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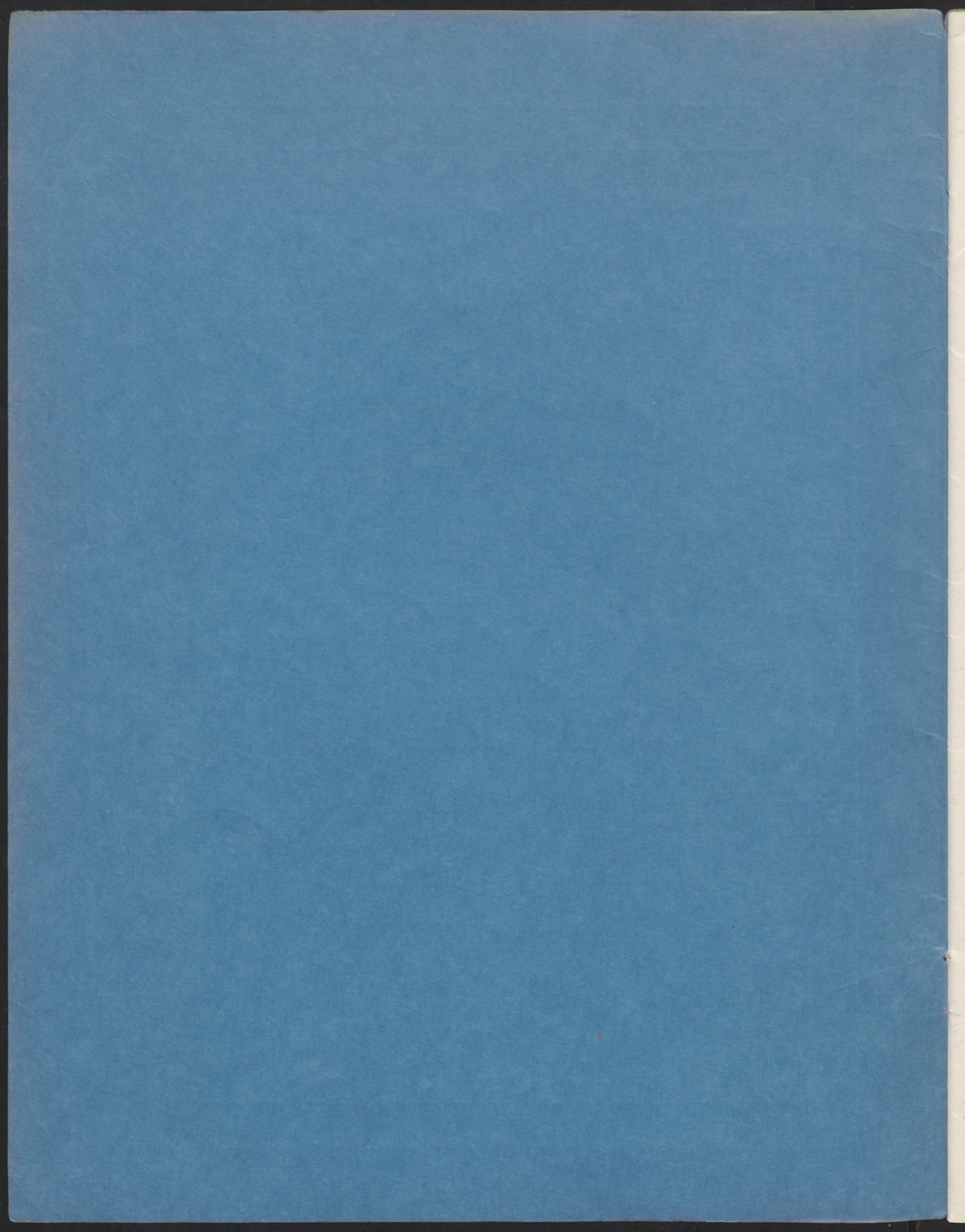
A Guide and Index
to
BETTER HUMAN RELATIONS

With Emphasis On

**FAIR EMPLOYMENT
PRACTICES**



SEPTEMBER, 1952



A Guide and Index

Our Opportunity and Our Responsibility

to

BETTER HUMAN RELATIONS

With Emphasis On

FAIR EMPLOYMENT PRACTICES

Published By

THE ANTI-DISCRIMINATION DIVISION

of the

INDUSTRIAL COMMISSION OF COLORADO

ROY M. CHAPMAN, Director of F.E.P.

1065 BROADWAY

DENVER 3, COLORADO



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105 N. Cass St., Denver, Colorado

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Industrial Commission of Colorado

Our Opportunity and Our Responsibility

As we accept the responsibility of maintaining a strong military organization and a healthy civilian economy, more and more Americans recognize the necessity for conserving our human resources, for most of us know that we are badly outnumbered in the years of contest which lie ahead.

In order to produce the military and civilian goods so essential to us and the other nations of the free world, we must utilize our total manpower. We can best serve our own self-interest and also our country by promoting the employment of men and women for the jobs for which they are best qualified regardless of any physical, cultural or religious difference which tends to set them apart from the majority.

During its comparatively brief history, the United States has assimilated many kinds of people from many lands. To the suppressed peoples of the world, America has become a symbol of opportunity and a refuge for many. In providing an opportunity for men of various cultures to develop their productive and creative talents, America has prospered. Edwin Markham has eloquently written:

There is a destiny that makes us brothers;
None goes his way alone:
All that we send into the lives of others
Comes back into our own.

As we grew from thirteen small colonies into a great nation, several national and religious groups were considered to be "minorities" for a time. The Irish, for example, were discriminated against by many people in our early history. Today, they are looked upon as an important element in our culture.

Although progress has been made toward the elimination of discrimination in employment in the United States in recent years, there are still groups of people who do not enjoy the great American privilege of free enterprise when they try to find jobs.

