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## UA64/4 Technical Progress Report of the Western Kentucky Human Relations Center for Education

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

(April 1, 1968 - June 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

June 30, 1968

P R E F A C E

In accordance with the provisions of contract #OEC-2-6-000107-1083, the Human Relations Center for Education, Western Kentucky University, hereby submits a report of its activities covering the period of April 1, 1968, through June 30, 1968.

James D. Beck, Director  
Human Relations Center for  
Education

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

Introduction

The activities of the Human Relations Center during the second quarter of 1968 continued, principally, to focus upon the development of A Self-Assessment Procedure for Equal Educational Opportunities with which the Center, external consultants, and selected local school district personnel had worked during the first quarter.

The Center also continued to work with special projects at Louisville, Paducah, Hopkinsville, and Henderson which are being supported by Title IV through the Human Relations Center for Education. Some assistance was also given by the Center to the Louisville Board of Education and the Kentucky State Department relative to their efforts to obtain Title IV grants under sections 405 and 403, respectively of the Act.

The Center personnel also continued to involve themselves in conferences and meetings germane to Title IV activities.

A summary of activities in which the Human Relations Center for Education engaged during the second quarter follows:

FURTHER DEVELOPMENT OF THE SELF-ASSESSMENT PROCEDURE  
FOR EQUAL EDUCATIONAL OPPORTUNITIES  
IN DESEGREGATED SCHOOLS

A second Work Conference to Develop A Self-Assessment Procedure for Equal Educational Opportunities was held April 27, 1968, on the campus of Western Kentucky University.

The following persons from local school districts participated in the conference:

Mrs. Mary Dodson, Owensboro (Ind. School District), Ky.  
Mrs. Hilda Gipson, Bowling Green (Warren Co.), Ky.  
Mr. James Grimes, Russellville (Logan Co.), Ky.  
Mr. Julius Hacker, Scottsville (Ind. School District), Ky.  
Mrs. Virginia Hightower, Hopkinsville (Ind. School District), Ky.  
Mr. Eldon Smith, Glasgow (Ind. School District), Ky.  
Mr. R. E. Stevenson, Supt., Russellville (Ind. School District), Ky.  
Mr. Thomas Vincent, Cadiz (Trigg County), Ky.  
Mrs. Elizabeth Wade, Hopkinsville (Christian County), Ky.  
Mr. Gene Farley, Supt., Hopkinsville (Christian Co.), Ky.  
Dr. Martin McCullough, Asst. Supt., Paducah (Ind. School District), Ky.

Part-time Technical Assistants from the College of Ed., Western Kentucky University who participated:

Dr. Billy Broach, Acting Head, Dept. of Ed. Administration and Leadership  
Dr. Norman Deeb, Associate Prof. (Foundations of Ed.)  
Dr. Lloyd Gladman, Associate Prof. Elementary Ed.  
Dr. Harry Robe, Head, Dept. of Psychology  
Dr. Paul Powers, Head, Dept. of Secondary Ed.  
Mr. Robert Sleamaker, Head, Dept. of Elem. Ed.  
Dr. Harlan Stuckwisch, Specialist in the Jr. High School, Dept. of Secondary Ed.

**Consultants:**

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

Mr. Lonnie Wagstaff  
Oklahoma Center for School Desegregation  
University of Oklahoma  
Norman, Oklahoma

Members of staff of the Human Relations Center for

**Education who participated:**

Dr. James D. Beck, Director  
Mr. J. Frank Yeager, Administrative Assistant

The group reviewed carefully work on the self-assessment procedure which had been prepared for the Conference by the Human Relations Center for Education in keeping with the directions of the group at the first Work Conference, March 15, 1968. The group also made specific recommendations relative to the continued development of the assessment procedure.

Primarily, the group stressed the importance of keeping the language of the procedure simple and the importance of emphasizing the systematic application of conditions of learning as the essentials in the procedure.

The Center Director was charged to provide further refinement of the procedure in accordance with specific instructions from the group.

SPECIAL CONFERENCE FOR KENTUCKY PUBLIC  
SCHOOL LEADERS, MAY 9, 1968

With the view of acquainting a wider representation of local school district personnel with the basic concept and model of self-assessment which had been developed, school leaders in seventy school districts were invited to participate in a special conference on the campus of Western Kentucky University on May 9, 1968. The purpose of the Conference was to develop acceptance as well as understanding of the self-assessment procedure by participating school personnel. Whatever suggestions or criticisms were made relative to the self-assessment procedure by the participants were taken seriously in terms of their value of the improvement of the procedure.

The following participants were involved in the  
Conference:

Title IV, BESE, U. S. Office of Education Representatives  
(5)

Dr. Gregory Anrig, Director  
Title IV, BESE  
U. S. Office of Education  
Washington, D. C.

