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

(January 1, 1968 - March 31, 1968)

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

College of Education
Western Kentucky University
Bowling Green, Kentucky

March 31, 1968

PREFACE

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 January 1, 1968, through March 31, 1968.

James D. Beck, Director
Human Relations Center

PRINCIPLE ACTIVITIES AND INVOLVEMENTS
OF THE HUMAN RELATIONS CENTER FOR EDUCATION

Introduction

The Program of the Human Relations Center for Education for 1968 is based upon the following basic considerations:

1. That school desegregation in Kentucky has been well accomplished insofar as the legal elimination of the de jure dual school system is concerned.

2. That desegregating schools is not an end in itself but rather an action which provides a more meaningful environment in which education can take place to the benefit of all children.

3. That full meaning of an integrated education can only be found when the opportunity of inter-racial school experiences is made a positive motivating factor in all aspects of education.

4. That, often, the racial isolation that occurs through conscious as well as unconscious behavior of teachers, administrators, students, and school patrons may easily do more damage to children than the isolation of the dual school system.

5. That the time has come when educators in Kentucky must turn their attention to the deeper meaning of inter-racial schools in terms of all children, without regard to racial, cultural, or ethnic variations.

6. That the local school districts themselves have the responsibility and the right to effect the needed changes in making inter-racial education a positive experience for all learners.

7. That the Human Relations Center for Education has only the right and the responsibility to provide support and technical assistance in helping local school districts in making real equal educational opportunities for all learners, without regard to racial, cultural, or ethnic variations.

Thus, during the first quarter, January 1, 1968, through March 31, 1968, one of the primary concerns of the Human Relations Center for Education was to focus upon the development of a systematic approach which might enable local school districts to begin to turn their attention to the deeper meaning of inter-racial schools in terms of all learners, in the light of the above basic considerations. Specifically, this aspect of the Center's activities concentrated upon objective number one of the operational objectives which it developed for the implementation of the year's program. (See page 4.)

The Human Relations Center for Education worked with special programs in several school districts which are not part of the regular 1968 Center program, but rather continued projects which were begun during 1967 and authorized and funded to be administered concurrently with the present program.

During the first period, the Human Relations Center for Education assisted the Title IV Division in the U. S. Office of Education in working with the Kentucky State Department of Education and the Louisville Ind. School Districts in getting well along the way in applying for Title VI programs under Sections: 403 and 405 of the Act.

The Human Relations Center for Education continued to strengthen its cooperative relationships with the College of Education and other aspects of Western Kentucky University.

The Center also continued to attend conferences and workshops in Kentucky and around the U. S. A. that were germane and had implications for equal educational opportunities.

A brief discussion of the above activities in which the Center engaged during the first quarter are presented below:

Operational Objectives

In an attempt to establish an orderly sequence which would promote the facilitation of the 1968 program, the Center

adopted the following procedural or operational objectives:

1. Developing self-assessment approach for equal educational opportunities in desegregated schools.
 - a. Selecting and alerting sample group of local school district superintendents to the basic aim and rationale of the 1968 Center program.
 - b. Soliciting the support of sample group of school administrators in assisting the Human Relations Center for Education in developing an approach to self-assessment for equal educational opportunities in desegregated schools.
 - c. Organizing and implementing work conferences for developing self-assessment procedure.
 - d. Alerting target school districts and presenting basic design or concept of the self-assessment approach which were developed cooperatively by members of the Human Relations Center for Education's staff; technical assistants from Western Kentucky University; local school district personnel; and consultants external to the State of Kentucky.
2. Organizing and implementing regional conference to assist local school representatives in using self-assessment procedure.

3. Utilizing self-assessment procedure,
 - a. Identifying areas of needed focus.
 - b. Establishing action priorities.
 - c. Planning action strategies for involving school district(s) in the self-assessment procedure.
 - d. Engaging in planned action strategy for self-assessment.
4. Engaging in Evaluation Techniques in local school districts.

In the planning and implementation of each of the above operational objectives, the Human Relations Center for Education proposes to involve, in addition to its own, the expertise of Technical Assistants from Western Kentucky University; local school district personnel, or consultants external to the State of Kentucky. Whenever possible all would be involved simultaneously. This determination, as will be shown through reports of the Center, is being realized.