It is heartening to note, however, that increasing numbers of employers and labor unions are accepting men and women on the basis of individual ability, aptitude, and skill rather than rejecting them on the basis of color, religion, or nationality.

Through the work of the Anti-Discrimination Division and the Governor's Human Relations Commission, the State of Colorado is moving in the direction of equal employment opportunities for all its citizens. The F.E.P. Research Committee and the Governor's Human Relations Commission carefully considered the various aspects of the problem of discrimination in employment and then recommended that funds of the Anti-Discrimination Division be expended for the purpose of learning what steps other states and communities had taken toward the solution of the problem.

Several months of intensive work by Paul R. Merry and his staff have resulted in this working bibliography and outline for action. It can be very useful to public-spirited citizens in the communities of Colorado. The members of the F.E.P. Research Committee believe this work is a contribution in the field of human and intercultural relations.

As we read and hear about the difficult problems of our time, many of us wonder what we can do to improve understanding and the cause of peace in the world. Unless we can understand and accept Americans of different religions and races, how can we expect to contribute to the solution of the world's problems?

If we can improve human and intercultural relations at home, there is hope for improved international understanding.—
Dr. Clifford G. Houston, Chairman of the F. E. P. Research Committee.

ACKNOWLEDGMENTS

We wish to commend Paul R. Merry, Associate Director of the Bureau of Business and Social Research of the University of Denver, and his associates: Richard A. Haughton, graduate assistant; George E. Bardwell, Margaret R. Brittan, and Robert V. Mauney, Research Associates; and Harold Warner, graduate student, for their splendid work in compiling this methodologically classified bibliography of selected writings and audio-visual materials on human and intercultural relations.

To Paul R. Merry goes the credit for developing this unique, easy-to-use classification system. With a crusader's enthusiasm and a researcher's discipline, Mr. Merry attacked with vigor the problem of classifying a mass of material into a usable compact unit.

We also appreciate the help of the members of the volunteer F.E.P. Research Committee whose guidance and suggestions have made this manual a composite of the views of men and women from industry, business, labor, and education.

Finally, Roy M. Chapman can be credited for establishing the foundation for the present work when he saw the need for thoughtful planning prior to the initiation of an action program in Colorado. His sincere desire to uphold the principles and to carry out the obligations of his office as Director of F. E. P. have been a continuous inspiration to all of those who have participated in the study.

GOVERNOR'S HUMAN RELATIONS COMMISSION

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FIRST ANNUAL REPORT
of the
ANTI-DISCRIMINATION DIVISION
of the
INDUSTRIAL COMMISSION OF COLORADO
July 30, 1951 to June 30, 1952

The Anti-Discrimination Division of the Industrial Commission of Colorado was created by an Act of the General Assembly, Ch. 217, S. L. of Colorado, 1951, to eliminate discriminatory and unfair employment practices as defined in Section 5 thereof.

The work of the Division is divided into three parts:

I. RESEARCH—Sec. 3, paragraph (d)

- A. To investigate and study the extent, character, and causes of discrimination in employment
- B. To formulate plans for the elimination thereof

Because data on employment practices in Colorado are inadequate for the formulation of a comprehensive program, the Bureau of Business and Social Research of the University of Denver was engaged to analyze and evaluate existing data on employment practices and to compile an annotated bibliography of selected literature and audio-visual material relevant to the work of the Division. When this project has been completed, the Division will then know in what areas further studies are necessary. That approach to an understanding of the problem was decided upon after months of work by the Governor's Human Relations Commission and a volunteer committee comprising twenty-five educators, industrialists, labor leaders, personnel men, minority persons, and heads of intergroup, interracial, and human relations organizations whose work supplements that of the Division.

II. EDUCATION—Sections 4 and 6

- A. To formulate and conduct educational programs looking forward to the elimination of prejudices among the various racial, religious, and national groups of Colorado
- B. To formulate and conduct educational programs for the enlargement of employment opportunities for minority persons in accordance with their individual qualifications

The Director of F. E. P. has engaged in the following activities:

- 1. Speaking engagements—19
- 2. Participation in discussion groups—7
- 3. Radio speeches and interviews—5
- 4. Radio stations using F. E. P. spot announcements—14
- 5. Radio stations using 15-minute transcribed human relations dramatizations—13 programs—1
- 6. Newspaper articles and news items—incomplete number—46
- 7. Leaflets explaining the provisions and purpose of the Act—distributed by thirty-eight trade, service, civic, labor, personnel, education, management, social, and political organizations—12,000
- 8. Miscellaneous pamphlets distributed—300
- 9. Copies of the Act supplied on request to employers, libraries, and schools—175
- 10. F. E. P. councils now in process of organization—4

III. REGULATORY—Sec. 7.

- A. To settle complaints by methods of conferences, conciliation, and persuasion—Sub-section A
- B. If a respondent is a public employer, recourse for the settlement of complaints may be had to a public hearing, or to a district court—Sub-section B.

The following complaints have been disposed of:

- 1. A Negro alleged in a sworn complaint that a labor union had denied him the opportunity of taking a job as a heavy equipment operator on a State highway project by refusing to issue him a work permit because of his color. Although an investigation established not only the truth of the allegation but also the relator's ability to perform the work required, the Union refused to comply with the law.
- 2. A Negro woman alleged in a sworn complaint that a public employer had refused to hire her because of her color. Although an investigation revealed probable discrimination, the evidence presented at a public hearing failed to establish that the relator was the best qualified applicant.
- 3. A woman alleged informally that a private employment agency when answering her telephone inquiry about an advertised job had implied prejudice against Jews. A conference between the Director of F. E. P. and the owners of the agency and also an inspection of the agency's records disclosed no evidence to substantiate the allegation.
- 4. A Negro alleged informally that a labor union was blocking his transfer to a better job because of his color. Since he was employed on a Federal defense project where union membership is not recognized as a condition for employment, he was referred to the NLRB for help. The relator thereupon filed complaints with the NLRB against both the contractor and the union. Soon thereafter, the respondents arranged the transfer; and the complaints were withdrawn.
- 5. A young man alleged informally that he and others of Spanish ancestry were being refused employment by a private employer because of their ancestry. An informal investigation of the company's employment practices revealed no evidence to substantiate the allegation.
- 6. A Negro woman alleged informally that a public employer had refused to hire her because of her color. An informal conference between the Director of F. E. P. and the public employer revealed the truth of the allegation. Subsequent conferences resulted in the employment of the relator.

