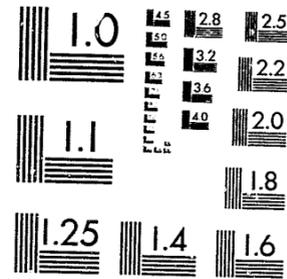


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PLANNED COMMUNITY CHANGE  
THROUGH  
EXECUTIVE LEADERSHIP SEMINARS

A Pilot Project in University-Urban  
Intergroup Relations in Los Angeles

Volume 1

by

Kent Lloyd, Ph.D.  
Kendall O. Price, Ph.D.  
William J. Williams, D.P.A.  
Ellsworth E. Johnson, M.P.A.

With the assistance of Ron Everett-Karenga, M.A.

Cover Design by Clark Rex  
Photo Layout by Jules Drabkin

University of Southern California  
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PREFACE

This report describes a unique partnership in university-community development through executive leadership seminars and conferences. The Community Relations Project included two eight-week leadership seminars held at the University of Southern California during the fall of 1966. The first of these seminars involved twenty leading intergroup relations and social welfare agency executives from public and private, federal, state and local agencies in Los Angeles County; the second seminar involved twenty Negro grass roots leaders from the Watts area. These two seminars dealt with behavioral science perspectives on organization and management, means of preventing urban race riots, and the preparation by seminar participants of special papers assessing the impact of the Report by the Governor's Commission on the Los Angeles Riot. These Seminars culminated in a two-day conference "The McCone Report Revisited," to which the general public was invited where representatives of those interested in reducing racial tensions in Los Angeles were invited to present their views.

This six-month Community Relations Project was supported by a grant under Title I of the Higher Education Act of 1965, United States Department of Health, Education and Welfare, Office of Education, through the California Coordinating Council of Higher Education to the University of Southern California, School of Public Administration.

This program was developed by faculty members from the School of Public Administration in collaboration with educators from several neighboring universities, leading practitioners from the public and private intergroup and social service agencies, and representatives from the Watts community. Dr. Kent Lloyd and Dr. Kendall O. Price originated this project and served throughout as co-project directors. Mr. Ellsworth Johnson was project coordinator and Dr. William J. Williams joined the staff as program administrator and community relations advisor. Individual seminar and conference coordinators were Ron Everett-Karenga, Jules Drabkin and D. Richard McFerson; Frida Cardenas and Marie Cutler served as project secretaries. Dr. K. William Leffland, Associate Dean of the School, was administratively responsible for this project. We are grateful to these dedicated and talented professionals for their service to the University and larger urban community. President Norman Topping has expressed his personal interest in this project and indicated his support for wider university involvement in the larger metropolitan community.

We hope by the distribution of this report to make a contribution of some significance to the understanding of urban problems and, therefore dedicate these efforts to those who are engaged in solving America's Dilemma in urban race relations.

Dean Henry Reining, Jr.  
School of Public Administration  
University of Southern California

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## Chapter I

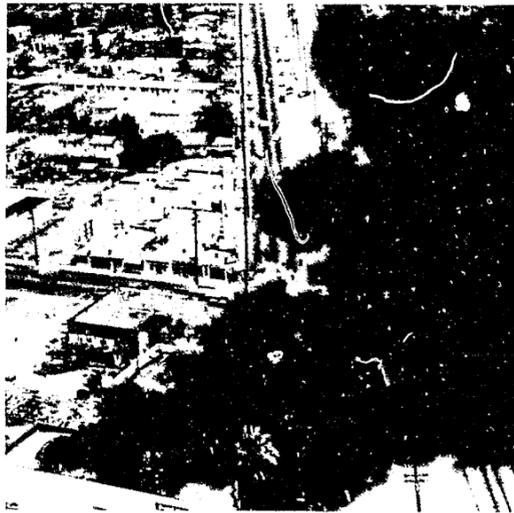
### URBAN CRISIS AND THE UNIVERSITY

During the past decade white citizens have witnessed a revolution in the rights of Negro Americans. Beginning with the historic Supreme Court decision on school desegregation in 1954, the invalidity of state-imposed discrimination has been legally proclaimed wherever called into question--in public recreation, public housing, public accommodations, the administration of criminal justice, voting, employment and education. By 1963, News-week editors were able to report behavioral evidence that the Negro struggle in America had indeed become an "authentic, deep-seated, broadly based revolution--not against the established order but for a full share in the affluent society." Just three years later in their follow-up survey, 54 per cent of Negro respondents interviewed had more satisfaction in their work situation than in 1963; 55 per cent said they find it easier to eat in restaurants today; 58 per cent feel better about sending their children to increasingly desegregated schools; and 53 per cent say their lives have improved because they are able to register and vote.

For most Negro Americans living in city ghettos, however, the wheels of social change move more slowly and painfully. The ideals of equal opportunity spoken of in the American creed fail to materialize in daily contacts with members of the white community who have been unable to resolve their own personal dilemmas in race relations. In frustration, some Negroes have turned to slogans like "black power" that clearly frighten many white Americans, intensifying feelings that most urban communities have not yet passed their crisis in black and white.

One symptom of community failure in race relations is illustrated most dramatically in a modern urban phenomenon--the race riot. During the summer of 1964, Negro communities in New York City, Rochester, Jersey City, Paterson, Elizabeth, Chicago and Philadelphia were stricken; in August, 1965, Los Angeles was terrorized by the worst riot in the nation's history, in which--according to the McCone report--34 persons were killed, 1,032 more were injured, 3,952 were arrested and property damage was estimated at \$40,000,000. The third straight riot summer, in 1966, saw border clashes between races in Chicago, Brooklyn, Baltimore, Cleveland and San Francisco, demonstrating that widespread racial unrest was not restricted to Los Angeles. There were also signs of a growing backlash; in Chicago, angry homeowners threatened Negro marchers in suburban

neighborhoods. Nearly half of the whites interviewed by Newsweek pollsters--59 per cent in the cities--admit feeling uneasy on the streets, and the specter of violence has turned 63 per cent of them against even peaceful protest demonstrations. Furthermore, it now appears that deep-rooted racial discrimination cannot be separated from such other interrelated conditions leading to riots as poverty, public education, unemployment, health, transportation, juvenile delinquency and crime--all characteristic of exploding urban populations.



Watts, August 1965

Riot or Revolt?

The role of the urban university in identifying and helping to solve such community problems is being re-evaluated by universities, public agencies and private foundations at the present time. The specific purpose of Title I of the Higher Education Act of 1965 is to assist in funding activities and projects which will help clarify this relationship:

For the purpose of assisting the people of the United States in the solution of community problems such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health and land use by enabling the Commissioner to make grants and contracts under this title to strengthen continuing education and extension methods and teaching, and the public service resources of colleges and universities, there are authorized to be appropriated....

In describing their experimental programs in urban extension, the Ford Foundation identifies the relationship in these terms: "Can the research and teaching resources of universities be tapped to better understand and control our urban environment? Can we train

specialists such as 'urban agents' to deal with the complex problems of America's cities? The challenges are particularly pointed to state universities that have a mandate to serve the community. If 'community,' once predominantly rural, has changed in location, ethnic composition, economic activity, and needs for services, a university must accommodate accordingly if it wishes to remain a relevant and progressive force."

The University of Southern California, a private urban university, has demonstrated a long history of involvement in community affairs in Los Angeles. For example, participation by faculty members of the University's School of Public Administration in local government and the training of over one-half of the city administrators in the seventy-three cities in the area means that we enjoy the cooperation of city, county, state and federal officials in Los Angeles. In addition, many alumni of the School of Public Administration hold public and private organizational leadership positions in the Southern California community. The faculty of the School of Public Administration represents an unusual group of social scientists from political science, psychology, sociology, social psychology, education and economics. Public Administration is defined by this group as the application of social science knowledge to social problems through effective management of public and private community organizations.

It becomes increasingly difficult to administer the complex organizations which make up our communities without advanced training in the technical knowledge and skills of management. Formal advanced management training is now being provided by professional schools of business, public and educational administration for both younger full-time students anticipating careers in management and older experienced executives who return to the campus for exposure to the latest discoveries in behavioral and management science.

Recent behavioral science research findings indicate that organizational performance can be improved in four major ways: (1) by modifying organizational structure, as in the creation of the Office of Economic Opportunity and Community Action Agencies; (2) by program coordination where duplication is reduced and activities are channeled through the most effective unit, as illustrated by the Federal Demonstration Cities Project; (3) by utilization of new technology, as with the rise of data processing techniques in the collection of Federal income tax; and (4) by improving the performance of personnel within the organization by means of recruiting, selecting and training techniques.

The major focus of the modern university is on research and teaching, rather than attempting to directly change community organizational structure, programs or technology. It seems most appropriate, therefore, that university resources should be channeled toward improving urban life through educational programs. The 1965 Watts race riot or revolt signaled a crisis in urban intergroup relations in Los Angeles and provided an opportunity for the University of Southern California to undertake a pilot program for those community leaders involved in preventing further outbreaks of this nature. Chief executives from public and private social agencies responsible for providing services to the Watts area, together with leaders from the ghetto, were selected for a series of seminars described in this report prepared for the California Coordinating Council for Higher Education.



The von KleinSmid Center, USC,  
Site of Community Relations Seminars

## Chapter II

### THE LOS ANGELES COMMUNITY RELATIONS SEMINAR PROJECT

In preparing the program described in this report, most of the existing executive development programs in the United States were surveyed. The majority of traditional programs can be characterized by such limitations as: (1) lack of adequate evaluation of the effectiveness of the program by means of before and after measures with experimental and control groups; (2) focusing almost exclusively on changing the participants' skills and knowledge with little attention to changing their values and attitudes; (3) the "smorgasbord" effect, in which various speakers present lectures or lead discussions coordinated superficially by title but not by content; (4) insufficient funds and little time set aside for careful planning of the program and post-session writing and reporting of the results; (5) too much emphasis on training exercises which, while requiring the trainees to participate, are not meaningful in themselves; and (6) little or no discussion by participants of related research findings in the management and behavioral science literature.

Based on an analysis of these weaknesses, together with experience in past training programs at the University of Southern California, a unique program was designed for this series of Community Relations Seminars.

(1) An Executive Leadership Seminar.  
In contrast with traditional training programs, participants in the Community Relations Seminars were all high level practicing executives or organization leaders; therefore,



Staff Planning Session:  
l-r -- Ken Price, Bill Williams,  
Ellsworth Johnson and Kent Lloyd

they were able to contribute to discussion sessions by sharing their experiences and insights in ways that are not possible through traditional "executive development" programs where participants are not the chief executives of the organization represented.

(2) A Behavioral Science Perspective. The Community Relations Seminars focused on behavioral science research on management rather than adopting the more traditional business or public administration approach where emphasis is placed on the "principles of administration." Specific content dealing with behavioral science perspectives on management was presented on four levels of analysis. The first level dealt with research findings on individual human behavior, including such concepts as identity, attitudes, motivation, perception, learning and creativity. The discussion dealing with the second level centered on interpersonal and group behavior around such concepts as interaction, role expectations, communication, group cohesiveness and conflict, reference groups and norms, leadership and group problem solving. A third level dealt with behavior in complex organizations including recruitment, selection, training, use of organizational authority and power, formal structure, program effectiveness and strategies of planned change. The final level dealt with the community environmental system and covered such topic areas as community values, decision-making, conflict over social issues, special interest influences and activities; the impact of voluntary associations, the nature of community power, and the politics of democracy. Outside reading materials relating to these four levels and assigned participants for group discussions and later individual testing included Harold Leavitt's Managerial Psychology, John Howard Griffin's Black Like Me, Edgar Schein's Organizational Psychology, William Brink and Louis Harris' The Negro Revolution in America, the McCone Commission Report, Violence in the City: An End or a Beginning?, and J. Cohen and W. Murphy's Burn, Baby, Burn.