Involvement of the University

Early in the quarter, the Human Relations Center for Education entered into an official arrangement with Western Kentucky University whereby specialized members of

the faculty would devote ten percent of their time to work with the Human Relations Center for Education. This means that these persons are available to serve as Technical Assistants for the Center on the average of two days per month each. The rate of compensation per day for each Technical Assistant is based upon the amount of pay received by the respective person in terms of his annual contract.

The appointment of Technical Assistants is temporary in that such a position may be terminated when the specific function is no longer needed.

At present twelve members of the University faculty are serving on a part-time basis as Technical Assistants on the staff of the Human Relations Center for Education.

Developing a Self-Assessment Procedure
for Equal Educational Opportunities in
Desegregated Schools

In an attempt to implement its 1968 program, the Human Relations Center for Education's first operational goal was to develop a procedure through which local school districts could become aware of the extent to which they were, in fact, providing equal educational opportunities.

Since the Human Relations Center for Education felt that the whole self-assessment process must be a cooperative

venture between the Center and the local school districts, with due emphasis on the leadership and self-determination by each respective school system, it was determined early that there must be such cooperative involvement in the development of the device, or procedure, which would be employed in effecting the self-assessment process. To this end, the following activities were planned and implemented:

Meeting with Selected School Superintendents

The Dean of the College of Education, at no cost to the Center, invited fifteen selected superintendents from local school districts to the campus of Western Kentucky University for the purpose of their possible involvement in the program of the Center. All superintendents came from school districts characterized by bi-racial populations and represented an equal number of independent and county districts.

At this meeting, the Human Relations Center for Education and members of its Advisory Committee from the College of Education, explained to the school administrators the rationale and objectives of the Center's program and how, specifically, local school district programs could be benefited by becoming involved. It was emphasized very carefully, also, that the Center needed the direct assistance of these school

leaders in developing a device whereby they, themselves, and other school districts in the State of Kentucky, could become involved in the program. Each Superintendent was given a summary sheet containing relevant facts about the 1968 Center program and the proposed operational objectives. These leaders were requested to study this material, but were assured that they were under no obligation in any way to the Center at that point.

Specific Invitation to Participate

Following the initial meeting which was called by the Dean of the College of Education, the Human Relations Center for Education wrote each of the fifteen school Superintendents inviting them to participate in the development of a self-assessment procedure which would identify educational problems occasioned by desegregation. If they personally could not participate, they were requested to send a person whom they felt would represent the best thinking of their school districts. Thirteen of the fifteen administrators responded positively, indicating that they would either participate personally or send a representative. The first in a series of work conferences was set for the purpose of developing a self-assessment procedure for the identification of problems occasioned by desegregation.

Work Session Preliminary to the Development of Self-Assessment
Procedures for the Identification of Problems Occasioned by
Desegregation

The Human Relations Center for Education felt that it and its Advisory Committee in the College of Education needed to involve themselves in some type of experience from which clearer conceptualizations might come relative to "self-assessment" and "procedures for the identification of problems occasioned by desegregation". This, it was felt, should be done prior to the first work conference. Thus, a one-day work session was held on Sunday, February 18, 1968. The work session involved the following participants:

members of the Human Relations Center for Education Staff;
six technical assistants from Western Kentucky University;
Dr. Henry Hardin, Associate Dean of Services, Western Kentucky University; Mr. Darl Hulit, Kentucky Project Manager of Title IV, BESE, U. S. Office of Education; and
the following consultants external to the State of Kentucky:

Mr. Samuel B. Ethridge, Associate Secretary
Commission on Professional Rights and Responsibilities
Committee on Civil and Human Rights of Educators, NEA
Washington, D.C.

Dr. Jean Grambs, Professor of Education
University of Maryland
College Park, Maryland

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

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

The work session permitted extended opportunities for the participants to explore openly many of their positions relative to "desegregation," "integration," "prejudices," and "self-assessment". While the conference revealed differences of opinions relative to details, it was very apparent that there was total agreement that whatever self-assessment procedure envisioned, it should be based upon sound educational principles and its application should result in improved education for all learners.

Work Conference to Develop Self-Assessment Procedures to
Identify Educational Problems Which Stand as Deterrents to
Equal Educational Opportunities

This conference represented the first time that all groups--the Center staff, the Technical Assistants from the College of Education; the local school district personnel; and consultants external to the State of Kentucky--worked as a single unit. This initial meeting also represented a very critical point in terms of the Human Relations Center

for Education's opportunity to continue to be of assistance to local school districts. It was very important, therefore, that local school district representatives experience a real sense of active participation in the work conference and perceive the assessment procedure being developed as being a product of their corroboration.