FIRST ANNUAL REPORT
of the
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of the
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July 30, 1951 to June 30, 1952

The Anti-Discrimination Division of the Industrial Commission of Colorado was created by an Act of the General Assembly, Chapter 217, S. 1, of Colorado, 1951, to eliminate discriminatory and unfair employment practices as defined in Section 2 of that Act. The work of the Division is divided into three parts:

- I. RESEARCH—Sec. 3, paragraph (b)
 - A. To investigate and study the extent, character, and causes of discrimination in employment.
 - B. To formulate plans for the elimination thereof.

II. EDUCATION—Sections 4 and 5

The right to work is synonymous with the right to live. Take from me my opportunity to work, deny to me the opportunity to work because of my color, and you deny to me the opportunity to raise a family, you deny to me the opportunity to educate my children, and you deny to me the opportunity to build a home and to acquire those things which, according to all human standards, should be the minimum which any individual should have.—Hon. William L. Dawson, Rep. (Hearings before the Committee on Labor, H. R., 78th Congress, 2nd Session, 1944, Volume I, p. 22.)

III. RESEARCH—Sec. 7

- A. To settle complaints by methods of conciliation, mediation, and persuasion.
 - B. If a respondent is a public employer, recourse for the settlement of complaints may be had to a public hearing or to a district court.—Sub-section B.
- The following complaints have been disposed of:
1. A Negro alleged in a sworn complaint that a labor union had denied him the opportunity of taking a job as a heavy equipment operator on a State highway project by refusing to issue him a work permit because of his color. Although an investigation established not only the truth of the allegation but also the relator's ability to perform the work required, the Union refused to comply with the law.
 2. A Negro woman alleged in a sworn complaint that a public employer had refused to hire her because of her color. Although an investigation revealed probable discrimination, the evidence presented at a public hearing failed to establish that the relator was the best qualified applicant.
 3. A woman alleged informally that a private employment agency when answering her telephone inquiry about an advertised job had implied prejudice against her. A conference between the Director of F. E. P. and the owners of the agency and also an inspection of the agency's records disclosed no evidence to substantiate the allegation.
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 6. A Negro woman alleged informally that a public employer had refused to hire her because of her color. An informal conference between the Director of F. E. P. and the public employer revealed the truth of the allegation. Subsequent conciliation conference resulted in the employment of the relator.

INTRODUCTION TO THE BIBLIOGRAPHY

As indicated in the foregoing report the research activities of the Governor's Human Relations Commission and the Anti-Discrimination Division of the Colorado Industrial Commission have been directed largely toward the development of a bibliography which would serve as a useful guide in the development of effective programs of action for combatting minority tensions in the State of Colorado.

A brief statement of the thinking behind the development of such a bibliography is worthy of note, for in important respects its methodological framework represents the kind of foothold any agency or group, charged with such a responsibility should assume if effective action programs are to result.

Quite aware of the tremendous quantity of work being done by innumerable agencies throughout the country in the area of minority tensions, we embarked upon a program of learning what many dozens of such agencies have been doing and—more importantly—of learning what results have been accomplished by them through various action type programs, together with the problems which they have encountered.

While much has been learned from the isolated experiences of other groups, we have also become increasingly aware of the urgent need for an *integration* of these experiences. We feel that if such can take place, more effective programs will be engaged in; and we are eager to embark upon the most effective program here in Colorado.

Bibliographical work offered, and still offers, one important possibility in the area of integration; but this is true only if such effort results in a contribution considerably beyond that made to date. A number of bibliographies have been compiled in the broad field and on specific aspects of the field of human and intercultural relations. These vary in form from mere alphabetical listings to very general classified listings, either with or without descriptive annotations. While these are not entirely useless to the researcher or to an action agency, the overwhelming quantity of material in existence hampers greatly any attempt by the researcher or action agency to ferret out the information desired. Such a dilemma, we believe, might well be solved to a significant extent by a reconsideration of the values to be derived from effective bibliographical work.

Further, we feel that the compilation of a bibliography—particularly in a field so broad as human and intercultural relations—poses a research problem of the *highest* kind, one that should be approached with the same disciplinary procedures as any other problem in the social sciences. Thus, an express and clearly defined objective should be in view. In addition, the bibliography should be set up so that an individual or group can find, with a minimum of effort, specific types of information which are needed on the subject under study; it should be designed so as to eliminate the present problem of attempting to place units of information into classes which seldom, if ever, are mutually exclusive; and it should lend itself to being expanded and kept up to date with relative ease. Finally, certain criteria should be devised which will facilitate the selection of materials worthy of inclusion. Such are the considerations which have been in view in the preparation of the bibliography herein presented.

Its purpose is to provide a sense of direction for the researcher, the action agency and others who engage in this important task of improving relationships of men of different colors, creeds, and cultures. As a class room tool, its use is apparent, for it pin-points the student's attention on specific facets of the problem of human and intercultural relations and directs him to some of the best sources of information. The teacher, too, will find many references pertaining to techniques useful in planning effective participative student projects.

