the treatment of different ethnic groups. Four magazines issues were selected for each year at regular intervals. The first, third, and fifth stories were analyzed in each fourth

magazine. Two types of articles eliminated from the study were serials and "short short stories."

The hypotheses were formulated around two groups--the "Anglo-Saxons" and the "foreigners" and investigated the frequency of occurrence, cultural contributions, status, and social interaction of members of these groups. Two additional hypotheses were formulated, one on time and the other on locale difference.

This study revealed:

1) Anglo-Saxon Americans received better treatment, both qualitatively and quantitatively, than the minority and foreign groups; 2) the minority and foreign groups from other European and Oriental countries, deprived as they were, received better treatment in these stories than did two critical American minorities, the Negroes and the Jews; and 3) Negroes and Jews never appeared as heroes or heroines, and they also had the lowest occupations. In conclusion, the Negroes and Jews were depicted least favorably. (Public Opinion Quarterly, 1946, p. 190)

Content analysis has been used to analyze written materials to infer personality traits of the writer. Baldwin (1942) was interested in letters written by an Irish woman. He analyzed several letters by classifying them into two categories. Category one was labeled typical category, and the other attitudinal category. The typical category

included words as self, money, death, and religion. Attitudinal category words were moral, favorable, and lazy. The two categories were investigated for frequency and contingencies. The procedure for this study was based on the assumptions that if the item was used frequently it was a measure of its importance in the personality. This study indicated the Irish woman's attitudes toward jobs and death and self and son. A modified version of Baldwin's study was done by Andrews and Muhlhan (1943).

Andrews and Muhlhan (1943) applied analysis to the personal diary of an adolescent girl. A frequency contingency table with twenty categories was designed and independent checks were done to test the validity of the data. Andrews and Muhlhan matched the frequency patterns with the degrees of correspondence.

Content analysis has been studied on many types of research and it has answered many questions and expanded the field of research in the social sciences and humanities. Berelson (1954) wrote:

Content analysis, as a method has no major qualities--you rarely get out of it more than you put in, and sometimes you get less. In the last analysis, there is no substitute for a good idea. (Berelson, 1954, p. 518)

Definitions of Content Categories

The eight content categories used in this study are terms found in any standard dictionary. The content categories are defined below.

Ethnic Background

Of or relating to races or large groups of people classed according to common traits and customs.

Achievement

A result brought about by resolve, persistence or endeavor.

Institution

Something that serves to instruct, a significant practice relationship or organization in a society or culture.

Integration

The act or process or an instance of integrating, as incorporation individuals of different groups as equals into society or into an organization.

Socio-Economic

Of relating to, or involving a combination of social and economic factors.

Intelligence

The capacity to apprehend facts and propositions and their relations and to reason about them.

Educator

One who educates and cultivate and discipline the mind and other faculties by teaching.

Testing

A critical examination, used to evaluation one's ability.

Limitations of the Study

This study was an attempt to identify, collect and analyze speeches given by Black psychologists between 1968-1973. The years of 1968-1973 were selected since the study of Wispe et al. (1969) exposed some of the problems Black psychologists had in America. Difficulty was encountered in identifying Black psychologists therefore the population list used for identification of Black psychologists does not represent a true population of Black psychologists.

Chapter II

Method

This research is not an empirical study in the conventional sense of stating a hypothesis and then seeking to reject its null hypothesis. Instead, this is an exploratory study of selected speeches of Black psychologists. Selltiz, Jaboda, Deutsch, and Cook (1962) stated:

Many exploratory studies have the purpose of formulating a problem for more precise investigation or developing hypotheses. An exploratory study may, however, have other functions: increasing the investigator's familiarity with the phenomenon he wishes to investigate in subsequent, more highly structured, study, or with setting in which he plans to carry out such a study; clarifying concepts; establishing priorities for further research; gathering information about practical possibilities for carrying out research in real-life settings; providing a census of problem regarded as urgent by people working in a given field of social relations. (p. 51)

Selltiz et al. further caution that we should not underestimate the importance of exploratory research and define only experimental work as being "scientific." Because in reality, if experimental research is to have either theoretical or social value, it must relate to broader issues than those posed in the experiment. And this relevance can come from exploratory research.

Content analysis is the technique that was used to conduct this study. A review of related literature revealed that if proper precautions are taken, content analysis is a valid and reliable procedure for measuring communication content" (Borg, 1963, pp. 252-262). Berelson (1952) defines communication content as being any form of symbolic interaction--including verbal, pictorial, gestural, and musical--which makes up communication itself. Thus, an analysis of the speeches of Black psychologists is within the purview of content analysis.

The reliability of this study is to some extent questionable since a check was not made to determine the researcher's coding reliability. By having two or more coders, we would have been able to test the inter-rater reliability. This is not a minor limitation, since "content analysis must be conducted so as (1) to create reproducible or 'objective' data which (2) are susceptible to measurement and quantitative treatment, (3) have significance for some systematic theory, and (4) may be generalized beyond the specific set

of material analyzed" (Cartwright, 1953, p. 435). Consequently, without replication under the above cited conditions, the researcher of this study will not attempt to generalize beyond the specific set of materials analyzed.

After examining many sources for lists of Black psychologists, the publication by Wilcox (1971) was chosen for two reasons: (1) because of its relatively recent publication date, and (2) it contained names of psychologists labeled as such and assumed to be Black. Wilcox's affiliation list presented names, addresses, and ranks for 53 psychologists. Fifty-one of these psychologists were contacted by typewritten letters only and requested copies of speeches given between 1968-1973. Two psychologists were eliminated; one was eliminated because he was listed by Wilcox as "deceased," and the other was eliminated because he was known by the investigator to be a White psychologist. A total of 12 letters were returned: two letters were marked "better address," one was marked "not here," three were marked "not in psychology," one was marked "not in urban studies," one was marked "unclaimed," one was marked "cannot locate," and three were marked "return to sender." Fourteen psychologists responded on their departmental letterhead stationery, six of whom identified themselves as Black, six as White and two gave no identification of ethnic background. Of the six Black psychologists who responded, three forwarded a total of 13 recorded speeches

which were used as the sample for this study. Although these speeches may not be representative of psychologists concerned with the crucial issues within the selected time period, 1968-1973, they were the only ones available where consent was given for analysis.

The three Black psychologists were all male, married, held a Ph.D. degree, with three different major fields of interest: educational psychology, counseling psychology, and higher education. One psychologist was located in Michigan and two located in Connecticut. The names of the Black psychologists were simply assigned letters A, B, and C, respectively, for purposes of identification.

Speeches

The thirteen speeches given by the three Black psychologists were arranged by date and year of presentation, audience to whom speech was directed, title of speech, and total number of pages. The compiled information is presented in Figures 1, 2, and 3 for psychologists A, B, and C, respectively.

Audience	Time of Year	Title of Speech	Number of Pages
National Headstart Conference	November 4, 1969	Environmental and Educational Achievement, Implications for Head Start and Social Change	12
New Faculty of Michigan State University	September 15, 1970	The University and Society	13
School Law Conference	November 28, 1971	Equal Educational Opportunities Past, Present, Future	12
Educational Conference	May 22, 1972	Crisis in Urban Education and Equal Educational Opportunity	9
Wichita State University Library Association	January 19, 1973	The Legacy of Martin Luther King, Jr.	20
Conference on Education Policies and Equal Educational Opportunities	June 6, 1973	Public Schools and Equal Educational Opportunity	16

Figure 1. Summary of information concerning the relevant speeches of Psychologist A.

Audience	Time of Year	Title of Speech	Number of Pages
National Ed.D. Program for Educational Leaders	July 30, 1973	Educational Leadership and Multiracial Schools	9
National Association of Black Psychologists	August 24, 1973	The Role of Black Administrators in a Predominantly White University	13

Figure 1. (Continued).

Audience	Time of Year	Title of Speech	Number of Pages
Conference on the Influence of Technological Innovations on the Future of Connecticut	October 14, 1968	Urban Problems--Some Reflections	9
Chapters of the National Association of Sheltered Workshops and Homebound Programs	April 22, 1969	Rehabilitation's Responsibility to the Disadvantaged	14
Commencement Exercises of Church Academy of Central Baptist Church	March 20,	The Negro Potential	14

Figure 2. Summary of information concerning the relevant speeches of Psychologist B.

Audience	Time of Year	Title of Speech	Number of Pages
Conference National Education Association	February 18, 1972	School Testing and Minority Children	6
School Leadership Conference State Dept. of Education	May 8, 1972	Quality Education and Minority Staffing Patterns	7

Figure 3. Summary of information concerning the relevant speeches of Psychologist C.

Content Categories

The eight content categories were selected on the impressionistic observation of the investigator as to the high and low frequency of usage within the thirteen speeches. These content categories represented the slight changes and different wording in the speeches as given to different audiences and in different years. The content indicators were described with each content category.

The coding unit for this study was the paragraph.

George (1959) stated:

The investigator may specify the paragraph as the coding unit and therefore count the number of coding units (paragraphs) in which a certain symbol or theme appears within each coding unit (i.e., each paragraph).

(George, 1959, p. 101)

A. Ethnic Background: racism, race, White, Black, Negro, minority, Jews, Spanish-American, Chicano, American-Indian, disadvantaged, different, inferior, and undesirable.

B. Achievement: career, improvement, leadership, successful, and ability.

C. Institution: family, college, university, private school, public school, and church.

D. Integration: interracial, racial discrimination, multiracial, equal, non-racist attitudes, desegregation, segregation, equal rights, violence, equality, and busing.

E. Socio-Economic: poor, ghetto, urban community,

rural, suburban, middle income, middle class, cultural background, family income and salary.

F. Intelligence: bright, IQ, high achiever, good student, and grades.

G. Educators: school board member, politician, entertainer, writer, counselor, teacher, administrator, and professor.

H. Testing: score, aptitude, standardized test, and performance.

Content categories were scored and tallied in raw data matrices which are presented in the tables in Appendix A. The numbers under Unit represented the paragraph number of the speech and the letters A, B ... H represented the content category as listed in this study. The presence or absence of each content category in a unit was scored 1 if present and 0 if absent.

Chapter III

Results and Discussion

An analysis of the substance of selected Black psychologists' speeches given between 1968-1973 were made to determine the specific content areas or categories emphasized for the purpose of ascertaining the characteristics and constituents derived from the structure of the message. The concern here was with primary or manifest substance, rather than with the secondary or latent substance. Also, an attempt was made to determine if differences or similarities existed among speeches given by the three Black psychologists. After the categories were established and defined in terms of physical and social dimensions, the presence or absence of the category within a unit (paragraph) were tallied and converted to percentages.

The distributions of the tallies arranged by unit and category which show the percentages of occurrence are presented in Appendix A for each speech. The numbers and percentages from these tables were summarized and presented in Table 1.

