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

(April 1, 1969 - May 31, 1969)

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

College of Education
Western Kentucky University
Bowling Green, Kentucky

May 31, 1969

P R E F A C E

In accordance with the provision 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, 1969, through May 31, 1969.

Norman A. Deeb, Director
Human Relations Center
for Education

PRINCIPAL ACTIVITIES AND INVOLVEMENTS OF
THE HUMAN RELATIONS CENTER FOR EDUCATION
DURING THE SECOND PERIOD OF 1969

INTRODUCTION

As noted in the Technical Progress Report for the period January 1, 1969, through March 31, 1969, the program of the Human Relations Center for Education for 1969 is based upon the following basic objectives:

(1) To assist school districts with an analysis of those classroom problems which inhibit the establishment of an optimal developmental environment for learning.

(2) To provide for teachers in-service educational experiences designed to give preparation in the solution of classroom problems which have been heightened by the process of desegregation.

(3) To identify and describe examples of teacher behavior in desegregated situations which provide optimal learning opportunity.

(4) To disseminate within the service area of Western Kentucky University those procedures which provide optimal learning conditions for desegregated classrooms.

(5) To implement those learning models which provide for equal educational opportunities into the preparation program of prospective teachers.

(6) To provide for social studies teachers in-service educational experiences designed to give preparation for introducing Negro and minority group history in the social studies curriculum.

(7) To provide resources for the leadership staff of the local school districts in order that they may identify, discuss, and develop necessary guidelines for reaching reasonable solutions to the problems before they become more magnified.

(8) To work in cooperation with the Division of Equal Educational Opportunities of the Kentucky State Department of Education in providing services to local school districts.

(9) To assist local school districts in the planning of programs including the development of proposals designed to achieve equal educational opportunities.

SERVICE AREAS ACTIVITIES

To meet the above objectives, particularly objectives one through five, a major focus of the Center's activities has been and continues to be the conducting of self-study in-service programs and assistance in the four service areas at Bowling Green, Hopkinsville, Elizabethtown, and Owensboro, Kentucky. The four-months seminars held at these service areas are now concluded. A number of the participating

schools are now actively engaged in or are planning their own in-service training programs, utilizing the consultant services of the Human Relations Center for Education, Western Kentucky University. Their programs represent the culmination of the basic objective of the Center's program: "To provide for teachers in-service educational experiences designed to give preparation in the solution of classroom problems which have been heightened by the process of desegregation." The implementation of the self-study in-service program at the local level testifies to the effectiveness of the Center's program and indicates that the Center's program is progressing as scheduled.

OWENSBORO SERVICE AREA PROGRAM

The Human Relations Center for Education at Western Kentucky University has concluded the four-months seminar, System Self-Assessment Procedure for Equal Educational Opportunities in Desegregated Schools, at Daviess County. Participating in this seminar were 29 educators from the following 6 school districts: Ohio County, Daviess County, Owensboro Independent, Breckenridge County, Henderson Independent, and Cloverport Independent. Among the school personnel represented were superintendents, principals, guidance counselors, curriculum specialists, supervisors,

teachers, and librarians. The initial group was composed entirely of whites but eventually included two black educators. It is significant that personnel were appointed to the self-study by superintendents who failed to assign blacks to the group. Workshop participants asked for the inclusion of minority members. The initial exclusion of black members indicates the need for self-assessment activities for some school systems.

Weekly sessions were primarily devoted to the examination of the school system as a social institution from the perspective of a psychological model developed by the Human Relations Center. Through the effective use of the model, the participant (1) is able to simplify complex phenomena for the purpose of understanding, (2) learns to perceive that school problems and phenomena--discipline, methods, facilities, etc.--should not be viewed in isolation but, rather, should be seen as inter-related, and (3) comes to realize that equal educational opportunity means the serving of all youths.

Some comments from summary statements made by various participant groups are indicative of feelings expressed toward the program; for example:

The participants . . . feel the discussions thus far, have been frank, and a very high percent . . . became involved in the discussions. We also

think it would be better to have Negroes in the group. Contributions from representatives of a minority group should be helpful in determining more conclusive ways for school systems to provide positive learning experiences.