The relative ease with which one may use the bibliography is its greatest virtue. Part I is, in methodological sequence, a Classification System of the areas of interest which as a whole seem to form the kind of framework within which an agency or group can best develop and achieve an effective action program. Part II is an Index of selected writings in the broad field of human and intercultural relations, the entries of which are carried back into the Classification System in Part I.

Thus, the researcher or action agency, should examine the Classification System until he finds the subjects pertaining to the information desired. The system of notations beneath the subject heading reveals, for a given entry, first the sectional position in the Index where the bibliographical unit can be found, each section having been designated by the letters of the Alphabet—A through Z. Following the letter prefix and separated by a dash, is the number referring to the position assigned the bibliographical unit within a given section; and, separated by a colon, are the pages in which the desired information may be found. Thus, the notation (A-24:13-15) to be found under the heading, "Techniques of Measurement" (measurement of the extent of discriminatory practices), signifies that in Section A. of the Index in entry No. 24, and on pages 13-15 a reference on this subject can be found. Where no pages are indicated, the entire work is applicable to the subject-heading.

Additional entries can quickly and easily be made in the Index and accordingly in the Classification System as further study is pursued.

Much of the material included in the Index can be borrowed from the Colorado Anti-Discrimination Division, 1065 Broadway, Denver 3, Colorado. Some of it is available in your high school or college or public library. Hard-to-find publications can best be located through the Bibliographical Center for Research, Denver Public Library. Many of the pamphlets and some of the reprints of articles can be obtained at nominal costs—some free—by writing to the given responsible agency.* Further, *The Inventory of Research in Racial and Cultural Relations* (U-20) published quarterly by the Committee on Education, Training and Research in Race Relations of the University of Chicago contains excellent descriptive annotations of a number of the works included in this bibliography.**

* See entries (A-43) and (B-8) for references leading to the addresses of given agencies.
** This source, in fact, was an invaluable aid in classifying certain references.

PART I

THE CLASSIFICATION SYSTEM

I. STATUS OF RESEARCH AND ACTIVITY IN THE FIELD OF HUMAN AND INTERCULTURAL RELATIONS.

A. Nature, Causes and Effects of Prejudice and Discrimination: What is known of the nature, causes and effects of prejudice and discrimination?

1. Studies on the Nature, Causes and Effects of Prejudice and Discrimination.

(A-4), (A-7), (B-15), (B-24), (B-36), (C-16), (C-57), (C-61), (D-9), (D-10), (D-13), (D-14), (D-17), (D-21), (G-6), (H-5), (H-12), (H-13), (H-26), (K-15), (K-16), (K-21), (L-9), (L-10), (M-34), (M-37), (M-44), (R-9), (R-10), (R-11), (R-12), (R-14), (R-15), (R-17), (R-19:277-306), (S-1), (S-15), (S-28), (S-29), (U-6).

2. Descriptive Information on the Nature, Causes and Effects of Prejudice and Discrimination.

(A-8), (A-21), (A-42), (A-45), (B-9), (B-10), (B-30), (B-37), (B-52:1-26), (C-9), (C-16), (C-19:73-81), (C-24), (D-5), (D-9:132-148), (H-35), (I-10), (J-3), (K-9), (K-15), (L-14), (L-17), (M-26), (M-37), (M-43), (M-44), (O-5), (P-3), (R-15), (R-16), (R-19:1-26, 256-306), (R-23), (R-24), (R-26), (S-22), (S-23), (S-24), (S-26), (T-2), (U-4:1-42), (W-14), (W-28), (U-5).

B. Methodology and Techniques: What methodological disciplines have been assumed by research workers in the field of human and intercultural relations; and what research tools or techniques have been used by them?

(A-4:11-27), (A-6), (A-19:36-40), (A-24), (A-28), (A-30), (A-41), (B-6), (B-13), (B-19), (B-20), (B-21), (B-24), (B-29), (C-57), (C-59), (C-61), (D-1), (D-2), (D-9:1-49, 156-180), (D-18:226-256), (F-5), (F-7:311-331), (G-9), (H-5), (H-13), (H-16), (H-31), (J-4), (J-7), (J-8), (J-12), (K-15), (K-19), (K-21), (L-10), (L-18), (M-38), (M-42:1027-1070), (M-44), (N-56), (O-1), (P-1), (R-3), (R-11), (R-15:535-600), (R-17), (S-16:21-55), (T-15), (U-6), (W-3), (W-4), (W-5), (W-10), (W-18:108-134), (W-29:101-159, 175-264).

C. Evaluation of Methodology and Techniques: What are the values and limitations of the research techniques which have been developed to date?

(A-6), (A-45:55-56), (B-13), (B-21), (B-27), (B-28), (B-29), (C-3), (C-9:68-69), (C-25), (D-12), (G-3), (H-13), (H-27), (J-4), (L-6), (L-18), (M-44),

(R-5), (R-10), (R-17), (S-16:56-63), (S-18), (U-6), (W-3), (W-4), (W-10), (W-18:7-35), (W-24).

D. Problematic Areas in Need of Research: What problems are in need of research in the field of human and intercultural relations?

(A-2), (A-6), (B-21:101-102), (C-16), (C-17), (C-25), (K-15:244-247), (R-17), (U-4:56-57), (W-3:144-156), (W-18:36-104).

E. Bibliographical Surveys: What bibliographies have been compiled in the field of human and intercultural relations?

1. General Coverage Bibliographies.

(C-43), (C-45), (C-47), (C-54).