Table 1

Summary of Numbers and Percentages of Content Categories
in Speeches by Black Psychologists

Number of Speeches	Units per Speech	A		B		C		D		E		F		G		H	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Psycholo- gist A																	
1	16	11	69	5	31	12	75	12	75	6	38	0	0	9	56	1	6
2	19	11	58	0	0	6	32	5	16	8	42	0	0	10	53	0	0
3	40	23	58	0	0	10	25	7	18	15	38	0	0	5	13	0	0
4	20	14	70	3	15	8	40	11	55	2	10	0	0	5	25	0	0
5	32	14	44	10	31	4	13	0	0	7	22	8	25	5	16	10	3
6	21	4	19	1	5	10	48	0	0	15	71	0	0	3	14	0	0
7	24	11	46	2	8	12	50	14	58	9	38	0	0	13	54	1	4
8	37	22	59	2	5	20	54	3	8	17	46	31	84	17	46	1	3
	209	110	53	23	11	82	39	52	25	79	38	39	19	67	32	13	6
Psycholo- gist B																	
1	17	4	24	0	0	3	18	2	12	13	76	1	6	4	24	0	0
2	47	11	23	0	0	15	32	3	6	17	36	0	0	0	0	0	0
3	48	31	65	3	6	22	46	9	19	13	27	4	8	3	6	13	27
	112	46	37	3	2	40	36	14	13	43	38	5	4	7	6	13	12
Psycholo- gist C																	
1	16	4	25	2	13	15	94	1	6	5	31	1	6	10	63	12	75
2	34	21	62	1	3	19	56	12	35	9	26	1	3	17	50	4	12
	50	25	50	3	6	34	68	13	26	14	28	2	4	27	54	16	32
Total 13	371	181	49	29	8	156	42	79	21	136	37	46	12	101	27	42	11

In the combined eight speeches from Psychologist A, the highest percentage of code words appeared in Category A, Ethnic Background, 53%. The next highest percentages occurred in Categories C, Institution, 39% and E, Socio-Economic, 38%. The least frequent occurrence of code words appeared in Categories B, Achievement and H, Testing, 11% and 6%, respectively.

Code words in the combined three speeches of Psychologist B appeared with approximately the same magnitude of percentages in categories A, Ethnic Background, 41%; E, Socio-Economic, 38%; and C, Institution, 35%. The lowest percentages occurred in Categories G, Educators, 6%; F, Intelligence, 4%; and B, Achievement, 3%.

The speeches from Psychologist C indicated the highest percentage of code words in Category C, Institution, 68%. Categories G, Educators, 54% and A, Ethnic Background, 50%, which ranked second and third in decreasing size of percentages. Next in order were Categories H, Testing, 32%, E, Socio-Economic, 28% and D, Integration, 26%. The two lowest categories were B, Achievement, 6% and F, Intelligence, 4% for Psychologist C.

In view of the relative agreement among several categories the presence of code words in all speeches were combined for the three psychologists and composite percentages obtained. These combined percentages are presented in Table 2. In rank order from the highest to lowest, the

Table 2
Percentages of Code Words in All Speeches
for Each Psychologist by Category

Psychologists	A	B	C	D	E	F	G	H
A	53	11	39	25	38	19	32	6
B	41	3	36	13	38	4	6	12
C	50	6	68	26	28	4	54	32
Total	49	8	42	21	37	12	27	11

categories were as follows: A, Ethnic Background, 49%, C, Institution, 42%, E, Socio-Economic, 37%, G, Educators, 27%, D, Integration, 21%, F, Intelligence, 12%, H, Testing, 11%, and B, Achievement, 8%.

The manifest substance of the speeches showed greatest impetus for Ethnic Background with least interest for Achievement. The social dimensions of Institution and Socio-Economic substances were accentuated moderately. Some emphasis was shown toward Educators and Integration.

Discussion

The data obtained revealed the three Black psychologists did indicate similarities in emphasizing content categories A, C, and E during 1968-1973. These similarities may have come about for reasons as: (1) the audience, (2) title of speech, (3) time of year, (4) major field of interest, and (5) if the speeches were delivered for a stipend or not.

Since this was an exploratory research the following inferences can be taken into account about the audience. The speeches given by the Black psychologists were well planned and the appropriate language was used to communicate effectively to the audience(s). The characteristic of the audience may have influenced the Black psychologists choice of language. Also, the audience's intellectual level, their social and political thoughts, and their knowledge of the topic may have contributed to the emphasizing of content categories

A, C, and E. Finally, the Black psychologists may have had some common experiences, common origins, and common ideological with his audience(s). At this point, there is evidence to suggest that the three Black psychologists independently tended to stress the same content categories in their speeches.

Chapter IV

Summary and Recommendations

This investigation was designed to collect formal speeches from Black psychologists which were delivered between 1968-1973, and to analyze them in terms of content. Content analysis was used as the method of analysis.

The publication by Wilcox (1971) was used for obtaining the sample because his book contained names of psychologists who were assumed to be Black. From the population of the 51 psychologists contacted by letter with the request for copies of speeches each had given, only three psychologists responded with speeches. Psychologist A submitted eight speeches, psychologist B, three and psychologist C, two speeches. In part, the small number of responses were due to lack of accurate addresses, returning letters, either unclaimed or members deceased, and several members not of Black race.

The thirteen speeches used in this investigation were separated according to audience to whom speech was directed, date of presentation, title of speech and total number of

pages. The speeches were examined and eight content categories were selected with key words used as indicators. The eight content categories were designed to evaluate the emphasis stressed in each category by percentages of number of key words as they appeared in each speech. The speeches were scored according to the presence or absence of a key word in each respective unit (paragraph). The total of units wherein key words appeared by speech and across speeches were converted to percentages for each of the three psychologists and psychologists combined.

The data revealed that content categories A, ethnic background, C, institution and E, socio-economic were mentioned consistently by all three psychologists. The most frequently emphasized categories by psychologist A, B, and C were those which characterized their race and culture. Although there appeared to be more similarity than differences among the manifested substance of the speeches analyzed, the differences might be attributed to educational background or manifestations of the psychologists' major field of study. The educational and counseling psychologists both emphasized ethnic background, where the second greatest emphasis was noted for the educational psychologist on institution and for the counseling psychologist on socio-economic substance. Like the educational psychologist, the psychologist prepared in higher education also stressed institution, but his second greatest amount of

emphasis was directed to educators.

The object to score the presence or absence is the units (paragraphs) of each speech was not to pass judgment on the speeches given between 1968-1973, by the Black psychologists. Instead, this study was an attempt to isolate concepts which could benefit society in understanding the Black psychologists and their interests.

Recommendations

1. A content analysis of a larger number of speeches by more Black psychologists should be conducted with emphasis on the latent substance of their cultural milieu.
2. There is a need for further studies where the content of speeches by Black psychologists are compared with the content of speeches by other Black professionals.
3. Repeated studies of content management could reveal the direction of thinking of Black professionals with respect to desegregation.
4. Additional study of the effectiveness of Black psychologists' speeches would allow us to assess the degree to which this activity brings about societal changes.

References

- Andrews, T. G. and Muhlhan, G. Analysis of congruent idea patterns as a study in personality. Character and Personality, 1943, 12, pp. 101-110.
- Association of Black Psychologists. Convention speeches. San Francisco: Unpublished Manuscript, August, 1972.
- Baldwin, A. L. Personal structure analysis: statistical method for investigating the single personality. Journal of Abnormal Social Psychology, 1942, 37, pp. 163-183.
- Barbour, F. B. The black 70's. Boston: Parter Sargent, 1970.
- Berelson, B. Content analysis in communication research. Glencoe, Illinois: The Free Press, 1952.
- Berelson, B. Content analysis. Lindzey, G. (Ed.). Hand-book of Social Psychology. Reading, Mass.: Addison-Wesley, 1954.
- Berelson, B. and Salter, P. Majority and minority Americans: An analysis of magazines fiction. Public Opinion Quarterly, 1946, 10, pp. 168-190.
- Borg, W. R. Educational research. New York: David McKay, 1963.

- Camus, A. The Rebel translated, Anthony Bower. New York: Random House, 1956.
- Cartwright, D. P. Analysis of qualitative material, in Fostinger, L. and Katz, D. (eds.). Research methods in the behavioral sciences. New York: Holt, Rinehart and Winston, 1953.
- De Vito, J. The psychology of speech and language: an introduction to psycholinguistics. New York: Random House, 1970.
- George, A. Propaganda Analysis: A study of inferences in World War II. Evanston, Illinois: Row, Peterson and Company, 1959.
- Gould, J., and Kolb, W. A dictionary of the social sciences. New York: The Macmillian Company, 1965.
- Holsti, O. Content analysis for the social sciences and humanities. Addison-Wesley Publishing Co., 1969.
- Johnson, J. J. The black psychologist: pawn or professional? L. Jones (Ed.) Black psychology. New York: Harper and Row, 1972.
- Jones, F. The black psychologist as consultant and therapist. L. Jones (Ed.) Black psychology. New York: Harper and Row, 1972.
- Jones, M. J. Black awareness: a theology of hope. Nashville: Abingdon Press, 1971.
- Jones, R. Black psychology. New York: Harper and Row, 1972.

- The journals of black psychology, 1976, 2(2). National Association of Black Psychologists.
- Kerlinger, F. Foundations of behavioral research. New York: Holt, Rinehart and Winston, Inc., 1964.
- Pool, I. Trends in content analysis. Urbana: University of Illinois Press, 1959.
- Selltiz, C., Jahoda, M., Deutsch, M. and Cook, S. (Eds.). Research methods in social relations. New York: Holt, Rinehart and Winston, 1962.
- Saporta, S. Psycholinguistics: a book of readings. New York: Holt, Rinehart and Winston, 1961.
- Tate, M. Statistics in education and psychology. London: The Macmillian Company, 1965.
- Thomas, C. W. Psychologists, psychology, and the black community. L. Jones (Ed.), Black psychology. New York: Harper and Row, 1972.
- Watson, P. Psychology and race. Chicago: Aldine Publishing Company, 1973.
- Wilcox, R. The psychological consequences of being a black American. New York: Wiley, 1971.
- Wispe, L., Awkard, J., Hoffman, M., Ash, P., Hicks, L., and Porter, J. The Negro psychologists in America, 1969, 24, pp. 142-150.