Additional materials dealing with personal ethics and social values as a basis for rational decision-making were also introduced. In this context, such ethical systems as idealism, power, utilitarianism, economic determinism, pragmatism, conservatism, liberalism, and casuistry were examined as influences on the behavior of community decision-makers in modern society. Sensitivity sessions and group dynamics techniques supplemented classroom discussions and intellectual content materials found in such assigned texts as Machiavelli's The Prince, Plato's Apology and Crito, Sophocles' Antigone, Eric Hoffer's The True Believer, Henry David Thoreau's Disquisition on Civil Disobedience, and Michael Harrington's Other America.

Finally, participants were introduced to modern social science research theory and methodology. Beginning with a consideration of central concepts of order, cause and chance, characteristic of modern science and described by J. Bronowski in The Common Sense of Science, participants were introduced to both traditional documentary techniques of library research and newer behavioral approaches.

(3) Three Phase Plan. This program provided for a three phase plan, each phase of which took approximately two months to complete. During the initial phase, discussions were held with appropriate representatives from the clientele groups involved, and suggestions were gathered from previous community seminars participants. The second phase involved the training period. In the third phase, a culminating two-day conference was held, the program's effectiveness was evaluated, and results were compiled in the form of this report for use by educators, trainers and community workers. In addition, this report could be adapted for professional journal publication, which would allow wider publicity and impact. It follows, therefore, that a minimum of six months has been necessary in order to obtain maximum benefits from this investment of time, personnel and financial resources.

(4) Integrated Presentations. The "smorgasbord" pattern commonly used can not be eliminated entirely from a program such as this because of the scope of topic areas covered. However, since the co-directors of this project have been professionally trained with graduate degrees in psychology, social psychology, political science and administration, it was possible for them to make most of the presentations jointly, thus allowing them to maintain an unusually high degree of program integration.

(5) Emphasis on Attitude Change. As a result of their research experience and teaching in the field of behavioral science, it became apparent to the project co-directors that merely providing knowledge through lectures and discussions would not result in important behavior changes. From this understanding, they developed a theoretical framework about learning which indicates that a person's values and attitudes must be affected in order for significant behavioral changes to take place. The large body of behavioral science research on attitudes and attitude change has rarely been applied to executive leadership programs.

(6) Teaching approach. In order to accomplish the major objectives of this program, a unique teaching approach was developed.

In this approach it was assumed that discussion leaders should receive as much from the teaching experience as participants. A further assumption was that all participants are partners in the learning process and can, therefore, make meaningful contributions. Because the specific individuals involved would not be together again as a group, this training program was different in that it became the product of their unique interactions, discussions and contributions. It was, therefore, important to consciously build a group which would be more than merely a collection of executives meeting together in a traditional classroom atmosphere where the focus is on a one-to-one teacher-student basis. Rather, this process demands certain techniques which were designed to create a group with shared attitudes and values, and facilitated rather than hindered the learning process. The process of building such a group was undertaken by the co-directors working as a team, allowing them to "unfreeze" or challenge the group's values and expectations while maintaining control of the learning situation. During this process, one discussion leader presented discussion-type material while the other was evaluating responses and reactions from members of the seminar. By alternating monitor and discussion leader roles, immediate group responses were incorporated into a controlled discussion which allowed for intense development and rapid learning.

Finally, this approach to executive leadership assumes that effective learning most frequently occurs in non-lecture settings in which participants take the initiative. A variety of teaching methods were used to accomplish this, including group discussions; provocative guest speakers; outside reading assignments; three-dimensional visual aids; management exercises; sensitivity training and T (training) groups; team projects; and a field experience in which members of the seminar attempted to empathize with important referent groups through role playing within their actual environment--for example, intergroup relations and social agency executives donned used clothing of the panhandler and spent an evening on Skid Row.

(7) Flexible Program. Another aspect of the program was its dynamic character. A careful plan for the entire seminar was developed before the first session was held. Nevertheless, in order to capitalize on the rate of group development, the capacities and resources of individual group members, and the continuing insights, ideas and development of materials by co-directors and staff, day-to-day changes were introduced into the program.

(8) Evaluation. Few serious attempts to measure the effectiveness of executive development programs are reported in the management literature, thus revealing what we consider to be a major deficiency in traditional programs. As part of the training programs we have conducted over the last two years, we have introduced behavioral science methodology by using several research-evaluation instruments to measure the impact of the program on participants' skills, values, attitudes and knowledge. We utilized similar before-after measures on participants in our community relations seminars.

(9) A comparison of traditional models of training with this human relations change model is presented in Table 1.

The general objectives of the two eight-week community seminars were to: (1) permit participants to exchange views and search for meaningful solutions to growing intergroup tensions in the urban environment; (2) discuss findings from recent behavioral science research on intergroup relations; (3) prepare position papers outlining specific ways in which their own organizations can help to reduce community friction; and (4) provide a high level personal experience in executive development, including considerations of philosophy and ethics of management and behavioral science perspectives on leadership.

Culminating the two eight-week seminars was a two-day conference open to the public, entitled "The McCone Report Revisited." This conference on neutral university ground presented an opportunity to hold a face-to-face confrontation between representatives of the ghetto and public and private interests in the larger metropolitan community; to evaluate the McCone Commission recommendations and achievements during the past year; and to explore, as equals, the basis for cooperative political, economic and social action in developing a mutually beneficial program to reduce racial conflict in Los Angeles.

The four chapters that follow describe the community relations seminars project supported by a grant under Title I of the Higher Education Act of 1965, United States Department of Health, Education and Welfare, Office of Education, through the California Coordinating Council for Higher Education, to the University of Southern California School of Public Administration: Chapter III summarizes the Intergroup Relations Executive Leadership Seminar; Chapter IV describes the Watts Grass Roots Community Seminar; Chapter V reviews the major events of the two-day conference, "The McCone Report Revisited"; and Chapter VI presents a brief project evaluation.

T A B L E I

Comparison of Human Relations Model  
With Group-Oriented Community Change Model  
For Short-Term Training Programs

|  | Human Relations Model  | Group-Oriented Community Change Model   |
|--|--|---|
| 1. Major program objective               | Customer satisfaction with program experience and information acquired.  | Change in clientele values, attitudes, knowledge, skills and behavior.  |
| 2. Method of recruitment of participants | Broad business-type advertisements open to any customer with program interest and tuition fees.  | Selected professional type solicitation directed to special interest group of officials who qualify in terms of background experience, interest, and special problem needs.   |
| 3. Development of program curriculum     | By program coordinators and general administrators in consultation with advisory committee who help determine program content in terms of customer preferences; also provide a number of faculty specialists and support services. | By professionally trained program consultants who take major responsibility for clientele relationships, advanced planning, group development and presenting basic behavioral science-management subject matter content.  |
| 4. Teaching style                        | Lecture presentations by subject matter experts followed by group exercises to encourage "involvement" directed toward human relations sensitivity and group harmony.  | Group process teaching by individual or team discussion leaders integrating both subject matter content and group development while utilizing controlled conflict and community experience change techniques.   |
| 5. Evaluation techniques                 | Participant responses to "satisfaction" questionnaire indicating reactions to various speakers and group activities as a basis for future program modification.  | Before-after experimental control group research instruments measuring individual changes in knowledge, values, attitudes, skills, and behavior. Modifying future programs according to both participant reactions and indicators of effectiveness of program components in the change process. Written report of program experience. |

Chapter III

THE INTERGROUP RELATIONS EXECUTIVE LEADERSHIP SEMINAR

In August, 1966, an advisory committee composed of staff members and consultants to the Governor's Commission on the Los Angeles Riot and past presidents of the Los Angeles Chapter of the National Association of Intergroup Relations Officials met for a luncheon on the University of Southern California campus. Their purpose was to discuss the conditions of the Title I grant to the University, to help design a special intergroup relations executive seminar, and to assist in the selection of a limited number of influential agency executives in the greater Los Angeles area. This meeting initiated a unique community-university partnership in planned change through executive leadership seminars.

In the Intergroup Relations Seminar, professional social agency executives responsible for providing services in the Watts-South Central Los Angeles area participated together over an eight-week period in discussions and research projects on the causes of urban racial conflict. Meeting on the campus of the University of Southern California, participants also considered ways to coordinate their public and private agency activities for greater effectiveness. The executives who were selected and who completed the eight-week seminar represented a wide range of social service agencies and included the following individuals:

Mrs. Thomas Boger, Director  
Teen Post Project

Mr. Wesley Brazier, Executive  
Director  
Los Angeles Urban League

Mr. Moe Davenport, Manager  
Opportunities Industrial  
Center

Mr. Robert Jones, Executive Director  
National Conference of Christians and Jews

Mr. Larry Lucks, Regional Director  
California State Fair Employment Practices Commission

Mr. Clyde Madden, Director  
Economic Opportunity Planning Project, Welfare  
Planning Council, Los Angeles Region

Mr. Wade McClain, Manager  
State Service Center

Mr. Curt Moody, Executive Secretary  
Community Relations Conference of Southern California

Inspector Albert L. Le Bas, Departmental Administrator  
Los Angeles County Sheriff's Department

Mr. Charles Posner, NAIRD President, Los Angeles Chapter  
Community Relations Committee of the Jewish Federation  
Council

Mr. Burton Powell, Director  
Department of Community Services, County of Los Angeles

Mr. Edward Reinig, Director of Health Education  
Department of Public Health, County of Los Angeles

Mr. Fred Schreiber, Director  
Government Contracts Compliance Section  
Department of Defense

Mr. Baltimore Scott, Executive Director  
Inter-Racial Council on Business Opportunity

Mrs. Marensba Tackett, Executive Director  
United Civil Rights Commission

Mr. Carl Terwilliger, Director  
Bureau of Employee Services

Mr. Lorenzo Traylor, Director  
Equal Employment Opportunity Commission

Mr. Lee E. Williams, Chairman  
Community Relations Committee, Consolidated Realty Board

Mr. Alfred Williamson, Staff Assistant  
Federal Executive Board

Operational objectives of the Intergroup Relations Seminar were designed to benefit not only the participants themselves, but also the social action agencies which they direct as well as the larger metropolitan community. These objectives include:

For Participants:

1. To obtain knowledge based on current research about urban intergroup tensions and race relations, personal values and skills, individual behavior and group dynamics, organization and management, and planned community change.
2. To acquire additional skills in interpersonal relations, creative use of time, learning techniques and scientific research.
3. To build professional and personal relationships with other executives in private and public intergroup relations and other social service agencies.
4. To participate in developing and authoring a seminar report on urban race relations.

For Agency:

1. To develop social service experts into more effective agency executives familiar with behavioral science perspectives on management.
2. To communicate each agency's special contribution in the social services field to other seminar participants.
3. To receive information about other public and private agency programs in the Los Angeles Community.
4. To gain recognition for each agency's participation in this university-community approach to reducing urban tensions.

For Community:

1. To profit from better coordination of public and private intergroup relations and social service agency programs.
2. To learn about factors responsible for effective executive leadership programs through research evaluation of seminar activities.

3. To realize stronger local intergroup relations and social service associations, thereby enabling officials to present professional viewpoints to community leaders.

4. To benefit from written reports describing efforts by social agency professionals to reduce further racial conflict in Los Angeles.

Contents of the seminar dealt with behavioral science theory and research findings on intergroup tensions and race relations, planning for organizational and community change, management of complex organizations, communication and decision-making processes, and the creative use of executive time.