(a) Writings

(A-3:351-362), (A-4:977-982), (A-6:46-49), (A-18), (A-19), (A-34), (B-9:57-59), (B-34:660-701), (B-51:56-62), (C-19:135-146), (C-44), (E-6:6), (E-9:60-62), (H-24), (I-7), (K-21), (K-22), (L-21:58-63), (M-16:10), (M-24:307-313), (M-42:1144-1180), (N-3), (N-21), (N-46), (N-64:31-32), (P-13), (R-19:329-342), (S-29), (T-9), (T-9:181-182), (U-4:58-88), (U-12), (U-14:31), (U-15), (U-19:26-51), (U-20), (W-2), (W-6), (W-6:40), (W-18:135-145).

(b) Audio-Visual Materials

(A-20), (A-22), (A-36), (A-40:29, 32-33), (B-9:59-60), (B-51:62-63), (C-39), (C-48), (E-9:62-63), (M-16:9), (N-1), (N-26), (N-49), (R-15:598), (W-24).

2. Bibliographies in the Area of Employment Discrimination.

(a) Writings

(A-12), (A-18:22-25), (A-19:44-54), (D-20:24-25), (E-6:6), (L-8:215-239), (N-56:289-302), (N-57:31), (T-9:63-68), (V-4:11-12), (W-6:27-29).

- (b) Audio-Visual Materials
(A-36), (B-35:3-9), (C-39), (H-6:9-56).

F. Agencies Engaged in Work in the Field of Human and Intercultural Relations: What agencies are working in the field of human and intercultural relations? In what research activities are they engaged?

1. Agency Listings

(A-43), (B-8), (B-34:658), (B-51:49-54), (C-35:2), (C-48:5), (C-54:61-63), (E-9:64), (H-24:60), (U-14:32), (W-64:30-31).

2. Research Activities Engaged in by Given Agencies.

(B-7), (B-22), (B-41), (B-42), (D-1), (D-4), (U-6), (W-3:17-24).

II. THE NATURE AND EXTENT OF DISCRIMINATORY PRACTICES.

A. Areas of Discrimination: In what areas and to what extent do discriminatory practices exist in these areas?

1. Discrimination in Employment.

(A-13), (A-39), (B-1:9-19), (B-25), (B-41), (B-42), (B-47), (C-7), (C-12), (C-21), (C-29), (C-33), (C-56:102-4), (C-69), (D-3), (D-4:39), (D-7), (D-22), (F-7:62-71), (H-17), (H-18), (H-19), (H-20), (I-4:1-14), (I-5), (L-8), (M-5), (M-9), (M-13:3-6), (M-14), (M-24:215-217), (M-35), (M-42:1079-1124), (M-44:46-58), (N-22), (N-60), (N-65:18-27), (O-2), (O-8), (P-6), (R-4), (R-8:9-19), (R-13), (R-15:113-175), (R-19:67-106), (S-1), (S-22), (T-3), (T-15), (T-16), (U-2), (W-20), (W-29:23-35).

2. Discrimination in Housing.

(A-2), (B-1:20-25), (C-5), (C-56:106-7), (C-61), (C-63), (D-5), (D-9), (F-7:95-105), (H-23), (H-24), (H-25), (I-11), (L-17), (M-1), (M-13:6-7), (N-12), (N-63:1-66), (R-15:555-564), (S-9), (S-43:10, 12-16), (W-29:36-40).

3. Discrimination in Education.

(A-25:7-11), (C-15), (C-56:105-6), (C-64), (F-7:72-81), (H-35), (I-4:15-22), (I-11), (M-16:11), (M-39), (N-5), (R-7), (S-2), (S-32), (T-8), (W-29:41-50).

4. Discrimination in Religion.
(C-18), (C-19:49-72), (E-9), (R-26).

5. Discrimination in Public Accommodation.
(C-13:4-6, 19-20), (C-56:104-5), (C-66), (F-7:82-94), (I-1), (M-13:7-8), (P-14).

6. Discrimination in Other Areas.
(J-9), (K-8), (K-9), (M-25), (S-6), (S-43), (W-1).

B. Measuring the Extent of Discrimination: What techniques have been developed for measuring the extent of discriminatory practices in a local area and how successful have such measures been?

1. Techniques of Measurement.

(A-4:11-27), (A-7:9-16), (A-24:13-15), (B-1), (B-4), (B-5), (B-23), (B-36), (B-39), (B-41), (B-42), (C-11), (C-21), (C-56), (C-68:25-33), (E-5), (D-14), (F-5), (G-10:20-27), (G-12), (H-7), (H-15), (H-17), (H-18), (H-19), (H-20), (I-1), (I-4), (I-5), (I-9), (J-12), (K-1), (K-3), (K-8), (L-10), (L-18), (M-16:11), (M-31:9-13), (M-38), (M-44), (N-42:5-6), (N-59), (N-60), (N-62), (N-65), (O-1), (O-8), (P-6), (R-2:47-50), (R-8), (R-25), (S-1), (S-16), (S-28), (T-15), (U-2), (W-29).

2. Evaluation of Techniques of Measurement.

(B-4), (B-5), (B-13), (B-23), (E-11), (H-15), (L-18), (M-31:9-13), (M-44), (O-1), (S-16:56-63), (W-18:108-134).

C. Defining the Problem in a Local Area: How can groups in a local area define the extent of discriminatory practices against particular ethnic and minority groups? What steps should be taken in the planning phases of an action program?

1. The Nature and Extent of Discrimination Against Ethnic and Minority Groups.

(C-68:7-9), (G-10), (H-18), (H-37), (I-3:40-43), (J-9), (K-1), (K-3), (O-8), (R-4:9-18), (S-1), (S-7), (S-16), (U-2), (W-29).

(a) Against Negroes.

(A-13), (B-6), (B-25), (B-36), (B-39), (C-11), (C-28), (C-32), (C-63), (C-64), (C-65), (E-5), (H-7), (J-11), (K-3), (K-8), (K-9), (K-19), (M-22:255-294), (M-35), (M-38), (M-39), (M-40), (M-42), (M-43), (N-35),

(N-46), (R-8), (R-18), (R-24), (S-12), (S-27), (T-3), (T-15), (W-11), (W-13), (W-23).

