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TECHNICAL PROGRESS REPORT OF THE
WESTERN KENTUCKY UNIVERSITY HUMAN
RELATIONS CENTER FOR EDUCATION

(July 1, 1968 - September 30, 1968)

Submitted to the Division of Equal
Educational Opportunities, BESE
U. S. Office of Education

College of Education
Western Kentucky University
Bowling Green, Kentucky

September 30, 1968

FOREWORD

This report is submitted to the Division of Equal Educational Opportunities and includes a report of activities engaged in by the Human Relations Center for Education for the period of July 1, 1968, through September 30, 1968.

During the period covered by the report, Dr. James D. Beck, Director of the Center, resigned and left the program on August 31, 1968.

Dr. Tate C. Page, Dean of the College of Education, initiated a new reorganizational structure of the Human Relations Center for Education by making the Human Relations Center for Education an integral arm of the Division of Extension and Field Services. This organizational structure will enable the Human Relations Center for Education to be more effective in "feeding back" information and expediting technical assistance in the field.

Dr. Norman A. Deeb has been appointed Director of the Human Relations Center for Education. Dr. C. Charles Clark, Director of Extension and Field Services, will lend his assistance and resources when needed.

The progress of activities described herein, therefore, represents the Center's evaluation under the leadership of Dr. Norman A. Deeb, whose appointment became effective September 1, 1968.

PRINCIPAL ACTIVITIES AND INVOLVEMENTS
OF THE HUMAN RELATIONS CENTER FOR EDUCATION
DURING THE THIRD QUARTER OF 1968

Introduction

The activities of the Human Relations Center during the third quarter of 1968 was principally focused upon the refinement of the Self-Assessment Procedure for Equal Educational Opportunities with which the Center, external consultants, selected school district personnel, and part-time technical assistants from the College of Education, Western Kentucky University, had worked during the first and second quarter of 1968.

The Center continued to work with special projects at Louisville, Paducah, Hopkinsville, and Henderson which are being supported by Title IV through the Human Relations Center. The Center personnel also continued to involve themselves in conferences and meetings germane to Title IV activities.

In terms of the stated objectives in our proposal, a third quarter progress report is as follows:

THE DEVELOPMENT OF AN INSTRUMENT FOR UTILIZING A
SELF-ASSESSMENT PROCEDURE FOR EQUAL EDUCATIONAL
OPPORTUNITIES IN DESEGREGATED SCHOOLS

A Work Conference to Further Develop the Self-Assessment Procedure for Equal Educational Opportunities was held July 19, 20, 21, 1968, on the campus of Western Kentucky University.

The purpose of the Conference was to "rework" the Self-Assessment Procedure by removing the inconsistencies and numerous ambiguities which became evident as a result of the June 29-30 Conference in Nashville, Tennessee.

The persons participating in the July Conference at Western Kentucky University were:

Center Personnel:

Dr. James D. Beck, Director of the Human Relations
Center for Education
Mr. J. Frank Yeager, Administrative Assistant
Dr. Harry Robe, Technical Assistant
Dr. Harlan Stuckwisch, Technical Assistant
Miss Neva Gabhart, Secretary

External Consultants:

Dr. Walter Hodges, Director of Arkansas Governor's
Commission on Child Growth and Development,
Little Rock, Arkansas

The Work Conference was a success in that by August 19, 1968, an experimental instrument for making a Self-Assessment for Equal Educational Opportunities had been printed in the

form of two manuals: The Participant's Manual for the System Self-Assessment Procedure for Equal Educational Opportunities in Desegregated Schools and the Leader's Manual for the System Self-Assessment Procedure for Equal Educational Opportunities in Desegregated Schools. The manuals have had wide distribution in that they have been sent to the U. S. Office of Education and Western Kentucky University personnel. Feedback from these recipients will be considered in the further refinement of the Instrument.

It should be pointed out that the "Experimental Editions" of the Leader's Manual and the Participant's Manual came into being under the leadership of Dr. James D. Beck, former Director of the Human Relations Center for Education. It was under his direction whereby the contributions of Center Personnel, Technical Assistants, Internal and External Consultants, Dean of the College of Education, and Associate Dean of Academic Services, were all brought into focus and resulted in an Instrument, although experimental, for making a Self-Assessment for Equal Educational Opportunities.