Teaching and training techniques used by the two seminar co-directors included lecture-discussions, participant presentations, directed outside reading assignments, management exercises, direct field experiences among clientele groups, and coordinated team research projects on the application of seminar materials.

The seminar curriculum was divided into nine sessions, averaging approximately eight hours of content discussions and planned activities each, for a total of seventy hours. Figure 1 shows the seminar calendar according to major topic areas and activities for each session.

The seminar officially began with a two-day retreat in the secluded atmosphere of the Greenbrier Inn, located in Garden Grove, California, approximately forty miles from downtown Los Angeles. During the morning session seminar co-directors presented an orientation and



Intergroup Relations Seminar Discussion

### CALENDAR of SEMINAR ACTIVITIES

| TWO-DAY CONFERENCE<br>FRIDAY<br>SEPT. 30  | CONFERENCE<br>SATURDAY<br>OCT. 1   | TUESDAY<br>OCT. 11                          | TUESDAY<br>OCT. 18                                   | TUESDAY<br>OCT. 25                          | TUESDAY<br>NOV. 1   | TUESDAY<br>NOV. 8                                | TUESDAY<br>NOV. 15  | WED., THUR.<br>FRI., SAT.<br>NOVEMBER<br>16, 17, 18, 19 | TUESDAY<br>NOV. 22                        |           |
|---|--|---|--|---|---|--|---|---|---|-----------|
| Introductions<br>Data<br>Collection<br>Orientation<br>Behavioral<br>Science<br>Perspectives | Group<br>Dynamics<br>Workshop<br>Discussion<br>of Values<br>(Cont.)      |   |  |   |   |  |   | NAIRO<br>Conference                                     |   | MORNING   |
| Introduction<br>to<br>Values  | Creative<br>Use of Time<br>Study<br>Techniques<br>Seminar<br>Assignments | Individual<br>Behavior                      | Interpersonal<br>Relations<br>&<br>Group<br>Dynamics | Organization<br>&<br>Management             | Planned<br>Community<br>Change                            | Urban<br>Race<br>Riots                           | McCone<br>Report<br>McCone<br>Consultant's<br>Recommendations | NAIRO<br>Conference                                     | Presentation<br>of<br>Reports<br>Critique | AFTERNOON |
| Special<br>Activity   | FREE   | Field<br>Exercise<br>"Operation<br>Empathy" | Group<br>Dynamics<br>Workshop                        | Field<br>Exercise<br>"Operation<br>Empathy" | Intergroup<br>Relations<br>Research<br>and<br>Methodology | Watts<br>as a Case<br>Study<br>Group<br>Projects | McCone<br>Consultants<br>Discussion                           | NAIRO<br>Conference                                     | Closing<br>Dinner                         | EVENING   |

### CALENDAR

Figure 1. Calendar of Intergroup Relations Executive Leadership Seminar Activities

overview in which participants, staff members and guests introduced themselves; a brief history of the seminar was presented; ground-rules were established including the use of first names for participants and discussion leaders rather than the formal titles of "Executive Director" or "Doctor," in an attempt to reduce status barriers, the need to develop trust and openness through frank discussion and even disagreement around all seminar topics and issues, and a recommendation that informal dress would be appropriate for all conference sessions; and, finally, the major focus of the seminar was explicitly identified as behavioral science perspectives applied to the management of complex community organizations.

During the afternoon session, evaluation instruments were administered. Copies of these instruments may be found in the Appendix and are described more fully in Chapter VI. Following the collection of this seminar evaluation data, the evening's discussion focused on personal and social value systems as they relate to the philosophy and ethics of management. To illustrate the need for greater sensitivity to basic group processes and to assist in further developing

interpersonal skills, seminar members participated the second morning of the retreat in a sensitivity training session in which many participants challenged the good faith of the project co-directors because of their activity in a church whose position toward the Negro has been highly criticized among civil rights supporters. In the afternoon the retreat concluded with a discussion of the creative use of executive time, techniques of studying and learning, and reading assignments for the weekly sessions of the seminar which were to follow.

Beginning on October 11 and continuing for six weekly sessions intergroup and social agency executives met together with Drs. Price and Lloyd from 2:00-9:00 P.M. Tuesdays at the Von KleinSmid Center for International and Public Affairs on the University of Southern California campus. Four of the seven sessions were devoted to discussions of assigned reading materials from the behavioral sciences. Three additional sessions dealt with studies of urban race riots, their underlying causes, and proposed programs to reduce intergroup tensions in Los Angeles. Supplementing weekly content presentations by the seminar co-directors were special guests, including Dr. Joseph Boskin, Associate Professor of History, University of Southern California, and Consultant to the McCone Commission; and Mr. Ron Everett-Karenga, Founder and National Chairman of US, who, as a member of the Watts Grass Roots Seminar, represented a militant black power voice from the ghetto.

In addition to special guests and formal classroom activities a number of unusual field experiences were designed to develop greater interpersonal sensitivity. One such field exercise, entitled "Operation Empathy," began about 4:30 P.M. late one Tuesday afternoon, when members of the seminar visited the Skid Row area of Los Angeles and purchased \$3.50 worth of used clothing from local merchants. After changing into these clothes and taking on the appearance of lower-class residents, they returned



Union Rescue Mission, Skid Row:  
Scene of "Operation Empathy"

to the Skid Row area to mingle with people on the street for a short time. Later they visited Rescue Missions in the area, where they participated in a religious service--singing gospel songs and listening to a fiery sermon designed to save repentant sinners. Following the service, participants joined about two hundred others in the simple meal that was offered. In discussions following this experience, many of the participants agreed that "Operation Empathy" had given them new insights about the poor and the culture of crime and poverty. A second field exercise included an evening's tour of the central Watts area, led by Mr. Tommy Jacquette, Co-director of SLANT, a leading Negro self-help group active in ghetto activities.

Near the end of this eight-week seminar, the National Association of Intergroup Relations Officials held its national conference in Los Angeles. The co-directors of the Community Relations Seminars Project were invited to organize and present a panel titled "Executive Development of Intergroup Relations Specialists," in which representatives from both the Intergroup Relations Executive Leadership Seminar and the Watts Grass Roots Seminar participated.

The final seminar activity focused on the preparation by participants of short position papers critiquing the Report of the Governor's Commission on the Los Angeles Riot from the perspective of the intergroup relations expert. These papers were later presented at a panel during the two-day "McCone Report Revisited" conference described in Chapter V (see Volume II).

The seminar was officially closed with a banquet and post-seminar evaluation session in the Princess Louise Restaurant at the Los Angeles Harbor. Participants were awarded certificates by representatives of the School of Public Administration, University of Southern California, in recognition of their successful completion of this eight-week, graduate level Community Relations Leadership Seminar.

Chapter IV

THE WATTS GRASS ROOTS COMMUNITY LEADERSHIP SEMINAR

Part I -- Beginning a University-Ghetto Partnership

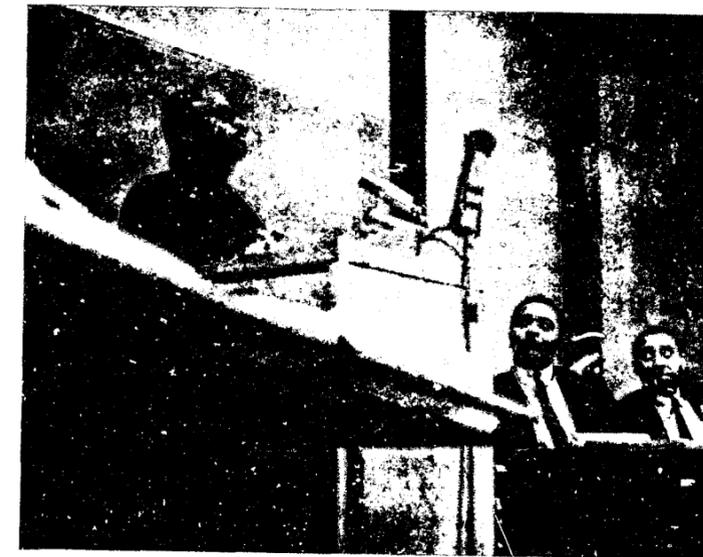
Unlike the Intergroup Relations Executive Seminar, the planning, organizing, selecting of the participants and conducting of the Watts Grass Roots Community Leadership Seminar presented novel problems which were unfamiliar to the project co-directors and thus required unique solutions. The first task, that of establishing contact with leaders from the ghetto, was difficult at best for "white, middle-class professors" from a university which was perceived by many of them as conservative in community affairs. The emerging "black power" movement in early September, 1966, made the initial attempts at contacting hard-core grass roots Negro leaders even more frustrating and difficult. At this critical point, Dr. William J. Williams, a graduate of U.S.C.'s School of Public Administration, a recent candidate for statewide political office and a respected Negro resident of the Watts area, was persuaded to join the project staff. On advice from Dr. Williams, five Watts community leaders were selected and paid as consultants--a new experience for most--to help design the proposed Watts Grass Roots Seminar. Those selected as consultants included Robert Hall, Operation Bootstrap; Lincoln Hilburn, Teen Post; Tommy Jacquette, SLANT; Opal Jones, NAPP; Ron Everett-Karenga, US; John Shabazz, Nation of Islam; Lynn Shifflet, NAPP; and Clifford Vaughns, SNCC.

During the first of several meetings with these community consultants, the initial plans for the seminar were presented by Dr. Lloyd and Dr. Price; a heated exchange followed in which these ghetto leaders vented their bitter distrust of the white community, their resentment of surveys and studies of Watts resulting in little change in community life, and their demand that programs for Negroes be planned and administered by "blacks." Following a lengthy and exciting problem-solving discussion, a compromise was reached in which the consultants agreed to accept the general design of the seminar providing they could help plan the contents, select the participants, decide on the time and place of seminar meetings, and counter with a "black" point of view any "propaganda" presented by white discussion leaders.

In additional meetings with the Watts community consultants it was agreed that (a) there would be no opening two-day retreat as recommended by the co-project directors; (b) seminar sessions would be held from

11:00 A.M. until 4:30 P.M. on Saturdays, in order to accommodate participants who were unable to leave jobs during weekdays; (c) Saturday noon box lunches would be purchased for participants at project expense since otherwise some would be prevented from participating; (d) those invited to participate in the seminar would be selected to represent as wide a range of interest in the ghetto as possible; (e) Ron Everett-Karenga would join the project staff as a paid seminar coordinator and meet weekly with co-project directors to reconcile project interests with those of the black community; (f) various consultants would be designated to make presentations on ghetto life and culture during the weekly meetings; and (g) finally, that the seminar would be viewed by ghetto leaders as "technical assistance" in the form of community organization skills rather than a means of whites imposing their values on black leadership.

Ron Everett-Karenga explains Afro-american culture



Leaders selected for participation in the Watts Grass Roots Community Leadership Seminar included the following individuals:

Mr. Edward R. Blow  
Watts-Compton Improve-  
ment Association

Mr. Sam Carr-Damu  
US

Mr. Edward M. Broussard  
US

Mr. Clyde Daniels-Halisi  
US

Mr. Jimmy Doss  
Venice SLANT

Mr. James Foreman-Mtume  
US

Mr. John Harris  
Progressive Labor Party

Mr. Ahmad Herbert  
US

Mr. Bob Hubbard  
Teen Post Director

Mr. Tommy Jacquette  
SLANT

Mr. Karl Key-Hekima  
SLANT

Miss Sonora McKeller  
Westminster Neighbor-  
hood Association

Dr. William J. Williams  
Former Field Representative for  
Congressman Augustus Hawkins  
Watts District

As with the Intergroup Relations Executive Leadership Seminar, several operating objectives for the Watts Grass Roots Community Leadership Seminar were established to benefit the individual participants, their organizations, and the larger Watts community:

For Participants:

1. To obtain knowledge based on current research about urban intergroup tensions and race relations, personal values and skills, individual behavior and group dynamics, organization, leadership and planned community change.