One group, however, felt that too much attention was given to the identification of problems without emphasis being given to "attempted solutions." The comment was made that "It is rather frustrating at times to pass over a problem we feel deeply about." These opinions were presented before the critical incident sessions when specific problems were explored in depth. It was felt that more "gut responses" were made during these periods than at any other time during the seminar program. Consideration should be given to passing more quickly through the model-question phase of the program so that critical incidents and case studies might be stressed.

One participating school system without Negro students concluded that the program would assist them to meet a contingency such as integration, were the problems to develop. A more important conclusion on their part was the recognition of the similarity of concerns shared by all disadvantaged people:

Our system is faced with the problem of low income personnel in that approximately 45 percent of our student body falls in this bracket. Problems encountered with this group in many ways parallel those found among Negroes. Such problems are mistrust,

placing of stigmata, rejection, poor peer relations, poor self-image, and the feeling of inferiority. Prejudices are not restricted to color lines.

Another reaction paper presented several interesting comments on the program. For example, the respondent stated that she had not considered the question: "Is a child confused because what is permissible at home differs from what is condoned at school?" This teacher, acting on the home visitation suggestions made in the group, decided to visit the home of a low achieving high school junior with a record of perfect attendance at school. The file in the office of the counselor disclosed that the student was the fifth of six children. Since the father is absent from the home, an older brother who works in a sawmill is the breadwinner for the family. The girl is the only child in the family to go beyond the ninth grade in school. The visiting teacher commented in the seminar that "visiting in the homes of culturally deprived young people . . . can be cohesive in the correlation of community to school."

In conclusion, positive benefits have resulted from the sessions at Daviess County. Hopefully, all participants are now a little more "open to experience," both their own and the experiences of others. Daviess County is moving forward with a comprehensive in-service

activity called "Humanizing Education." Ohio County and the Henderson Independent Districts are working on proposals. Critical incidents collected from the seminar group are being revised and prepared for distribution so that this material can be used to stimulate thinking among other groups of educators and friends of education. Finally, as one participant commented: "We as participants will surely take a lead role in helping our systems see its strengths and weaknesses and develop a planning program that will best provide equal educational opportunity for all." R. L. Sleamaker and William A. Floyd, Technical Assistants.

BOWLING GREEN SERVICE AREA PROGRAM

Thirty-four participants representing 9 school districts started in the program. Of this number 11 were teachers, 11 principals, and 12 were central office personnel. Two participants dropped out, with one being replaced. Attendance remained high throughout. Twenty-one of the participants were present at every meeting. No person missed more than twice and at no meeting were more than three absent.

The systems self-study manual with the questions for various components of the teaching-learning situation

was used as a basis for discussion. The seminar was organized for discussion by dividing into groups of high contact and low contact personnel. In the second half of each session, the participants were divided into smaller groups with a mixture of high and low contact personnel. Different leaders were chosen each time for this phase.

During the discussions, everyone had a full opportunity to express his point of view. Real school situations became the topics of discussion, and thus many pertinent thoughts emerged. Probably the most meaningful result of the discussion and the process was the realization by the participants that problems arising out of school desegregation can be solved, with the end result being equal educational opportunity for all youths.

While there was a feeling on the part of the technical assistants that a few persons who participated did not recognize that problems related to school integration existed in their schools, overall the participants benefited from the program. In six of the nine schools represented there are plans for follow-up, perhaps in the form of in-service programs. These systems are: Allen County, Caverna, Cumberland County, Edmonson County, Metcalfe County, and Wayne County. Perhaps the comment

of one student describes best the attitude toward the self-study: "I believe that it caused all of us to take a closer look at our own situation to see what improvements we can make." Eugene Richards and B. W. Broach, Technical Assistants.

HOPKINSVILLE SERVICE AREA PROGRAM

Twelve self-study sessions were conducted at the Hopkinsville High School, starting late in February and ending in late May. Attending the meetings were representatives of most areas of educational specialization, including teachers, counselors, and superintendents. Attendance was excellent, with more than 90 percent of the 33 enrolled participants attending weekly. The eight school systems represented were: Christian, Todd, Logan, Muhlenberg, Trigg, Central City, Hopkinsville, and Russellville.

