

**Mark A. CHESLER
Bunyan I. BRYANT
James E. CROWFOOT**

MAKING DESEGREGATION WORK

**A Professional's
Guide to
Effecting Change**

 **A SAGE HUMAN SERVICES GUIDE 23**

MAKING DESEGREGATION WORK

SAGE HUMAN SERVICES GUIDES, VOLUME 23

SAGE HUMAN SERVICES GUIDES

a series of books edited by ARMAND LAUFFER and published in cooperation with the Continuing Education Program in the Human Services of the University of Michigan School of Social Work.

- 1: GRANTSMANSHIP** by Armand Lauffer with Milan Dhuhy, William Lawrence, and Eloise Snyder
- 2: CREATING GROUPS** by Harvey J. Bertcher and Frank F. Maple
- 3: UNDERSTANDING YOUR SOCIAL AGENCY** by Armand Lauffer, Lynn Nybell, Carla Overberger, Beth Reed, and Lawrence Zeff
- 4: SHARED DECISION MAKING** by Frank F. Maple
- 5: VOLUNTEERS** by Armand Lauffer and Sarah Gorodezky with Jay Callahan and Carla Overberger
- 6: RESOURCES** by Armand Lauffer with Bonnie Carlson, Kayla Conrad, and Lynn Nybell
- 7: FINDING FAMILIES** by Ann Hartman
- 8: NO CHILD IS UNADOPTABLE** by Sallie R. Churchill, Bonnie Carlson, and Lynn Nybell
- 9: HEALTH NEEDS OF CHILDREN** by Roger Manela and Armand Lauffer with Eugene Feingold and Ruben Meyer
- 10: GROUP PARTICIPATION** by Harvey J. Bertcher
- 11: BE ASSERTIVE** by Susan Stone Sundel and Martin Sundel
- 12: CHILDREN IN CRISIS** by Carmie Thrasher Cochrane and David Voit Myers
- 13: COMMUNICATION IN THE HUMAN SERVICES** by Marcia S. Joslyn-Scherer
- 14: NEEDS ASSESSMENT** by Keith A. Neuber with William T. Atkins, James A. Jacobson, and Nicholas A. Reuterman
- 15: DEVELOPING CASEWORK SKILLS** by James A. Pippin
- 16: MUTUAL HELP GROUPS** by Phyllis R. Silverman
- 17: EFFECTIVE MEETINGS** by John E. Tropman
- 18: AGENCY AND COMPANY** by Louis A. Ferman, Roger Manela, and David Rogers
- 19: USING MICROCOMPUTERS IN SOCIAL AGENCIES** by James B. Taylor
- 20: CHANGING ORGANIZATIONS AND COMMUNITY PROGRAMS** by Jack Rothman, John L. Erlich, and Joseph G. Teresa
- 21: DEVELOPING INFORMATION AND REFERRAL SERVICES** by R. Mark Mathews and Stephen B. Fawcett
- 22: WORKING WITH CHILDREN** by Dana K. Lewis
- 23: MAKING DESEGREGATION WORK** by Mark A. Chesler, Bunyan I. Bryant, and James E. Crowfoot
- 24: CHANGING THE SYSTEM** by Milan J. Dhuhy
- 25: HELPING WOMEN COPE WITH GRIEF** by Phyllis R. Silverman

A **SAGE** HUMAN SERVICES GUIDE **23**

MAKING DESEGREGATION WORK

A Professional's Guide to Effecting Change

Mark A. CHESLER
Bunyan I. BRYANT
James E. CROWE

*Published in cooperation with the Continuing Education Program in the
Human Services of the University of Michigan School of Social Work*



SAGE PUBLICATIONS


Beverly Hills

London

Copyright © 1981 by Sage Publications, Inc.

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

For information address:

SAGE Publications, Inc.		SAGE Publications Ltd
275 South Beverly Drive		28 Banner Street
Beverly Hills, California 90212		London EC1Y 8QE, England

Printed in the United States of America

Library of Congress Cataloging in Publication Data

Chesler, Mark A.