(b) Against Peoples of Spanish Speaking Origin.
(A-29), (A-30), (D-4), (I-1), (K-2), (K-20), (M-21), (M-22:255-294), (M-31), (M-32), (N-59), (R-15:49-65), (R-25), (S-19).

(c) Against Peoples of Oriental Origin.
(C-63), (M-26).

(d) Against Religious Groups.
(A-31), (B-36), (B-41), (B-42), (C-15), (C-66), (F-10), (R-14), (R-15:131-146).

(e) Against Other Ethnic and Minority Groups.
(C-20), (E-3), (G-5), (M-7), (N-65), (U-17).

2. Planning an Action Program.

(A-5), (A-24:13-15), (A-27), (B-33), (B-51:27-34), (C-19:119-134), (C-58), (D-13), (F-7), (H-6:4-8, 57-60), (H-26), (H-37), (I-3), (I-5), (J-10:12), (M-4), (M-22:295-325), (M-33), (N-64), (W-3), (W-4), (W-29:63-198).

III. INITIATING AN ACTION PROGRAM.

A. General Background Information: What background information will be helpful to the action agency and the researcher in better understanding the race problem?

1. Background Information About Specific Minority Groups.

(A-3), (A-37), (B-3), (B-14), (B-34), (B-38), (B-52:1-26), (C-22), (C-28), (D-4), (D-11), (E-3), (E-9), (F-6), (F-9), (F-15), (G-1), (G-5), (G-9:55-65), (H-2), (H-4), (H-30), (I-9), (K-12), (M-3), (M-7), (M-22), (M-24), (M-26), (M-40), (P-2), (R-19), (R-25), (R-26), (S-3), (S-24), (T-3), (U-11:154, 163-165), (U-13), (U-19), (W-5), (W-7), (W-19), (W-26).

2. Background Information About the General Problem of Race Relations.

(A-8), (A-14), (B-9:9-44), (B-24), (B-50:6-11), (B-51), (C-6), (C-18), (C-19), (C-30), (F-16),

(H-9), (H-27), (H-32), (H-34), (J-10), (L-3), (M-1), (M-34), (M-41), (O-6), (P-7), (R-24:5-12), (S-14), (W-22).

3. Background Information on the Methods of and Problems Encountered in Integrating Minority Group Members into the Work Situation.

(A-27), (B-1:34-36), (B-40:1-51), (B-44), (B-48), (C-30), (C-58), (D-19), (E-8), (F-3), (G-7), (G-8), (G-9), (H-11), (H-30), (M-5), (M-6), (M-23), (M-26), (M-31), (M-36), (M-44), (N-34), (N-35), (N-36), (N-39), (N-56), (N-57), (O-8), (P-8), (R-15:580-587), (S-8), (S-12), (S-14), (S-20), (S-24), (S-27), (S-33), (S-34), (S-39), (T-3), (T-4), (T-6), (T-7), (T-14), (T-15), (W-8), (W-9), (W-16), (W-23).

B. Programs and Techniques for Action: What programs and techniques for action have been initiated with apparent success toward the lessening of discriminatory practices against minority groups? What materials will be beneficial to specific groups in the development of wholesome attitudes toward minority peoples?

1. Educational Activity.

(B-1:32-36), (B-51:19-48), (C-72), (E-1), (E-2), (H-5), (H-8), (J-1), (K-4), (L-5), (L-20), (L-22), (M-4), (M-13:9-16), (M-44:214-254), (N-44), (N-64), (R-6), (S-4), (S-14:29-30), (S-17), (S-38:29-31), (S-41), (T-5), (U-4:50-57), (U-10), (W-7).

(a) Education of Specific Groups.

(B-17), (C-14), (C-16), (D-2), (I-3:13-24), (I-6), (I-11:31), (M-2).

(1) Training of Educators.

(A-21), (A-28), (A-29), (A-34), (A-38), (B-9:45-55), (B-16), (B-17), (B-32), (B-35), (B-40), (B-51), (C-8), (C-26), (C-72), (D-18), (F-7:244-251), (F-8), (F-17), (G-3), (G-4), (G-6), (H-3), (H-28), (H-32), (H-33), (I-8), (I-10), (I-11), (K-3), (K-4), (K-5), (K-10), (K-11), (K-13), (L-20), (L-21), (M-13:10-11), (M-16), (M-27), (N-1), (N-17), (N-18), (N-19), (N-27), (N-31), (N-44:3, 8), (N-64), (R-6), (S-5), (S-17), (S-20), (S-35), (S-36), (S-38), (T-12), (T-13), (U-10), (U-14), (V-1), (V-2), (V-3), (W-6:40), (W-27), (Z-1:1).