2. To obtain skills in the organization and mobilization of the community in order to improve conditions in the community.

Mr. Alex Manigo  
Venice SLANT

Mr. Bashir Muhammad  
Muslim Brotherhood

Mr. Ahmad Mtawa  
Independent

Mr. Ken Seaton-Msemaji  
SLANT

Miss Lynn Shifflet  
Neighborhood Adult  
Participation  
Program

Mr. Bob Smith  
Teen Post Director

Mr. Johnnie Tillman  
ANC -- Mothers Anonymous

3. To build relationships with other community leaders.

4. To participate in developing and authoring a seminar report on urban race relations.

For Organization:

1. To develop seminar participants into more effective leaders familiar with behavioral science perspectives on organizational development.

2. To communicate each organization's special contribution to other seminar participants.

3. To receive information about public and private social service agency programs in the Los Angeles community.

4. To gain recognition for each organization's participation in this unique approach to reducing urban tensions.

For Watts Community:

1. To profit from better coordination of local organizational programs for more effective community development.

2. To learn about factors responsible for effective leadership programs through research evaluation of seminar activities.

3. To better communicate local needs to officials representing the larger Los Angeles community.

4. To benefit from written reports describing how further racial conflict can be avoided.

Contents of the seminar, opening October 8 and running on consecutive Saturdays through November 12, dealt with such topics as socialization and personal values, the creative use of time, individual motivation, interpersonal sensitivity and group problem solving, organizational leadership and communication, community power, and the constructive use of conflict and tension for unified community action.

In contrast to the Intergroup Seminar, which had nine sessions of eight hours each for a total of seventy-two hours, the Watts Grass

Roots Seminar was divided into six, five-and-a-half hour sessions, plus nine additional special coordination sessions totalling altogether fifty-seven hours. Figure 2 shows the seminar calendar according to major topic areas and activities for each session.

CALENDAR of SEMINAR ACTIVITIES

| SATURDAY<br>OCTOBER 8        | SATURDAY<br>OCTOBER 15      | SATURDAY<br>OCTOBER 22     | SATURDAY<br>OCTOBER 29          | SATURDAY<br>NOVEMBER 5  | SATURDAY<br>NOVEMBER 12               |                          |
|------------------------------|-----------------------------|----------------------------|---------------------------------|---|---------------------------------------|--------------------------|
| Introductions<br>Orientation | Inter-personal<br>Relations | Organization<br>Theory     | Field<br>Exercise               | Community Power:<br>Conditions for<br>Unity & Disunity              | Summary &<br>Conclusions              | MORNING<br>11:00 - 1:00  |
| LUNCH                        | LUNCH                       | LUNCH                      | LUNCH                           | LUNCH   | LUNCH                                 |                          |
| Cultural<br>Values           | Group<br>Dynamics           | Organization<br>Techniques | Confrontation:<br>Black & White | Community<br>Mobilization<br>Techniques:<br>Choice & Role of Issues | Presentation<br>of Papers<br>Critique | AFTERNOON<br>2:00 - 4:30 |
| Special<br>Activity          |                             |                            |                                 |   | Closing<br>Banquet                    | EVENING                  |

CALENDAR

Figure 2. Calendar of the Watts  
Grass Roots Community Leadership Seminar Activities

The opening session of the Watts Grass Roots Community Leadership Seminar was to begin Saturday morning, October 8, promptly at 11:00 A.M. in a classroom of the Opportunities Industrialization Center: Feeder Program, at 1772 E. 103rd Street in Watts. It was nearly 11:30 A.M., however, before most seminar participants finally entered the classroom in groups of two and three, joining the seminar staff who were already seated in a circle. This sub-cultural habit of arriving late proved to be frustrating and disruptive for those who were leading discussions throughout the entire seminar. When the thirty-two young Negro men and four women--dressed in casual sports wear, T-shirts, dress suits or Afroamerican Suba--finally crowded into the small quarters, the three white seminar leaders presented a brief overview of the program. There followed a period of sharp questioning by participants which soon developed into a verbal free-for-all where militant leaders of various ghetto factions shouted each other down as they vied for influence. The controversy between members of the

group centered around the apparent inconsistency of a seminar where black power advocates were to be taught by white discussion leaders. At this point, an anarchist, one of several uninvited participants took the floor, denouncing any collaboration with the "white devil" and finally storming from the room. Seminar coordinator Ron Karenga then pointed out that an advisory committee of ghetto consultants had helped design the proposed seminar to meet the needs of black leaders and that participants could use the knowledge of the white man without accepting his values. After some discussion, it appeared that most participants accepted this explanation.

Bill Williams, of the project staff, then proposed that each individual in the group introduce himself by name, organization membership and indications of his primary values and objectives in life. Following these introductions, the group ate lunch together at the Sportsman's Bowl.

In contrast to the morning "therapy session," the afternoon was spent in serious discussion of seminar materials by the twenty-five participants who returned. Foundations of American pluralism, Afro-american cultural values, learning and study techniques and future reading assignments were all considered by the members of the group.

Five subsequent sessions were held on the University of Southern California campus. Weekly discussions by Kent Lloyd and Ken Price on behavioral science perspectives were supplemented with special presentations by Ron Karenga, John Harris, Lynn Shifflet and Bob Smith, all members of the seminar. During the final two sessions participants turned to a critique of the McCone Commission Report on the Los Angeles Riots from a Watts grass root perspective. Two written papers were developed by participant teams representing differing points of view



Watts Grass Roots Seminar  
Discussion Group

that had been expressed throughout the seminar. These papers were later delivered by Ron Karenga and Bill Williams at the two-day "McCone Report Revisited" conference.

As with the Intergroup Relations Program, the final activity of the Watts Seminar was a closing banquet and post-seminar evaluation session held at a Negro restaurant selected by members of the group. Certificates of completion were presented to graduates by representatives of the School of Public Administration, University of Southern California, thus bringing to a close a unique experience in community relations for both participants and project staff members.

Part II -- Commentary on the Watts Seminar  
by Ron Everett-Karenga

Without a doubt, the Watts Grass Roots Seminar was successful in terms of presentation and participation, for it succeeded in presenting positive perspectives on community problems both to the community at large and to the participants themselves. However, a critical review of the seminar reveals certain places where alternatives could be offered for future seminars of this type. Perhaps the main problems of the seminar can be grouped into the categories of race, educational levels, and values and attitudes.

In terms of race, the question raised its ugly head the first day and almost prevented the holding of the seminar. This first day can be said to have been a sensitivity session, where suspicions, doubts and hostilities were aired; it was a healthy and necessary exercise, for in subsequent meetings these attitudes--although periodically expressed--became progressively less of a problem in communications. A suggestion of how to avoid this phenomenon of racial hostility and suspicion might be to send a lengthy letter to each participant, explaining the purpose and origin of the conference, thereby allowing for a means of contacting the staff for further questions before the actual seminar begins. This procedure would eliminate most of the questions raised in the first meeting. Moreover, the greater the role played by other Afroamericans in the seminar the less suspicion would be present and the more favorable the attitudes which would develop. All the "sound and fury" evidenced at the opening session of the seminar is simply a revolt against what one might call "intellectual imperialism," i.e., the usual brainwashing by the opposition.

The question of a retreat to eliminate a loss of time with these exercises was suggested, but time, attitude and employment considerations would have prevented the success of this idea. What one must face here is the fact that methods used for one ethnic group or socio-economic group will not necessarily work for others, and this, perhaps, is the main point of my commentary: what is always needed is an appreciation of the differences in race, education, attitudes and values of the participants from those of other seminars, and an adjustment to these differences.

Concerning the problem of educational levels, it was quite evident more than once during the seminar that there was difficulty in explaining technical or theoretical material to people whose education and/or interests prevented a good grasp of the points made. Terminology was no less a problem and it presented the need of defining and redefining, which in turn hindered the free flow of the presentations and/or proved uninteresting to the participants. Any solution to this should include preparation of lectures using terminology somewhat familiar and using subjects of importance and interest to the participants; both importance and interest must be stressed as dual criteria, for often one presents what is to him important but which is of no interest to the other because the latter does not see the subject in the same way. Dual analogies could have been used effectively in the Watts Grass Roots Community Leadership Seminar, for the participants are living in a dual situation: Black and White. For example, a discussion of the structure of the Mormon Church could have been complemented by a discussion of the structure of a black Baptist Church, and an objective comparison made of the two. This would serve two functions: it would help to develop an identity with the material from a black context and, at the same time, it would clear the minds of the participants for information on other subjects related to the general topic.

In terms of important and interesting material, there were the lecture on Creative Use of Time, Organization and Personal Values. These were very practical and practicable--therefore important and interesting. Finally, more examples of everything possible from the black community should be given in a future seminar; examples of black leaders, organizations, values, great speakers, heroes and so forth should be carefully and consciously used to make material more meaningful in terms of that which participants can identify with, relate to, and learn more easily.

Finally, there is the question of values and attitudes or, more precisely, ethnic values and attitudes of grass roots people. Take, for example, the question of time in terms of how often many participants were late, and how this seriously limited the amount of material that could be presented. There was also the question of reading--how much and what and how this would limit the amount of material to be presented. A strong contention then and now was that neither the value of punctuality nor that of reading were as pervasive among grass roots blacks as among whites or even bourgeois blacks. Therefore, when one plans the presentation and use of material, he must plan it with an appreciation of this fact. Further, he must not feel that he has accomplished less if he does not cover the same amount of material in the immediate seminar as he has in others. What is important is that given new guidelines and perspectives a participant accomplishes as much as possible in terms of this new framework of values and attitudes.

If one can really appreciate these differences, then one can say that the Watts Grass Roots Community Leadership Seminar was a success--perhaps not in comparison to others, for no comparison is valid or justified, but in relation to participants' race, educational level, values and attitudes. What all seminar leaders must realize and appreciate is the difference in background; once this has been accepted, a plan can be evolved which will be of benefit not only to the staff but also and especially to the participants, whose satisfaction remains the paramount concern.

## Chapter V

### THE McCONE COMMISSION REPORT REVISITED

The report of the Governor's Commission on the Los Angeles Riot (more widely known as the "McCone Report"), submitted in November, 1965, symbolized both the failure and the attempt to rebuild intergroup relations in the metropolitan area. It seemed appropriate, therefore, that the activities of this Community Relations Seminars Project, partly stimulated by the work of the Commission, be associated with its efforts. Having successfully completed the first two phases of the six-month Community Relations Seminars Project--the Intergroup Relations Executive Seminar and the Watts Grass Roots Leadership Seminar, described in Chapters III and IV--the project staff then turned to the preparation of a culminating two-day conference on December 15 and 16, 1966, entitled "The McCone Commission Report Revisited." This two-day conference, to be held on neutral university ground, provided an opportunity to involve representatives of both the ghetto and public and private interests in the larger metropolitan community in face-to-face communication; to evaluate the McCone Commission recommendations and achievements during the past year; and to explore as equals the basis for cooperative political, economic and social action in developing a mutually beneficial program to reduce racial conflict in Los Angeles.

Until the papers prepared by the participants during the two leadership seminars had been completed in mid-November, operational activities of the two-day conference could not be undertaken. During the next thirty days the project staff was expanded and new roles assigned, enthusiastic University support was received, five conference panels were organized and participants were selected, physical arrangements were secured, descriptive conference brochures were prepared, and contacts were made with representatives of the mass media.

