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CITIZENS INTERRACIAL COMMITTEE OF SAN DIEGO COUNTY
520 "E" Street - Room 609, San Diego, California 92101
BElmont 9-0871

PERSONAL INVENTORY ON HUMAN RELATIONS

GENERAL INFORMATION

1. Do I know what the "social-revolution" is all about?

2. Do I know the difference between racial prejudice and racial discrimination?

3. Do I know the facts about race and cultural differences - and about the myths upon which race prejudice is often based?

4. Do I know the history of minorities in America, their experiences with bigotry and their various contributions to American life?

5. Do I know enough about the civil rights organizations in my community, their history, purposes and methods? Have I selected at least one to support financially and to participate in its activities?

6. Do I know the laws and regulations pertaining to civil rights in my city, county, state, nation, school district, etc.?

7. Have I clarified my own thinking and attitudes about myths, stereotypes and slogans such as "property rights vs. human rights" "You can't secure the rights for one group at the expense of the rights of another"; "They're pushing too fast"; "They must earn the right to equal treatment," etc.?

EVERYDAY BUSINESS

8. Why do I patronize shops, firms or places of public accommodation that exclude customers on the basis of race, creed or nationality?

9. Why do I patronize businesses that fail to hire on the basis of merit in order to exclude minority group members from employment?

10. Do I plainly express disapproval to the manager about discriminatory practices?

11. Do I approve decor which portrays hurtful ethnic stereotypes (Uncle Toms, Aunt Jemimas, lasy Mexicans, etc)?

ORGANIZATIONS

12. Do I, or members of my family, belong to any civic, social or fraternal organization that practices racial or religious discrimination?

13. Does my professional association, union or business association overtly or indirectly sanction, abet or tolerate racial discrimination? Why do I belong in the first place?

14. Am I willing to make use of opportunities to suggest and help develop programs and discrussions in the organizations to which I belong - dealing with crucial civil rights issues as these affect each member?

HOUSING

15. Am I one of those "running" or getting ready "to run"?

16. Do I have factual information about property values and race? Their related myths?

17. Will I help minority group members to move into my neighborhood and help my neighbors to do the same?

18. Am I prepared to sell or rent my own property on an open occupancy basis to any person regardless of color or race?

19. Why do I live in "my neighborhood"? And not in "theirs"?

EDUCATION

20. Do I know what the "battle" over de facto segregation is all about?

21. What data have I collected or read on the subject?

22. Do my children go to an integrated school? Is the teaching staff integrated?

23. Have I let my principal (and/or other school officials) know that I urge and support school efforts to provide my children with social contact with other kinds of children and will support efforts to reinforce good human relations attitudes through curriculum?

24. Have I reviewed my children's textbooks for information and attitudes expressed about minority groups?

25. As a taxpayer, do I support increased allocations for improvements and enrichment needed by many minority group children, realizing that these programs are costly? Do I know what "compensatory programs"are?

26. Have I thought through my attitudes about celebration of religious holidays in the public schools? On what do I base my feelings?

27. Are there segregated schools in my city, my community?

LEGAL AND POLITICAL

28. Do I know what civil rights legislation (and administrative policy changes) are currently being proposed for the city, county, school district, state and federal levels?

29. Do I know the law as relates to "his rights"?

30. Have I noted the civil rights positions and statements of elected representatives and have I written or called on them to express my support or opposition? Do I let them know what I think their positions should be?

31. Do I know what the civil rights act of 1964 is all about?

AND, OF COURSE

32. Have I rid my own vocabulary of words, phrases and sayings which I learned years ago and which I now recognize are part of the language of bigotry (Nigger in the woodpile; Jew him down; Indian giver, etc.)?

33. Do I plainly express disapproval of events that reinforce hurtful stereotypes - such as jokes, black-faced minstrel shows, songs which sentimentalize slavery, etc.?

34. Do I seek natural ways to involve myself and my family in racially integrated situations related to everyday life? Are the children's social contacts all with one type of child (church, temple, scouts, day camps, etc.)?

35. Am I aware of my own prejudice and how these prejudices affect my relations with other people?

    Can I rid myself of some of these?

    Do I have conscious or unconscious reservations about how fast and how far I want to see integration go?

36. What newspapers does my family read and support?

37. Do we subscribe to any "Negro" publication?

38. Does the family library contain good books on minority relations?

39. Do my children read about the "social revolution and do we discuss these topics open as family interests?

40. Do I teach total respect for all races and persons by example or by advocation?

Wilson, David, editor, Twelve Years a Slave, 1853:
The Narrative of Solomon Northrup.

Woodson, Carter G., Negro Makers of History.

Woodward, C. Vann, The Strange Career of Jim Crow, rev. ed., Fair Lawn
N. J.: Oxford University Press

Work, John W., American Negro Songs and Spirituals, Folk Song of the
American, 1915

Wright, Richard, Black Boy, New York: Harper Bros., 1945
Native Son, N.Y. American Library, 1962