When the series of meetings first began it became evident that the group as a whole was capable of moving quickly into the topics of school desegregation, race relations, and the resultant educational-social problems. With the assistance of the six Negro educators that took part in the meetings, frank discussions occurred that really delved into the rather serious problems at hand concerning school integration. It was significant that

such topics as miscegenation and the feared lowering of property values as the result of neighborhood integration were discussed.

Other evidence of the openness that permeated the group can be seen in the following statement by a white principal: "Ninety percent of my discipline problems are Negroes." This statement was rebutted in a most professional manner by a Negro principal who attended the meetings. The white principal later openly informed the group that he used a paddle quite frequently and heavily at the beginning of the year as a part of his discipline program. The group as a whole disagreed with him. Examples such as this were numerous.

The technical assistants felt that it could be concluded that real issues were discussed in the meetings in Hopkinsville. Communication flowed rather freely at these meetings, and on several occasions the group spent considerable time talking about issues and problems which were not a part of the questions handed out to them by the consultants, but which were important to them. The technical assistants encouraged this kind of discussion.

Of interest to the Human Relations Center for Education and indicative of the success of the Hopkinsville

Service Area program is the understanding that 5 of the 8 school systems represented will be following up these meetings with similar programs in their own systems. The remaining three school systems indicated that they might also do something along these lines and that they would notify the Center when definite plans were formalized.

At the end of the meetings, the group members were asked to write an evaluation of the project, particularly concerning changes that occurred as the result of the meetings. The participants were told not to write their names on the evaluations. All participants wrote evaluations (many signed their names); none had negative comments. Some suggestions were made concerning ways to involve those participants who talked little during the meetings. The evaluations as a whole suggested that the meetings were worthwhile and that insight had been experienced by a good number of the participants. Several participants suggested that there might have been more meetings. No one rejected the usefulness of the project.

On May 23, the Central City group began its own in-service training project. The technical assistants attended the first meeting and felt that Central City got off to an impressive start. Besides talking about

certain aspects of human relations in the schools, the consultants acted as advisors to many small groups of teachers that were meeting in several rooms. Those individuals from Central City who attended the weekly meetings in Hopkinsville organized the full day in-service meeting and served as group leaders during the discussion period. The total staff of 52 persons were involved in the all day in-service program. Plans have been made and dates decided for continuation of the program during the coming school year. Claude Frady and Joseph Cangemi, Technical Assistants.

ELIZABETHTOWN SERVICE AREA PROGRAM

The four-months seminar for this area included educators from the following 10 school districts: Adair County, Breckinridge County, Elizabethtown Independent, Grayson County, Green County, Hardin County, Jefferson County, Larue County, Leitchfield Independent, and Louisville Independent. Among the 36 school personnel participants were elementary and secondary teachers, elementary and secondary principals and assistant principals, a reading specialist, a resource teacher, a special education teacher, a band director, a coach, a librarian, an elementary counselor, a high school counselor, a finance

officer, Title I coordinators, supervisors (general and special), a director of pupil personnel, and assistant superintendent, two system superintendents, and the Deputy Superintendent of Public Instruction of Kentucky. There was virtually full attendance at all of the sessions. The meetings were held at first in the Morningside Elementary School, and then were transferred to the new, modern facilities at the G. C. Burkhead Elementary School, of which a participant wrote, "The physical surroundings and relaxed atmosphere have resulted in greatly better contributions on the part of every individual."

The 35 participants met most frequently in four discussion groups. Sometimes, the individual group composition was mixed between high and low contact personnel. Other times, the individual group was either just high or low contact personnel. A relatively small percentage of time was spent as committee of the whole.

After the total group gained an understanding of the psychological model upon which the System Self-Assessment Procedure was based, the seminar used discussion techniques structured only on questions accompanying the model or questions developed by the groups as the point of departure.