The major goal of the Human Relations Center for Education will be to field test the Instrument by aiding one

school district in making their own self-assessment and follow this up by providing technical assistance in implementation of desired in-service programs. A field test would serve the purpose of making further revisions where needed and it would enable the Center to discover the types of problems which may be uncovered by local school district personnel. The field test would serve in enabling the Center to anticipate not only the types of problems which may be discovered but will also determine the various kinds of technical assistance the Center will be requested to provide.

The Field Test of the
Self-Assessment Instrument

On September 18, 1968, Dr. Norm Deeb, Director of the Human Relations Center for Education and Dr. Harry Robe, Head of Psychology Department and Chief Consultant for the Self-Assessment Instrument, met in conference with Dr. Gene Farley, Superintendent of Hopkinsville, Kentucky City Schools, for the purpose of field testing the Self-Assessment Instrument in the Hopkinsville School District. Dr. Farley expressed approval and requested a formal letter in order to seek the endorsement of the Hopkinsville Board of Education.

The Hopkinsville Board of Education approved the request for field testing the Self-Assessment Instrument on September 24, 1968, and a meeting of Center personnel, Dr. Farley, and members of his administrative staff was scheduled for September 26, 1968

Planning Conferences

On September 26, 1968, Dr. Norm Deeb and Dr. Harry Robe attended a planning conference in Hopkinsville, Kentucky, with Dr. Gene Farley, Superintendent of Hopkinsville City Schools; Mrs. Virginia Hightower, Elementary Supervisor; and Mrs. Dorothy Crouch, Secondary Supervisor.

It was decided that the Self-Assessment Instrument would be field tested in two desegregated schools as immediately as possible. The schools selected were:

1. The Virginia Street Elementary School which has 201 white students, ten white teachers, 119 Negro students, and two Negro teachers.
2. The Attucks Seventh Grade Center which has 225 white students, ten white teachers, 113 Negro students, and seven Negro teachers.

An In-Service Orientation Meeting for understanding the Self-Assessment Instrument was scheduled for October 3. The purpose will be to acquaint the administrative personnel with the Instrument. Leader's Manuals and Participant's Manuals were given to Dr. Farley for distribution to the administrative personnel for study. The administrative personnel who are to study the manuals and attend the October 3 Orientation Meeting are as follows:

1. Dr. Gene Farley, Superintendent
Hopkinsville City Schools
2. Mr. Charles Dewese, Assistant Superintendent
3. Mr. Frank Simpson, Assistant Superintendent
4. Mrs. Virginia Hightower, Elementary Supervisor
5. Mrs. Dorothy Crouch, Secondary Supervisor
6. Mr. David Hildreth, Principal
Attucks Seventh Grade Center

7. Mr. William McConnel, Principal
Virginia Street Elementary
8. Mrs. Larcenia Johnson, Director of Pupil Personnel
9. Mrs. Cornelia Combs, Library Coordinator

It was decided that a meeting with the faculties of the Attucks Seventh Grade Center and the Virginia Street Elementary School would be held on October 10, for In-Service Teacher Education on Implementation of the Self-Assessment Instrument. This will be followed by two or even three more meetings if necessary before October 26, and the findings of the Self-Assessment Procedure will be presented to the faculties on October 31, if possible.

Plans were made to enroll 25 faculty personnel in an Inter-Action Analysis Class to be held in Hopkinsville under the direction of Dr. Harry Robe, Head of Psychology Department, Western Kentucky University. The participants are to pay their own tuition of \$39.00 and receive three hours graduate credit in Psychology. The participants are to be paid for sixteen one-half day sessions @ \$15.00 per day (\$7.50).

Dr. Gene Farley, Mrs. Virginia Hightower, and Mrs. Dorothy Crouch are to recommend the 25 faculty members who are to enroll. Faculty members will be selected from all of the schools in Hopkinsville and consideration will be given to an equal balance of teachers from each school.