Making desegregation work.

(Sage human services guides ; v. 23)

Bibliography: p.

I. School integration. I. Bryant, Bunyan I.

II. Crowfoot, James E. III. Title. IV. Series.

LC214.C47 370.19'342 81-13558

ISBN 0-8039-1725-2 (pbk.) AACR2

FIRST PRINTING

CONTENTS

Acknowledgments	7
Introduction	9
PART I Setting the Stage for More Effective Desegregation	13
1 Desegregation as a Process of Change	15
PART II The Leadership System in Improving Desegregation	31
2 Administrative Leadership: Superintendent and the School Board	33
3 Local Building Leadership: The Principal	45
4 Organizational Leadership: Teachers	61
5 School Counselors and Other Staff	75
6 Retraining Educators	85
PART III The Consumer/Client System in Improving Desegregation	95
7 Community Leadership Groups	97
8 Working with Parent Groups	109
9 Working with Student Groups	123
10 Multicultural Programs for All Groups	135
PART IV Preventing and Managing “Crises” in Desegregation	145
11 Working with Community Agencies: The Media and the Police	147
12 Managing Conflict and Crisis	159

PART V	Reaching Out to Other Resources	175
	Appendix: Other Resources as Aids in Effective Desegregation	176
About the Authors		184

Acknowledgments

A number of people have been very helpful in the creation of this guide. Fritz Edelstein and Ray Rist helped conceive the original idea and supported its development. Several colleagues read earlier drafts of the manuscript with care, and their suggestions have increased enormously the value of the final product: Riccardo Fernandez, David Sanchez, Evie Dennis, J. Michael Fay, Donald Scott, Lee Pugh, Jim Breeden, Charles Moody, and Armand Lauffer. Other colleagues in local school systems and community groups, state departments of education, and universities willingly shared their resources and expertise and thus assisted in creating the concrete and illustrative focus of this guide. Jan Wright tirelessly identified, chased, and retrieved materials from libraries, school systems, and outposts of creative work on desegregation throughout the nation. Debra Bogi and Noelle Smith typed several versions of the manuscript. Armand Lauffer was enormously helpful in suggesting revisions and clarifications.

The National Institute of Education, Department of Education, provided a grant which helped develop materials related to this guide. The content of this guide, however, does not reflect the policies or positions of this agency, and no official endorsement of these materials should be inferred. Community Resources Ltd., Ann Arbor, Michigan, housed this grant and provided additional institutional support and assistance. Classes at the University of Michigan, where the authors teach during the academic year, provided further stimulation and sustenance in completing these materials. Most important, we have benefited from the courage and talents of educators and community members in schools throughout the nation. These citizens' search for improved education in racially more just settings has motivated our own work from the outset.

Introduction

THE CHALLENGE OF DESEGREGATION FOR EDUCATORS

Desegregation challenges educators to provide leadership in pursuing two overarching goals:

- (1) *maintain and improve the quality of educational services*
- (2) *advance toward racial equality and justice in schooling*

and three equally important but more operational goals:

- (3) *direct the educational organization and professional staff in implementing effective desegregation*
- (4) *satisfy the needs of various consumer or client groups in the school system and use their resources in desegregation*
- (5) *prevent and manage the potential for conflict and crisis that accompany inequality and racial discrimination.*

These are essential and laudable goals, but they are not easy to achieve. Effective desegregation will require many changes in schools, and educators will need to learn from each others' experience how to accomplish these goals. The sharing of information, ideas, and skills can be helpful in studying and planning change in your local situation. Only in this way can locally appropriate actions be taken. Through understanding the desegregation experience of others, and planning for local school change, you can develop the needed commitment and energy to meet the challenges of desegregation.

