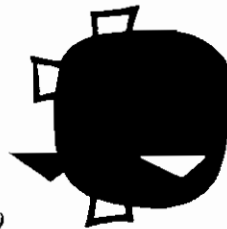


National Catholic Conference for Interracial Justice



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PART I

RESOURCES FOR TEACHER AND TEACHER EDUCATION IN HUMAN RELATIONS

WRITE TO:

1. Sister Olivia Barrett, RSH., ILLINOIS COMMISSION ON HUMAN RELATIONS, 160 North LaSalle Street, Room #1830, Chicago, Illinois 60601
(ASK for materials they have produced; Ideas for programming).
2. Rhoda Linton, NATIONAL WELFARE RIGHTS ORGANIZATION, Poverty/Rights Action Center, 1762 Corcoran Street, N.W., Washington, D.C. 20009
(ASK to be put on the mailing list and for information on NWRO and it's activities).
3. U.S. COMMISSION ON CIVIL RIGHTS, Washington, D.C. 20425
(ASK for publication in this area).
4. Miss Joan Krebs, Director, Center for Urban Education, CATHOLIC SCHOOL BOARD, 430 North Michigan Avenue, Chicago, Illinois 60611
(ASK for materials they have produced; Ideas for programming).
5. CENTER FOR INNER CITY STUDIES, 700 East Oakwood Blvd., Chicago 60653
(ASK for M.A. programs of Study they conduct).
6. PR & R COMMITTEE ON CIVIL AND HUMAN RIGHTS OF EDUCATORS, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036
(ASK for Bibliographies and other human relations materials they have produced or distributed).

HELPFUL BOOKLETS:

7. ORGANIZING FOR HUMAN RIGHTS - by: S. Margaret Traxler, SSND., and Howard E. Thomas. (A handbook for Teachers and Students). Published by: George A. Pflaum, Inc., 38 West Fifth Street, Dayton, Ohio 45402.
Price: \$1.50
8. LESSONS IN RACE RELATIONS - by: Sister Joann Carmen, OSF., (A handbook for Teachers). Published by: George A. Pflaum, Inc., 38 West Fifth Street, Dayton, Ohio 45402. Price: \$2.50

HELPFUL BOOKLETS: (Continued)

9. THE SHORTCHANGED CHILDREN of SUBURBIA - (What Schools Don't Teach About Human Differences and What Can be Done About It).- Alice Niel with Edwin Kiester, Jr., - Published by: The Institute of Human Relations Press The American Jewish Committee, 165 East 56th Street, New York City 10022 (The above also has a separate mimeographed discussion guide. Request this also).
10. THE MYTH of RACE - by: Sister Audrey Kopp - Published by: Divine Word Press, Techny, Illinois Price: 25¢
11. INTEGRATED EDUCATION - Published bi-monthly by: Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604 (Subscription rate: \$4.00 per year for six issues).
12. Afro-American Publications for teachers and students. AFRO-AM PUBLISHERS, 1727 South Indiana Avenue, Chicago, Illinois 60616.
13. REGIONAL EDUCATION LABS - (Write for information on the ones nearest you). National Center for Educational Research and Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington 20202
14. 20-24 page booklets gratis in lots of 100 or less from: SIDNEY HILLMAN FOUNDATION, Reprint Department, 15 Union Square, New York City 10003. (Such titles as A) "Where Do We Go From Here: Chaos or Community" by: Dr. Martin Luther King, Jr., B) "The Pentagon vs Free Enterprise - by: Senator William Proxmire. C) "Dynamics of Poverty" by: Michael Harrington. D) "The American City, Mirror to Man" by: Paul Ylvisaker.
15. BLACK HERITAGE SERIES, Pflaum Press, 38 West 5th Street, Dayton, Ohio 45402 (Student booklet @ 50¢ with excellent units on minoritie's contribution to American history. Ideal supplement with eleven study units in Black studies.
16. SPLIT-LEVEL LIVES - (This book has 11 essays on the split-level dichotomies between the principles we teach and the segregated lives we lead). Published by: Divine Word Publishers, Techny, Illinois
17. AM I a RACIST - (For teachers and high school students). Published by: Panelist Press, 21 Harristown Road, Glen Rock, New Jersey 07452 Price: \$1.50

PART II

ACTION. SUGGESTIONS FOR HUMAN RELATIONS WHAT SCHOOLS CAN DO --

FACULTY

1. Unite and utilize group power in refusing to teach for any pastor who openly or covertly engages in racist policies or actions.
2. Issue a public open admission policy for school enrollment.