The first activity of the seminar was structured around the basic understanding of the model. The remaining time was spent in discussion in small groups. The questions accompanying the model and questions developed by the groups provided the point of departure for much of the discussion. The other main technique used was keying the discussions with case studies and critical incidents prepared by the individual participants. The two technical assistants concentrated upon insuring a permissive, unstructured atmosphere to facilitate openness of expression on the part of the seminar members. They held back from use of the lecture method, letting the participants provide both direction and leadership.

In addition to evaluative statements by the participants during the sessions and evaluative observations made by the technical assistants, everyone was asked to submit written evaluations at the last meeting. In general these written evaluations were of a positive nature; representative evaluations follow:

It is my judgement that the System Self-Study Program is an excellent model for use in a self analysis or an analysis of the attitudes and actions of a school or community. The thirteen week course...gave the participants an excellent opportunity for an interchange of ideas and viewpoints the use of the model in situations which they encounter in their own school programs.

The discussions were varied and progress was made. Some specific incidents were faced and a variety of possible solutions were offered. Thoughts and feelings were aired by a wide range of educators from different schools.

I feel this self-study program has already proven to be of great value to BCHS because we have begun to initiate changes and make plans for more change in 1969-70.

Through our printed materials and small group discussions . . . we have been able to elicit a new perception of ourselves and the practices and procedures of our school system.

In addition to discussing answers to questions and solutions to case studies, it would have been helpful to have included role playing and reactions to films as part of our activities.

The inclusion of guest speakers into the program to express the views of the lay public (might be helpful). These speakers could be black militants, white antis, those agreeing and disagreeing with the education program.

The freedom of discussion and deliberation among each of the groups has been very conducive to producing an understanding of other schools and other ethnic groups. Probably if nothing else has come of this, we have evaluated ourselves.

A negative aspect of the seminar was that the discussions were not more specifically guided.

I think this has been a very enlightening study, and I hope that it can be expanded so many others can have the privilege of being part of the program.

Jim McKee and Jim Koper, Technical Assistants.

CONFERENCE ON TEACHING NEGRO AND
OTHER MINORITY GROUP HISTORY

In order to meet the sixth objective, the Center conducted a four-day conference on teaching Negro and other minority group history. The Conference was directed by Dr. Robert Melville, Department of Secondary Education, Western Kentucky University. The purpose of the conference was to insure that teachers know how to implement and handle Negro history material at the local school district level. The major purposes of the conference were:

- (1) To develop an attitude which would enable teachers to teach Negro and other minority group history in an academically acceptable fashion.
- (2) To introduce to the participants sound teaching procedures for the teaching of Negro and other minority group history.
- (3) To introduce to the participants the various materials and resources which are available.
- (4) To include methods and procedures for incorporating Negro and other group minority history into the social studies curriculum.

The following questions served as guides for the conference:

- (1) Why Negro history? The participants were made aware of the points of view of professional

educators, historians, sociologists, and psychologists about this question. This task was completed by Dr. Clifton Johnson (Director, Amstad Research Center and Department of Race Relations, Fisk University), Mrs. Martha Ellison (Coordinator of Curriculum Development, Kentucky Department of Education), Mr. John Cable, (Department of History, Western Kentucky University), and Dr. Robert Melville (Department of Secondary Education, Western Kentucky University).

(2) What materials can I use? Dr. Clifton Johnson, a most competent bibliographer of Negro history, presented, with comments, a comprehensive bibliography consisting of books, records, and films. He was assisted by Mr. Mike Roberts (Russellville High School), an outstanding secondary school social studies teacher.

(3) How can I incorporate Negro history into my social studies classes? Suggestions were made verbally and then followed up with a video-taped teaching demonstration. This was done by Mr. Mike Roberts and Dr. Robert Melville. The calendar of conference activities follows on the next two pages of the report.

Eighty-one teachers from 36 school districts were participants in the conference. Generally, the

participants saw value in the conference as shown by the following table which summarizes data from an evaluation sheet administered at the end of the conference.