- (2) Education of College Students.
(A-34:1), (B-23), (H-33), (I-11:30-31), (K-6), (N-31), (N-45), (N-64), (P-1), (R-15:601-605), (U-14).
- (3) Education of Secondary School Students.
(A-34:1), (C-71), (C-72), (F-8), (F-17), (I-8), (K-6), (K-11:84-246), (M-16), (N-3:4-6), (N-19), (N-47), (N-50), (N-64), (S-36), (V-4:9-22).
- (4) Education of Elementary School Students.
(A-34:1), (B-51:35-48), (C-47), (C-72), (C-73), (F-8), (F-17), (H-12), (K-10), (K-11:17-83), (K-14), (N-3:2-4), (N-44), (N-64), (T-12), (V-4:4-9).
- (5) Education of Employers.
(A-15), (A-16), (A-27), (B-26), (B-44), (B-46), (C-2), (D-3), (H-18), (H-20), (M-6), (M-17), (M-36), (N-23), (N-24), (N-25), (N-30), (N-34), (N-36), (N-48), (N-56), (S-42), (T-5), (T-6), (U-9), (W-9), (W-20).
- (6) Education of Employees.
(B-47), (C-67), (M-36), (N-23), (N-24), (N-25), (N-48), (S-42), (U-1), (U-16), (W-15).
- (7) Education in the Labor Union.
(A-16), (A-27), (B-2), (B-47), (B-48), (C-31), (C-32), (C-33), (C-35), (C-38), (C-39), (C-67), (H-19), (H-20), (H-21), (H-22), (M-13:11-12), (N-23), (N-48), (N-56), (S-13), (S-42), (T-5), (U-1), (U-21), (W-15), (W-20).
- (8) Education in the Employment Agency.
(B-46), (C-67), (N-33), (S-42), (T-5), (U-16), (W-15).
- (9) Education of Public Officials,
(A-33), (B-49), (C-29), (C-67), (S-35), (S-42).
- (10) Education of Minority Group Members.
(B-40), (G-7), (G-9), (N-33).
- (11) Education of Other Groups.
(C-62), (C-72), (L-21), (U-16).
- (b) Dissemination of Mass Media.
(A-25), (B-14:263-306), (B-22), (C-1), (C-36), (C-48), (C-67), (D-18:163-200), (F-7:244-308), (H-10), (I-11:31), (K-11), (L-1), (M-13:12-13), (M-27), (N-10), (N-30), (N-48), (R-21), (S-26), (W-14).
- (c) Individual and Group Retraining.
(B-23), (B-32), (C-62), (G-13), (K-11).
- (d) Individual and Group Psychotherapy.
(A-4), (C-70), (H-31), (R-15:565-580), (S-25).
2. Direct Social Action.
- (a) Legal and Political Activity.
(B-31), (B-42:23-26), (C-5), (C-6), (C-7), (C-67), (D-16), (D-17), (D-20), (E-6), (E-7), (E-10), (F-13), (F-14), (G-11), (H-23), (I-3), (K-18), (L-4), (L-22), (M-8), (M-10), (M-12), (M-17), (M-44:180-186), (N-12), (P-12), (R-2), (R-24:24-28), (S-2), (S-6), (S-21).
- (1) Toward Fair Employment Practices.
(A-1), (A-13), (A-39), (B-31), (B-43), (B-44), (B-45), (C-20), (C-21), (C-27), (C-29), (C-30:15-17), (C-32), (C-34), (C-37), (C-40), (C-52), (C-53), (C-67), (C-68), (D-3), (D-22), (F-2), (H-2), (H-7), (I-3), (I-4:1-14), (L-8), (L-11), (L-12), (M-9), (M-10), (M-11), (M-19), (N-11), (N-13), (N-22), (N-43), (N-57:17-25), (N-61), (O-2), (O-3), (O-4), (P-5), (P-7), (P-9), (P-10), (R-4), (R-15:543-555), (R-20), (R-22), (S-1), (S-31:21-23), (S-42), (T-5), (T-16), (W-21), (Z-1:1).
- (2) Toward General Civil Rights.
(A-11), (B-18), (B-43), (B-49), (C-21), (C-27), (C-30:10-11, 19-20, 23-25), (C-

37), (C-41), (C-55), (C-60), (C-65), (F-6), (H-37:34-35), (J-6), (J-11), (L-2), (N-15), (N-29), (N-40), (N-41), (N-44:2), (N-51), (N-52), (N-55), (S-31), (W-19), (W-29).

(b) Group Association or Contact.

(A-9), (A-24:4-15), (A-28), (A-30), (B-1:37-43), (B-16), (B-32), (C-2), (C-13:12-13), (C-71), (D-8), (E-1), (E-2), (E-8), (F-5), (F-17), (G-13), (H-10), (H-14), (H-28), (K-5), (K-6), (K-11:84-116), (L-21), (N-16), (N-19), (N-20), (P-2), (S-26), (T-10), (T-11), (T-12), (T-17), (U-1), (U-14).

(1) Through Community Organizations and Councils.

(B-16), (C-65), (E-4), (F-7:311-331), (H-26), (I-4:15-19), (I-5:8-19), (L-15), (L-17), (N-14), (R-1).

(2) Through Community Self Survey Association.

(A-24:27), (F-7:326-331), (H-1), (H-21), (H-22), (M-44:187-213), (S-16), (W-29).

(3) Through Other Group Settings.

(C-30:21-22), (N-16), (N-19), (N-20).

C. Activities of and Results Attained by Action Agencies: What have been the activities of and results attained by both governmental and social type agencies in their effort to reduce minority tensions?

1. Governmental Agencies.

(a) International Agencies.

(B-8:169), (H-34), (K-16), (M-37), (U-4:43-49).

(b) National Agencies.

(A-36), (A-39:97), (B-8:1-5), (B-27), (B-31), (B-48), (C-3), (H-25), (L-8:3-14).

(c) State Agencies.

(A-39:97-99, 101-103), (B-8:55-59), (B-11), (B-12), (B-31), (B-43), (B-45), (B-46), (B-49), (C-23), (C-29), (C-38), (C-40), (C-42), (C-46), (C-49), (C-50), (C-51), (C-52), (C-53), (C-55), (C-56), (C-66), (C-67), (C-68), (D-3), (D-20), (E-6), (E-7), (F-2), (F-11), (I-3), (I-4), (I-5), (L-8:15-86, 108-198), (M-3), (M-13), (M-15), (M-17), (M-18), (M-19), (N-42), (N-44), (N-51), (N-53), (N-54), (O-2), (P-12), (R-2), (S-2), (S-37), (T-16).