Special consideration will be given to faculty members with leadership ability in hopes that the faculty would be in a position to carry out further In-Service Teacher Education in Inter-Action Analysis if desired.

The enrollment of the 25 faculty members was scheduled to take place on October 3.

Conferences and Visitations

Dr. James D. Beck, Mr. J. Frank Yeager, Dr. Walter Hodges, Dr. Harry Robe, Bowling Green, Kentucky, 7-19 to 7-21-68.

Purpose: To further refine the Self-Assessment Procedure for the Human Relations Center's programs.

Dr. James D. Beck, Raleigh, North Carolina, 7-23 to 7-25-68.

Purpose: To attend a meeting of Center Personnel, East Coast Branch.

Dr. James D. Beck, Frankfort, Kentucky, and Louisville, Kentucky, 8-5 to 8-9-68.

Purpose: To visit the State Department in Frankfort, Kentucky, and to confer with officials in Louisville in regards to Project Beacon II.

Dr. James D. Beck, Chattanooga, Tennessee, 8-11 to 8-13-68.

Purpose: To work with the Central office in their pre-school orientation program.

Dr. Norm Deeb, Dr. Charles Clark, Dr. Harry Robe, Louisville, Kentucky, 8-23-68.

Purpose: To attend the principal's conference and make presentations concerning the Self-Assessment Procedure.

Dr. Norm Deeb, Hopkinsville, Kentucky, and Paducah, Kentucky, 9-5 to 9-6-68.

Purpose: To visit the Hopkinsville and Paducah projects for self-orientation and evaluation.

Dr. Norm Deeb, Louisville, Kentucky, 9-10-68.

Purpose: To visit the Louisville project for self-orientation and evaluation.

Dr. Norm Deeb and Dr. Harry Robe, Hopkinsville, Kentucky, 9-18-68.

Purpose: Meeting with Dr. Gene Farley, Superintendent of Hopkinsville School District in order to field test the Self-Assessment Procedure.

Dr. Norm Deeb and Dr. Harry Robe, Hopkinsville, Kentucky, 9-26-68.

Purpose: Conference with Hopkinsville school officials for planning In-Service meetings with administrators and faculty concerning Self-Assessment Procedure.

SCHOOL DISTRICTS WITH SPECIAL TITLE IV PROJECTS

During the third quarter, the special projects which were funded under a supplemental request and are being administered concurrently by the Human Relations Center for Education with its regular 1968 program, continued to reflect interesting activities and developments. A summary of these activities follows:

Hopkinsville Independent School District

At this time the three curriculum committees working under the Human Relations Center for Education have held evaluation meetings and compiled work done so far. This work is summarized below in the "action proposed" and "action taken" columns. Some of the action taken is work which has to be accomplished by total faculty working together throughout the year.

It is hoped that other work not completed can be carried out in the next three months in our curriculum study groups.

Elementary Group

| Action Proposed | Action Taken |
|--|--|
| Upper grade (4-6) departmentalization or team teaching | All six elementary schools are departmentalized in upper grades. |
| Remedial teachers | We have three remedial teachers (Booker T. Washington, Belmont, and Virginia Street Schools). |
| Materials suitable for different levels of ability of students | We have improved this by multiple adoption and buying different levels of materials with Title I funds. |
| Elementary counseling needed | One-half time guidance person has been hired for the elementary schools. |
| Better reporting to parents of first grade students | A new report card was drawn up by the first grade committee and is being printed for use during the 1968-69 school year. |

Junior High Group

| Action Proposed | Action Taken |
|--|---|
| Every department should have a chairman. | This has been accomplished. |
| Need even balance of course offerings for both college and non-college-bound student | A committee will study this. |
| More remedial reading | Students are attending classes at Reading Clinic. |
| More exploratory courses should be added, such as economics and anthropology. | Little has been done, but further study will be made. |

Action Proposed

Ways of reporting should be studied.

Public relations need to be improved.

More visual aids and better facilities within the classroom for using them

Textbooks should be provided on several different levels.

Action Taken

We hope to study this further this year.

Special committee will be set up to further this.

We try to improve this each year.

This has been done through multiple adoption.