Helpfulness of Conference Activities for Incorporating
Negro History into a Social Studies Class

Activities	Helpfulness of Activities			
	Most helpful	Moderately helpful	Little help	Of no help
Lectures teaching strategy, materials, direc- tions for American history, etc.	27	28	6	1
Teaching Demonstrations	21	35	5	1
Discussion Groups	22	22	12	2

The participants were invited to write anonymous comments about the conference. Representative comments were:

This conference has been interesting in understanding the prejudices of people. The bibliography is valuable, especially for its comments on the materials.

Enjoyed all the conference.

An excellent conference. I feared another dull meeting but I was pleasantly surprised. Thanks for the invitation.

The Conference Director has recommended that a follow-up conference should be held for the same participants. The conference should include:

(1) Subject matter content--the African heritage of the American Negro and the history of the American Negro should be included. This would necessitate a conference of more than four days duration.

(2) Another follow-up conference should include the opportunity for the participants to develop teaching materials which would have immediate application to their individual classrooms. This could be accomplished by a one or two day workshop. Here, amid an abundance of resource materials, teachers would develop a series of lesson plans, complete with subject matter to be taught.

Western Kentucky University
Human Relations Center For Education

CONFERENCE ON TEACHING NEGRO HISTORY AND
OTHER MINORITY GROUP HISTORY

The conference will run for four consecutive Saturdays--
April 19, April 26, May 3, and May 10--9:00 a.m. to 2:00 p.m.
All meetings will be held in Grise Hall 336.

Schedule For The Conference

- April 19 --
1. Welcome, introductions, business
 2. "Why Negro History." Dr. Robert Melville - WKU
 3. "The Role of the Kentucky State Department of Education in the Teaching of Negro History."
Mrs. Martha Ellison - Kentucky State Department of Education
 4. Intervene for lunch
 5. Reaction: Small groups will meet with the two speakers for purposes of interaction, feedback, etc.
- April 26 --
1. Welcome, business
 2. "A Teaching Strategy." Dr. Robert Melville - WKU
 3. "What Direction for Negro History in Our Schools?"
Dr. Clifton Johnson - Fisk University
 4. Intervene for lunch
 5. Reaction: Small groups will meet with the two speakers for purposes of interaction, feedback, etc.

- May 1 --- 1. Welcome, business
2. "Materials Available - Bibliography." Dr. Clifton Johnson - Fisk University
 3. "Overview of Teaching Strategy." Dr. Robert Melville - WKU
 4. "A Teaching Demonstration." Mr. Mike Roberts - Russellville High School
 5. Intervene for lunch
 6. Reaction: Small groups will meet with the two speakers for purposes of interaction, feedback, etc.

- May 10 -- 1. Welcome, business
2. "The Professional Historian and Negro History: What is Happening Beyond Kentucky?" Mr. John Cable - WKU
 3. "A Teaching Demonstration." Mr. Mike Roberts - Russellville High School
 4. Intervene for lunch
 5. Reaction: Small groups will meet with the three speakers for purposes of interaction, feedback, etc.
 6. Summary

LEADERSHIP CONFERENCE

To meet the seventh objective presented earlier in this progress report, a leadership conference was held. Pursuant to the general announcement of proposed activities relative to the planned Leadership Conference, additional consultation occurred February 15, 1969, among Human Relations staff members about the aims of the intended conference. The Center director and the conference director received valuable recommendations from Dr. Tate C. Page, Dean of the College of Education, Dr. Charles Clark, Director of Extension and Field Services, and Dr. Raytha Yokely, Department of Sociology. Their comments aided the Center in structuring the May, 1969, Conference.

Subsequently, Dr. Lee Sheeley, Leadership Conference Director, communicated with officials in 100 school districts throughout the 50 states of the Union. The communications were with the largest school districts and the school districts most closely representing a population of 10,000 people. Replies were received from officials in 42 districts. Enclosures of printed policy statements/or guidelines (in the form of student, parent, faculty, and administrator handbooks) were

received from school personnel of 36 districts. The letter had requested materials relative to common issues which daily confront the nation's schools.