The intensive inter-actions and open discussions which characterized the two-day work conference indicated that its spirit and intent had become a part of the motivation of most of the participants. The participants were not only ready to work, in fact, most became deeply involved. The involvement and productivity of the group resulted in the conceptualization of a self-assessment model based upon the application of selected principles of learning. The group charged the Human Relations Center for Education to provide certain details prior to the next work conference. Participants in the work conference included: fourteen representatives from twelve local school districts; nine technical assistants; Dr. Henry Hardin, Associate Dean of Services, Western Kentucky University; the Center staff; and the following external consultants:

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

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

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

Dr. Newman Walker, Superintendent
Paducah Ind. School District
Paducah, Kentucky

School Districts with Special Projects

During the first quarter, special projects which were funded and are being administered concurrently with the regular 1968 Center program reflected many interesting activities and developments.

Paducah Independent School District

The objectives of the project in this school district are:

1. To provide in-service programs for teachers to develop skills and attitudes which will lead to improved communications between themselves and children from cultural backgrounds different from their own.
2. To provide in-service programs for teachers to develop skills and attitudes which will lead to a recognition of the human relations improvement aspects of all that they teach.

3. To provide in-service programs for teachers to develop classroom skills and methods in the teaching of a comprehensive language development program.

4. To analyze the curriculum design in use in the schools in order to isolate pertinent features and expand upon them in such a way that the total school program will cautiously prepare all of the children to live successfully in a multicultural world.

5. To develop a greater understanding and appreciation on the part of the professional staff of social and cultural backgrounds which are different from their own, but will represent the society in which children must be prepared to live.

6. To develop a greater awareness of the relationship and impact of social and cultural backgrounds on the performance and attitudes toward schools designed to serve but a single culture in our total society.¹

¹"A Proposal for Supplementary Funds to Support Continued In-Service Activities Designed, Supported, and Implemented by the Western Kentucky University Human Relations Center for Education", Revised Edition, August 18, 1967, p. 33.

The program activities implemented were as follows:

A series of 14 seminars involving faculty members from four target schools were conducted. These seminars involved two group leaders and from eight to ten teachers each. During the seminars which usually lasted from three to four hours, the participants discussed the social and educational problems developing from integration. Causes for these problems were analyzed and various solutions were discussed. Many of these sessions were taped for further analysis and use later. These activities provided much useful feedback to the school administration for instructional development in staff training. These activities also provided a vehicle through which teachers were able to give expression their immediate concerns relating to integration problems. It seemed to present to them the opportunity for involvement in shaping a future educational policy which would alleviate current problems.

The data synthesized from these meetings were extensively used in the development of an innovative program to be implemented next September. This project which will involve 150 boys and girls of both races at the Jr. High School level will employ extensive behaviorial sciences applications designed to counteract the negative feelings and attitudes

of these students toward school and their social environment. In the area of language development, outside consultants were used to implement the linguistic approach to the teaching of language. Primary age children were encouraged in language development by use of new materials such as the Peabody Language Development Kit.

The approach to teaching science for many of these children through traditional textbook and reading assignments was so inappropriate that a major move was begun to substitute direct non-reading experiences in classes for the deprived children. The use of the discovery approach with concrete learning materials has proven to be much more appropriate to the learning style of deprived children.

These new instructional activities were implemented through the dual progress pupil organization implemented last year as a result of previous Title IV program development. The dual progress program has proven to be very successful in accomplishing its purposes of promoting staff and pupil integration and accelerating the advanced training of Negro staff members in specialized teaching areas.

Louisville Independent School District

The objectives of the project in this school district are:

1. To design and implement an in-service program with obvious benefits that will help attract beginning teachers to inner-city schools.