Hopkinsville High School Group

Action Proposed

Physical Science classes didn't appeal to students of low ability.

Many students marry early. Both boys and girls need training in human relationships in the family.

Insufficient library space to take care of enlarged enrollment.

Feel students who aren't talented in music and art should be given appreciation of these subjects.

More depth needed in language areas.

More materials needed which fit abilities of underprivileged students.

Action Taken

Lab-oriented course put in place of text-oriented course.

Course entitled "Family Life" added to curriculum - open to boys and girls.

Library space doubled by moving study hall out of library area.

Art and music appreciation courses added.

French III and Spanish III added.

Easier literature books added in basic classes.

Henderson City School District

The Human Relations Center, upon request from the administration of the Henderson, Kentucky City School district, agreed to provide technical assistants to work in the Henderson City district. The problem stated was that Central School, due to integration of the student body, parental lack of interest, shifting of the neighborhood from a middle class to lower class structure was not in the least, doing much for the children. The critical issue was, and still is, how can the program (curriculum) as well as the organization of the school and the staff better be presented so that children in attendance might receive adequate educational experiences.

The Human Relations Center for Education ascertained the validity of the problem and agreed to provide assistance to the staff of Central Elementary School in Henderson. Upon this basis it was determined by the Human Relations Center for Education that it would be feasible to assign the Elementary Curriculum team to work with Central Elementary School.

In late Spring, 1968 - the Elementary Curriculum Team made contact directly with the principal of Central Elementary School. An approach was outlined that would work toward the solution of the problem. This outline was:

(1) That we would work toward effecting a program change in September, 1969.

(2) That staff and parents should be informed and involved in the process.

(3) That due to the fact that we were caught by the end of the school term, certain things had to be accomplished by the end of the summer. These were:

- (a) for the Central staff to give thought to the problems related to program effectiveness.
- (b) the Elementary Curriculum Team would study, write, and compile an anticipated format of involvement for a survey of curriculum prospects related to the problem.
- (c) that contact with the Central Elementary School be maintained for the sake of direction.

(4) In September, 1968 - the Central staff and the Education Curriculum Team would identify, through discussion and visitation, specific instructional problems that make up the major problem noted above.

(5) That by December 31, 1968 - the specific problems would be analyzed in relation to student performance and feelings of the staff.

(6) That the last half of the 68-69 school year be spent in developing new programs, organizational features, etc., to insure that a more effective curriculum would be offered to the children at Central Elementary School.

(7) That in-service time be used at the beginning of the 69-70 school year to polish the new aspects of the program and that the Elementary Curriculum Team be available September through December, 1969 to follow-up, further clarify and to help out in getting the new provisions underway.

At this time we are involved with objective number two of the assistance proposals, that is --"to develop a program plan for the evaluation of the stated problem." This plan consists of the following points which are derived from meetings held thus far:

(1) The staff members have been very open about what they consider to be some of the major problems in the school's instructional program.

(2) The staff will proceed to list these problems and the reasons for their existence.

(3) Throughout October, the Elementary Curriculum team will spend its time in Henderson working with the Central Elementary School staff in clarifying the problems and consolidating them (the problems) into an understandable and inclusive form.

(4) The collection of essential data has already begun and will continue to be gathered. This data will provide insight into circumstances and will include an analysis of

student performance, staff strengths and weaknesses, and effectiveness of materials.

(5) November and December of 1968 will see the Elementary Curriculum Team and the Central Elementary School staff concerned with mapping out an in-service approach to corrective procedures, organizational features, and other needed aspects so that during the second semester (Spring 1969) might be spent in determining the kind of program to be implemented in September, 1969.

The Elementary Curriculum Team is made up of:

- (1) Dr. Zelda Smith - Reading
- (2) Dr. James Hicks - Mathematics
- (3) Dr. Earl Murphy - Science
- (4) Mr. Verne Shelton - Art
- (5) Dr. O. L. Gladman - General Curriculum

From the beginning all of the above team members have been involved with the Henderson project. A major portion of the effort has been exerted in campus meetings designed to work toward anticipated problems. Since the team is serving as an Elementary Curriculum Team for the Human Relations Center for Education - our format development has been general in nature - so that all or part of it might be used whenever the team is to fulfill its special need regardless of the school district

it is serving. It has been slanted specifically toward the Henderson Project needs.