The conference program (see Appendix G), to which the public was invited, was designed to include perspectives of those interest groups thought to be most vitally concerned with improving race relations in Los Angeles--elected political officials; McCone Commissioners, staff and consultants; representatives from the ghetto; intergroup relations executives; and private institutional leaders.

At 10:00 A.M. on Thursday, December 15, at the Hancock Auditorium on the University of Southern California campus, Dr. Henry Reining, Jr., Dean of the School of Public Administration, officially opened the conference. Brief welcoming addresses were given by Dr. Norman Topping, President of the University; Thomas Bradley, Chairman, Conference of Negro Elected Officials of Los Angeles County and Los Angeles City Councilman; Dr. Sidney Grossman, Associate Director, California Coordinating Council on Higher Education; Senator Mervyn Dymally, California State Senate; Supervisor Kenneth Hahn, County of Los Angeles; and Assemblyman Leon Ralph, California State Assemblyman. Also recognized were representatives of Mayor Samuel Yorty of Los Angeles, who was in New York City; United States Congressman Augustus F. Hawkins, who was in the Far East; Lt. Governor-elect Robert Finch; and Los Angeles City Councilman, Billy G. Mills.

Following these welcoming remarks by City, County and State political officials, Dr. Kendall O. Price and Dr. Kent Lloyd, School of Public Administration Research Associates and Co-project Directors, described for the audience the Community Relations Seminars Project and outlined conference activities for the next two days.

The keynote address was delivered by John A. Buggs, National President, National Association of Intergroup Relations Officials, and Executive Director of the Los Angeles County Commission on Human Relations. In his prepared remarks Mr. Buggs stated that if there were a serious flaw in the McCone Commission's recommendations it was the failure to clearly see three things: (1) that full employment for the Negro is not their primary objective nor basic economic problem; (2) that so long as the ghetto remains a fact of social life, making effective, creative communication across racial lines a practical impossibility, estrangement and tension will continue to grow between and among the various elements of the population; and

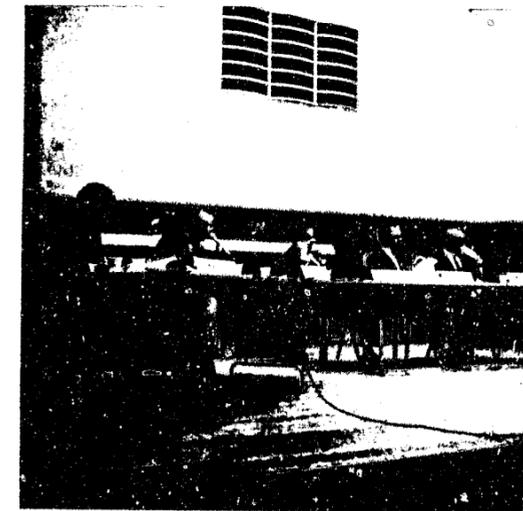


John A. Buggs, National President of NAIRO, keynotes the Conference

(3) that the problem of the Negro--and of the Mexican-American--is inextricably enmeshed with the problem of the complexity of urban life itself and that one cannot be solved without solving the other.

The second session, from 2:00-5:00 P.M., Thursday afternoon, was chaired by Mr. Thomas Sheridan, General Counsel and Executive Director, Governor's Commission on the Los Angeles Riot, and featured papers written by several of the McCone Commission Consultants. The first paper, by Dr. Joseph Boskin, Associate Professor of History, University of Southern California, presented a history of race riots in the United States in which he identified several factors associated with conflict between Caucasians and Negroes and the rise of a second, more recent form of aggression which he defined as "riots of release and recrimination directed against police and property." Dr. Kent Lloyd, himself a McCone consultant on human relations agencies, had recommended the creation of a joint city-county anti-discrimination commission with enforcement powers, and considered the action taken by the Los Angeles City Council as a five-year step backward. He also argued that the absence of behavioral scientists and intergroup relations experts as consultants or staff members to the Commission seriously limited the scope of the Report. Mr. Paul Bullock, of U.C.L.A.'s Institute of Industrial Relations, and McCone Commission consultant on unemployment, observed that simply recommending training and job placement programs while dealing only superficially with some of these critical and complex problems, the Report manages to strike the worst possible balance.

Mr. Chauncey A. Alexander, Executive Director of the Los Angeles County Heart Association, read a paper prepared by another McCone consultant, Dr. Frances L. Feldman, USC Associate Professor of Social Work, in which she accused the commissioners of not only failing to suggest specific measures that might have led to improved effectiveness of welfare programs, but also of restating stereotypes, which tends both



McCone Commission Consultants' Perspectives panel

to reinforce hostility toward public welfare agencies and recipients and to increase barriers obstructing the attainment of generally accepted public welfare objectives.

Dr. Kenneth Martyn, Vice President of Academic Affairs, California State College at Los Angeles, defended the Commission's recommendations in the field of education as "surgery--not aspirin" and insisted that the Commission's recommendations to begin teaching poverty area children at age three, to drastically reduce class sizes and increase the number of personnel handling emotionally disturbed students in minority regions "is the radical remedy that is needed. Since the Commission had no consultant in the field of Law Enforcement, author Paul Jacobs, Staff Member, Center for the Study of Democratic Institutions, Santa Barbara, was invited to participate on the panel as a special guest. Mr. Jacobs characterized the Los Angeles Police Department as technically efficient although visualizing itself as a "combat unit" above scrutiny by the public. He criticized the McCone Report because of its narrow, limited and too legalistic view of law enforcement.

In responding to the six papers, Judge Broady, himself a member of the Commission, and Mr. Sheridan, General Counsel and Executive Director of the Commission, defended the major findings of the Report considering the limited time and resources available for the study, and outlined significant steps that have been taken since the Report was issued one year ago.

Thursday evening, between 7:00 and 9:00 P.M., "Citizen and Grass Roots Perspectives" were explored by a panel of elected Negro officials responding to papers presented by two members of the Watts Grass Roots Community Leadership Seminar. In the first paper prepared by seminar participants, Bill Williams stated that Watts residents felt that their community had no voice in the McCone Report and thus "the Commission did not grasp the gravity and depth of the problems." In the second paper, Ron Everett-Karenga, Founder and National Chairman of US, representing a "black power" view, argued that the McCone Report "tried to minimize the political relevance of the revolt" and refused to "blame the police at all" or address itself "to the roots of racism." To talk about employment without recognizing that black people have been stripped of their culture, he said, "is to miss the question of dignity and self-respect which only a culture can give." Under the Chairmanship of Senator Mervyn Dymally panelists Assemblymen Yvonne Brathwaite and Leon Ralph, California State Assembly; Los Angeles City Councilman Thomas Bradley; and Charles E. Knox, representing Augustus F. Hawkins, U.S. Congressman, presented to the large, partisan audience opposing and sometimes conflicting views on the meaning of "black power" and the role of political responsibility.

The second day of the conference, Friday, December 16, featured a morning panel on "Intergroup Relations Professionals' Perspectives," whose members turned to more constructive suggestions for improving human relations in the Los Angeles community. Four papers prepared by members of the Intergroup Relations Executive Seminar were presented. Curt Moody, Executive Director, Community Relations Conference of Southern California, delivered a paper on law enforcement calling for (1) improved communications between police officers and minority group members through creation of a Police Community-Relations Advisory Committee; (2) greater support for community relations programs by police officials; (3) more effective steps to recruit and select minority persons for positions in law enforcement agencies; and (4) greater flexibility in dealing with youthful minority group offenders. Burton Powell, Director, Department of Community Services, County of Los Angeles, recommended immediate construction of medical care facilities in the Watts area, plus the addition of mobile health clinics and educational programs to the County Health Department program. "Consumer education and protection programs for the citizens of the ghettos are desperately needed," said Powell, who also asked for "relaxation of welfare rules to provide immediate assistance for families out of food or threatened with eviction or who have not bus fare to get a sick baby to the hospital."

In a third paper, Charles Posner, President of the Los Angeles Chapter of the National Association of Intergroup Relations Officials and Associate Director of the Community Relations Committee of the Jewish Federation-Council of Greater Los Angeles, called for a total commitment of the school system to integration of both student bodies and teaching staffs, plus extra programs to equip teachers to deal with individual and group differences; and pointed out the lack of an explicit philosophy of education in the Report. In a final paper dealing with employment, Larry Lucks, Regional Director, California State Fair Employment Practices Commission, observed that the McCone Report ignores the relationship of housing discrimination to unemployment, the future impact of automation on low-skilled jobs, and the fact that new jobs are now being created which barely accommodate the influx of new residents into the poverty areas. He recommended consolidation of job training and re-training programs, now spread among eight departments, into one agency.

Contents of the consultant papers were reacted to by a panel of practitioners administering action programs in the poverty areas. The panel was chaired by Reverend Cornish Rodgers, President, Federation of Community Coordinating Councils, and included Commander Dennis Nelson, Director, Los Angeles City Bureau of Human Relations; James Fisk, Inspector, Coordinator of Community Relations Activity, Los Angeles

Police Department; Robert Purdy, Associate Superintendent, Los Angeles City Schools; Howard Earle, Chief, Los Angeles County Sheriff's Department; and Robert L. Curry, Chairman, Los Angeles Delinquency and Crime Control Commission.

The final session of the two-day conference, on Friday afternoon, dealt with action steps now being undertaken to assist in rebuilding the Watts community through private institutional resources. A special paper written by John A. McCone, Chairman of the Governor's Commission, stated that:

We found no shortcuts and no easy answers, nor did we find any practical way to implement certain of the ideological approaches suggested by certain witnesses and advisors.

By confining our recommendations to practical programs, great progress has been made in our community in the past year, and this must not be overlooked. Progress has been made, and will continue, in employment of those able and willing to work; in the training of the unemployed; in education, as evidenced by the bond issue to eliminate double sessions; in Police community relationships; in transportation and in health, as evidenced by the County Supervisors' determination to build a needed hospital in South-central Los Angeles.

Mr. McCone also held that private industry is ready to engage in training and employment of Negroes and said he believed this is a "preferable alternative to the make-work programs so often suggested and always dependent on large and uncertain government appropriations."