2. To increase the desire of experienced teachers to stay in inner-city schools or to work in them.

3. To equip all teachers to work effectively and happily in inner-city assignments.²

The program activities implemented during the first quarter were as follows:

The Louisville Project followed very closely the wording of the proposal submitted by the Louisville Board of Education. Schools involved include Shawnee Junior High and its feeder elementaries, Stephen Foster, Henry Clay, and Shawnee Elementary. During the first week of February, an organizational meeting was held with the principals of the above mentioned schools, plus officials of the Louisville Board of Education, Mr. E. W. Belcher, Mr. Jack Meisburg, Mr. A. J. Becler, and Dr. Grace Champion. At this meeting it was agreed that a representation of each of the four faculties involved would make up a steering committee for planning workshop meetings. Such a committee was formed and has met once to plan a workshop held Tues., March 26, 1968, at the Shawnee Jr. High School, from 3:30 P.M. to 8:30 P.M.

²Ibid, p. 11.

During the months of February and March, each of the four schools involved in the program conducted three or four two-hour meetings dealing with teacher-pupil communications in inner-city schools. These professional meetings were held in preparation for the aforementioned five-hour workshop conducted by Dr. Muriel Crosby, Acting Superintendent of the Wilmington Public Schools, Wilmington, Delaware. These two-hour meetings were held within the individual schools and had outside consultants from Louisville and the surrounding area. These included members of the faculty at the University of Louisville, officials and staff members from local welfare and juvenile agencies, members of the faculty of the Lincoln Institute, an experimental state school in Simpsonville, Kentucky, and supervisory personnel of the Louisville and Jefferson County public school systems.

Meeting format included keynote speeches, large and small group discussions, and films related to the topic.

Another means of preparation for the culminating workshop with Dr. Crosby included the dissemination of excerpts from her book and her other works relating to the inner city school problems.

The general workshop mentioned earlier in this report was considered quite successful with some two hundred participants, including faculty and staffs of the schools involved,

officials from the Louisville public schools, representatives from local institutions of higher learning and invited guests from the immediate community and community organizations.

To date, books, pamphlets, and other supplementary instructional materials have been ordered by the project schools, according to the provisions of the proposal budget.

One secretary to the director and one clerk in three of the four schools have been hired and are on the job. One clerk remains to be hired.

It appears that the Beacon I project is successful and is living up to its intended purposes. As a result of the meetings held during the months of February and March, two cases in which teachers who originally had planned to change teaching positions or to leave teaching entirely have given the matter a second thought and plan to remain in their present positions for the 1968-1969 school year.

At present plans are being made for more two-hour meetings in preparation for another five-hour workshop to be held on April 23, 1968, with Mr. Bernard Weiss, Board of Education, Detroit, Michigan, whose general topic will be "The Psychological Make-Up of the Inner City Child".

Hopkinsville Independent School District

The objectives of the project in this school district are:

1. To examine the existing school curriculum in terms of its adequacy in providing equal educational opportunities for children and whether or not the school is taking advantage of the desegregated environment to develop attitudes and understandings for children to live effective lives in a multi-cultural world.

2. To identify various kinds of school curricula that are being used to more effectively insure equal educational opportunities for students representing multi-cultured home environments.

3. From the above activities find ways that interpersonal attitude development and preparation for life in a multi-cultural society can be injected into the entire curricular and extra-curricular experience for students.

4. Identify, examine, and select procedures that can be utilized to adopt the needed curriculum revisions³

The program activities implemented during the first period were as follows:

The elementary committee has been attempting to re-examine the existing curriculum in terms of the four subject areas, Language Arts, Social Studies, Mathematics, and Science. The aim is to make recommendations to fit the needs of all students in the two desegregated elementary schools.

³Ibid, p. 48.

Two plans for organization were presented by Dr. O.L. Gladman, Human Relations Center Technical Assistant from Western Kentucky University:

1. The Non-Graded Primary
2. Departmentalization (4, 5, 6)

Suggestions were made that the primary grades be located at Belmont and all intermediate grade students be housed at Virginia Street.

Miss Ruby Smith, Murray State University, took the discussion from there and gave many suggestions as to how the primary block could be organized, as well as plans for team teaching and departmentalization.

Junior High Curriculum Study Group

The junior high school group has been attempting to evaluate the present curriculum offerings in English, social studies, mathematics, science, and foreign language with the hope that this examination will enable them to make recommendations as to changes in these subject areas to better meet the needs of the students.

The philosophy of the junior high schools was discussed for the purpose of making this philosophy familiar to the committee members. For a curriculum to meet the needs and interest of all students, the committee felt that curriculum changes must be made with a thorough understanding

of the characteristics of this group in mind. Therefore, the group spent some time in reviewing the characteristics of adolescents.