Appendix A

Table A-1

Raw Data Matrix - Psychologist A, Speech 1

Units:	Content Categories							
	A	B	C	D	E	F	G	H
1	0	0	0	0	1	0	0	0
2	1	0	1	1	0	0	1	0
3	1	0	1	1	1	0	0	0
4	1	1	1	0	0	0	1	0
5	1	0	1	1	1	0	0	0
6	0	1	0	1	0	0	0	0
7	0	0	0	0	0	0	0	0
8	1	1	1	0	0	0	0	0
9	1	1	1	1	1	0	1	0
10	1	1	1	1	0	0	1	1
11	0	0	1	1	0	0	0	0
12	1	0	0	1	0	0	1	0
13	1	0	1	1	1	0	1	0
14	1	0	1	1	0	0	1	0
15	0	0	1	1	1	0	1	0
16	1	0	1	1	0	0	1	0
Per-centage	69	31	75	75	38	00	56	06

Table A-2

Raw Data Matrix - Psychologist A, Speech 2

Units: Content Categories								
	A	B	C	D	E	F	G	
1	1	0	1	0	1	0	1	0
2	1	0	0	1	0	0	1	0
3	0	0	1	1	0	0	1	0
4	1	0	1	0	0	0	1	0
5	0	0	1	0	0	0	0	0
6	1	0	0	0	0	0	1	0
7	0	0	0	0	1	0	0	0
8	0	0	0	0	0	0	0	0
9	1	0	0	0	0	0	1	0
10	0	0	0	0	0	0	1	0
11	1	0	0	1	0	0	0	0
12	1	0	0	0	1	0	0	0
13	1	0	0	0	1	0	0	0
14	0	0	0	0	1	0	0	0
15	1	0	0	0	1	0	0	0
16	0	0	1	1	1	0	1	0

cont.

Table A-2 (Continued)

Raw Data Matrix - Psychologist A, Speech 2

Units: Content Categories								
	A	B	C	D	E	F	G	H
17	1	0	1	1	1	0	1	0
18	0	0	0	0	0	0	1	0
19	1	0	0	0	0	0	0	0
Per- centage	58	00	.32	26	42	00	53	00

Table A-3

Raw Data Matrix - Subject A, Speech 3

Units:	Content Categories							
	A	B	C	D	E	F	G	H
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	1	0	0	0
4	1	0	0	1	0	0	0	0
5	0	0	0	0	1	0	1	0
6	0	0	1	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	1	0	1	1	0	0	1	0
9	1	0	0	0	0	0	0	0
10	1	0	1	1	1	0	0	0
11	1	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0
13	1	0	0	0	0	0	0	0
14	1	0	0	0	0	0	0	0
15	1	0	0	1	1	0	0	0
16	1	0	0	0	0	0	0	0

cont.

Table A-3 (Continued)

Raw Data Matrix - Subject A, Speech 3

Units:	Content Categories							
	A	B	C	D	E	F	G	H
17	1	0	0	0	1	0	0	0
18	1	0	0	0	0	0	0	0
19	1	0	0	0	0	0	0	0
20	1	0	1	0	0	0	0	0
21	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0
23	1	0	0	0	1	0	0	0
24	1	0	0	1	1	0	0	0
25	1	0	0	0	1	0	0	0
26	0	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0	0
28	1	0	0	0	0	0	1	0
29	1	0	1	0	1	0	0	0
30	1	0	0	1	1	0	0	0
31	0	0	0	1	0	0	0	0
32	0	0	0	0	0	0	0	0

cont.

Table A-3 (Continued)

Raw Data Matrix - Subject A, Speech 3

Units: Content Categories								
	A	B	C	D	E	F	G	H
33	0	0	0	0	1	0	0	0
34	0	0	0	0	0	0	0	0
35	0	0	1	0	0	0	1	0
36	0	0	1	0	0	0	1	0
37	1	0	0	0	1	0	0	0
38	1	0	1	0	1	0	0	0
39	1	0	1	0	1	0	0	0
40	1	0	1	0	1	0	0	0
Per- centage	58	00	25	18	38	00	13	00

Table A-4

Raw Data Matrix - Subject A - Speech 4

Units: Content Categories

	A	B	C	D	E	F	G	H
1	1	1	0	0	0	0	1	0
2	0	0	1	1	0	0	0	0
3	0	0	0	0	0	0	0	0
4	1	1	1	1	0	0	0	0
5	0	0	1	1	0	0	0	0
6	0	0	0	1	0	0	0	0
7	1	0	0	1	0	0	1	0
8	1	0	0	0	1	0	0	0
9	1	0	0	1	0	0	0	0
10	1	0	1	1	1	0	0	0
11	0	0	0	1	0	0	1	0
12	1	0	0	0	0	0	0	0
13	1	1	0	0	0	0	0	0
14	1	0	1	1	0	0	0	0
15	1	0	0	0	0	0	0	0
16	1	0	0	1	0	0	1	0

cont.

Table A-5

Raw Data Matrix - Subject A - Speech 5

Units:		Content Categories							
		A	B	C	D	E	F	G	H
1		0	0	0	0	0	1	0	0
2		0	0	0	0	1	0	0	0
3		0	0	0	0	0	0	0	0
4		0	1	0	0	0	0	1	0
5		0	1	0	0	0	0	0	1
6		0	1	0	0	0	0	0	1
7		1	1	0	0	0	1	0	1
8		0	0	0	0	0	0	0	0
9		0	0	0	0	0	0	0	0
10		1	1	0	0	1	0	0	1
11		0	1	1	0	0	0	0	1
12		0	1	0	0	0	0	0	1
13		1	1	0	0	0	0	1	0
14		1	1	1	0	0	1	0	1
15		1	0	0	0	0	0	0	0
16		1	1	0	0	0	0	0	1

cont.

Table A-5 (Continued)

Raw Data Matrix - Subject A - Speech 5

Units:		Content Categories						
	A	B	C	D	E	F	G	H
17	1	0	0	0	1	1	0	1
18	1	0	0	0	0	1	0	0
19	0	0	0	0	0	0	0	0
20	1	0	0	0	0	1	0	0
21	1	0	0	0	1	1	0	0
22	0	0	0	0	0	0	1	0
23	0	0	0	0	0	0	0	0
24	1	0	0	0	0	1	1	1
25	0	0	1	0	0	0	0	0
26	0	0	0	0	0	0	0	0
27	0	0	1	0	0	0	0	0
28	1	0	0	0	1	0	0	0
29	1	0	0	0	0	0	0	0
30	1	0	0	0	1	0	0	0
31	0	0	0	0	1	0	0	0
32	0	0	0	0	0	0	1	0
Per-centage	44	31	13	00	22	25	16	31

Table A-6

Raw Data Matrix - Subject A - Speech 6

Units:	Content Categories							
	A	B	C	D	E	F	G	H
1	0	0	0	0	0	0	1	0
2	0	0	1	0	0	0	0	0
3	0	0	1	0	0	0	0	0
4	1	0	1	0	1	0	0	0
5	0	0	0	0	1	0	0	0
6	0	0	0	0	1	0	0	0
7	0	0	0	0	1	0	0	0
8	0	0	0	0	1	0	0	0
9	0	0	1	0	0	0	0	0
10	0	0	1	0	1	0	0	0
11	1	0	0	0	1	0	1	0
12	0	0	0	0	0	0	0	0
13	0	0	0	0	1	0	1	0
14	1	1	0	0	1	0	0	0
15	0	0	1	0	1	0	0	0
16	1	0	1	0	1	0	0	0

cont.

Table A-6 (Continued)

Raw Data Matrix - Subject A - Speech 6

Units:	Content Categories							
	A	B	C	D	E	F	G	H
17	0	0	1	0	1	0	0	0
18	0	0	0	0	1	0	0	0
19	0	0	0	0	0	0	0	0
20	0	0	1	0	1	0	0	0
21	0	0	1	0	1	0	0	0
Per-centage	19	05	48	00	71	00	14	00

Table A-7

Raw Data Matrix - Subject A - Speech 7

Units: Content Categories								
	A	B	C	D	E	F	G	H
1	0	0	0	1	0	0	1	0
2	1	0	0	1	0	0	1	0
3	0	0	0	1	0	0	1	0
4	1	0	0	1	1	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	1	1	1	0	1	0
7	1	0	0	1	1	0	1	0
8	0	0	0	0	0	0	0	0
9	0	1	1	0	1	0	1	0
10	1	0	1	0	0	0	1	0
11	0	0	1	1	0	0	1	0
12	1	0	0	1	1	0	0	0
13	1	0	1	1	1	0	1	0
14	0	0	0	0	1	0	1	1
15	0	0	0	0	0	0	1	0
16	1	0	0	1	0	0	0	0

cont.

Table A-7 (Continued)

Raw Data Matrix - Subject A - Speech 7

Units:	Content Categories							
	A	B	C	D	E	F	G	H
17	1	1	1	0	0	0	0	0
18	0	0	1	1	0	0	0	0
19	0	0	1	0	0	0	1	0
20	0	0	1	1	0	0	0	0
21	1	0	0	1	1	0	0	0
22	1	0	1	0	1	0	0	0
23	0	0	1	0	0	0	0	0
24	1	0	1	1	0	0	1	0
Per-centage	46	08	50	58	38	00	54	04

Table A-8

Raw Data Matrix - Subject A - Speech 8

.....								
.....								
Units:	Content Categories							
	A	B	C	D	E	F	G	H
.....								
1	1	0	1	0	0	1	1	0
2	0	0	1	0	0	1	1	0
3	1	0	1	0	1	1	1	0
4	1	0	1	0	1	1	1	0
5	0	0	0	0	0	0	0	0
6	1	0	1	0	1	1	0	0
7	0	1	0	0	0	0	0	0
8	0	0	1	0	1	1	1	0
9	0	0	0	0	1	1	1	0
10	1	0	0	0	0	1	1	0
11	0	0	0	0	0	1	0	0
12	1	0	1	0	1	1	1	0
13	0	0	1	0	1	1	0	0
14	1	0	1	0	0	1	0	0
15	0	0	1	0	1	1	0	1
16	1	0	0	0	1	1	1	0

cont.

Table A-8 (Continued)

Raw Data Matrix - Subject A - Speech 8

Units:		Content Categories						
	A	B	C	D	E	F	G	H
17	0	0	0	0	0	1	1	0
18	0	0	0	0	0	0	0	0
19	0	0	0	0	1	0	1	0
20	0	0	1	0	0	0	0	0
21	0	0	1	0	1	1	0	0
22	0	0	1	0	1	1	1	0
23	1	0	1	1	0	1	1	0
24	1	0	0	0	0	0	0	0
25	1	0	1	0	1	1	1	0
26	1	0	1	0	1	1	0	0
27	1	0	1	0	0	1	0	0
28	1	0	0	0	0	1	0	0
29	1	0	0	0	0	1	0	0
30	0	0	0	0	0	1	0	0
31	1	0	0	0	1	1	0	0
32	1	0	1	0	1	1	1	0

cont.