WHAT THIS GUIDE IS ABOUT

We have written this guide to share with you information on how different schools and communities are pursuing the challenges of desegregation. This information has been gathered from research on school change

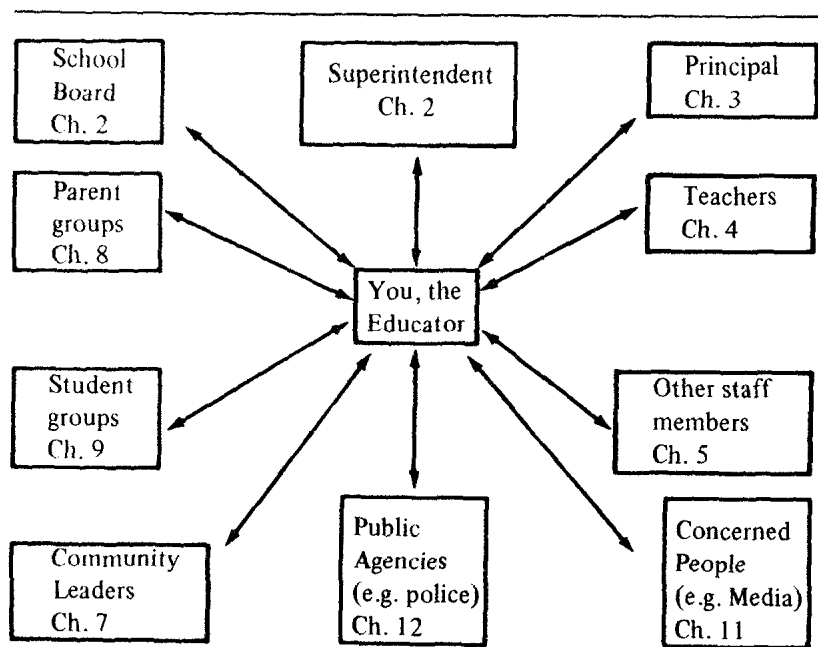


Figure 1.1 Educators' Relations with Various Groups in Improving Desegregation

and from educators' practical experiences in a wide variety of desegregation situations throughout the country. Examples of what educators are doing to achieve desegregation are organized so that you can apply them planfully to your situation. Exercises are provided to assist you in understanding and applying others' ideas and experiences to your own situation.

Educators providing leadership in improving desegregated schooling must deal with a variety of different groups or audiences. Few of these groups are likely to have the same goals and concerns, so that the process of communicating, balancing, or influencing various school and community groups is quite complex. We can illustrate part of this problem, and the organization of relevant chapters in this handbook, in Figure 1.1. The separate chapters of this guide focus on educators' relations with each of these groups, discussing the ways in which new programs can assist each group in providing the most effective leadership to the desegregation effort.

Figure 1.2 identifies the content of the chapters in this guide, as they occur in sequence, in terms of the core issues educators face during school desegregation.

SETTING THE STAGE FOR MORE EFFECTIVE DESEGREGATION

Desegregation as a process of change
(Chapter 1)

EXERCISE LEADERSHIP IN IMPROVING DESEGREGATION

Administrative Leadership:
Superintendent and the School Board
(Chapter 2)

Local Building Leadership: The Principal
(Chapter 3)

Organizational Leadership: Teachers
(Chapter 4)

Other staff members
(Chapter 5)

Retraining educators for leadership
(Chapter 6)

**SATISFYING CONSUMER/CLIENT GROUPS
IN IMPROVING DESEGREGATION**

Community Leadership Groups
(Chapter 7)

Working with Parent Groups
(Chapter 8)

Working with Student Groups
(Chapter 9)

Multicultural Programs for all Cultural Groups
(Chapter 10)

PREVENTING AND MANAGING CRISES IN DESEGREGATION

Working with Community Agencies:
The Media and the Police
(Chapter 11)

Managing conflicts and crises
(Chapter 12)

REACHING OUT TO OTHER RESOURCES

Other Resources as Aides to Effective Desegregation
(Appendix)

Figure 1-2: Meeting the challenges of achieving more effective desegregation

WHO CAN USE THIS GUIDE?