Dr. Harlan Stuckwisch, Human Relations Technical Assistant, led the curriculum team in a discussion of curriculum procedures. He emphasized a study of the characteristics, attitudes and thoughts of the junior high student. The group spent the next two sessions in carrying out his suggestions. Dr. Stuckwisch also talked about block-scheduling and other new curriculum ideas that might help us to provide a better education for the junior high students.

Two plans for curriculum organization new to the group were presented by Dr. Ryan, Consultant from Murray State University. These were block-scheduling and exploratory courses. The group was most interested in block-scheduling and followed-up Dr. Ryan's discussion by inviting two teachers from the senior high school who are engaged in team teaching to give their views based upon their experiences.

Curriculum Evaluation

With attention focused on the purpose of our group, examination of the curriculum's contribution to the disadvantaged, each area of our total curriculum has been evaluated.

The disadvantaged student was defined as anyone who

for some reason has not been able to take advantage of the educational opportunities available.

Evidence of Need

At the present time three areas stand out as having some need: Guidance, Physical Science, Vocational Agriculture.

Consultant Contribution

Human Relations Center Technical Assistants from Western Kentucky University and Consultants from Murray State University have met with the group. Basics of their discussion in each case were to aid us in seeing our general philosophy and advise us on the contributions of NEW curricula.

Revision Recommendations

Guidance

It was suggested by our group that our present guidance program in the home-room was not effective. Possible improvement was suggested in the form of a series of program modules, designed for large class groups of similar need. These major modules would be supplemented by a series of small group programs which would be alternately presented in each home-room.

Henderson Independent School District

Prior to December, 1967, the Elementary Curriculum Technical Assistance Team worked approximately 60 hrs. in preparing a format for working with a pilot school in self-assessment of the program offerings and how they relate to the child. This period of time has seen the Elementary Curriculum Technical Assistance Team hold several planning sessions on campus to draw a plan of action in working with the Central Elementary School in Henderson City, Kentucky. The Human Relations Center for Education is concerned with three contacts with the administration and others in Henderson, Kentucky. The first contact was the initial explanatory - invitation conference held with the superintendent and other administrative persons of the Henderson Public Schools. The second contact was made by the director of the Elementary Curriculum Technical Assistance Team and was mainly for the purpose of working further with the principal of Central Elementary School in trying to arrive at a point of beginning. The third off-campus meeting was set up by the principal of Central Elementary School, and members of the Elementary Curriculum Technical Assistance Team met with the faculty and parents to discuss the relationship of the Human Relations Center assistance to the public school and what we would hope

would be a desirable outcome in assuring that the relationship between the curriculum offerings and the child would be a stronger one as a result of self-assessment and possible readjustment of the program. During this meeting there was a great deal of interest on the part of parents and teachers aimed in the direction of what this effort would ultimately result in.

Points of emphasis throughout the meeting were:

1. The Technical Assistance Team was in Central School on invitation by the school authorities.
2. That our position was not to evaluate and change but rather to play a role of assistance and then only upon the basis of invitation from the principal of Central Elementary School.
3. That mainly the burden of responsibility for the self-assessment and critical look at the school program and its effectiveness would fall on the shoulders of the principal and the teachers of Central Elementary School.
4. That the time element should be that the self-assessment and process of endeavor should be seen as a long range procedure aiming toward possible in-service activity on the part of the staff sometime in the fall of 1968.

It is apparent that the administration, faculty and parents of Central Elementary School in Henderson, Kentucky are very anxious, eager, and capable of pursuing the objectives of this project.

Central Elementary School has a high percentage of Negro population as well as other forms of integration. The school district has undergone some drastic changes in student population make-up over the past few years and finds itself in a situation where it is quite aware of the fact that its program is probably inadequate in light of the student body it now serves..

It would seem, at this point, that everything is well underway and a positive self-directive process will become the key word of Central Elementary School and the Elementary Curriculum Technical Assistance Team will play a significant role in the overall outcome of the project.

New Programs Under the Provisions of Title IV,
Section 403 and 405, of Public Law 88-352

The staff of the Human Relations Center for Education worked systematically with Mr. Darl Hulit, Project Manager for Kentucky, Title IV, U.S. Office of Education, and the respective agencies, in helping to develop proposals for two Title IV programs that are not only different from each

other, but are also different from the Title IV program of the Human Relations Center for Education at Western Kentucky University.