Table A-8 (Continued)

Raw Data Matrix - Subject A - Speech 8

Units:	Content Categories							
	A	B	C	D	E	F	G	H
33	1	0	0	0	0	1	0	0
34	1	1	1	1	0	1	0	0
35	1	0	0	1	0	1	0	0
36	1	0	0	0	0	1	1	0
37	1	0	1	0	1	1	1	0
Per-centage	.59	.05	.54	.08	.46	.84	.46	.03

Table A-9

Raw Data Matrix - Subject B, Speech 1

Units:	Content Categories							
	A	B	C	D	E	F	G	H
1	1	0	0	1	1	0	0	0
2	0	0	0	0	1	0	0	0
3	1	0	1	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	1	0	1	0	0	0	1	0
6	0	0	0	0	1	0	0	0
7	0	0	0	0	1	0	0	0
8	0	0	0	0	1	0	0	0
9	0	0	0	0	1	0	0	0
10	0	0	0	0	1	0	0	0
11	0	0	0	0	1	1	0	0
12	0	0	0	1	1	0	0	0
13	1	0	1	0	1	0	0	0
14	0	0	0	0	1	0	0	0
15	0	0	0	0	1	0	1	0
16	0	0	0	0	1	0	1	0
17	0	0	0	0	0	0	1	0
Per-centage	.24	.00	.18	.12	.76	.06	.24	.00

Table A-10

Raw Data Matrix - Subject B - Speech 2

Units: Content Categories

	A	B	C	D	E	F	G	H
1	1	0	0	0	0	0	0	0
2	1	0	1	0	0	0	0	0
3	0	0	1	0	0	0	0	0
4	0	0	1	0	0	0	0	0
5	1	0	0	0	0	0	0	0
6	0	0	1	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	1	0	0	0
9	0	0	1	0	1	0	0	0
10	0	0	0	0	1	0	0	0
11	0	0	0	1	1	0	0	0
12	1	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0
14	1	0	0	0	1	0	0	0
15	1	0	0	1	0	0	0	0
16	0	0	0	0	1	0	0	0

cont.

Table A-10 (Continued)

Raw Data Matrix - Subject B - Speech 2

Units: Content Categories

	A	B	C	D	E	F	G	H
17	0	0	0	0	1	0	0	0
18	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0
20	0	0	1	0	0	0	0	0
21	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0
23	0	0	0	0	1	0	0	0
24	0	0	0	0	0	0	0	0
25	0	0	1	0	1	0	0	0
26	0	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0	0
28	0	0	0	0	1	0	0	0
29	1	0	0	0	0	0	0	0
30	0	0	1	0	0	0	0	0
31	0	0	1	0	0	0	0	0
32	0	0	1	0	0	0	0	0

cont.

Table A-10 (Continued)

Raw Data Matrix - Subject B - Speech 2

Units: Content Categories

	A	B	C	D	E	F	G	H
33	1	0	1	0	1	0	0	0
34	0	0	0	0	0	0	0	0
35	0	0	1	0	1	0	0	0
36	1	0	1	0	0	0	0	0
37	0	0	0	0	0	0	0	0
38	1	0	0	0	0	0	0	0
39	0	0	0	0	0	0	0	0
40	0	0	1	0	0	0	0	0
41	0	0	0	0	0	0	0	0
42	0	0	0	0	0	0	0	0
43	1	0	0	0	1	0	0	0
44	0	0	0	0	1	0	0	0
45	0	0	1	0	1	0	0	0
46	0	0	0	0	1	0	0	0
47	0	0	0	1	1	0	0	0
Per-centage	23	00	32	06	36	00	00	00

Table A-11

Raw Data Matrix - Subject B - Speech 3

Units: Content Categories

	A	B	C	D	E	F	G	H
1	1	0	1	1	1	0	0	0
2	1	0	0	1	0	0	0	0
3	1	0	0	0	0	0	0	0
4	1	0	0	0	1	0	0	0
5	1	0	0	0	1	0	0	0
6	1	0	0	0	1	0	0	0
7	0	0	0	0	0	0	0	0
8	1	0	0	1	0	0	0	0
9	1	0	0	1	0	0	0	0
10	1	0	1	0	1	0	0	0
11	1	0	1	1	0	0	0	1
12	1	0	1	0	1	0	0	0
13	1	0	0	0	0	0	0	0
14	1	0	1	0	0	0	0	1
15	0	0	1	1	0	0	0	1
16	0	0	1	1	0	0	0	0

cont.

Table A-11 (Continued)

Raw Data Matrix - Subject B - Speech 3

Units:	Content Categories							
	A	B	C	D	E	F	G	H
17	0	0	1	1	0	0	0	0
18	0	0	0	0	0	0	0	0
19	0	0	1	0	1	0	0	0
20	0	1	1	0	0	0	0	0
21	0	0	1	0	1	0	0	1
22	1	0	0	0	0	0	1	1
23	1	0	0	0	0	1	0	1
24	1	0	0	0	0	0	0	0
25	1	0	0	0	0	0	0	1
26	1	0	0	0	1	0	0	0
27	1	0	0	0	0	1	0	1
28	0	0	0	0	0	1	1	1
29	1	0	1	0	0	0	0	0
30	1	0	1	0	0	0	0	0
31	1	0	0	0	0	0	0	1
32	1	1	0	0	0	0	0	0

cont.

Table A-11 (Continued)

Raw Data Matrix - Subject B - Speech 3

Units:	Content Categories							
	A	B	C	D	E	F	G	H
33	1	0	0	0	0	1	0	1
34	1	0	0	0	1	0	0	0
35	0	0	0	0	1	0	0	0
36	0	0	0	0	0	0	0	0
37	1	0	1	1	0	0	0	0
38	0	0	1	0	0	0	0	0
39	1	0	0	0	0	0	0	0
40	1	0	1	0	0	0	0	0
41	1	0	1	0	1	0	0	0
42	0	1	1	0	0	0	0	0
43	0	0	1	0	0	0	0	0
44	0	0	1	0	0	0	0	0
45	0	0	0	0	0	0	0	1
46	1	0	1	0	0	0	0	1
47	0	0	1	0	1	0	0	0
48	1	0	0	0	0	0	1	0
Per-centage	65	06	46	19 19	27	08	06	27

Table A-12

Raw Data Matrix - Subject C - Speech 1

Units: Content Categories

	A	B	C	D	E	F	G	H
1	1	0	1	0	0	0	0	1
2	1	0	1	0	0	0	1	1
3	0	0	1	0	0	0	1	0
4	0	0	1	0	0	0	1	1
5	1	0	1	0	0	0	1	0
6	0	0	1	0	1	1	0	1
7	1	0	1	0	1	0	0	1
8	0	0	1	0	0	0	1	1
9	0	1	1	0	0	0	1	1
10	0	0	1	0	0	0	1	0
11	0	0	1	0	1	0	1	1
12	0	0	1	0	1	0	1	1
13	0	1	1	0	1	0	1	1
14	0	0	0	0	0	0	0	1
15	0	0	1	0	0	0	0	1
16	0	0	1	1	0	0	0	0
Per-centage	25	13	94	06	31	06	63	75

Table A-13

Raw Data Matrix - Subject C - Speech 2

Units: Content Categories								
	A ..	B ..	C ..	D ..	E ..	F ..	G ..	H ..
1	1	0	1	1	0	0	0	0
2	0	0	1	1	0	0	0	0
3	0	0	1	1	0	0	0	0
4	0	0	1	0	0	0	0	0
5	0	0	1	0	0	0	1	0
6	1	0	0	1	0	0	0	0
7	1	0	0	0	1	0	0	0
8	0	0	1	1	0	0	0	0
9	1	0	1	1	0	0	1	0
10	1	0	1	1	0	0	0	0
11	0	0	0	0	0	0	1	0
12	1	0	1	0	0	0	1	0
13	1	0	1	0	1	0	0	0
14	1	0	1	1	0	0	1	0
15	1	0	1	0	1	0	1	0
16	1	0	1	1	1	0	1	0

cont.

Table A-13 (Continued)

Raw Data Matrix - Subject C - Speech 2

Units: Content Categories								
	A	B	C	D	E	F	G	H
17	1	0	1	0	1	0	1	0
18	0	0	0	0	1	0	1	0
19	1	0	1	0	0	0	1	1
20	0	0	0	0	0	0	1	1
21	1	0	1	0	0	0	0	1
22	1	0	0	1	0	0	1	0
23	0	0	1	1	0	0	0	0
24	1	0	1	0	1	1	1	1
25	1	0	0	0	0	0	1	0
26	1	0	0	0	0	0	1	0
27	1	0	0	0	0	0	0	0
28	1	0	0	0	1	0	0	0
29	1	0	0	0	0	0	0	0
30	0	0	0	0	0	0	1	0
31	0	0	0	0	0	0	1	0

cont.

Table A-13 (Continued)

Raw Data Matrix - Subject C - Speech 2

Units:	Content Categories							
	A	B	C	D	E	F	G	H
32	0	0	0	0	0	0	0	0
33	0	0	0	1	0	0	0	0
34	1	1	1	0	1	0	0	0
Per-centage	62	03	56	35	26	03	50	12

Appendix B

Xerox Copy of Each Speech Given by
Black Psychologists A, B, C

PUBLIC SCHOOLS AND EQUAL EDUCATIONAL OPPORTUNITY*

Robert L. Green**

The past twenty-four months of controversy surrounding school busing and desegregation have pointed out clearly and irrevocably that public education in America today is inextricably intertwined with the nation's political system. No educator today can afford to think and work in a vacuum, closing his or her eyes to the political realities of our times with respect to public education.

As an educator, I remain committed to the concept of multiracial schools. This commitment rests on three basic assumptions: (1) that multiracial schools provide the most effective conditions on which to build a democratic multiracial society; (2) that school segregation is harmful to the educational and psychological development of both black and white children; and (3) that multiracial schools provide appropriate settings for teaching attitudes and behavior conducive to reducing racial tensions.¹ However, as a political realist, I know that the recent Supreme Court decision in the Richmond case casts doubt on whether we will be able to move with reasonable speed towards achieving multiracial schools in many of our large urban centers, particularly those with majority black populations.

* This paper was originally presented in part as a speech before the Conference on Educational Policies and Equal Educational Opportunities, University of Michigan, Ann Arbor, June 6, 1973.

** Robert L. Green is acting dean of the College of Urban Development and professor of educational psychology at Michigan State University.

¹ Robert L. Green, John H. Schweitzer, Donald S. Biskin, and Lawrence L. Lezotte, "The Sociology of Multiracial Schools," Inequality in Education, No. 9, August 3, 1971, Center for Law and Education, Harvard University, p. 25.

While the precise legal implications of the Richmond decision are not known, the ruling could be interpreted as a blow to the concept of metropolitan school desegregation. The status of metropolitan desegregation could well be decided by *Bradley v. Milliken* which will be heard by the U.S. Supreme Court.

