INTERIM REPORT
KZSU PRODUCTION TEAM
PROJECT SOUTH

AUGUST 2, 1965.

Tougaloo, Mississippi

Jim McRae
Mark Dalrymple
INTRODUCTION

The Production Team has now been working for over a month gathering material in the South and has about a month remaining in the South before returning to school. As yet there has been no analysis made of our progress and plans. It was felt that a short summary of the work that has been done and an analysis of our future plans would be useful and interesting, both to ourselves and to others. Because of the pressures of time, this will be but a brief account of what has been done, leaving the detailed account of how it was done to the end of the summer.
PURPOSE

The primary focus of the project is the study of the college students who come to the South to work in the Civil Rights Movement. It is an exploratory study to suggest answers to the questions of why the students come here, what they expect to find, what they actually do find here, the pressures they are under in their work, how they react and function under these pressures, what activities they are engaged in, their successes and failures in the South, and what their future plans are. It is a study of people involved in two of the major forces for social change in today's society — the Student Movement and the Civil Rights Movement. The answers to the questions raised above will help to explain the nature of the growing student activism which has been the subject of considerable comment in recent months.

Students have been defined in a rather arbitrary manner for the purposes of the study, and separated into three categories: 1) the short-term volunteers - those college students who plan to spend not more than five months at work in the South before returning to college; 2) the long-term volunteers - those who plan to spend more than five but less than fifteen months in the South before returning to college; and 3) the student staff - those who have suspended their education to spend more than fifteen months in the South, but plan to return to college at some future time.

The purpose of the project is to explain the results of the above study of the students involved in the Civil Rights Movement to others, in the form of a radio series. We feel that this will help to provide more accurate information about the students who are working in the South and what they are doing here, and will thus help the listener to evaluate both the Civil Rights Movement and the Student Movement with more basis in fact than is usually the case.

In order to carry out this study, the project has received grants from the Kelthorn Foundation and the Stern Family Fund, as well as a loan from the University. In all of these there are no restrictions as to content, the only requirement being that the study be completed and that a radio series be developed and marketed to the radio stations of this country.
PROCEDURE

The basic tool of our research is the personal interview, tape recorded so that we may express the thoughts and feelings of the students in the radio series in their own words. In order to accomplish our objective of understanding the students, both students and others in the Movement must be interviewed. The students are interviewed concerning their reasons for coming, their expectations and findings, the pressures they encounter, their reactions to these pressures, and their future plans. Leaders, local workers, and others are interviewed on all of these questions as well as their reactions to the student volunteers and their evaluations of the students' importance to the Movement.

In addition to the interviews, material on what the students are doing and peoples' reactions to their activities will be important. Tapes of freedom schools, meetings, marches, canvassing, and other day-to-day activities of the students will be used in preparing the program series. In order to supplement the taped material, all of the members of the Team are keeping detailed field notes of their observations and analysis. The observations and non-student interviews are vital, because the students are reacting to a fluid situation, and are not individuals alone with a problem. Consequently, the students, their thoughts and actions, must be put in the proper perspective with the organizations, area, history, and problems with which they are working.

The eight members of the Production Team are divided into four groups of two each. Three of these groups are interview units, each consisting of one male and one female interviewer. Each is assigned to a geographical area, and their job is to visit the various civil rights projects in that area, interview the students and other workers on the individual projects, and analyze the students' role in each project. This, of course, necessitates understanding the purpose and activities of each of the projects visited. The fourth group is used more for group communications and technical assistance than for interviewing. It visits the interview groups to fix equipment and distribute tape, money, mail, and encouragement. The two male members of this group also listen to all of the tapes that have been made by the interview groups, copy them for editing purposes (as well as safety), and analyze the material gathered, with the purpose of finding gaps in the information, checking technical and editorial quality, and finding good lines of questioning in use by one group which everyone might profitably use. Whichever possible, each interviewer will try to use the same general type of questions. While doing this in all cases would greatly facilitate the production of the program series, it would also undoubtedly lead to an over-formalized interview, which would tend to reduce the rapport of interviewer with student. Consequently, all interviews are made in the form of directed conversations, with the really important consideration
being that the interviewer leave the interview with a good knowledge of the student’s thoughts and rationales on the questions raised above.

In order to aid in the retrieval of the information, the interviewer fills out a retrieval form for each interview. This form summarizes the various factors leading to involvement, and records the interviewee’s reactions and attitude changes since coming to the South. The communications group, in listening to the tape, fills out a form which analyzes its technical and editorial qualities, lists quotes useful for the program series, and gives instructions for the copying of the tape. These forms will be an invaluable aid in evaluating what we have collected, and will serve to help in locating the material needed for the program series.

In order to check the compatibility of the interviewers in filling out their retrieval forms, the communications group is also filling out a copy of the same form used by the interviewer for each interview, and measuring the correlation between the two forms. Likewise, the interviewers listen to each interview again and note useful quotes.
PRESENT STATUS

The project is divided into four phases: preparation for the work in the South, gathering of material in the South, analysis of the material gathered, and production of the program series. The preparation took place during the last two quarters of the past academic year at Stanford, and the analysis and production will not become our major concerns until the autumn quarter of the coming academic year, from the end of September to the end of December. At present, the Team is in the South gathering the information needed.