Dr. William Holloway, Chief  
East Coast Branch  
Division of Equal Educational Opportunities Program  
U. S. Office of Education  
Washington, D. C.

Mr. Darl Hulit, Program Specialist and Title IV  
Kentucky Project Manager  
Division of Equal Educational Opportunities Program  
U. S. Office of Education  
Washington, D. C.

Dr. Joseph Franchena  
 Director of the Title IV Regional Office  
 U. S. Office of Education  
 Charlottesville, Virginia

Dr. Morton Sobel  
 Director of Title IV Activities  
 District of Columbia  
 Washington, D. C.

External Consultants and Speakers (2)

Dr. James S. Coleman  
 Professor of Social Relations  
 The John Hopkins University  
 Baltimore, Maryland

Dr. Charles Martin, Superintendent  
 Chattanooga Public Schools  
 Chattanooga, Tennessee

Representatives from Local School Districts (66)

<u>NAME</u>	<u>SCHOOL DISTRICT</u>
H. B. Alderdice, Supt.	Livingston Co.
Wilda Alford	Edmonson Co.
O. J. Allen, Supt.	Breckinridge Co.
D. Barriger	Bowling Green Ind.
William Birdwell, Supt.	Scottsville Ind.
W. Bolton	Bourbon Co.
J. David Boyken	McLean Co.
Ernest Broody	Barren Co.
Thomas R. Butler, Supt.	Metcalfe Co.
Richard Cartmell	Shelbyville Ind.
Cletus Coats	Hart Co.
James Cooke	Edmonson Co.
Wallace Coomer, Supt.	Adair Co.
C. Cox	Larue Co.
John Cromwell	Paducah Ind.
C. C. Crowe, Supt.	Hopkins Co.
James W. Depp, Supt.	Barren Co.
Thomas Dunn	Fayette Co.
Kenneth Estes, Supt.	Owensboro Ind.
Gene Farley, Supt.	Hopkinsville Ind.
Albert Ferrell	Caverna Ind.
Joyce Froggett	Green Co.



<u>NAME</u>	<u>SCHOOL DISTRICT</u>
Wilbur Gilley	Metcalf Co.
Delmas Gish	Central City Ind.
James Grimes	Logan Co.
Lucille Guthrie, Supt.	Green Co.
Julius Hacker	Scottsville Ind.
Bertram Jackson	Hancock Co.
Stanley Johnson, Supt.	Henderson Ind.
Basil Jones	Bowling Green Ind.
B. K. Lano	Providence Ind.
Hoy Long	Muhlenberg Co.
Virginia Mardis	Taylor Co.
Edwin J. Mayes, Supt.	Glasgow Ind.
Roy McDonald, Supt.	Trigg Co.
Patrick McNeil	Hopkins Co.
Joe McPherson, Supt.	Webster Co.
Jack Meisburg	Louisville Co.
Virginia Murphy	Warren Co.
Laverne Pinkley	Monroe Co.
Sam Potter, Supt.	Shelbyville Ind.
Edna Quarlis	McCracken Co.
James E. Redden	Warren Co.
William Rigney	Adair Co.
Earl Russell	Ohio Co.
Everett Sanders, Supt.	Larue Co.
Franklin Sanders	Fayette Co.
Robert Sanders	Louisville Ind.
Clay Sharp	Central City Ind.
Eldon Smith	Glasgow Ind.
Leon Smith, Supt.	McCracken Co.
Lewis E. Smith	Leitchfield Ind.
R. E. Stevenson, Supt.	Russellville Ind.
George Stewart	Bourbon Co.
T. W. Stewart, Supt.	Christian Co.
Lonetta Sublett, Supt.	Taylor Co.
Ralph Tucker	Breckinridge Co.
Luska Twyman	Rep. of State Dept.
Thomas Vinson	Trigg Co.
Elizabeth Wade	Christian Co.
Newman Walker, Supt.	Paducah Ind.
Bill Wallace	Webster Co.
Jason White, Supt.	Lyon Co.
William Womack	Henderson Ind.
George Wooten, Supt.	Providence Ind.
Jim Young	Russellville Ind.