In the meantime, it is important that the deadlock over school desegregation not be used as an excuse to halt efforts to bring about equal educational opportunity. There are steps which can be taken now. It is vital that educators at all levels, from elementary schools to universities, address themselves to the question of making quality education a reality for all of the nation's children. Teachers, administrators, school board members and concerned citizens must begin to act now to bring about renewed confidence in the public school system to educate our children and to positively affect the American society order. Fantini and Weinstein have aptly observed:

When the diverse problems which face our country today--the outcomes of which ultimately shall determine the fate of the United States--are examined in relation to the purpose of our educational system, it becomes all too clear that our education has been severely deficient in achieving its purpose, quantitatively and qualitatively. Yet education is the only institution upon which we, as a nation, can rely to provide us with a population which has a significant proportion of truly democratic, socially oriented, dedicated adults who will contribute to our country's welfare.²

The Kerner Commission reported in 1968 that the schools have failed to provide the educational experience which could help poor and minority children "overcome the effects of discrimination and deprivation."³ In 1971,

² Mario D. Fantini and Gerald Weinstein, The Disadvantaged: Challenge to Education (New York: Harper and Row, Publishers, 1968), p. 172.

³ Report of the National Advisory Commission on Civil Disorders (New York: The New York Times Co., 1968), pp. 424-425.

Kenneth Clark noted that "urban schools are spawning hundreds of thousands of functional illiterates who are incapable of playing a constructive role in our society and who cannot be integrated into the economy without costly remedial education, even in such basics as reading and arithmetic."⁴ It has been noted that a large percentage of the black children graduating from our public schools in recent years are in this category of functional illiterates, that is, they are unable to read at the sixth grade level.⁵ In operational terms, this means they have trouble reading and comprehending the daily newspaper. This is the reality which we, as educators, public officials and concerned citizens, must face. Our crime is that five years after the Kerner Commission indicted education as part of the system which has created two separate societies in America, we have done little to help improve the educational system and close the gap between minorities and whites. The skill and power to take such action has been there, but the will to act has been absent.

In the current crisis over school financing, involving the rejection of millages in many localities and the proposed cutbacks in several federal programs, we must find this will to act. Many of the changes which are needed do not involve large expenditures of money; some may even result in savings for school systems; others may merely involve the redistribution of financial and human resources within school systems.

⁴ Kenneth B. Clark, "Alternatives to Urban Public Schools" in Susan Cahill and Michelle F. Cooper (Eds.), The Urban Reader (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971), p. 301.

⁵ M. Lee Montgomery, "The Education of Black Children," in Nathan Wright, Jr. (Ed.), What Black Educators are Saying (New York: Hawthorne Books, Inc., Publishers, 1970), p. 48.

A major step toward bringing about equal educational opportunity in the public schools involves great changes in the teaching and administrative staffs of these institutions to better equip them to deal with majority and minority group children in existing segregated and in the rare multiracial settings. The quality of teachers and administrators in our schools is a major factor which very often negatively impacts on the school experience of the urban minority child. A 1963 study of the Chicago public schools found that in the 10 schools ranking lowest in socioeconomic status, only 63.2 percent of all teachers were completely certified. Seven of these ten schools had black enrollments greater than 90 percent. In the ten highest ranking schools, 90.3 percent of the teachers were fully certified. Predictably, eight of these schools were totally white.⁶ Havighurst reported in 1967 that in Chicago public schools with large minority enrollments, 36 percent of the teachers were full-time substitutes. No other schools in the city averaged more than 14 percent in the full-time substitute category. Eighty-two percent of the substitutes in the city were assigned to minority schools and the median years of teaching experience was four years in these schools. The median in other Chicago schools was no less than nine years and usually was considerably more.⁷ In the Benton Harbor, Michigan, desegregation case, it was proven that teachers with inferior credentials were assigned to black schools and that teachers were also assigned by race.⁸ What all of this says is that the teachers of

⁶ Robert L. Green, "Racism in American Education," Phi Delta Kappan, January 1972, p. 275.

⁷ Robert J. Havighurst, Education in Metropolitan Areas (Boston: Allyn and Bacon, 1967).

⁸ *Berry v. Benton Harbor*, 1970, testimony of R.L. Green as expert educational witness.

blacks, other minorities and the urban poor have been less experienced than the teachers of the affluent. It also says that they are often less committed to careers in education, less knowledgeable about the philosophy and theories of education, and less involved with the overall purposes of education as they relate to equal opportunity. This view is supported by Grace Lee Boggs, a former Detroit teacher, who observed that in the city's inner city schools, "three out of four teachers have already quit psychologically."⁹ This lack of commitment among some urban teachers is particularly disturbing in light of the fact that urban children deserve no less than the best qualified teacher. Hawkins observes:

The teacher must communicate concern for and belief in the inner-city school child in such a way that the child sees himself as being able to face and solve his problems, whether they be in the school, in the home, or in the general community.¹⁰

While urban children have received the least qualified and/or least experienced teachers, it is questionable whether any of the current crop of teachers, ranging from the most experienced to the newest group of graduates are adequately prepared to teach youngsters from diverse racial and cultural backgrounds. It has been noted that most teachers, like most Americans, are not prepared for interracial living.¹¹ Teacher preparation, in addition to being white-oriented, is also oriented mainly to the middle income child, to the kind of child the teacher himself was just a few years earlier.¹²

⁹ Grace Lee Boggs, "Toward a New System of Education," in Wright, What Black Educators are Saying, p. 191.

¹⁰ Lawrence Hawkins, "Urban Schoolteaching: The Personal Touch," in Wright, What Black Educators are Saying, pp. 43-44.

¹¹ Mark A. Chesler, "Interaction and Teaching Alternatives in Desegregated Classrooms," in Robert L. Green (Ed.), Racial Crisis in American Education (Chicago: Follett Educational Corp., 1968), p. 118.

¹² Fantini and Weinstein, The Disadvantaged, p. 199.

In light of these conditions, the policy changes I propose involve a two-pronged attack on the problem, calling for (1) the re-education of the existing teaching force and (2) the major overhaul of teacher-training programs.

In the area of in-service education to re-train the existing teaching force, we must foster in teachers and administrators an understanding of why such programs are needed. Most school systems currently make provision for some in-service education but it is, in general, misdirected in its approach. Too often such programs are only reviews of teacher experiences over the past several months. Teachers must begin to use this time to specifically address the changing educational needs of our society, to open their minds to new approaches which are being developed and tested in universities and in other school systems. Such programs must also work to eliminate what Jonathan Kozol calls the "outworn code of 'professional' reservation, 'professional' withdrawal, 'professional' restraint."¹³ Such attitudes, Kozol notes, prevent teachers from facing up to the real problems of urban children, from becoming involved in these problems and working toward their solution. No human being, and especially not a teacher, can afford to adopt the posture of neutral observer while the lives of so many youngsters are being systematically limited. Such in-service programs can also be the site of an in-depth review by administrators and teachers of staff evaluation procedures. It is a fact that there are just too many poorly trained teachers currently employed in school systems. In New York City only twelve teachers were dismissed for

¹³ Jonathan Kozol, "Teaching Life at an Early Age in the Slums," in Cahill and Cooper, The Urban Reader, p. 291.

incompetence within a recent five-year period.¹⁴ A teacher who is doing a less than satisfactory job after two or three years on probation has very little chance of substantially improving.¹⁵ Working together, the school system staff must devise an effective means of evaluating instructional and administrative competence in order to maintain only those teachers who can meet the needs of today's school children. Fantini and Weinstein suggest, and I endorse, a proposal to establish within a school system the position of "clinical professor" or "instructional specialist" to coordinate a broad in-service education program.¹⁶ The "clinical professor" would be a qualified staff member from a local college or university who would work with the school system to insure that it is kept up to date on the most recent research in the field of education and who would facilitate the discussion of existing problems in the schools. Unless teachers begin to acknowledge their problems and inadequacies, we have little chance for improvement.

Where the current teaching staff problem can be addressed directly by school boards and school administrators, the question of revised teacher training programs can only be addressed indirectly by the public school leadership. Current teacher training programs do not reflect or promote the ethnic diversity of the U.S. population. Most schools of education have essentially all-white staffs which have themselves been trained to be biased toward minority peoples. In most schools of education the emphasis is on developing certain cognitive skills, training student teachers how to

¹⁴ Boggs, "Toward a New System of Education," p. 191.

¹⁵ Raymond Bottom, The Education of Disadvantaged Children (West Nyack, N.Y.: Parker Publishing Co., Inc., 1970), p. 37.

¹⁶ Fantini and Weinstein, The Disadvantaged, p. 254.

establish lesson plans, determine objectives, evaluate performance. Very little, if any, time is spent helping the prospective teacher to understand his own motives and his own behavior.¹⁷ Studies have shown that the most effective urban school teachers are not necessarily those who write the best lesson plans. The most effective teachers are those who possess certain basic personality traits which enable them to have meaningful relationships with children--warmth and a sense of humor, liking and accepting students, confidence in one's professional ability, a sense of personal security, the ability to improvise.¹⁸ Along with academic course work, teacher training programs should emphasize field experience involving work with people from diverse backgrounds, urban and rural residents from all socioeconomic groups and from diverse racial backgrounds. In addition, the education schools' policy of accepting any student with an expressed interest in teaching has produced a large number of teachers who are basically unequipped for careers in education. This is far different from policies in other important fields such as medicine and the law where more than just interest must be demonstrated in order to gain acceptance into a training program.

To date, schools of education have been reluctant to change their programs. But public school systems can play a critical role in forcing such changes by refusing to hire any new teachers who have not had the kind of multicultural experiences described above. They can also work with state teacher certification agencies to alter requirements to include expanded field experiences and more courses aimed at understanding and mitigating racial discrimination and the problems of the disadvantaged and more courses

¹⁷ Fantini and Weinstein, The Disadvantaged, p. 200.

¹⁸ Bottom, The Education of Disadvantaged Children, p. 19.

on personal evaluation and self-understanding. In addition, the public schools should encourage colleges and universities to seek out for teacher education programs individuals from disadvantaged backgrounds who have the potential to master the fundamentals of learning and the skills to guide the learning process of others.¹⁹

In addition to who does the teaching, the question of what is taught and how it is taught must be addressed by school officials concerned about equal educational opportunity. What is involved here is a re-evaluation of our current school curriculum and the methods currently employed in classrooms around the nation. Fantini and Weinstein have effectively stated what I believe the modern school curriculum should attempt to do. They write:

...the school must aim to supply each child with as many alternatives for decision-making as it is possible for him to assimilate; to expose him impartially to as many ways of interpreting a situation as he can; to develop and to extend his meaningful perception of the structure and content of his expanding environment; and to widen his repertoire of role performance and action.²⁰

It is obvious that today's curriculum is not meeting these goals. The current school curriculum, like the average school teacher, is white and middle class oriented, lacking almost completely any meaning for the black, Spanish-speaking, American Indian or poor white child. The school curriculum presents the story of white, middle class America in such a way that the cultural values of any other group are irrelevant, or even distasteful. White or black children are taught to look at minority people

¹⁹ Lester D. Crow, Walter I. Murray, and Hugh H. Smythe, Educating the Culturally Disadvantaged Child (New York: David McKay Co., Inc., 1966), pp. 90-91.