Good working relationships have been established with the major civil rights organizations sponsoring student volunteer projects this summer. As the three organizations are working in different areas, an interview group has been assigned to each area: Dick Gillam and Julie Wells are working with the Congress of Racial Equality (CORE) in Louisiana; Jon Reise and Mary Kay Becker work in Mississippi with the Mississippi Freedom Democratic Party (MFDP), a product of the Council of Federated Organizations (COFO), the group made up mostly of people from the Student Nonviolent Coordinating Committee (SNCC) which sponsored the large student project in Mississippi last summer. Roger Dankert and Penny Miland are in Alabama, Georgia, and South Carolina working with the Summer Community Organization and Political Education project (SCOPE) of the Southern Christian Leadership Conference (SCLC). Jim McRae and Mark Dalrymple constitute the communications group, with headquarters at Tougaloo, a small community just north of Jackson, Mississippi.

In order to avoid having three sets of specialists on individual organizations who cannot effectively communicate with each other, and to give the interview groups insights into the ways in which their organization differs from the others, each of the interview groups has visited at least one project run by one of the other organizations. In addition, the communications group has visited at least one project in each organization, gaining at least a limited knowledge of each.

In all cases the members of the Team have found no difficulty in living with the members of the project they were visiting. This has two great advantages: first, it allows the interviewers to get to know the situations that the students live in, as well as to observe the students' reactions to this and other situations; secondly, it is very inexpensive. The disadvantage in this arrangement is that working space and privacy are quite limited.

In each of the projects visited, an effort is made to interview all of the volunteers working on it, in order to reduce any bias in the selection of the interviewees. This has proved to be rather difficult, as many of the students spend a considerable amount of their time out in remote areas of the counties and are available
for interviewing only at very odd times, and in remote and separated places. However, only a few students have been missed.

To date groups of the Team have visited a total of thirty one different projects, many of them more than once, (see page eight for a listing of the projects visited by each group) and have made more than one hundred interviews, each lasting about one hour. Added to the tapes of orientation sessions, mass meetings, demonstrations (at Jackson, Mississippi, Bogalusa, Louisiana, Greensboro, Alabama, and Crawfordville, Georgia), and other tapes (such as the lobbying for the Mississippi Congressional Challenge in Washington, D.C.), the interviews make a total of more than 250 hours of taped material gathered to date. Because of a shortage of tape and the desire to copy all of the material gathered while listening to it, the communications group delayed listening to the tapes until recently, when work was begun in earnest on listening to and analyzing all of the material gathered. The job is monumental, as each hour of taped material requires more than two hours of listening and analysis, and one of the problems now facing the Team is the question of whether or not all of the tapes should be listened to before returning to Stanford.

The three major problems which now confront the project are finances, time, and tape. As to finances: funds expended for equipment ($1800), cars, and living expenses ($25 per group per week) have put the project nearly $800 in debt. More money will obviously be needed to carry the Team through the summer. Hal Williams, KZSU's Director of Station Relations last year, who did much of the work on obtaining financing for the project, is now working to find additional support while he is in Aspen, Colorado. Hal is also working to obtain tape for us, as we will be completely out of tape by next weekend. Approximately one thousand seven-inch reels of tape will be needed in order to continue gathering material and to begin to dub tapes during the summer. Time is the constant problem - only a little more than two months will be spent in the South, so it must be decided now how much time will be spent listening to tapes, thus reducing the number but improving the quality and usefulness of the remaining tapes made, rather than getting a quantity of tapes and listening to them at Stanford.
FUTURE PLANS

The material-gathering phase of the project will end on or about August 26, when the members of the Team will leave the South, taking a break until September 27, when the autumn quarter begins at Stanford. At that time the analysis of the material will have to be completed, and the production of the program series will begin. During the break between the Southern phase and the production phase, the members of the Team will try to organize their personal views and emotions into reports of their Southern experience. These reports will be valuable in the analysis of the interviews and other material gathered. During the autumn quarter the program series will be completed and marketed.

The time remaining in the South is divided into three sections. This Friday, August 6, the Team members, along with Dr. Kai Erikson, the sociologist from Emory University who is our field advisor this summer, and met with us in Atlanta on the weekend of July 16, will meet in Tougaloo to discuss the progress to date, listen to tapes, and plan activities for the last two weeks so as to fill any gaps remaining in the material. The groups will then return to the field until about August 20, at which time the Team will have a final meeting to attempt a detailed analysis of the material gathered up to that point. During that meeting a sketch of the results and an outline for the program series will be constructed. If some important material is still missing, an effort will be made to find it before August 26.

Hopefully, by the time of the final meeting the members of the Team will have made enough interviews to be able to make generalizations on them and will understand the situation and the volunteers well enough that the series will have some chance of being understandable. The understanding of the situation is the most important thing for the members of the Team to obtain this summer, for without that understanding, the program series will have no chance of being clear.
Projects visited by each group. Any project listed more than once in each group is omitted after the first listing.