Human Relations Technical Assistants, College of Education,  
Western Kentucky University:

Dr. Billy Broach, Acting Head, Dept. of Educational  
Administration & Leadership  
Dr. Norman Deeb, Associate Professor (Foundations of  
Education)  
Dr. Lloyd Gladman, Associate Professor, Elementary  
Education  
Dr. Tate Page, Dean, College of Education  
Dr. Harry Robe, Head, Dept. of Psychology  
Dr. Paul Powers, Head, Dept. of Secondary Education  
Mr. Robert Sleamaker, Head, Dept. of Elementary  
Education  
Dr. Harlan Stuckwisch, Specialist in the Junior High  
School, Dept. of Secondary Education

Representatives from Model City Program (2)  
Bowling Green, Kentucky

Representatives from Project Must (2)  
Bowling Green, Kentucky

Other Faculty Members and Students from Western  
Kentucky University (approximately) (50)

The following is a copy of the program of the Special  
Conference of May 9, 1968:

**SPECIAL**

Conference for Kentucky  
Public School Leaders

Sponsored by

THE HUMAN RELATIONS CENTER FOR EDUCATION  
OF THE  
COLLEGE OF EDUCATION  
WESTERN KENTUCKY UNIVERSITY  
BOWLING GREEN, KENTUCKY

THURSDAY - MAY 9, 1968

**THEME:**

"Equal Educational Opportunities  
Through Self-Assessment Procedures"



Discussion: "Some Principles of Learning - Their Implications for Self-Assessment of Equal Educational Opportunities" :

Dr. Harry Robe, Head  
Department of Psychology  
Western Kentucky University  
Bowling Green, Kentucky

Dr. James D. Beck, Director  
Human Relations Center for Ed.  
Western Kentucky University  
Bowling Green, Kentucky

Afternoon

12:00 - 1:00 P.M.

Lunch

1:00 - 1:30 P.M.

Explanation of the Kentucky Approach for Self-Assessment for Equal Educational Opportunities:

Dr. Harry Robe, Head  
Department of Psychology  
Western Kentucky University  
Bowling Green, Kentucky

1:30 - 3:00 P.M.

Group Discussion: "A Closer Look at the Kentucky Approach for Self-Assessment for Equal Educational Opportunities"

Group I	Room 201
Group II	Room 202
Group III	Room 204
Group IV	Room 211

3:00 - 3:30 P.M.

Group Reports

Observations:

Dr. James S. Coleman  
Professor of Social Relations  
The John Hopkins University  
Baltimore, Maryland

Dr. Gregory Anrig, Director  
Title IV, BESE  
U. S. Office of Education  
Washington, D. C.

Dr. Tate C. Page, Dean  
College of Education  
Western Kentucky University  
Bowling Green, Kentucky

3:30 P.M.

Adjournment

WORK CONFERENCE TO FURTHER DEVELOP  
THE SELF-ASSESSMENT PROCEDURE  
JUNE 3-4, 1968

The purpose of this work conference was to further develop aspects of the Self-Assessment procedure.

Participants:

Center Staff:

Dr. James D. Beck, Director  
Mr. Frank Yeager, Administrative Assistant

Human Relations Center for Education Technical Assistants:

Dr. Harry Robe, Head  
Department of Psychology  
Western Kentucky University  
Bowling Green, Kentucky

Dr. Harlan Stuckwisch, Associate Professor in Ed. &  
Specialist in the Junior High School  
Western Kentucky University  
Bowling Green, Kentucky

External Consultant:

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

WORK CONFERENCE TO FURTHER REFINE THE  
SELF-ASSESSMENT PROCEDURE  
JUNE 29-30, 1968

This work conference was held at the Ramada Inn, Nashville, Tennessee, and had as its chief purpose the further refinement of the Self-Assessment procedure. In the attempt

to refine the Procedure, the group became aware of a number of inconsistencies and numerous ambiguities which made it necessary to go back and begin to work through the Procedure. The process was very involving and time consuming. The work conference did not result in the completion of the Procedure as the Director of the Center had anticipated.

Persons participating:

Center personnel:

Dr. James D. Beck, Director

Mr. Frank Yeager, Administrative Assistant

Dr. Harry Robe, Technical Assistant

Dr. Harlan Stuckwisch, Technical Assistant

Miss Neva Gabhart, Secretary

Title IV, BESE, U. S. Office of Education:

Mr. Darl Hulit, Program Specialist and the Title IV  
Kentucky Project Manager  
Washington, D. C.

External Consultant:

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

SCHOOL DISTRICTS WITH SPECIAL TITLE IV PROJECTS

During the second 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:

PADUCAH INDEPENDENT SCHOOL DISTRICT

The work of the Title IV technical assistants continued during this three month period. Numerous classroom visitations were made to work with individual teachers on situations that were influenced by human relations factors. Much of this consisted of helping the teacher to interpret the characteristics of deprived children and attempting to create greater understanding on the part of teachers. This activity was of a developmental nature and was not limited to working on problems. The broader framework included the identification of positive factors of deprived children's behavior.