Recommendations:

The following recommendations are made:

(1) The Elementary Curriculum Team needs more direction in its efforts so that what it does fits more directly into the overall Human Relations Center's objectives.

(2) The structure of the team needs to be changed. It is recommended that the leader of the team and one other person serve as the key contact persons. It is further recommended that, based upon the needs at any particular time, the leader of the Elementary Curriculum Team be able to utilize the talents of specialty persons within the Department of Elementary Education and/or the total university.

It appears from our experience thus far in Henderson that our efforts could have more direction and strength in having fewer persons involved in the general problem analysis - conferences and write-ups.

(3) It is recommended also, that in view of the proposed plan, the Human Relations Center for Education make every effort to carry through with this project through the calendar year 1969. Inroads have been made - slowly but surely. The type of relationships needed for this type of project to be successful are difficult to evolve and worth maintaining.

Louisville Independent School District

The Louisville Project, known as Beacon I, has had no more formal meetings since the last one held in May during which Mrs. Marcella Williams, Bank Street College, New York, was keynote speaker and consultant. Attention is given to some observations as to aims and accomplishments of the program to date.

The primary purposes were:

- (1) Attracting and holding qualified teachers.
- (2) Informing these teachers how better to understand and help the children with whom they work each day.

Of the four schools involved in the project, three elementary and one junior high (7 - 9), all have reported from one to three teachers returning to the school who had plans to leave at the close of the 1967-1968 school year before participating in Beacon I.

These teachers gave many reasons for returning, most of which boiled down to the fact that they had not previously understood the children they taught. They did not know how to motivate the children nor did they understand how to control classroom behavior situation.

At Shawnee Junior High School two of these returnees were Mr. James Eaton and Miss Mary Ann Fritz, both of whom are in the Social Studies Department. These teachers were doing mediocre jobs in the classroom during the 1967-1968 year, not because they were poor teachers, but because they were new teachers in a situation completely foreign to anything they had received in their training.

As a direct result of the Beacon I program these teachers are now conducting their classes in a completely new and very challenging manner. Their discipline problems are negligible and their students seem considerably happier and more enthusiastic.

Projection

One more five-hour workshop involving the faculties of all participating schools is in the planning stage. This meeting will be constructed on the basis of information gathered by the four principals during visits to schools in other cities with similar problems.

Paducah Independent School District

Title IV activities during the past quarter were concentrated into three activity areas as follows:

(1) Administrative and Supervisory Human Relations

Seminars-These weekly seminars are conducted at the Board of Education offices and involve all administrative, supervisory and certain types of special staff. They have taken up various applications of behavioral sciences to the educational processes and have specifically focused on ways in which pupil-teacher relationships in the affective domain can be improved and techniques for assisting pupils to develop interpersonal skills which, of course, would have considerable impact on interracial understandings and applications.

(2) Individual School-Faculty Seminars- These weekly or bi-weekly meetings are conducted in the separate schools for teachers by the school's principal and one or more representatives from the Central Office. They cover the same topics as mentioned above but are aimed primarily at the role of the classroom teacher.

(3) Professional School Staff Confrontation Meetings
Dealing With Racial Issues - These meetings, which are just beginning, use a format established by Mr. Richard Behardt

of the Harvard Business School - utilization of group dynamic processes in surfacing controversial issues and feelings among members of an organization. These meetings lead to open and honest confronting of these problems and those who have responsibilities for the organization are expected to effectively cope with the problems during the group process.

Although school integration of both students and faculty in Paducah has progressed satisfactorily in terms of national norms, it is still evident that numbers of both students and teachers have inward feelings and emotions of a negative type which adversely affect their interpersonal relationships and work performance. These feelings on the part of the professional staff are of special concern to us and it is hoped that these meetings will assist people in expressing their concerns and anxieties in a group situation and that through well-known principles of social psychology, this process will promote a more open and constructive organizational climate in which these concerns can be analyzed and alleviated.