A distinguished panel, chaired by Dwight Zook, Corporate Head of Personnel, North American Aviation Corporation, also outlined steps taken by their organizations during the past year to combat large-scale unemployment, finance small business expansion for Negroes, plan for neighborhood unity through architectural design, and provide for more effective religious and cultural services to residents of the Watts-South central area. Later, conflicting views were exchanged among the following panel members:

Daniel P. Bryant, President  
Los Angeles Chamber of  
Commerce

James Goodrich, Editor  
Los Angeles Sentinel

Aileen Hernandez, Former  
Commissioner  
Federal Equal Opportunity  
Commission

Lincoln Hilburn, News-  
caster-Reporter  
KPOL News Bureau

Norman O. Houston,  
President  
Golden State Mutual  
Life Insurance  
Company

Jake Jacobs, Newscaster-  
Reporter  
KNX Radio - CBS

Jack Jones, Reporter  
Los Angeles Times

Irvin Mazei, President  
L.A. County Federation  
of Labor, AFL/CIO

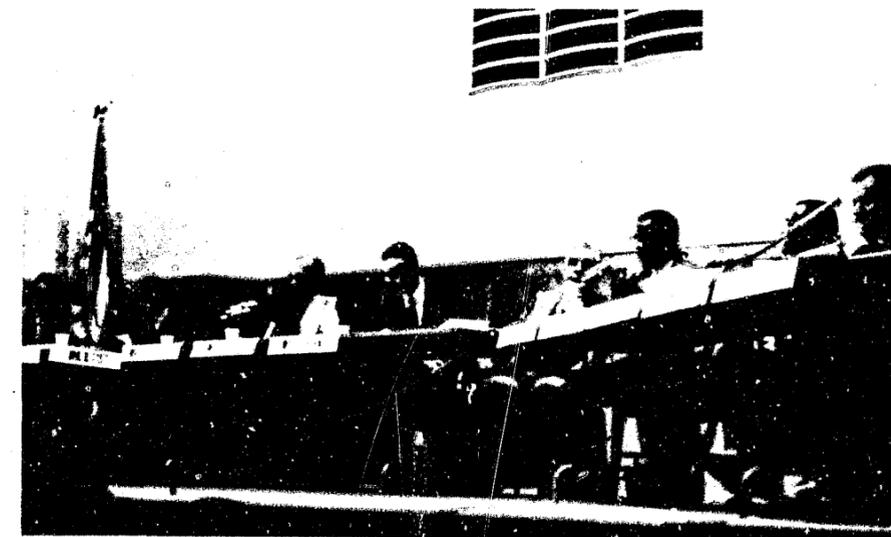
Chad McClellan, Chairman  
The Management Council  
for Merit Employment

Max Mont, Civil Rights  
Coordinator  
L.A. County Federation  
of Labor, AFL/CIO

Ira Robinson, Professor  
and Chairman  
City and Regional Plan-  
ning  
University of Southern  
California

Rev. Carrol L. Schuster,  
Executive Director  
Synod of California, So-  
uthern Area  
United Presbyterian Church;  
and President-elect, Council  
of Churches of Southern  
California

Baltimore Scott, Exec. Dir.  
Inter-Racial Council for  
Business Opportunities



Private Institutions Perspectives panel

Dean Henry Reining, Jr., speaking for the University administration, perhaps best captured the spirit of the panel discussions as he officially closed the two-day conference:

This two-day symposium demonstrates the role of the urban university in community affairs by providing a neutral ground for exchange of opinion by interested community leaders. We think the lively discussions of the past two days have been useful in focusing community attention on the problems of race relations in Los Angeles.

While we do not agree with all points of view that have been expressed, we in the university respect the rights of responsible individuals to present their views. We find little value in simply criticizing the shortcomings of past activities, and therefore were particularly impressed with the papers presented today by social agency executives and other community leaders describing the constructive steps now being taken in Watts as a direct result of the Governor's Commission Report one year ago. We also appreciate hearing Mr. McCone's paper, presented this afternoon, outlining progress made since the report was issued.

To those who have directed and participated in this stimulating two days, we at the University of Southern California extend our congratulations.

## Chapter VI

### RESEARCH EVALUATION

A major weakness of traditional professional education programs is the failure to scientifically evaluate their impact on participants. It should be stated at the outset that the attempt to evaluate the impact of these seminars was not altogether successful. A scientifically evaluated educational program would require three things: first, a set of valid and reliable instruments would be administered before and after the program and which would test changes in values, knowledge, skills and behavior (some of the instruments used to evaluate these seminars have been validated while some others are only in the experimental stage of development). Second, a control group of individuals who resemble in important respects the characteristics of the group being exposed to the program but who would only be given the "before-after" tests. In this way it could be determined whether or not changes occurring in the participant group were the results of the program or of some external influence that would show up in the control group as well (for purposes of these seminars it became impossible to obtain a control group and the experimental group exposed to the entire program was too small to obtain reliable measures of change). Third, a follow-up study to determine long-term effects of changes recorded at the close of the program would be desirable (we have not yet completed our follow-up study to determine the long-term effect of the program, although short-term response indicates that at least some rather significant changes have occurred).

Even with these problems, however, the evaluation resulted in three significant outcomes which are reported in this section. First, the instruments given at the beginning of each seminar gave insights which were invaluable in helping the consultants adapt the seminars to the particular needs of the participants, and yielded some significant information about the participants in both seminars which provides the basis for descriptive profiles. Second, the before-after measures gave an indication of changes in knowledge and values which occurred during the seminars. Third, a critique by participants and consultants gave some idea of the strengths and weaknesses of the program along with recommendations for future seminars.

### The Evaluation Instruments and Seminar Participant Profiles

During the first session of the Intergroup Seminar and the third session of the Watts Seminar, a one-to-two hour period was devoted to the administration of evaluation instruments. There were four instruments altogether: a social background questionnaire (administered only to the Intergroup Relations Seminar); the Survey of Interpersonal Values, by Leonard V. Gordon; the K<sup>2</sup> "View of Man" survey of values by Price and Lloyd; and a balanced Authoritarian Personality (F) Scale (see Appendix B). There were eighteen respondents in each seminar, although all participants did not complete all instruments. Since the limited data reported here was not obtained from a representative sample it is impossible to generalize to other intergroup relations executives or other Negro grass roots leaders.

Social Background Questionnaire. This included information about the background of Intergroup Relations executives, their parents and their spouses, with particular attention given to occupation, education, religion, and extra-professional activities such as voluntary organization work, hobbies and reading (books, magazines and newspapers). Results show that the political affiliation of the group is almost entirely Democratic, as are their spouses, which correlates with their liberal responses to the evaluation instruments. The group members' essentially liberal orientation is also reflected in their reading habits, which include books on contemporary social problems and historical non-fiction, together with such magazines as Time, Newsweek, Saturday Review, Harpers and Atlantic. All of them read the Los Angeles Times newspaper, but only a third read the Herald Examiner. One participant reads the New York Times and The Washington Post. Seventy-five per cent of the seminar participants hold the bachelor's degree in the social sciences and have completed some graduate work; twenty-five per cent also hold the master's degree. In terms of religious affiliation seventy-two per cent are Protestant, sixteen per cent are Jewish, one is Catholic and one other claims to be an agnostic.

Survey of Interpersonal Values. This instrument by Gordon was selected from the variety of attitude instruments available to measure individual values toward the following six dimensions: support -- being treated with understanding, receiving encouragement from other people, being treated with kindness; conformity -- doing what is socially correct, following regulations closely, doing what is accepted and proper; recognition -- being looked up to and admired, being considered important, attracting favorable notice, achieving recognition; independence -- having the right to do things one's own way; benevolence -- doing

things for other people, sharing with others, helping the unfortunate, being generous; and leadership -- being in charge of other people, having leadership authority over others, being in a position of leadership and power.

A comparison of Intergroup Relations Seminar executive scores with a variety of other male groups, including physicians, gifted high school students, various military groups, general adults and conscientious objectors (see Table II) indicates that they place relatively high value on "benevolence," the desire to share with others and help the unfortunate. In contrast, they scored moderately low on "support" and "recognition," indicating that as a group they are outwardly oriented toward others. Their scores on "leadership" are only slightly higher than the "general adult" category, and substantially lower than those groups who, like themselves, hold positions of authority over others, such as "department managers" and "infantry lieutenants." Their value for personal "independence" is average although their score on "conformity" is substantially lower than the general adult population and compares with scores on traditionally known non-conformist groups such as conscientious objectors, medical students and gifted high school students.

A similar comparison of participant scores for Watts Grass Roots Leadership Seminar participants showed that these grass roots leaders also scored relatively high on "benevolence"; their scores on "support," "recognition" and "leadership," however, were higher in each case than the Intergroup Seminar scores and higher when compared with other older adult groups. Perhaps this finding reflects a difference in age and racial background between the two seminars. The grass roots leaders also scored low on "conformity" and moderately low on "independence."

Authoritarian Personality Scale (Balanced F). This widely-used six-point scale was administered to participants in both seminars in order to measure interpersonal attitudes toward authority (see Table II). The higher the score the more the person tends toward being conventional, submissive toward moral authority, and inclined to punish people who violate conventional values.

The average score for Intergroup Relations executives was 2.65, compared with 3.1 for a similar occupational group of social agency executives in South Central Los Angeles, 4.2 for Air Force Law Enforcement Officers, and 4.7 for San Quentin prisoners. This comparatively low score may be explained on the basis of two factors: first, the relatively high level of education attained by the group; and, second, the socially-oriented nature of their profession.

TABLE II

COMPARISON OF INTERGROUP RELATIONS AND WATTS  
GRASS ROOTS SEMINAR GROUP MEAN SCORES  
WITH SELECTED OTHER GROUPS

Survey of Interpersonal Values

| Group                             | Support | Con-<br>formity | Recog-<br>nition | Indepen-<br>dence | Bene-<br>volence | Leader-<br>ship | Sample<br>Size |
|-----------------------------------|---------|-----------------|------------------|-------------------|------------------|-----------------|----------------|
| Intergroup<br>Rel. Semi-<br>nar   | 14.6    | 10.3            | 9.8              | 16.6              | 20.8             | 18.2            | 18             |
| Watts<br>Grass<br>Roots           | 16.3    | 9.8             | 11.0             | 15.2              | 20.5             | 17.7            | 18             |
| USAF Law<br>Enforce-<br>ment Off. | 12.5    | 14.0            | 11.0             | 16.3              | 13.0             | 22.0            | 50             |
| Inf.<br>Lieut.                    | 9.9     | 18.4            | 9.9              | 13.7              | 14.6             | 23.6            | 60             |
| Physicians                        | 14.6    | 7.3             | 13.3             | 22.6              | 12.2             | 19.9            | 10             |
| Engineers                         | 13.1    | 11.5            | 11.8             | 19.4              | 14.0             | 20.0            | 80             |
| Conscien-<br>tious Ob-<br>jectors | 14.3    | 11.3            | 8.6              | 17.3              | 22.7             | 15.7            | 19             |
| General<br>Adult                  | 15.0    | 14.8            | 11.2             | 16.9              | 15.8             | 16.1            | 213            |

Modified (F) Scale

| Intergroup<br>Relations<br>Seminar | Watts Grass<br>Roots<br>Seminar | Air Force<br>Law Enforce.<br>Officers | Los<br>Angeles<br>Men | Middle<br>Class | Working<br>Class |
|------------------------------------|---------------------------------|---------------------------------------|-----------------------|-----------------|------------------|
| 2.7                                | 3.1                             | 4.2                                   | 3.7                   | 3.7             | 4.2              |

Six point scale. High score indicates more authoritarian attitudes.

K<sup>2</sup> View of Man Scale

| Intergroup<br>Relations Seminar | Watts Grass<br>Roots Seminar | Los Angeles Social<br>Agency Executives | USAF Law En-<br>force. Off. |
|---------------------------------|------------------------------|---|-----------------------------|
| 2.3                             | 2.9                          | 2.3                                     | 2.9                         |

Five point scale. High score indicates conservative values.

The average score of the Watts Grass Roots leaders, 3.1, although not as low as the Intergroup Seminar, compares with the scores of social agency executives who work in the Watts area; it is also substantially lower than average scores for military, working class and middle-class males. These scores apparently reflect the non-conventional and anti-authoritarian nature of both groups.

K<sup>2</sup> View of Man Scale. This scale was recently developed by identifying major historical and philosophical ideas on the nature of man and adapting them for use as a research instrument. It includes questions about man's basic nature and about the kind of social values society should encourage.

There was general consensus by most Intergroup Relations executives that man is by nature selfish and emotional; they also agreed, however, that he is not necessarily evil and irresponsible. They assumed a basically liberal position toward social values suggesting that an emphasis should be placed on education over tradition, innovation over order, social equality over class differences, and individuality over community consensus. They took a moderately conservative position, however, regarding the economic system by favoring more free enterprise over government control and regulation. By contrast, they strongly supported civil rights over protection of private property.