²⁰ Fantini and Weinstein, The Disadvantaged, p. 156.

as different, inferior, undesirable and prone to violence.²¹ One observer noted that the only Chicanos to graduate from high school now are those who are no longer Chicanos, that is, those who have been willing to deny their own heritage.²² The picture of the world being conveyed in our public schools today is as false as the statement "The world is flat." And yet, it is this picture which persists.

The current school curriculum must be revised to include material on all minority groups; the new curriculum must reflect fully the contributions which minority citizens have made to this nation and the world. I have just completed work on a series of elementary level pamphlets to be published by Franklin Press in September 1973. They describe the contributions of some 30 famous black Americans--politicians, entertainers, writers and others--who are making outstanding contributions to society now. This is the kind of material which must be introduced into our classrooms today. In addition, we need special units added to the current curriculum which teach children to develop non-racist attitudes. Units on democracy, units on living in a multiracial world, and units teaching respect for the lifestyles of the poor are needed to help middle class children develop more positive racial feelings and to help disadvantaged children develop more positive self concepts.

To deliver this new curriculum, we will have to encourage the use of a new teaching approach, one which builds on the child's direct experience and then moves to the abstract or unknown. This will require a new

²¹ Alice Miel, with Edwin Kiesler, Jr., The Shortchanged Children of Suburbia (New York: Institute of Human Relations Press, The American Jewish Committee, 1967), p. 15.

²² G. Louis Heath, Red Brown and Black Demands for Better Education (Philadelphia: The Westminster Press, 1972), p. 75.

curriculum guide for many urban children meeting the following general criteria:

Instead of just content outlines, the guide should suggest a series of direct or contrived experiences with possible concept outlines to be developed from each, in sequential experiences, beginning in the immediate neighborhood areas and expanding outward. The focus should expand each year, from simple concepts to more complex ones.²³

All children can learn under the proper circumstances. The reluctance of some teachers to utilize instructional tools beyond themselves which might improve their teaching effectiveness must be overcome.²⁴ The popular TV show Sesame Street offers us clues on how we might improve early childhood education for all children. A study on the impact of watching Sesame Street for one year found that "children from disadvantaged backgrounds who watched the program more than middle class children learned more than their advantaged peers."²⁵ American education has not fully utilized our expanding technology for the improvement of classroom teaching.

One educational practice which definitely must be eliminated from all school systems is the practice of ability grouping or "tracking." It has been shown repeatedly that track placements based on white middle class oriented standardized tests discriminate against minority children who are relegated to the lower tracks where they are exposed to a lower academic press and a reduced curriculum. Clark observed that once children are placed in lower tracks where "certain judgments about their ability determine what

²³ Fantini and Weinstein, The Disadvantaged, p. 347.

²⁴ Herman R. Goldberg, "The Role of Administration in Educational Change," in Walter M. Lifton (Ed.), Education for Tomorrow (New York: John Wiley and Sons, Inc., 1970), p. 35.

²⁵ Antron Gentry, Byrd Jones, Carolyn Peeks, Royce Phillips, John Woodbury, and Robert Woodbury, Urban Education: The Hope Factor (Philadelphia: W.B. Saunders Co., 1972), p. 11.

is done for them and how much they are taught, the horror is that the results tend to justify the assumptions."²⁶ School systems which continue to practice ability grouping are in direct conflict with the principle of equal educational opportunity.

As we move to change school curricula through new programs and new approaches, it is important that we build into these innovations a vital and strong evaluation component. Such a component can insure that we are, in fact, fulfilling the purposes for which the new programs were designed. Evaluation programs can tell us how well we are doing the job and whether we ought to continue our efforts or shift course. For example, a recent study of innovations in the field of black history courses revealed that while the subject had been introduced in several schools, "many important topics including a large number dealing with Negro achievements were not adequately examined." The report continued:

Noteworthy were the frequent omissions or inadequate explanations of significant forces and trends, their causes, and their effects. The effect on students would most certainly be a lack of proper understanding of the whys and hows of American Negro history so necessary for intelligent and effective dealing with some of the most important racial, and thereby national, problems.²⁷

In addition to changes in curricula and teaching methods employed in the public schools, I believe it is essential for public school systems to examine the broad concept of alternative public education as it is emerging in this country. It is estimated that only about 60 percent of the American people are currently satisfied with the current status of American education.²⁸

²⁶ Kenneth Clark, Dark Ghetto (New York: Harper and Row, 1965), p. 128.

²⁷ Gerald J. Zunino, "Afro-American History Curricula in High Schools," Integrated Education, Vol. X, No. 1, January-February, 1972, p. 29.

²⁸ Mario Fantini, "Diversified Demands on the Public Schools," Changing Schools, Indiana University School of Education, Bloomington, Indiana, No. 2, 1971.

This means that at least 40 percent, and sometimes more, are not happy with the current system. As a result of this dissatisfaction, a movement has grown to establish viable educational alternatives within public school systems. A number of these alternatives are aimed directly at learners with different life styles. Most alternative schools are based on the concept of "organic" or "natural" growth, that is, "once people are freed from the oppressive restrictions of the traditional school, a new learning community will evolve naturally as people deal with each other openly and honestly."²⁹ Alternative schools, in general, share the following characteristics which seem to relate positively to the goal of equal educational opportunity.

- (1) a close student-staff relationship is developed based on mutual trust
- (2) academic and structural decision-making is shared by a community of students, parents and staff
- (3) the human and physical resources of the surrounding city become valuable instructional tools
- (4) the traditional curriculum and educational program undergoes a major overhaul with the elimination of or a drastic change in irrelevant subject matter distinctions, grading procedures and age divisions.
- (5) students from diverse cultural backgrounds work together effectively and the curriculum strives to develop a mutual respect among diverse cultural groups.

School boards and school administrators should carefully review the progress of programs in alternative public education as they are being carried out in places such as Palo Alto and Berkeley, California; in St. Paul, Minnesota; and in New York City. Then a decision can be made as to whether the introduction of similar alternative programs might well serve particular

²⁹ Center for New Schools, "Strengthening Alternative High Schools," Harvard Educational Review, Vol. 42, No. 3, August 1972, p. 336.

segments of the school district's population more effectively than the traditional school structure.

Two final areas which I would like to see school systems address in their quest to realize the goal of equal educational opportunity are academic and vocational counseling and extracurricular activities.

The field of school counseling has been a growing one in recent years. It has grown as the children of the white middle class have become "problem" children, alienated from their parents, involved with drugs, and generally rebellious of all authority. But the kind of counseling we offer to the white middle class child does not necessarily fit the needs of the minority and poor white student. The problems of poverty, racial prejudice and cultural deprivation are far different from the problems of the white child who cannot deal with his parent's affluence. There is a great need for school systems to hire counselors with a proven ability to relate to the minority child, to hire counselors who know the language, customs and value systems of the disadvantaged.³⁰

In the extracurricular activities field, it is essential for school systems to devise programs to which all segments of the school population can relate. For example, school concerts should feature the "soul" sounds of the black population and the Latin beat of the Spanish-speaking population, as well as the hard rock or folk sounds which may appeal to the white student body. It is not unusual to find in urban schools the phenomenon of the all-black basketball team and the all-white cheerleading squad, or other forms of racial disparity. It is important that the school sponsor clubs

³⁰ Thomas S. Gunnings and Gary Simpkins, "A Systemic Approach to Counseling Disadvantaged Youth," Journal of Non-White Concerns in Personnel and Guidance, Vol. 1, No. 1, October 1972, pp. 4-8.

and activities which bring minority and majority students together in ways which can bring about the development of mutual respect and friendship.

The policy changes I have proposed here are within the realm of possibility for every school board. They are policies which can and should be implemented as quickly as possible. But as school districts consider such changes, it is important that the parents of the district be involved in the deliberations to insure maximum support for the new programs and approaches. The home environment has long been recognized as a key factor in the educational success of the child. Any school system determined to implement policies for equal educational opportunity should at the same time devise organizational changes which guarantee the rights of all parents in the decision-making processes of the school system. There is evidence that the level of parent participation in both urban and suburban schools today is very low. Hawley and Zimmer in a 1968 study were "impressed by how little the residents in all parts of the metropolitan area (under study) actually know about their schools."³¹ The traditional PTA model of participation is inadequate for effective community involvement in educational decision-making; the responsibility falls on the school system to devise a more effective model of participation.

In conclusion, I return to a point I articulated at the beginning of this paper. The Kerner Commission stated five years ago that in order to bridge the gap between black and white, Americans would need "new attitudes, new understanding, and above all, new will."³² So far all of these have

³¹ Basil G. Zimmer and Amos H. Hawley, Metropolitan Area Schools: Resistance to District Reorganization (Beverly Hills, Calif.: Sage Publications, Inc., 1968), p. 290.

³² Report of the National Advisory Commission on Civil Disorders, p. 2.

been lacking. But I believe that the schools have the power to provide these three ingredients--to students and to their parents. This means a new leadership role for the educational establishment; it means a commitment to eradicating the hatreds and fears that divide men and building the bonds that pull us together. Paul Goodman has observed that as educators "our philosophic aim must be to get each one out of his isolated class and into one humanity."³³ The failure to take the actions described above will stand out as proof to society--and possibly to the courts--that America's school systems do, in fact, endorse the principle of "unequal" educational opportunities.

³³ Paul Goodman, "The Universal Tray," in D. Schreiber (Ed.), The School Dropout (Washington, D.C.: National Education Association, 1964), pp. 44-45.

James S. Peters, II, Director
Division of Vocational Rehabilitation
Connecticut State Department of Education

One of the most challenging and far-reaching changes in social, welfare, health and education legislation in recent years came about through the Vocational Rehabilitation Act Amendments (P.L. 89-333) passed by the Congress during its 1965 session. These amendments were the instrumentation for greatly strengthening the program of vocational rehabilitation of the physically and mentally handicapped and also making the Socio-Cultural Disadvantaged eligible for the Vocational Rehabilitation Services. Now with Section 15 of the Vocational Rehabilitation Act of 1968 we have a tremendous opportunity to help remove the scars of segregation and discrimination from the "soul" and backs of America's Blacks and other deprived minorities, as well as the socio-culturally handicapped.