Original plans were to collect the published policies of selected school systems throughout the United States for joint-conference study to occur at four central locations serviced by the Western Kentucky University Human Relations Center for Education. But as the anticipated conference program became more finalized, the Human Relations Center staff decided to conduct the initial one-day (one-location) conference. Mr. Russell Below, the principal speaker and a former Kentucky school leader, was engaged to address the conference participants.

Letters announcing the May 1, 1969, Leadership Conference were mailed to fifty superintendents. The purposes of the conference as outlined in the initial letter were: (1) To identify problems which have resulted from school desegregation; (2) To discuss mutual problems which have resulted from school desegregation; and (3) To develop guidelines or policies, if necessary, for reaching reasonable solutions to the problems before they become magnified.

Representatives of school districts with policies or policies in the making were requested to share their experiences in formulating guidelines at the coming conference meeting. Eight superintendents replied that they had printed guidelines and five said they would bring sample copies of their policies to share with other participants at the May 1 conference.

Invitations limited each school district to five representatives at the leadership conference. If possible, superintendents were to include a school board member, the superintendent, a high school principal, a junior high school principal, and a counselor.

Approximately two weeks before the scheduled Leadership Conference, a follow-up letter was sent to 50 superintendents. Besides reviewing the purpose of the conference, the letter announced the principal speaker as well as the three discussion panelists. The speaker and the three discussion panelists were:

- (1) Mr. Russell Below, Assistant Superintendent, Public Schools of Orange County, Florida, principal speaker;
- (2) Mr. Ray Corns, Director of Division of Legal Services, Kentucky State Department of Education; (3) Mr. Tom Evans, Assistant Superintendent, Trigg County Public Schools; and
- (4) Dr. Dwain Ehrlich, Supt., Warren County Public Schools.

Responses were received from superintendents of 23 districts representing a total of 88 school personnel who planned to attend the Leadership Conference. Negative replies were also received from the superintendents of seven districts. The districts to be represented included:

Adair County	Henderson Ind.
Bowling Green Ind.	Hopkinsville Ind.
Bourbon County	Larue County
Breckenridge County	Logan County
Caverna Ind.	Metcalf County
Cloverport Ind.	Monroe County
Cumberland County	Ohio County
Glasgow Ind.	Owensboro Ind.
Green County	Trigg County
Greenville Ind.	Warren County
Hardin County	Wayne County
Hart County	

The breakdown of the 88 participants, according to the work position held, was as follows:

Superintendent or Assistant Superintendent	24
Principal or Assistant Principal	31
Board Member	3
Counselor	12
Other School District Personnel	<u>18</u>
Total	88

A total of 68 participants from 23 school districts were actually registered. Unavoidable calendar changes and other unforeseen school business matters prevented the attendance of the other school personnel who had planned to be present. The total number of conferees, according to work positions held, were registered, as follows:

Superintendent or Assistant Superintendent	17
Principal or Assistant Principal	23
Board Member	1
Counselor	12
Other School District Personnel	<u>15</u>
Total	68

The participants were:

Denval Barriger	Cletus Hubbs
Clarence H. Bates	Bobby Humes
Russell Below	Joe B. James
William L. Bennett	Stanley Johnson
Cecil Bertram	Howard B. Keel
W. B. Borden	Paul E. Kerrick
Wendell Branstetter	James Long
Joe O. Brown	Marshall Lowe
Robert A. Butler	J. H. Lyon
Thomas Butler	Edna J. Mayes
Billie C. Clark	Gleason M. McCubbin
Jack Clifford	Hillman McIntire
Wallace Coomer	Noble H. Midliff
Ray Corns	Thelma Murley
Garland C. Cottrell	Arnold S. Oaken
Dorothy Crouch	John R. Owens
Billy W. Cummings	Charles E. Parks
Elizabeth Curry	J. W. Parks
James Daniels	Lucille Peers
Joe Denny	W. B. Posey
Ralph Dorsey	Damon Ray
Dwain Ehrlich	Irene M. Reece
Gene C. Farley	Minnie Rubarts
Albert D. Ferrell	William E. Sherlock
William W. Field	James B. Sisk
Shelby Forsythe	Eldon J. Smith
Joyce Froggett	Samuel L. Smith
Paul Gardner, Jr.	Georgia Sublett
Ernest H. Garner	Elmer L. Tabor
Wilbur Gilley	Milton Traylor
James Grimes	J. M. Vance
Lucille Guthrie	Tom Vinson
Darrell C. Hampton	J. C. White
Virginia Hightower	J. R. Whitehead