The average score of the Watts grass roots leaders was 2.9, a comparatively higher or more conservative score than the Intergroup Seminar (2.3) but relatively moderate in terms of this five point scale. Their scoring pattern was essentially the same as the Intergroup executives with two exceptions: first, they were not nearly as interested in protecting civil rights over property rights, which reflects the "black nationalistic" character of the grass roots political movements currently; second, they scored high (4.7) on unity in community thought and ideas, which is characteristic of contemporary Afroamerican movements.

Satisfaction and Behavioral Indicators

As part of the evaluation procedure intergroup relations executives were asked to critique their experience and indicate behavioral changes that have occurred since the completion of the seminar. Some representative comments are presented below:

"I see my staff, organization and self in a new light. I am more concerned about effectiveness of my organization, all of which has made me quite uneasy at times."

"Too many books to be digested properly; assignments too heavy. I found myself rebelling."

"I was impressed and somewhat resentful at the same time, by the question at the opening session: 'What do you stand for?' My initial reaction was to feel resentment based on the fact that I thought it was common knowledge that I stood for all the 'right' things. I suppose the rest of that day and most of the second, as well as the ensuing weeks of the Seminar, was the first real effort I'd made in years to think about what I stood for and attempt a livable philosophy. So much time is spent by us all in action without reflection as to the reason for the action."

"Comprehensive pre-seminar analysis of participants' backgrounds might have helped planning of seminar be more responsive to participants' real needs."

"I am adopting more meaningful work habits. I have felt a sharpening of techniques regarding staff, boards and operating with power structure. I am emphasizing more freedom in self expression and spontaneous response among my staff--striving toward openness in all relationships."

"Another T-group would have been helpful. There were two or three people who dominated the conversation who could have been made aware of it."

"I have found that I get more done in less time. I have almost entirely stopped bringing work home from the office."

"I have become conscious of what I believe. I say what I believe and what I recommend, rather than being so conscious of trying to please my 'supervisor.'"

"My perspective has been broadened.... I see the 'race question' is fantastically complex and that it will take more than just good will and good thoughts to bring solutions. Massive measures must be taken... but they are possible. It will take people with facts to get moving."

As staff members we have been stimulated by this pilot project in planned community change in Los Angeles through executive leadership seminars and conferences. We have been dissatisfied, however, with the limited funds that were available for the critical problem of scientific evaluation. It is our intention in future projects of this nature to obtain additional funds for this purpose.

APPENDIX A

PERSONNEL VITAS

Kent Lloyd, Ph.D.

Education: Brigham Young University, B.S. psychology; Wayne State University, M.P.A. public administration; Stanford University, Ph.D. political science. Professional Experience: Co-project Director, Community Relations Seminars, California Coordinating Council, U.S. Office of Education, Title I Higher Education Act of 1965; Co-director, Creative Management Research, 1966; Research Consultant, Western Behavioral Sciences Institute, La Jolla, California, 1966; Consultant to the Governor's Commission on the Los Angeles Riot, 1965; Co-project Director, Police Administration Institutes, U.S. Air Force Security and Law Enforcement Officers, University of Southern California, 1964-66; Co-project Director, Police-Community Relations Seminar, Police Department, City of Covina, 1966; Assistant Professor, School of Public Administration, University of Southern California, 1962-66.

Kendall O. Price, Ph.D.

Education: Brigham Young University, B.S. political science; Wayne State University, M.P.A. public administration; University of Michigan, A.M. psychology, Ph.D. social psychology. Professional Experience: Co-project Director, Community Relations Seminars, California Coordinating Council, U.S. Office of Education, Title I Higher Education Act of 1965; Co-director, Creative Management Research, 1966; Research Consultant, Western Behavioral Sciences Institute, La Jolla, California, 1966; Co-project Director, Police-Community Relations Seminar, Police Department, City of Covina, 1966; Co-director, Executive Leadership Seminar for Church Executives, 1966; Co-director, Inter-agency Executive Leadership Seminar, Youth Opportunities Board of Greater Los Angeles, 1965; Assistant Professor, School of Public Administration, University of Southern California, 1963-1966.

Ellsworth Johnson, M.P.A.

Education: Utah State University, B.S. political science; University of Southern California, M.P.A. public administration, Doctoral Candidate, public administration. Professional Experience: Program Coordinator of Community Relations Seminars under a grant from the U.S. Office of Education, Title I Higher Education Act of

Vitas(Continued)

1965, Summer 1966. Instructor in Public Administration, University of Southern California, 1965. Research Coordinator for the 4th and 5th Police Administration Institutes for the U.S. Air Force Security and Law Enforcement Officers, 1966; Instructor, Seminars in Leadership Development for Supervisors and Directors, Los Angeles City Recreation Department, 1965-66.

William J. Williams, D.P.A.

Education: Morehouse College, B.A. political science and economics; New York University, M.P.A. public administration; University of Southern California, D.P.A. public administration. Professional Experience: Program Administrator, Community Relations Seminars, California Coordinating Council, U.S. Office of Education, Title I Higher Education Act of 1965; Instructor of Political Science and History, Los Angeles City College, 1965; Congressional Field Director for United States Congressman Augustus F. Hawkins, 1962-66; Consultant, California State Legislature, 1961-63; Research Director for Civil Service Union, Building Service Joint Council of Southern California No. Eight, 1960-61; Founder of several community organizations for the purpose of developing community resources.

Jules Drabkin

Education: University of California at Los Angeles, A.B. philosophy; University of Southern California, candidate M.P.A. public administration, 1966. Professional Experience: Administrative Assistant, Community Relations Seminars, California Coordinating Council, U.S. Office of Education, Title I Higher Education Act of 1965; Job Corps Supervisor for twelve full-time employees, since April, 1966; Job Corps Screener, South Central Youth Training and Employment Project, May 1965-April 1966; Social Caseworker in South Central Los Angeles, Bureau of Public Assistance, 1965; Member of Administrative Council, Student Coordinating Committee, Voter Registration and Education, Spring, Summer, and Fall 1964; Tutor, Avalon Community Center, Los Angeles, Summer, Fall and Winter 1964.

D. Richard McFerson

Education: University of California at Los Angeles, B.S. business education; University of California at Los Angeles, graduate work in accounting, behavioral science. Professional

Vitas(Continued)

Experience: Associate Conference Coordinator, Community Relations Seminars, California Coordinating Council, U.S. Office of Education, Title I Higher Education Act of 1965; Certified Public Accountant, California; Accounting Manager for Los Angeles-based electronic manufacturing and leasing company, 1965 to present; Instructor in Accounting, Santa Monica City College, 1964-65; Senior Auditor, Los Angeles Office of Ernst & Ernst, National Certified Public Accountants, July 1961 to July 1965; Manager Trainee for Clark Drugs, Los Angeles drugstore chain, 1959 and 1960-61.

Ron Everett-Karenga

Education: University of California at Los Angeles, B.A. political science; University of California at Los Angeles, M.A. political science, with specialization in African Studies. Professional Experience: Seminar Coordinator, Community Relations Seminars Project, School of Public Administration, University of Southern California; Consultant-at-large for Race Relations and Urban Problems; Lecturer on Afroamerican culture and African politics; Instructor of Swahili and African History for Los Angeles Public Schools; Founder-Chairman of US, an Afroamerican cultural organization.

Helen M. Cutler, M.A.

Education: University of Rhode Island, B.A. English; University of Connecticut, M.A. English. Professional Experience: Report Editor and Typist, Community Relations Seminars Project, School of Public Administration, University of Southern California; Editor for manuscript preparation, reports of Second, Third, Fourth and Fifth U.S. Air Force Security and Law Enforcement Institutes, U.S.C.; Research Assistant, Editor and Secretary for Center for Research in Public Administration, U.S.C., 1964; Secretary, School of Public Administration, U.S.C., 1960-62; English Instructor: Operation Bootstrap for Rollins College, Patrick AFB, Florida, 1959-60; Illinois State Normal University, 1956-57; University of Rhode Island, Spring Semester 1956; University of Connecticut (teaching assistant), 1953-55.

Frida E. Cardenas

Education: Escuela Bancaria y Comercial, Mexico City, graduated 1959 English-Spanish Bilingual Secretary. Professional Experience: Project Secretary, Community Relations Seminars Project, School of Public Administration, University of Southern California; Sales Manager's Secretary, Christensen Diamond Products de Mexico, 1965-66; Sales Manager's Secretary, wire and cable company, 1962-65; Bookkeeper, Security First National Bank, Los Angeles, 1960-61; Bookkeeper and Secretary, financial company, Mexico City, 1958-60.

APPENDIX B

EVALUATION INSTRUMENTS

SOCIAL BACKGROUND QUESTIONNAIRE

Please fill out this questionnaire relating to your personal background as accurately as possible. Your answers will remain absolutely confidential. You will not be identified in any way with the final report.

Family Background -- The following questions relate to the background characteristics of your parents.

1. Birthplace: Mother \_\_\_\_\_ Father \_\_\_\_\_
2. Religion: Mother, Father (categories: Protestant, Catholic, Other)
3. Political Preference: Mother, Father (categories: Republican, Democratic, Other)
4. Education--Highest grade completed: Mother, Father (categories: Grammar School, High School, College, Graduate School, Degree Held)
5. Father's Occupation \_\_\_\_\_

Personal Background -- The following questions relate to your background characteristics and those of your family.

1. Religious Preference (categories: Protestant, Catholic, Jewish, Other)  
Attendance: Weekly \_\_\_ Monthly \_\_\_ Annually \_\_\_ Never \_\_\_  
Activity -- List any church positions you may have held.
2. Education -- Highest Grade completed (categories: Grammar School, High School, College, Graduate School)  
Degree Held: \_\_\_\_\_  
University Attended: \_\_\_\_\_  
Major (Bachelor's \_\_\_\_\_  
Field (Master's \_\_\_\_\_  
(Doctor's \_\_\_\_\_

Social Background Questionnaire (Continued)

3. Political Orientation -- Preference (categories: Republican, Democratic, Other)  
 Voting: Always \_\_\_ Most of the time \_\_\_ Sometimes \_\_\_  
 Never \_\_\_  
 Participation: List any political or party offices or activities that you have held or performed.
4. Marital Status: (categories: Married, Single, Divorced, Widowed, Separated)  
 Age of children: \_\_\_\_\_
5. Wife: Birthplace \_\_\_\_\_  
 Religion (categories: Protestant, Catholic, Jewish, Other)  
 Education -- Highest Grade completed (categories: Grammar School, High School, College, Graduate School)  
 Degree Held: \_\_\_\_\_  
 Voluntary Group Memberships: \_\_\_\_\_
6. Occupation: Position \_\_\_\_\_  
 Description of Position Responsibilities \_\_\_\_\_
7. Voluntary Group Membership \_\_\_\_\_
8. Hobbies, Entertainments and Sports \_\_\_\_\_
9. Newspapers and Magazines Subscribed to \_\_\_\_\_
10. Would you list the last three books that you read during 1966.

SURVEY OF INTERPERSONAL VALUES

by Leonard V. Gordon

In this survey are statements representing things that people consider to be important to their way of life. These statements are grouped into sets of three. The respondent is asked to choose one statement which is the most important to him of the three, and one statement which is the least important to him of the three. The statements below are representative of the thirty sets.

|   | M | L |
|---|---|---|
| To be free to do as I choose. . . . .                   | — | — |
| To have others agree with me. . . . .                   | — | — |
| To make friends with the unfortunate. . . . .           | — | — |
| To be known by name to a great many people. . . . .     | — | — |
| To do things for other people . . . . .                 | — | — |
| To work on my own without direction . . . . .           | — | — |
| To be able to lead my own life. . . . .                 | — | — |
| To contribute a great deal to charity . . . . .         | — | — |
| To have people make favorable remarks about me. . . . . | — | — |

The Survey of Interpersonal Values is the most valid and reliable instrument used in the evaluation program. It can be obtained from the Science Research Associates, Inc.