ACTION SUGGESTIONS FOR HUMAN RELATIONS WHAT SCHOOLS CAN DO -- (Cont'd).

3. Conduct faculty workshops on social relations with special emphasis on school involvement in local decision making policies.
4. Request faculty members to take six credit hours in Afro-American Culture.
5. Establish a comprehensive faculty library on race relations.
6. Conduct small group discussions among the faculty on relevant books pertaining to the racial crisis.
7. Elect a social action committee and chairman for the school who will also serve as moderator for a student human relations group.
8. Encourage faculty members to join local human relations organizations.
9. Support, as a group, actively involved clergy, civic leaders, reporters, etc., by encouraging telephone calls, letters and personal contacts.
10. Familiarize oneself with parish groups and serve as catalyst regarding their involvement in race relations.
11. Work out a systematic plan for attendance of a faculty member at each meeting of the City Council, Council Committee meetings, and Board of Education to keep abreast of the issues and to mobilize the resources of the school to influence policy making.
12. Encourage education on Jewish-Christian Relations. Contact nearest Anti-Defamation League on American Jewish Committee. Request their catalogs which are treasure-troves of films, and other teaching tools.

CLASSROOM

1. Teach the truth regarding Black America and/or Mexican American life. Emphasize the social encyclicals and the Council documents regarding race, poverty, and peace.
2. Give students experiential learning in ethnic-minorities ways which do not infringe upon the students' dignity. (Educational leaders from the minorities community should always be consulted before initiating exchange programs and other joint activities).
3. Establish a human relations organization in each classroom.
4. Conduct discussion groups, perhaps in Great Books fashion, on current books about Black and Mexican-Americans.
5. Encourage participation in social action groups outside the school structure.

6. Eradicate, by whatever means necessary, the practices and procedures which foster rigidity, closed mindedness, and unquestioning conformity to authority--roots of the prejudiced personality.

PARENTS AND COMMUNITY

1. Consult with the local public school system about the needs of education of minority children.
2. Consult with minority group parents and leaders about the educational needs of their children. (Conduct home visitations).
3. In integrated and/or segregated areas, open the school to adult groups for exchange of ideas on issues and to acquaint groups and races with one and another.
4. Organize recreational programs outside school hours for children and youth.
5. Check with local public and parish libraries to determine what books and monies they have available on human relations and, if necessary, petition widely for them to obtain such relevant information.

PART IIIU.S. EDUCATION LABORATORIES

1. RESEARCH and DEVELOPMENT CENTER in TEACHER EDUCATION - 303 Sutton Hall, University of Texas, Austin, Texas 78712
Mission--To develop a comprehensive system of teacher education through:
 -Study of the effects of various kinds of teacher preparation on actual teaching behavior and the effects of such behavior on child learning.
 -Highly specified and tested instructional learning modules.

2. SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SWEDL), 800 Brazos St., Austin, Texas 78767. Mission--To improve the education of Black, Mexican-American, and French-American children through products such as:
 -A mathematics curriculum designed for deprived elementary and junior high students.
 -Multicultural social education which provides social concepts and skills and an appreciation of cultural diversity for economically deprived and culturally different children.
 -Bilingual materials and teacher training for preschool through grade 6 to teach children subject matter in their native language at the same time they learn English as a second language.
 -Curriculum for ages 2 through 5 emphasizing communications and psychosocial development, and involving parents and the community in their children's education.

3. SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY - (SWCEL) 117 Richmond Drive, N.E., Albuquerque, North Mexico 87106. Mission--To improve the education of Indian, Black, and Spanish-American children, initially through:
 -A preschool program to develop English oral language skills.
 -A primary grade program to improve English oral language.
 -A program to facilitate the transition from oral language to reading.

4. SOUTHEASTERN EDUCATION LABORATORY (SEL) - 3450 International Boulevard, Atlanta, Georgia 30054. Mission--To alleviate educational deficiencies in the Southeast through:
 -Instructional materials in communications skills to overcome the educational and occupational problems which arise from nonstandard speech patterns.
 -Curriculum materials in interpersonal relations for students, teachers, and parents to facilitate learning and mental health in schools with newly integrated faculties and student bodies.
 -A mobile program of cultural enrichment and school readiness for rural preschoolers.

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