The first is a "Proposal for School Board Grant Program on School Desegregation Problems", under the provisions of Section 405. The proposed program is called: "Project B-E-A-C-O-N" (Better Education, a Conditioner of Neighborhoods). It is designed as an in-service training program to support a beacon school approach to neighborhood stabilization in an inter-city community. The proposal has been submitted to the U. S. Office of Education by the Louisville Board of Education, Louisville Public Schools. The Center provided the Louisville Public Schools with the consultative service of Dr. Muriel Crosby, Acting Superintendent of the Wilmington, Delaware, Public Schools, in developing the above proposal.

The other Title IV proposal with which the Human Relations Center for Education asserted was a "Proposal for Technical Assistance Program on School Desegregation for the Kentucky Department of Education", under the provisions of Section 403. The title of the proposed program is "State Department of Education: Technical Assistance Program for Providing Equal Educational Opportunities in Kentucky School Districts". The proposal has been submitted to the U. S. Office of Education by the Superintendent of Public Instruction,

Kentucky State Department of Education, Frankfort, Kentucky.

The Technical Assistance Program will include basic activities which constitute more or less a common core of programs and services which shall be in addition to, not supplant, the regular administrative functions which the Kentucky Department of Education assumes in regard to compliance with the Civil Rights Act of 1964. For example, one objective of this Title IV component is to work with the Human Relations Center at Western Kentucky University and other university resources in planning, developing, and coordinating a research-oriented approach to the problems encountered in providing equal educational opportunities in the public school.

The requested beginning date for both proposals is April 1, 1968.

Technical Assistance in the
Bourbon County Schools

The Human Relations Center for Education continued to provide technical assistance in the Bourbon County Schools during the first quarter. The basic reason for the Center's involvement in the program was to assist the school district in the organization of a middle school program to maximize equal educational opportunities for all learners, regardless of racial or ethnic background.

Dr. Harlan Stuckwisch, Human Relations Center Technical Assistant and specialist in the junior high-middle school, worked with the program. The focus was working with 35 staff members, some of whom will move into the new junior high school in the fall of 1968.

The in-service program involved the participants in the following topics:

1. The Early Adolescent Determines His Curriculum
2. Responsibilities of Early Adolescent Education
3. Early Adolescent Education - A Model
4. A Method of Attack for Program Development

The continuing emphasis was strengthening the total program in order to better provide equal educational opportunities for all.

Growing out of this in-service program, the Bourbon County system has scheduled three additional in-service days to further involve these teachers. These in-service days will be sponsored by the school district. Plans are also being made for a one year follow-up self-study in the new junior high school.

National Consultation, Seminar and Conferences

State Title IV Conference,
Sponsored by the Educational Leadership
and Human Relations Center
St. Augustine's College and North Carolina State Univ.
Raleigh, North Carolina Feb. 6-8, 1968

NEA Conference on "Equal Educational
Opportunities as Affected by Personnel Policies"
Washington, D. C. Feb. 13-16, 1968

North Carolina Fund
Educational Task Force Seminar
Quail Roost Conference Center
Raleigh, North Carolina Feb. 23-25, 1968

Charleston, West Virginia-Conferred with
West Virginia State Dept. of Education officials.
Washington, D. C.-Conferred with officials
at the U. S. Census Bureau March 19-21, 1968

Local Visitations

Lexington, Frankfort, and Louisville, Kentucky-
Conferred with school officials; Kentucky State
Dept. of Education officials. Jan. 17-19, 1968

Hopkinsville and Paducah, Kentucky-Conferred
with school officials. Jan. 22, 1968

Frankfort, Kentucky-Conferred with Kentucky
State Dept. of Education officials. Jan. 23-24, 1968

Henderson, Kentucky-Conferred with school Supt.
and other school officials. Feb. 13, 1968

Frankfort, Kentucky-Conferred with officials
in the State Dept. of Education,
Louisville, Kentucky-Conferred with school
officials. Feb. 19-20, 1968

Hopkinsville, Kentucky-Participated in the
Title IV, in-service project. Feb. 22, 1968

Scottsville, Kentucky-Conferred with Supt. March 1, 1968

Louisville and Covington, Kentucky-Conferred
with school officials. March 5-7, 1968

Paris, Kentucky (Bourbon County)-Participated
in in-service program. March 26-28, 1968