The basis for contacts with individual staff members were the seminars held for small groups of teachers early in the year. The seminar groups discussed the problems of individual students in order that attitudes and feelings of teachers might be brought out in a non-threatening situation. This exposure of attitudes and "real personal feelings" by the teachers served as an avenue for constructive activities on the part of the Title IV workers.

A second function of the technical assistants and of other school personnel was the introduction and use of diversified materials in the program. The definite change was made in this area in that materials and informal in-service programs enable teachers to break away from textbook oriented sequential program to the use of more appropriate learning materials. These new learning materials were introduced because of the high motivational factor and because of the informal game type concrete format of the new materials.

There was a need on the part of the professional staff to get some insight into the serverity of the racial and deprivation problems of Paducah. In order to provide this experience and to talk first-hand with school people who were working with similar problems but of a more severe nature, key teachers and administrators visited several inter-city schools in the Chicago district. This two-day trip proved to be eminently successful in that the outlook and attitudes of these people were directly changed and their experiences became topic for numerous discussions of staff members in all the schools.

In addition to these concrete activities completed for involving children and professional staff, the planning committee recommended the development of an in-service program pertaining to the improvement of student self-concept. These

recommendations which will be implemented prior to the next school term will seem to give teachers insight and skills into the development of positive self-imagination and constructive inter-personal relations between students and between students and teachers.

#### LOUISVILLE INDEPENDENT SCHOOL DISTRICT

During the month of April, each of the four schools involved in the project held two two-hour workshops with their individual faculties in preparation for the five-hour workshop on April 23 with Dr. Bernard Weiss, Detroit, Michigan, whose general topic was "The Psychological Make-Up of the Inner-City Child". The five-hour workshop was attended by approximately 85% of the total staffs involved plus representatives from the Louisville Board of Education and invited guests from the project residential community and community agencies. Dr. Weiss' presentation, as well as the group meetings which followed, was timely and most interesting and helpful.

During the month of May, the five-hour workshop, for which our two-hour preparatory meetings were held, was scheduled for May 28. The two-hour meetings followed very much the same format as those held in April. Speakers within the various schools included professors of Psychology from

Bellarmino College, representatives from the various welfare agencies, teachers and supervisory personnel from within the Louisville and Jefferson County school systems, ministers from the project community and patrons of the schools represented in the project. The culminating meeting, a five-hour workshop with Mrs. Marcella Williams, Bank Street College of New York, whose topic was "Practical Behavioral Discipline and Academic Motivation in the Inner-City Classroom", was abbreviated after 2½ hours on the advice of the Louisville Chief of Police because of racial disorders occurring in a section of the city adjacent to the meeting place. However, before the abrupt adjournment of the meeting, the participants were able to reap from the benefits of Mrs. Williams' wide experience and outstanding work in the education of the disadvantaged youngsters in the New York community.

The director has continued to purchase books, pamphlets and other supplementary instructional materials in the project schools according to the provisions of the proposed budget.

As mentioned in the first report, one secretary to the director was hired and since that report, clerks have been placed in all four of the participating schools. These clerks were restricted to the service of the teachers within each school and proved to be very valuable.

It is felt that this project has been highly successful to this point and has succeeded in its basic purpose of holding teachers in inner-city schools. The teacher turnover for the current year is considerably smaller than in past years. Whether or not this decrease can be directly connected with the Beacon I project remains to be seen; however, there is every reason to believe that the project has been a strong factor in holding these teachers.

#### HOPKINSVILLE INDEPENDENT SCHOOL DISTRICT

##### Elementary Curriculum Study Group

The elementary committee attempted to re-examine the existing curriculum in terms of four subject areas: Language Arts, Social Studies, Mathematics, and Science. They endeavored to make recommendations to fit the needs of all students in two desegregated schools.

Various articles were read and reported on which deal with these subject areas and different types of curricula organization and structure. The group had interesting discussions on these articles and reports, trying to analyze and evaluate the methods, programs, ideas, and plans that were presented.

Some of the articles and materials that were reported on were:

The Non-graded, or Continuous Growth, Primary School-Tulsa, Oklahoma

Interest Centers in the Elementary School-Dade County, Florida

The ungraded Primary School, Owensboro, Kentucky

The Modern Program in Mathematics

--Trends in Math Teaching Today, by Sister Mary Petronia, Associate Professor of Mathematics, Mount Mary College, Milwaukee, Wisconsin

--Year-Round School Expected to Get a Tryout in Kentucky, (Louisville Courier Journal, March 3, 1968)

--Both County Schools Will Switch over to Flexible, Non-graded System, (Louisville Courier Journal, March 3, 1968)

--Team Teaching in Sixth Year Class, Newton Parrish Elementary School, Owensboro, Kentucky

--Curriculum Development for Elementary Schools in a Changing Society, by Muriel Crosby

--Taking Advantage of the Disadvantaged

A Reading Workshop at Murray State University was reported on by Mrs. Claude Hightower, and Mrs. Coatney reported on a workshop on Modern Mathematics held at Kenlake, with Dr. Lola May as the speaker and consultant.