(d) Local Agencies.

(A-33), (A-39:103-106), (B-8:79-90), (B-33), (B-49), (C-11), (C-13), (D-5), (D-6), (D-7), (D-15), (E-10), (F-12), (H-14), (K-20), (L-4), (L-8:87-107, 201-214), (L-13), (M-29), (M-33), (M-34), (N-14), (N-45), (P-4), (P-6), (P-8), (P-9), (S-30), (S-40), (W-21).

2. Social Agencies.

(a) International Agencies.

(B-8:171-173), (H-17), (M-30), (N-27), (P-2), (U-8).

(b) National Agencies.

(A-10), (A-17), (A-23), (A-24), (A-26), (B-8:7-45), (B-52:26-31), (C-10), (C-12), (C-14), (C-26), (C-32), (C-33), (C-34), (C-35), (C-60), (D-1), (D-10), (F-15), (H-5), (H-21), (H-22), (N-2), (N-4), (N-6), (N-7), (N-8), (N-9), (N-25), (N-29), (N-31), (N-32), (N-33), (N-37), (N-38), (O-6), (U-6), (U-7), (W-12), (Z-1).

(c) State Agencies.

(B-8:61-78), (B-29), (C-61), (D-22), (F-1), (J-2), (K-19), (W-17).

(d) Local Agencies.

(B-8:91-167), (B-42), (B-50), (C-62), (C-65), (D-8), (D-13), (D-14), (E-8), (F-1), (G-2), (H-14), (H-36), (K-19), (L-7), (L-16), (L-17), (L-19), (R-1), (S-8), (S-9), (S-10), (S-11), (S-19), (U-1), (U-18), (W-15).

PART II
THE INDEX

AN INDEX OF SELECTED WRITINGS IN THE FIELD OF HUMAN AND INTERCULTURAL RELATIONS

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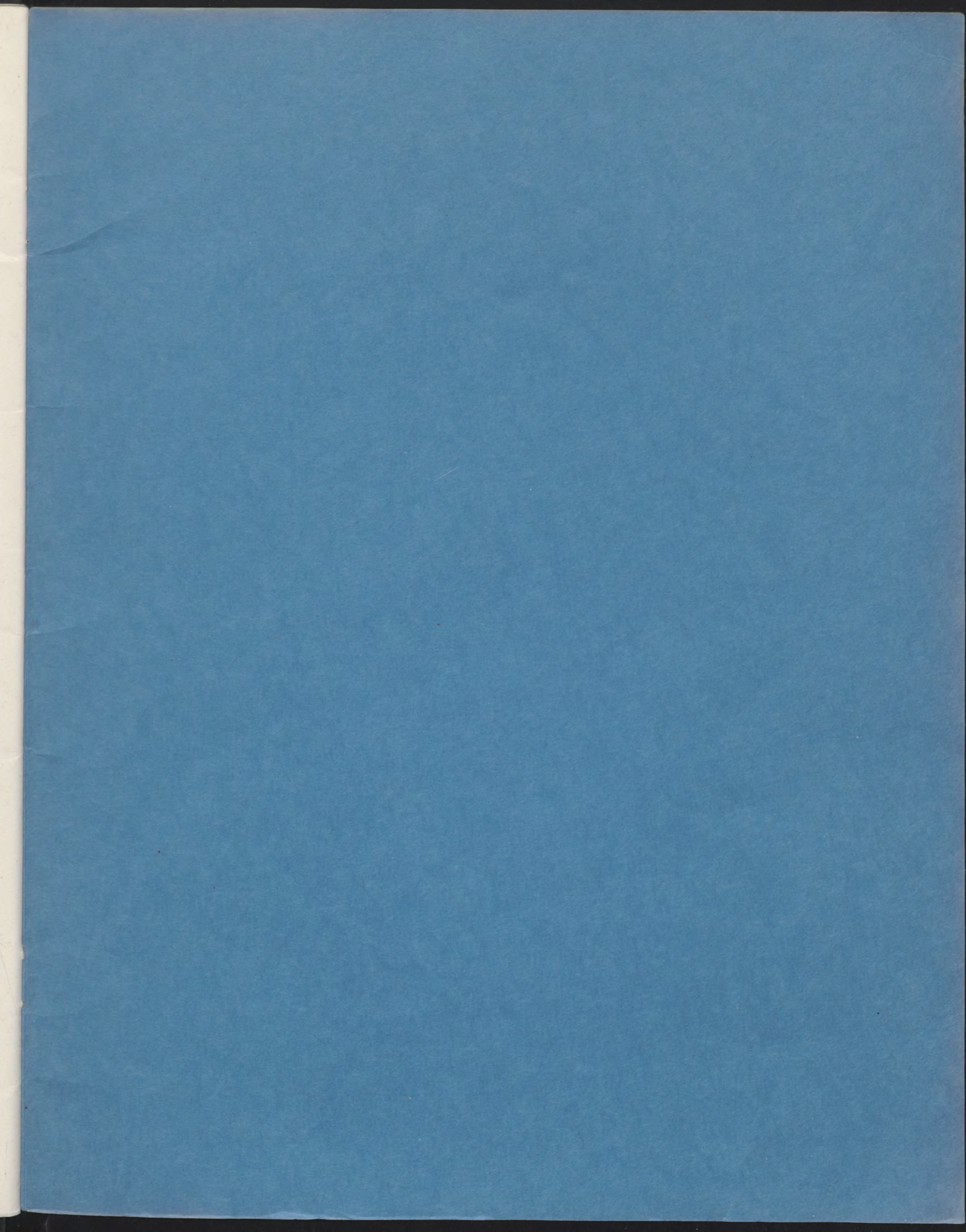
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Section Letter (A, B, etc.)	No.	ENTRY



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