The new Grants-In-Aid programs to workshops, rehabilitation facilities, as well as other public and private non-profit Health, Education and Welfare agencies are enabling our program to capture more federal funds and plan better programs in our efforts to help the State of

¹A talk given for the Lion's Club of Hartford, Thursday, June 1, 1967, Shoreham Motor Hotel, Hartford, Connecticut.

²A talk given before meeting of State Directors, Vocational Rehabilitation and region of Vocational Rehabilitation personnel, Sheraton Biltmore Hotel, New England regional conference National Rehabilitation Association, Providence, Rhode Island, June 13, 1967.

³A talk given at the training institute conducted by the Massachusetts and Connecticut Chapters of the National Association of Sheltered Workshops and Homebound Programs, Heritage House Motor Hotel, Hyannis, Massachusetts, April 22, 1969.

Connecticut to erradicate those twin enemies of progress--poverty and⁸⁷ dependency.

When Governor John Dempsey signed into law, House Bill 3139, "An Act Establishing a Division of Vocational Rehabilitation with the State Department of Education", on Wednesday, June 2, 1965, along with Congress he sealed the end of legislative discrimination against groups just as handicapped as "the lame, the halt, and the blind", i.e., the deprived American Negro and other racial, ethnic and sociological minorities. The latter characterized as jail inmates, juvenile delinquents, drug addicts, homosexuals, unwed mothers, school dropouts, etc. Through a new bill (H.13-649), our 1965 legislation, we will have a mandate to go much farther in our quest to make tax producers out of tax recipients; to make solid citizens of the neer-do-well; to make skilled and semi-skilled workers of the classical "hewers-of-wood and drawers-of-water". The major limitation of such a far reaching idealized version of our role is State and Federal financing or funding. There are many minor limitations that "we could overcome" if we could come to grips with the former. This bill, "An Act Concerning Vocational Rehabilitation" has received a favorable hearing before a joint Senate and House committee and is now scheduled to be acted upon by the General Assembly. In the event of its passage, I am certain that the Governor will sign it for he has, more than any other Chief Executive of the State of Connecticut, as well as his administrative aids, more than demonstrated his interest in all of Connecticut's citizens, and in particular, those disadvantaged by birth defects, environments, deprivation, disease, race, religion, inadequate education and you name it, our Governor is interested. He

is, and have no doubts about it, one of the greatest humanitarians in contemporary public life.

It might interest those of you present if I read the major provisions of our Act. It begins with the Statement of Purpose: (see appendix)

For the fiscal years 1970 and 1971 the Governor has recommended for approval all of the money we requested, \$1,204,178 (this includes fringe benefits) making a total of \$2,258,386 for the bi-annum. If the General Assembly approves these amounts, we stand in a good position to capture all available federal funds. This will enable us to increase greatly our Workshop and Facilities Program which is under the supervision of Clifford Beebe, our Consultant and Specialist, who is doing a great job in this area. He, and his co-workers, are aware of the need to meet the challenge of the Vocational Rehabilitation of the disadvantaged.

The Division of Vocational Rehabilitation will rehabilitate to gainful employment over 2,000 disabled men and women this year, although we work with many more. Only four years ago, we were rehabilitating less than 1,000 disabled persons per year. Lest we rest on our recent progress and become too self-satisfied, according to a recently completed administrative study of vocational rehabilitation in Connecticut by the Harbridge House, Inc. Consulting Firm (March, 1966), there is need for rehabilitating 6,000 disabled persons per year by fiscal year 1971 if we are to keep pace with growth and development of program needs in the state. We are striving to obtain this goal.

It is our intention to forge ahead, and especially into the area

where the action is, the area of what Michael Harrington so aptly calls, "The Other America", the world of the socio-cultural disadvantaged where we are witnessing many behavioral problems; especially in the urban communities. This is a new challenge for vocational rehabilitation. According to Harrington:

"In the past, when poverty was general in the unskilled and semi-skilled work force, the poor were all mixed together. The bright and those who were going to stay behind, all of them lived on the same street. When the middle third rose, this community was destroyed and the entire invisible land of the other American became a ghetto, a modern poor farm of rejects of society and of the economy...."

Galbraith was one of the first writers to begin to describe the newness of contemporary poverty, and that is to his credit. Yet, because even he underestimated the problem, it is important to put his definition into perspective.

For Galbraith, there are two major components of the new poverty: Case poverty and insular poverty. Case poverty is the plight of those who suffer from some physical disability or mental disability that is personal and individual and excluded them from the general advance.

Insular poverty exists in areas like the Appalachians or the West Virginia coal fields, where an entire section of the country becomes economically obsolete.

Keeping in mind the components of the new poverty, case poverty and insular poverty, as described by Dr. Galbraith, we are now ready to advance a new component which we shall tentatively call sensori-perceptual poverty.

By sensori-perceptual poverty, we mean poverty which results from, or is caused by sensory and perceptual deprivation through poor housing, segregated and inferior education, job discrimination, minimum access to cultural stimulation and overriding feelings of alienation, rejection and isolation from the mainstream of society. Such sociological and psychological patterns blunt sensory stimuli and color perceptual cues, thereby creating within the individual pathological symptoms more indicative of what Karen Horney called, "the neurotic personality of our time", or what the military psychologists classified as undifferentiated neurosis or psychosis. This is a behavioral manifestation. To quote Harrington:

"Physical and mental disabilities are, to be sure, an important part of poverty in America. The poor are sick in body and in spirit. But this is not an isolated fact about them, an individual "case", a stroke of bad luck. Disease, alcoholism, low IQ's, these express a whole way of life. They are, in the main, the effects of an environment, not the biographies of the unlucky individuals. Because of this, the new poverty is something that cannot be dealt with by first aid. If there is to be lasting assault on the shame of the other America, it must seek to root out of this society an entire environment, and not just the relief of individuals."

Through our new vocational rehabilitation cooperative school programs, Correction Programs, Programs for the Mentally Restored and the Retardates, etc., we are endeavoring to bring more relief to the handi-

capped individual; we are bringing him "hope". Hope of a better tomorrow and the mechanisms for achieving. The young Negro, the Puerto Rican, the retardate especially needs this hope, for they live in a perpetual ghetto of collective human indignities in the form of mass hate, alienation and rejection. Those individuals who are able to rise above this cauldron of reactions are the exceptional ones. But many are to be scarred psychologically, and need specialized services help through rehabilitation and other agencies. As Samuel D. Poretor, Special Assistant to the Director of the Peace Corps, writes in "The Young Negro in America, 1960-1980":

"Under the most favorable conditions, the young Negro will find it a real task to overcome his educational deficit, change the poverty pattern and outlive the American stereotype of the Negro. If he plays for keeps, he will succeed; and in 1980, he will look back and see that he has come a long way. Hopefully, those who are now managers and leaders may share in this appraisal and help forge the framework for a true democracy in America."

The Connecticut Vocational Rehabilitation Agency is providing state-wide and community leadership in the identification of the needs of disadvantaged people and is developing guidelines and cooperative programs with the Welfare Department, Department of Community Affairs, Department of Personnel, Model Cities Programs and Community Action based programs of vocational rehabilitation services. The new Vocational Rehabilitation Acts, State and Federal, have placed on State Vocational Rehabilitation agencies specific leadership responsibilities

which include:

1. Administration and Supervision of an extended program of direct Vocational Rehabilitation Services to handicapped citizens (underway).
2. State-wide planning leading toward the provision by 1975 of comprehensive, high quality and vocational rehabilitation services to all who need them. Although the authority for making these studies is vested in the State, through the Governor, our agency is being entrusted with the responsibility.
3. Developing a State plan for an adequate network of rehabilitation facilities and workshops to serve handicapped people.
4. Working with local communities in developing plans for establishing and staffing workshops and rehabilitation facilities and acting on applications of local communities for federal funds to support local projects.
5. Providing consultative services to workshops in the development of workshop improvement and technical service projects and recommending approval of such projects to the Secretary of Health, Education and Welfare.
(Second year completed)
6. Providing consultative services to workshops and rehabilitation facilities that may be used for special training programs to be supported by federal funds, certification of handicapped individuals as eligible

for such training services, and certifying that workshops meet standards set by the Secretary.

7. Consultation with community organizations in developing research and demonstration projects and the approval of such projects when they involve direct services to handicapped people.

If the Connecticut Vocational Rehabilitation Agency is to perform this leadership role effectively, its personnel and organization must reflect the scope of its responsibilities.

Not only must its Director be a leader of stature, vision and administrative skill and courage, he must also have the administrative and technical assistance that is required to enable an agency to work effectively with rehabilitation centers, workshops, schools, hospitals, colleges, and universities in providing rehabilitation services.

To implement plans and formulations by our own staff, the Harbridge House study of Vocational Rehabilitation included certain recommendations which had implications for 1967-1969 budget. They are:

1. The client service capacity of the Division should be increased six-fold to provide for the rehabilitation of approximately 6,000 persons a year, a level that approximates the estimated gross annual increment of potentially eligible cases of disability in the state.
2. In view of the administrative and organizational problems that are attendant upon such an expansion, this increase in capacity can be expected to be attained no earlier than 1971.

3. The capacity of rehabilitation facilities in Connecticut should be substantially increased to respond to the proposed increase in client service capacity.
4. The additional facilities program should specifically include:
 - a. Training and rehabilitation facilities and units, to the number of several hundred a year, at existing state institutions and state penal institutions for the mentally retarded and mentally ill.
 - b. In-patient workshop and training facilities at existing rehabilitation hospitals sufficient to serve several hundred clients a year.
 - c. The expansion of existing private comprehensive rehabilitation facilities and sheltered workshops by an amount providing for the service of several hundred clients a year.
 - d. The development of new major rehabilitation center in Connecticut that would:
 - (1) Be sponsored and operated by the Division.
 - (2) Serve clients with a wide range of disabilities.
 - (3) Provide a comprehensive program of service emphasizing vocational training rather than medical care.
 - (4) Offer both in-patient and out-patient care.
 - (5) Be located near a major urban center.

- (6) Have the capacity to serve several hundred seriously disabled clients a year.
- e. The provision of residential half-way houses for these persons who need a partially supportive environment in making the transition from institutional life to competitive employment and for those who require such a supportive environment indefinitely. The number of places afforded should be several hundred.
5. In response to the proposed increase in client service capacity, the professional staff of the Division should be increased six-fold to a total of approximately 120 field staff by 1971.
6. An increase in total funding that is more than proportionate to the proposed increase in client service capacity should be sought. The minimum annual level of funding necessary to support a client service capacity of 6,000 cases per year in 1971 is \$6 million. An annual level of funding of 7.2 million dollars is desirable and probably will be necessary.
7. The increase in funding should be found by:
- a. An increase in the annual level of State appropriations to at least \$1.5 million and preferably 1.8 million dollars.
- b. A corresponding increase in Federal matching funds to at least 4.5 million dollars annually,

and preferably to 5.4 million dollars.