From discussions under the leadership of Dr. O. L. Gladman, Human Relations Center Technical Assistant, Western Kentucky University, a number of problems and suggestions arose. Know what kind of children you are teaching (home background, etc.); each building should plan own program; the

person working with the material is more important than the material; make a list of your problems (which we did later on); try to decide how we can structure the school system to take care of the large number who are not ready for promotion; how to instill basic moral principles; find materials that present realistic conditions and situations so that the children can identify with the characters; build up a good respected image of self in every child; identify the problem, and then build curriculum to meet the problems.

Miss Ruby Smith, Murray State University, consultant to the group, discussed grouping primary blocks, randomizing the children, team teaching, a flexible, fluid program and organization, departmentalized instruction (which Miss Smith opposed), etc. Miss Smith advised, "If you make a change know why you are making it. Let change evolve out of your teaching".

Some of the needs expressed in meetings were: more teachers, so that the number of pupils in each class can be lower; more special classes for the retarded and the slow learners; more materials for the children to read and use; an improved method of lunch MONEY and milk money count; an aide in each school who would be a First-Aid person; physical education teacher; an improved method of reporting to parents

(especially in first grade).

Our recommendations were:

- (1) Grade Centers
- (2) Primary block and intermediate block in different school buildings
- (3) Primary block (4 years for completing three grades)
- (4) A better report card for first grade

Dr. James D. Beck, Western Kentucky University, was with us at our final meeting. He listened to our reports and gave his reactions and criticisms on them.

The group visited McNeill School, Bowling Green, Ky., and observed the new methods of teaching being used there: the plaza system, with specialists in each area and a coordinator in each area, the Packet materials (no textbooks, no grade levels, no assigned homework, no bells, etc.).

#### Junior High Curriculum Study Group

The committee has attempted to evaluate the present curricular offerings in all areas of the Junior High School with the hope that this examination would enable them to make recommendations as to changes in these subject areas to better meet the needs of the students.

Much study and research was made of the course offerings in the Junior High School with the following ideas in mind:



1. Are the present offerings in harmony with the school philosophy?
2. Is the curriculum broad enough to fit the needs of both the academically talented and the slow learner?
3. Are there sufficient exploratory courses to enable the student to make better choices at the high school level?
4. How does the curriculum of Koffman Junior High School compare with those in other areas of the country?
5. What additional offerings could be made, or changes made in the present offerings that would strengthen the curriculum as a whole?

At the conclusion of this study, several general curricular changes were suggested and specific recommendations made in the following subject areas:

#### General Curricular Recommendations

1. Every department should have a chairman with either an extra free period or extra pay who will
  - (a) order for the entire department, films, filmstrips, all consumable materials
  - (b) try to provide better continuity between the program as a whole
  - (c) assist new teachers who come into the department
  - (d) coordinate the testing and grading program of the department
2. Both Attucks Seventh Grade Center and Koffman Junior High School should offer an even balance of course for both the college and non-college bound student.
3. Exploratory courses would be preferable to study halls for this age student.
4. An investigation should be made into the present method of reporting grades for the various academic levels.

5. The school's public relations program should be improved.

#### English

1. Use a pilot project in team teaching in English within the subject area, allowing the teachers to teach their particular strengths and provide the time to work with individual disadvantaged children. This should originate at the seventh grade level as these teachers have indicated an interest in such a project.
2. More visual aids and better facilities within the classroom for using them as well as programmed instruction would help the disadvantaged. More dictionaries and reference books are needed in every classroom.
3. Textbooks should be provided on several different levels to meet the needs of students and more paperback books are needed to provide for greater emphasis on reading.
4. English teachers should teach only four classes with a minimum number in the classroom to provide for a more effective composition program.
5. More remedial reading for students who have the ability to achieve but who are not reading up to expectancy.
6. Students should be encouraged to write from their own experiences rather than experiences foreign to them with emphasis on sentence building and less emphasis on sentence analysis.
7. Attucks Seventh Grade Center needs 1,000 to 1,100 additional library books to ready the ALA recommended minimum of 10 per student.

#### Math

Students entering the seventh grade in 1968-69 will have had modern mathematics in grades 4, 5 and 6. Thereafter, the students entering the seventh grade will have had nothing but modern mathematics. This will naturally cause some changes

in our courses at the junior high level. However, we will still have low sections, average sections, and high sections to provide for individual needs; so the changes will be primarily in the material taught.