Penny Niland and Roger Dankert:
- Jackson, Mississippi (MFDP)
- McComb, Mississippi (MFDP)
- Atlanta, Georgia (SNCC-SCLC)
- Washington, D.C. (MFDP-SNCC)
- Mt. Beulah (Edwards, Mississippi) (MFDP)
- Selma, Alabama
- Midway, Alabama (SCOPE)
- Luverne, Alabama (SCOPE)
- Greenville, Alabama (SCOPE)
- Crawfordville, Georgia (SCOPE)
- Orangeburg, South Carolina (SCOPE)
- Columbia, South Carolina (SCOPE)

Jon Roise and Mary Kay Becker:
- Jackson, Mississippi (MFDP)
- Atlanta, Georgia (SNCC-SCLC)
- Mt. Beulah, Mississippi (MFDP)
- Hattiesburg, Mississippi (MFDP)
- Indianola, Mississippi (MFDP)
- Shaw, Mississippi (MFDP)
- Cleveland, Mississippi (MFDP)
- Macon, Georgia (SCOPE)
- Montgomery, Alabama (SCOPE)
- Marion, Alabama (SCOPE)
- Greensboro, Alabama (SCOPE)
- West Point, Mississippi (MFDP)
- Holly Springs, Mississippi (MFDP)

Dick Gillam and Julie Wells:
- Jackson, Mississippi (MFDP)
- Mt. Beulah, Mississippi (MFDP)
- Baton Rouge, Louisiana (CORE)
- Clinton, Louisiana (CORE)
- St. Helena Parish, Louisiana (CORE)
- Bogalusa, Louisiana (CORE)
- Natchez, Mississippi (MFDP)
- Ferriday, Louisiana (CORE)

Jim McRae and Mark Dalrymple:
- Jackson, Mississippi (MFDP-NAACP)
- Mt. Beulah, Mississippi (MFDP)
- New Orleans, Louisiana (CORE)
- Clinton, Louisiana (CORE)
- Luverne, Alabama (SCOPE)
- Laurel, Mississippi (MFDP)
- Greenville, Mississippi (MFDP-NAACP)
- Cleveland, Mississippi (MFDP)
- Baton Rouge, Louisiana (CORE)
- West Point, Mississippi (MFDP)
HOW TO USE OUR MARVELOUSLY DESIGNED AND EXECUTED INTERVIEW RECALL SCHEDULES:

GENERAL

1. Be sure to use the correct recall schedule for the interview. The forms are handily numbered in order so as to prevent confusion. Both students and leaders will be codified on the Commitment Interview form (#1). After that, students will be codified on Initial Reaction (#2) and two Secondary Reaction Interviews (#3 and #4). Circle the number 3 or 4 to indicate whether this is the first or second Secondary Reaction Interview with the particular student. Leaders will be codified on the Secondary Commitment (#5) and Opinion of Students (#6) Schedules.

2. These forms are to be filled out as soon as possible after the interview, but should not be used while you are doing the interview itself. All interviews should be done without a precise form or any kind. Under no circumstances should the recall forms be shown to anyone (before or after filling them out.)

3. The tape numbering system is now in effect (more or less). There is a four-digit number a) on the tape reel, with side 1 up; b) on the front of the tape box, upper right hand corner; and c) on the spine of the tape box, near the top. It is of the utmost import that tapes, reels, and boxes not be mixed up or separated at any time. To do so would be to encourage disaster.

4. When interviewing, use the tape number to get the code number for the interview, and mark the code number for the Commitment Interview in the upper right hand corner of the recall form on the line after the number 1. Also put the code number in the upper right hand corner of the 3x5 card after the number 1. The numbers 2, 3, and 4 with their respective lines refer to the further interviews with students in the panel study. The number 6 refers to the Opinion of Students interview with leaders. There is no number for the Secondary Commitment Interview of Leaders as it should be a part of the original Commitment Interview for Leaders. When you make a second, third, or fourth interview of a particular person, be sure to mark the code number for the interview on each previous recall form used for that student. Also be sure to mark the code numbers for previous interviews with that student on the new recall form.

5. Date on each interview, as well as the 3x5 card, is obvious. Place should be as specific as possible: e.g., tap room, SNCC Freedom House, Upper Pistol River Junction, Mississippi. If you use both tracks of a tape, (for a single interview) circle both 1 and 2 under side on that recall form. Express time of the interview as length in minutes.

6. Explanation of symbols:  --- is very negative  
- is negative or slightly negative  
0 is neutral  
+ is positive or slightly positive  
# is ++ is very positive  

When a grid like this --- | = | - | 0 | + | # |  

Is presented for recording changes in attitude, one should put a dot in the blank best representing the interviewee's former attitude, with a line and arrow to the blank best representing his present attitude. If there is no change in attitude, put an X in the blank best representing that attitude.

YOU DO REMEMBER THE CODING SYSTEM, DON'T YOU?