It will be useful to educators in all roles and at all levels of the school system. The separate chapters have been prepared to deal with the unique issues faced by different groups of educators, especially in terms of dealing with others in the school system and community. It can also be used by others in the school system or the community who wish to play a role in the improvement of local desegregation and/or who wish to understand the issues and options educators face.

SUGGESTIONS FOR USING THE GUIDE

The guide can be used in different ways. For people who are new to the topics covered, we suggest a look at the table of contents and then a quick scan of chapter introductions along with time out to read a little where a topic interests you. Then we suggest taking the chapters in order and digging in to read carefully, think hard, and creatively apply learnings to your local situation. If a group new to this material is reading together, we suggest enough copies so everyone can have equal access to the information. Develop a plan, including scheduled discussion sessions for answering questions and applying learning to your situation. Such sessions should have good leadership and result in explicit decisions about what to do next.

If you are a part of an already functioning change group working on school desegregation, you will want to turn to the chapters which address matters you are currently working on. If you have been having problems, you will want to look at other chapters as well to gain an understanding of what you might do differently.

If you are a professional seeking to assist an educational group working on their desegregation concerns, examine the table of contents and compare it to your own resources. Then begin working on areas where you need additional ideas and information. Consider how the guide or parts of it might be shared with the leaders and/or members of the group you are seeking to assist.

However you use the guide, it is essential to remember that each local situation is different. It presents unique opportunities to satisfy educators' desegregation concerns and unique resources to assist in achieving the changes involved. Search out these positive features. Reinforce, support, and encourage community members' skills and initiatives. Ultimately the change effort will rest on their commitments and skills.

PART I

***SETTING THE STAGE FOR MORE
EFFECTIVE DESEGREGATION***

Chapter 1

DESEGREGATION AS A PROCESS OF CHANGE

Let us begin with an overview of the change processes involved in school desegregation. We will focus on your role as an educator in the midst of conflict and under pressure to achieve positive change. Information and exercises will be provided to help you begin to assess your overall situation, establish goals, and focus on critical factors necessary to achieve your goals. This chapter can be used by an individual working alone, by a group of educators who have come together to learn about desegregation, or by a group already committed to working together to achieve more effective desegregation.

THE ROLE OF EDUCATORS

School desegregation poses many important challenges to educators. It involves changes which effect every staff member in every part of the school system. If the challenges are met positively, the result can be improved education for all students and greater equality for minority students. Achieving such ends is very difficult, however.

Teachers, administrators and support staff at the local school are the center of the desegregation process, and they bear major responsibility for improved results. Obviously they need substantial and active assistance from the School Board, students, parents, and community members as well as institutions like the media and on occasion the police. Without educator leadership, effective desegregation cannot happen. Effective leadership increases the likelihood that efforts to plan and carry out

Exercise 1.1 Your Perception of How Desegregation Will Involve and Impact You

<i>Areas to Consider</i>	<i>How will Desegregation Affect this Aspect of your work?</i>
1. Your day-to-day job activities	
2. Your relationship with students in school	
3. Your relations with teachers in school	
4. The organizational processes in your school	
5. Your relationship with parents	
6. Your role in the community	
7. Others	

changes in schools, in the community, and in individuals' participation in the educational enterprise will be well-informed.

In Exercise 1.1 we ask you to explore your perceptions of how desegregation will involve and effect you. By forcing yourself to think about these issues you will be taking a first step in actively analyzing your situation and the resources you need to provide effective leadership in these circumstances. If you are working in a group, individuals should do the exercise first and then share the results with others.

Having completed Exercise 1.1 on your own perceptions, it will help to look at the views of others you are working with.

CONFLICTS AND CRISES IN DESEGREGATION

For some people and groups, desegregation represents a violation of their fundamental rights and is to be avoided by multiple forms of resistance. Others see it as one of several nuisances perpetrated and supported by the federal government, perhaps as a "social experiment," to