- c. The employment of categorical Federal grants for:
 - (1) Assistance in construction and equipment of rehabilitation facilities.
 - (2) In-service training of professional staff.
 - (3) Long-term program planning.
 - (4) Special research and demonstration projects.
- d. The use of third-party financing to capture further Federal funds for cooperative programs.

- 8. The present practice of appropriating State funds of a particular rehabilitation purpose should be abandoned.

To assist in guiding the extension and improvement of the rehabilitation program, a Citizens Advisory Committee was established by the State Board of Education in December, 1965. The Committee met twice a year; once in the fall and again in the spring. The Executive Committee met with the Division Director more frequently. This Committee's work was taken over by the State Planning Council for Vocational Rehabilitation Services during the phase of State-wide Planning. This Council was chaired by Attorney Joseph W. Kess of West Hartford whose work is now complete, and the findings and recommendations are now before the State's Planning Council which was formed by the Governor.

It has been said by experts in rehabilitation that "a civilization may be measured in some degree by the treatment accorded the disabled members of its society". Among certain past civilizations, such practices as putting the disabled to death or "locking them away" were followed. Even in this country, the disabled have not always been

accorded the best treatment. However, in our times, their talents are⁹⁷ being recognized, and they are being brought "out of the closets" and "off the shelves" and through the doorways to opportunity which has been opened by a more enlightened and informed citizenry.

Quality Education and Minority Staffing Patterns*

William F. Brazziel
Professor of Higher Education
University of Connecticut

As the nation wrestles with the problem of race and schools, two strong and unequivocal beliefs have emerged. One, that quality education must be integrated education. Two, that quality integrated education depends heavily on excellence in minority staffing programs in the schools.

The man on the street now sees the true value of integrated education and he wants school people to deliver a quality product to his children. It is becoming clearer to him each day that the most crippling thing American homes and schools can do to a child is to systematically train him to be a bigot.

Bigotry is a mental sickness of a most difficult order and a child bred and educated to bigotry is destined to find himself an adult captive of beliefs and attitudes that fall to serve him well in an increasingly integrated society.

The American parent has also learned that bigotry is a virus that is easily picked up by children and that the institutions of society can easily become unwitting conveyers of bigotry by the way they are organized and the programs they advance.

Central in these institutions are the schools. Many sad parents are finding that in spite of every effort to teach and shape the child correctly by homes and churches and youth organizations, the awful virus of bigotry can be unwittingly

*Summary of an address to a School Leadership Conference, State Department of Education, Richmond, Virginia, May 8, 1972.

conveyed by the organization and operation of their schools.

Witness the hypothetical case of James Jones of Cross City, U.S.A. Cross City has a population that is 30 percent black but most of Jim's teachers and all of his principals have been white. So have his guidance counselors, office workers, school bus drivers, crossing guards, cafeteria workers and school maintenance people. The superintendent and all central office staff are white. For 18 years the biggest single organized enterprise affecting Jim's life has offered little or no opportunity for experiences in multi-racial interaction, experiences which would prepare him for the real world he will have to live in. Further, he has come to the conclusion, if only subliminal, that white people are supposed to direct affairs in American life and black people aren't.

Now let us look at Jones at age 19. If he decides to fulfill his military obligations, there is a good chance that both his sergeant and his colonel may be black. At 25, the chairman of his neighborhood improvement association may be of another race. At age 30, his mayor and his supervisor at his office may be black. At 35, his chances for further advancement in his corporation may depend upon his ability to negotiate with representatives of world markets for sales or raw materials. Seventy percent of these representatives will be black, brown or yellow.

The schools of Cross City will not have prepared Jones for a productive and rewarding life. Indeed, they will have been a crippling and a counterproductive force. They will have laid the foundation for a lifetime of neurotic reactions and an ever deepening cycle of mental illness. Talk about "quality education" in such a situation is little more than hollow rhetoric.

I will not bore you with yet another litany on the mangling effects on black children of integrated schools with segregated staffs. Little children

now recite this litany. Suffice it to say that these situations constitute a systematic psychological lynching which the black child must attempt to ward off with every stratagem at his command. This brings deleterious acting out behavior into the classrooms of the lower grades and sometimes violence into the high schools. It cuts learning effectiveness by a hefty percent and is the prime cause of petitions by black students and community people to return to segregated school systems.

Americans should not and will not allow their schools to become a force for evil. Enlightened communities are asking their school administrators for an accounting as regards their efforts to assure quality in minority staffing and thus remove this factor as a possible deterrent to quality education.

What then can we do? What principles can we use to guide us? What improved practices can we employ?

First and foremost should be the adoption of the axiom that minority participation in all areas of the school enterprise is critical and that minorities will be allowed to take any and all leadership roles from time to time. This includes the superintendancy and all subordinate levels of leadership.

Some school systems are setting goals for minority participation. In the systems where segregated schools once existed, a good goal is the maintenance of the old black-white ratio of teachers and principals as the schools move to a unitary status. This is now required by law and all state and local superintendents have been apprised of this law by the Director of Civil Rights of HEW as of January, 1971.

There is work to do in many school systems to enable them both to eliminate the mangling effects of segregated staffs and to obey the law. Sadly, through outright dismissals and "silent firings" (failure to replace retiring blacks with blacks), many systems have begun a systematic reduction of black staffs.

In Virginia, for example, studies by HEW show a 7.7% increase in black children in Virginia schools, but an 8.1% decrease in black teachers. White teachers increased by 14.4%, however, while white children increased only 5.9 percent.

Virginia once boasted of some 55-60 black high school principals. These were some of the more able men in the country and they produced more than their share of the leadership in America. Judges, scientists, our most able civil rights lawyer, and an admiral in our navy came from these schools. Moreover, they served as role models for black children and as points of reference for the Jimmy Jones of Virginia enabling these young people to function easily and graciously in a dynamic, integrated society.

Black high school principals in Virginia now total less than 10 and many of the high schools are being led by lesser men, all assigned on the basis of color. I hang my head in shame for Virginia, Mother of Presidents and once revered as the cradle of reason and gracious style. Jefferson and even Lee would have relegated such behavior on the part of officials to categories reserved for the crudities of the cotton states. Or to some Northern states where blacks are new immigrants in the community.

All is not lost in this struggle. An 8.1% reduction in the Virginia ranks of black teachers only represents a loss of some 750 professionals. This number can and should be restored. Legally, these teachers must be restored. The solution is simple: Recruit and hire. The case of the reduction in black principals is similar. There is no reason at all that the cadres of black high school principals cannot be restored to 55-60. The solution is simple: Recruit and hire. Reduction in school size is a trend and as many of the large high schools are divided into smaller units of 1000 - 1200 students, principalships will become available and should be filled by blacks. New construction, also

of smaller units, will create more slots.

Several superintendents and personnel directors have attempted to use standardized tests in selecting teachers for their schools. Some earnest but misguided individuals have turned to these tests in an effort to upgrade the quality of their schools. Sadly, however, others have used these tests in hopes that large numbers of minorities teachers would somehow be excluded from the schools.

These strategies have not and will not work. Teaching is a complicated process involving many personal attributes. Standardized tests have not been able to predict teacher effectiveness to any successful degree. Indeed, the opposite is oftentimes true. An American Education Research Association team analyzed fifteen major studies which attempted to show a relationship between the National Teacher Examination and similar teacher effectiveness and tests. Six of these studies showed a negative correlation between tests and teaching effectiveness.

One may note, too, that use of tests to screen applicants has resulted in the elimination of many good white teachers from the schools and that a federal court ruling on a Mississippi case banned the use of these tests in the selection and assignment of personnel.

I would suggest that school systems conduct research on indices to predict effective teaching in integrated schools. We have an interesting dissertation underway in this area at the University of Connecticut. It seems that a combination of academic, personality, and emotional factors characterize the effective teacher in the integrated school. Many teachers of both races who were quite effective in segregated schools are less effective in the new integrated schools. Once this profile of a successful teacher becomes clear,

teacher education institutions can begin to recruit teachers with these attributes and train them in the proper skills as indicated by the research.

I would like now to turn our attention to the problem of assuring effective ancillary and supportive services personnel in the integrated school. These individuals can be very helpful or very hurtful to the school enterprise and to children.

We need psychometrists who can effectively use new instruments coming on the market to correctly assess minority abilities and achievement. This need cannot be stressed too severely. Most tests and most psychometrists simply do not measure the aptitude and achievements of poor minorities accurately. Devastating miseducation of children results from this imprecision. Witness the research of Jane Mercer and her team on maltesting in California schools. Of 400 minority children labeled retarded in one city, 342 had not been so labeled by any other of 240 city and private agencies working in various capacities with retarded children. Ninety-one percent of 1500 children once enrolled in classes for retarded children in the schools were leading normal lives once they left the schools. Sixty-five percent had white collar jobs. Mercer also found that IQ scores of minority children correlated almost perfectly with similarities of family life styles of these children to the life styles of the middle class whites in the community. Black children, for example, in families with only one of five possible life-style characteristics scored 82 on IQ tests, those with all five matched the white average of 100.

We need guidance counselors who will not attempt to shunt poor minority children into work training courses.

We need psychometrists and special education personnel who will not erroneously label disadvantaged minority children and dump them into classes for retarded children.

We need learning deficit specialists who can quickly size up cognitive

needs of minority children who are not moving at the proper pace and prescribe a program of high impact for them.

We need people across this entire spectrum who are competent to identify gifted disadvantaged minority children and fashion a program to assure the child a proper development and most important, the community the benefits of their talents.

In closing, let me express some needs for leadership in this entire area. We need school boards which will pick up the challenge for developing effective minority staffing patterns as enunciated last month by resolutions by the National School Boards Association at its annual convention.

We need action by dynamic school superintendents as enunciated by the American Association of School Administrators at their conference two years ago.

We need classroom performance and effective human interaction by all teachers as enunciated by Helen Bain of Nashville when she assumed the presidency of the NEA three years ago.

We need action on all fronts to keep the best of our young people interested in teaching as enunciated by FTA chapters and human rights groups for many years.

We need action by our community leaders who will recognize that the soul and mental well-being of the Jimmy Jones of our country is at stake and riding on their ability to bring about effective integrated education in their communities.

There is nothing in the challenge of developing quality minority staffing patterns that hard work and the elimination of bigotry in personnel practices will not overcome. There are enough leaders of good will in American communities and in its schools to meet this challenge. I believe it will be met. I hope Virginia will lead the way.