At the seventh grade level in 1968-69, we still have the two divisions as we have now. New names will have to be used and the material for the low sections changed to fit the modern background. The middle sections will be the same. The students in the top section may buy their own textbooks and take a somewhat more accelerated course. New textbooks will be adopted during the year for the next four years, and will try to find texts that meet the needs on three levels, rather than two as we have it now.

At the eighth and ninth grade levels in 1968-69, the courses will be the same as they are now, with the possible exception of a textbook change (and resulting name change) in the traditional general mathematics. (ninth grade). The low sections of the eighth grade this year have used special materials that necessitate some changes in the ninth grade course.

The courses in the eighth and ninth grades will change in 1969-70 and thereafter to meet the needs of the students with different backgrounds. Of course, they will be based

on what is done in the seventh grade. It is possible that we will have only three course offerings in the ninth grade after three more years and that we will have three instead of two at the eighth grade level after one more year. Remedial courses may not be necessary since we are providing more suitable materials for the low sections.

#### Social Studies

1. Ninth grade civics should be changed to a one semester course and a half term course in beginning economics should be added. Reason: Disadvantaged children need to learn the how of making money and how to use it wisely.
2. An exploratory course could be offered at the eighth grade level that would give the student insight into such social studies areas as anthropology, psychology, sociology, and political science.
3. More field trips to broaden students' knowledge of the culture in which they live.

#### Science

1. Beginning in 1969-70 when textbooks are changed, that we conform to the State Department of Education suggested Curriculum:
  - Biology - grade 7
  - Earth Science - grade 8
  - Beginning chemistry and physics - upper level ninth graders (assigned on the basis of their math and science scores)
  - Physical science - lower level ninth graders
2. Laboratory equipment should be installed in the chemistry and physics room and shared by all of the science teachers on a team teaching basis to provide laboratory experiences for all children. On the same basis, tables should be added to the Biology Department and shared by all biology

teachers to provide all children at the grade level with laboratory experiences.

3. The Science Department should increase its supply of visual materials such as overhead transparencies and single concept films.
4. That a "Learning Package" be used in lieu of a textbook and manual for the slow learners.

#### French

1. There should be a beginning class in French for eighth and ninth graders.
2. There should be a curriculum guide in French.
3. There should be an enrichment program for slow learners with extra activities such as records and films.

#### Home Economics

1. Group students according to abilities. Reason: Good students are being held back by the disadvantaged child, and the disadvantaged child is discouraged because she cannot compete.
2. Add a course in the seventh grade which will teach grooming, care of clothing, proper laundry and ironing procedures, and simple mending. It is suggested that this not be labeled a home economics course.
3. The program of home economics in the eighth grade should include more units in family life education and home improvement to benefit the underprivileged child.
4. More home projects involving not only the child but also the parent would benefit the underprivileged family because there is a conflict in what a child learns at home and at school.

### Industrial Arts

1. A course in plastic or graphic arts should be added in the seventh grade.
2. On the job training in cooperation with one of the local factories to prepare some of the disadvantaged for jobs and help prevent these boys from dropping out of school. This depends on financial assistance from local factories. In lieu of this, add a woodworking course in the ninth grade for the lower level student.
3. Age and grade limits for admittance to the Vocational School should be lowered. This would prevent many boys from becoming dropouts.
4. It was suggested that a course in industrial vocations for girls would help bridge the gap between school and the world of work.
5. Two additional teachers are needed at Koffman Junior High School and one at the Seventh Grade Center.
6. There should be greater correlation between the industrial arts classes.
7. A text book is needed at the eighth grade level.

### Music - Art

1. Encourage more students to participate in music and art because this allows the disadvantaged child to achieve success often beyond the academically talented student.
2. A curriculum guide should be constructed for these two areas to avoid duplication.

### Physical Education

1. A physical education program should be an organized comprehensive program of calisthenics, the rules and regulations pertaining to all sports, as well as skill in playing them.
2. If additional teachers can be secured, students should take part in physical education on a daily basis.

### High School Curriculum Study Group

The general purpose of the project was to initiate and conduct activity that will lead to the re-examinations and, where necessary, reorganization of the high school curriculum.

By examining each of the course objectives as they are presently designed, it was decided that the major need of our program in aiding the disadvantaged student is teacher based.

The group felt that teachers should be constantly aware of the difference of need of these children. The course objectives point out the areas that they are designed to include and it is the group's opinion that if all teachers carry out these objectives all students will benefit.

The group also felt that the individual teacher would best recognize these different students by group discussions among the faculty in area or departmental groups. If there was more coordination within a department or group,

particularly new teachers in the profession and our school, would be made aware of these differences.