THE F-SCALE

The following statements are opinions of people about social issues and situations. Some people agree with these opinions; other people disagree with them. We would like to learn how you feel about these opinions.

If you strongly agree with the statement, put a circle around the +3.  
 If you only mildly agree, put a circle around the +2.  
 If you very slightly agree, put a circle around the +1.  
 If you very slightly disagree, put a circle around the -1.  
 If you only mildly disagree, put a circle around the -2.  
 If you strongly disagree, put a circle around the -3.

- |    |    |    |    |    |    |  |
|----|----|----|----|----|----|--|
| +3 | +2 | +1 | -1 | -2 | -3 | The worst danger to real Americanism during the past fifty years has come from foreign ideas and agitators.                              |
| +3 | +2 | +1 | -1 | -2 | -3 | Heaven and Hell are products of man's imagination, and do not actually exist.  |
| +3 | +2 | +1 | -1 | -2 | -3 | The most important qualities of a real man are determination and driving ambition.   |
| +3 | +2 | +1 | -1 | -2 | -3 | Christianity and all other religions are, at best, only partly true.   |
| +3 | +2 | +1 | -1 | -2 | -3 | Any red-blooded American will fight to defend his property.  |
| +3 | +2 | +1 | -1 | -2 | -3 | Man can solve all his important problems without help from a Supreme Being.  |
| +3 | +2 | +1 | -1 | -2 | -3 | The most important function of modern leaders is to bring about the accomplishment of practical goals.                                   |
| +3 | +2 | +1 | -1 | -2 | -3 | The Bible contains many magical and superstitious beliefs.   |
| +3 | +2 | +1 | -1 | -2 | -3 | The most important function of education is its preparation for practical achievement and financial reward.                              |
| +3 | +2 | +1 | -1 | -2 | -3 | Morals must vary according to circumstances and situations--there are no sacred, unalterable, eternal rules which must always be obeyed. |

THE K<sup>2</sup> SCALE

The purpose of this form is to get your ideas about the basic nature of people. In filling out this form, place an "X" at that point between the vertical lines which most nearly represents your view.

For example:



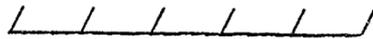
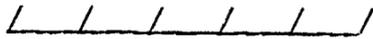
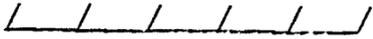
People are by nature:

- |                                 |  |                         |
|---------------------------------|--|-------------------------|
| 1. Selfish                      |  | Unselfish               |
| 2. Responsible                  |  | Irresponsible           |
| 3. Rational                     |  | Emotional               |
| 4. Evil                         |  | Good                    |
| 5. In need of community control |  | Capable of self-control |

Society should encourage more:

- |  |  |  |
|--|--|--|
| 6. Change and innovation                         |  | Order and stability                        |
| 7. Practical men as leaders                      |  | Men of ideas as leaders                    |
| 8. Protection of civil rights                    |  | Protection of private property             |
| 9. Free enterprise without government regulation |  | Government regulation of private interests |

The K<sup>2</sup> Scale (Continued)

- |   |  |  |
|---|--|--|
| 10. Expansion of educational opportunities for all citizens |  | Respect for religious and other traditional institutions |
| 11. Class differences                                       |  | Social equality  |
| 12. Participation in public decisions by all citizens       |  | Participation in public decisions by representatives     |
| 13. Unity in community thought and ideals                   |  | Individual differences in community thought and ideals   |

APPENDIX C

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APPENDIX D

CERTIFICATE OF GRADUATION



UNIVERSITY OF SOUTHERN CALIFORNIA  
SCHOOL OF PUBLIC ADMINISTRATION

Be it known that

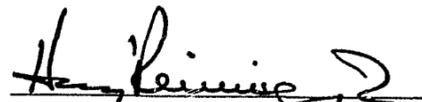
MOE DAVENPORT

has completed a ten-week seminar in

COMMUNITY EXECUTIVE LEADERSHIP

and in testimony whereof, and by the authority vested in us, we do confer this certificate

Given at Los Angeles, California, the twenty-second day of November, in the Year of Our Lord,  
One Thousand Nine Hundred and Sixty-Six

  
Dean, School of Public Administration

  
Director, Civic Center Campus

  
Head, Center for Training & Career Development

APPENDIX E

LETTERS AND STATEMENTS OF SUPPORT

COMMUNITY RELATIONS COMMITTEE  
OF THE  
JEWISH FEDERATION-COUNCIL OF GREATER LOS ANGELES  
590 North Vermont Avenue, Suite 157  
Los Angeles, California 90004  
NOrmandy 3-8484

Dr. Sidney W. Brosman  
Acting Assistant Director  
Coordinating Council for Higher Education  
Federal Program Section  
State of California  
Sacramento, California

Dear Mr. Brosman:

I have the privilege of writing you as Chairman of the Los Angeles Chapter of the National Association of Intergroup Relations Officials, and as Associate Director of the Community Relations Committee of the Jewish Federation-Council of Greater Los Angeles, to urge your approval of a project submitted to you for a series of "Community Relations Seminars" - that is designed to deal with a most crucial domestic problem - that of urban race relations.

The proposal titled "Community Relations Seminars: Behavioral Science Perspectives" was submitted to you by the Directors of the project - Kent M. Lloyd, Ph.D. and Kendall O. Price, Ph.D. of the School of Public Administration, University of Southern California.

I believe my participation in the project and my professional responsibilities qualify me to urge your approval of this project because, first, the National Board of NAIRO officially endorsed the original pilot project and as Chairman of the Los Angeles chapter, I have had the direct relationship for NAIRO with the project and its concern for the role of the Intergroup professionals in the critical job of developing program and understanding in order to "reduce racial tensions in the Los Angeles urban complex" and secondly, through my professional work as Associate Director of the Community Relations Committee of the Jewish Federation-Council, the coordinating and policy forming body for all Jewish community human and race relations organizations in Greater Los Angeles.

I believe sincerely that the initial Seminars have had a tremendous impact and have opened the doors for better understanding, as well as serving as an incentive for developing solutions to our entire race relations problem with particular emphasis on the so-called Watts area.

On behalf of my colleagues and myself who have had the privilege of participating in the pilot Seminars; and as an Intergroup relations executive deeply concerned with racial and religious tensions; and as Chairman of the Los Angeles chapter of NAIRO concerned with the growth of the professionals in the Intergroup field and its service to the community; and finally, because I believe these Seminars have been unique in bringing to the Intergroup professionals and the community the latest Behavioral Science techniques for leadership, I would urge your most favorable consideration of this proposal. I am sorry this communication has been so lengthy, but I did want to set forth my view in this matter. Thanking you in advance for your consideration, I am

Very sincerely yours,

CHARLES POSNER  
Associate Director



To Whom It May Concern:

We feel that the Watts Grass Roots Community Seminar was an asset to the grass roots community in terms of the information and dialogue it provided.

Certainly there are some improvements to be made in terms of content, but it was a beginning and a very fundamental and important one. We feel that a continuation of the project would allow these improvements and therefore provide even a greater service to the community.

Ron Karenga  
Founder-Chairman of US

CONCLUDING STATEMENT OF THE CONFERENCE,  
"THE McCONE REPORT REVISITED"  
FROM HENRY REINING, JR., DEAN,  
SCHOOL OF PUBLIC ADMINISTRATION,  
UNIVERSITY OF SOUTHERN CALIFORNIA

"This two-day symposium demonstrates the role of the urban university in community affairs by providing a neutral ground for exchange of opinion by interested community leaders. We think the lively discussions of the past two days have been useful in focusing community attention on the problems of race relations in Los Angeles.

"While we do not agree with all points of view that have been expressed, we in the university respect the rights of responsible individuals to present their views. We find little value in simply criticizing the shortcomings of past activities, and therefore were particularly impressed with the papers presented today by social agency executives and other community leaders describing the constructive steps now being taken in Watts as a direct result of the Governor's Commission Report one year ago. We also appreciate hearing Mr. McCone's paper, presented this afternoon, outlining progress made since the report was issued.

"To those who have directed and participated in this stimulating two days, we at the University of Southern California extend our congratulations."

The following pages (Appendix F: News Media Coverage) contain material protected by the Copyright Act of 1976 (17 U.S.C.):

PARLEY AT USC WILL WIND UP GHETTO STUDY, Los Angeles Times  
Monday, December 5, 1966

2-DAY CONFAB SLATED TO STUDY McCONE REPORT, Los Angeles Sentinel,  
Thursday, December 15, 1966

M'CONNE REPORT SHARPLY CRITICIZED at SEMINAR, The Los Angeles Times  
December 16, 1966

USC SEMINAR SEEKS BRIDGE TO WATTS, WOULD ESTABLISH COMMUNICATIONS  
Thursday, December 15, 1966

NO SHORTCUTS FOUND: McCONE TELLS CRITICS, Los Angeles Times,  
Saturday, December 17, 1966

National Criminal Justice Reference Service

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National Institute of Justice  
United States Department of Justice  
Washington, D. C. 20531

# KPOL

A REPORT FROM THE WATTS GRASS ROOTS SEMINAR

Dec. 2, 1966

The school of public administration, University of Southern California, recently conducted what was called "The Watts Grass Roots Community Seminar." It is possible for one to say, "Well, so what... hundreds of Seminars are conducted yearly by the various colleges and universities in the southland. What's so special about this one?" A suitable answer is herein intended.

One of the tragedies of doing good things nowadays seems to be that good news never makes good news copy. However, this time is an exception. First, with the Watts seminar, the people invited to participate were indigenous persons representing all known groups in that section of the city. These persons were invited on the theory that residence and involvement provide a better observation point than isolated academic qualification. The results established some hard facts that might well revolutionize minority thinking and involvement in the main stream of democratized living.

The beginning sessions were devoted to inter-explorations among activists with common goals but different approaches. And it was here discovered that the common failing among minorities is their lack of technical skills and that the need of these same basic skills cannot be by-passed if progress is to be made in meaningful ways. The subject matter ran the gamut from majority exploitation of minority-originated ideas to ways and means of developing minority businesses utilizing the best of exploitation methods. But, these are ordinary discoveries and almost any group, after careful consideration, might arrive at the same conclusions. The main meat of this seminar was the acknowledgement that middle class minorities have a value that is necessary to eliminate the evils of the ghetto; that one ought to be able to listen objectively to any successful person without necessarily agreeing with that person's views but learning from his technique; that not all white people are alike any more than all Negroes or Mexican Americans are alike. Indeed, some of them want sincerely to help bring democracy to all Americans regardless of race, creed or color. To many persons unfamiliar with conditions in the ghettos of our city, these recognitions sound ordinary, but to those who labor every day inside the ghetto it will be recognized that these are attitudes that have not been expressed for a long, long time.

Admittedly all of the aforementioned accomplishments are of great value only if there is some uniformity of understanding, but from this

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seminar and from the participation of the people from the ghetto, a gradual return to reality has set in in Watts and the citizens inside and outside must face up to these realities if the problems are to be overcome. The rank and file of those participating dedicated themselves anew to the proposition that to be successful one must return something for something received, and for the community of Watts to re-establish itself as a self-supporting member of the Los Angeles community there must be a combined effort utilizing persons with skills, persons with successful desires and willingness to learn and mutual respect throughout.

These accomplishments will never make front page copy in our society. In fact, actions such as the Watts Grass Roots Seminar are designed to prevent headlines, for this we can all give thanks.

Lin Hilburn KPOL commentary.

**END**