### Guidance

The group felt that the major curriculum need was in the area of guidance. Due to extremes in a multi-advantaged student group, it was evident that the guidance program must be very diversified.

With the present program of long-homeroom guidance period in effect, in order to meet the needs of all student groups, it is necessary to have a more organized, directed program.

The following is a suggestion of guidance programming for the grade division groups. It is also suggested that these topics be enlarged upon in presentation to the individual homerooms within these groups.

#### MONTHLY THEMES

Months	10	11	12
Sept.	How to Study Orientation	Orientation Codes Study Practices	School records Testing; College Selection Scholarships



## MONTHLY THEMES (Continued)

MONTHS	10	11	12
Oct.	Civic Responsibility (Suggested that we conduct a workshop for various officers within various groups)	Home and Community Local Government Civic Organiza- tions Office functions	State and National Office functions Voter registra- tion Voting machines
Nov.	Moral and Spiritual Values	Self-respect Respect for others Respect for school and community Respect for laws	
Dec.	Seasonal Activities		
Jan.	Entertainment		
Feb.	Vocational Guidance	Course, Career and Relationships	
Mar.	Program of studies	Study curriculum of H.H.S.	
Apr.	Vocational Guidance	Summer job possibilities Tours	
May	Summer-time	Water safety Summer school	

While this is not a complete schedule, the group felt that these things could be discussed with appropriate timing and be beneficial to all.

### Student Activities

The group felt that more guidance is necessary in all student activities, for example, in student elections. At the present time many officer selections are made on the basis of popularity rather than desire for service or service capability. It is suggested that a nomination form similar to student council usage be used for all class officers. Election procedures could be carried on with the same approach as elected civic officials with possible use of a voting machine, etc. This could be an excellent teaching device in relation to civic responsibilities.

A good supplement to this procedure would be a workshop (as suggested in previous schedule) under the direction of interested civic leaders regarding the function of various officer responsibilities.

The faculty needs to involve student-parent-teacher more in school work. We suggest that teacher call each student's parent at least once each semester.

### Home Economics

At the present time girls are required to have had a Home Economics course in the Junior High program before they

are admitted to the program at the high school. This prevents a number of girls who need and want to enroll. It has been suggested that a beginning course be offered at the high school so these girls can begin the program.

There appears to be a need on the part of both girls and boys for guidance and education in the art of family living. We recommend that there be a course in this department open to both sexes, on the Senior level, which will prepare them in the emotional, financial, etc., values necessary for homemaking.

#### Mathematics

Two basic changes in mathematics have been suggested and are being implemented for the coming year.

Math Lab, which is designed for the non-college student, and includes business problems in math is being expanded to a two year course in an attempt to meet the needs of more students with a more complete program.

Algebra II, now designed toward the advanced math student, is also being divided into two areas. The present advanced approach is being continued but an additional course is added with basic concepts of Algebra II included but without such rigor.

In 1968-69 the Algebra II course will be changed to two courses. The one for the better students will be in actuality an Algebra II and Trigonometry, with the one for average students being just Algebra II. The following year the students who take Algebra II and Trigonometry will take Advanced Math. Those who take Algebra II will have a new course, still in the planning stages. This will replace Algebra III and Trigonometry. The reason for the changes is to make four years of college-prep math available to more than the above average students. The Algebra III and Trigonometry class will be changed in order to broaden the scope of the course and to make it less rigorous.

#### English

The following recommendations have been made regarding the English Department.

Acquire a full-time speech and drama teacher so as to make available offerings in either 10th or 11th grade.

Develop annual curriculum evaluation and revision program in which surveys of students, other schools and parents are used as a basis.

Equip each classroom with basic essentials, teacher's desk, student desks, large table with chairs, sets of paperbacks for class use, and an unabridged dictionary.

Outline basic requirements for grade levels and make available to new teachers in years beginning.

Design a remedial reading program.

Application of programmed instruction in reading and English usage in basic classes.

To best accomplish this, the proper text must be adopted and the classroom facility developed to the extent that student experimental areas are useful. This includes work areas with proper electrical outlets, water and sinks, equipment storage.

In the advanced biology program, designed to be a laboratory oriented course, we also recognize a need for a more complete laboratory facility. Work areas with proper electrical, water and equipment storage are essential here.

#### Agriculture

A high percentage of these classes are among the disadvantaged groups. As a result we need to pay keen attention to the needs here.

The horticulture problems have a need for a "greenhouse" structure to serve as a laboratory situation for plant studies.

The agriculture mechanics classes have need of a facility in which to practice their skills.

All of these buildings need to be on the campus, readily available to student use.

It has been suggested that the "greenhouse" could be used in cooperation with the biology classes in the Science Department.

Social Studies Department

More emphasis be given to developing patriotism and respect for democratic processes.

More emphasis be placed on development of moral and spiritual values.

Establishment of a social studies materials center containing filmstrips, records, pictures, charts, artifacts, etc.

More attention be given to procedures other than the lecture method, such as group work, independent study, critical thinking, research and development of historian's approach.

HENDERSON INDEPENDENT SCHOOL DISTRICT

Dr. O. L. Gladman, Human Relations Center Technical Assistant and Associate Professor of Elementary Education at Western Kentucky University has been serving as leader of a Team of Human Relations technical assistants detailed to assist the Henderson Independent School District in its special project.

Dr. Gladman's report on the developments which took place during the second quarter relative to the project follows:

Since the last report additional contact has been made with the personnel of the Henderson City Schools. The following items serve, at this time, as a format for the follow-through:

- (1) We, as a team are proceeding with the final development of the project instrument. This is quite a lengthy undertaking in respect to the fact that evaluative instruments are being constructed in the various curriculum areas--as well as a description to the overall effort of working with the (a) school system in this process of more adequately adopting the curriculum to the needs of the children.
- (2) Plans are now in progress to help the administrator develop an instrument of student self-assessment. Work toward this end should take place this month.
- (3) We have also reached the point in planning whereby two or three days will be devoted to working with the staff in their pre-school service day in August, 1968.

It is our hope that we can develop and carry out the beginning of an assessment-inservice program next fall.

- (4) Most of the effort covered in this report has been on campus--in team writing and planning. A meeting with the administrator of Central School is scheduled during July as well as two total team meetings.

In summary -- I would say that all is going well. Due to the summer months very little involvements with the school personnel -- however, this will pick up during the month of August.

NEW PROGRAMS UNDER TITLE IV, SECTION  
405 and 403 OF PUBLIC LAW  
88-352

The Louisville Board of Education and the Kentucky State Department of Education informed the Human Relations

Center for Education that their proposals for Title IV programs had been approved and authorized for implementation as of June 15, 1968. Each program is funded for a calendar year.

#### CONFERENCES AND VISITATIONS

The personnel of the Human Relations Center for Education participated in the following conferences and visitations during the period April 1 through June 30, 1968.

Lexington, Kentucky. Participated in a conference sponsored by the Title III project of the Kentucky Association of School Administrators which focused on the culturally disadvantaged. Served as a member of a panel: "Conference Issues, Concerns, and Needs for the Decade Ahead". April 1-2, 1968

Detroit, Michigan. Attended a Pre-Convention Workshop on Counseling Disadvantaged Youth (APGA Workshop). April 2-5, 1968

Detroit, Michigan. Attended the National Convention of the American Personnel and Guidance Association. Theme: "Total Awareness - Total Commitment". April 6-8, 1968

Frankfort, Kentucky. Worked with officials in the State Dept. relative to Title IV component. May 7-8, 1968

Hopkinsville, Kentucky. Assisted in the Hopkinsville Project. May 13, 1968

Washington, D. C. Attended a meeting of all Center Directors called by the Director, OEEEO, U. S. Office of Education. May 15-17, 1968

Miami, Florida. Participated in a Work Conference in evaluating implications of research done by selected Title IV Centers on desegregation in majority



Negro School Districts.

Tallahassee, Florida. To obtain data from Florida State Dept. of Education essential to Title IV Programs. May 21-24, 1968

Cadiz, Kentucky. Met with the Superintendent and Administration officials to explore the possibility of their becoming involved in the self-assessment program relative to providing equal educational opportunities in their schools. May 29, 1968

Nashville, Tennessee. Directed a Work Conference to Further Develop a Self-Assessment Procedure for Equal Educational Opportunities in Desegregated Schools. June 29-30, 1968

THE NEED FOR STAFF REPLACEMENT IN THE  
HUMAN RELATIONS CENTER FOR EDUCATION

The 1968 contract of the Human Relations Center for Education authorized a professional staff of a Director, Associate Director, and three full-time Technical Assistants. As this quarter ends, the Center is operating with a professional staff of a Director and eleven part-time Technical Assistants, which is equivalent to 1 1/10 full-time Technical Assistants. Mr. J. Frank Yeager, who has served on the staff of the Human Relations Center for Education as Administrative Assistant and Technical Assistant since September 1, 1966, left the program as of June 30, 1968.

The present Director of the Center is scheduled to terminate his services with the University as of August 31, 1968.

The need for staff replacements is very critical. The Director of the Center has been working with the Dean of the College of Education for sometime trying to secure the needed personnel to insure both the continuation and the integrity of the program which the Human Relations Center for Education and Western Kentucky University have contracted to implement during 1968.