The general format of the Leadership Conference included the morning general session followed by a panel

discussion and question period from the audience. Conference participants then divided into job-alike groups led by pre-selected moderators and recorders. The structured task for the eleven o'clock sessions was to identify and discuss mutual problems resulting from school desegregation. Packet materials for use in these meetings included an assortment of handbooks and related materials collected as resource information by the Center, a "List of Materials Available to Participants of the Leadership Conference," and an "Evaluation Questionnaire."

After lunch, the conference participants returned for the second job-alike group session with the same moderators and recorders. The task for the afternoon meeting was to decide the next steps relative to: (1) Revising or updating systematic school guidelines or policies; (2) Listing mutual problems of the greatest concern; (3) Developing procedures in seeking solutions; and (4) Suggesting recommendations for a follow-up conference.

Participants were encouraged to take any packet materials that would benefit them. Later in the afternoon, all conferees returned for a second and final general session. The recorder's reports were heard and a general discussion followed, together with final announcements which concluded the Leadership Conference.

The program included Dean Tate C. Page, introduction and challenge; Dr. Norman Deeb, Director, Human Relations Center, who reviewed the purpose of the Leadership Conference; Mr. Russell Below, the principal speaker, who discussed school desegregation problems and guidelines; Mr. Ray Corns, Director of the Department of Legal Services, Kentucky State Department of Education, a panel speaker; Mr. Tom Evans, the second panel speaker and Assistant Superintendent of Trigg County Schools; and, Dr. Dwain Ehrlich, the third panel speaker, Superintendent of Warren County Schools.

At the last general session, Dr. C. Charles Clark, conducted the proceedings at which the recorders submitted their reports of the job-alike sessions. Those reports suggested three obvious directions for follow-up conferences.

(1) Provide administrative interns and consultants to assist people in local school districts to develop school policies, guidelines, and/or handbooks.

(2) In respect to a future conference, one group recommended that more teachers be invited to attend.

(3) For a follow-up conference to be conducted by the Human Relations Center for Education, it was suggested that professional interest groups include a combination of school personnel representing school board members,

superintendents, principals, teachers, counselors, and other school staff members.

On the basis of evaluations collected from 50 conferees who completed the questionnaire, and unsolicited letter, and other information available, the following conclusions appear warranted:

(1) A majority of the participants believed that the Center's conference was successful in meeting the objectives.

(2) Almost without exception, school personnel deemed another conference essential and would prefer a Thursday or Friday conference in September or October.

(3) School personnel considered the sample copies of available handbooks and policy statements sufficiently valuable to take them with them for future use.

(4) School officials, as a group, concluded that the Leadership Conference was one of the most successful conferences that they had ever attended.

TABULATED QUESTIONNAIRE
WESTERN KENTUCKY UNIVERSITY
 HUMAN RELATIONS CENTER FOR EDUCATION

May 1, 1969

LEADERSHIP CONFERENCE EVALUATION QUESTIONNAIRE

This questionnaire will assist in the overall planning of a future leadership conference, if you decide that another meeting is essential. Please answer the questions and return the form at the close of the conference today.

1. Check the one that pertains to your position:
 1. 1 Board Member 2. 12 Superintendent 3. 21 Principal 4. 7 Counselor
 5. 9 If other, please state position.
2. Check how well the leadership conference met the objectives:
 1. 17 excellent 2. 28 good 3. 4 adequate 4. poor 5. unsatisfactory.
3. Check the overall rating of the leadership conference:
 1. 21 excellent 2. 26 good 3. 3 adequate 4. poor 5. unsatisfactory
4. If you answered "poor" or "unsatisfactory" on question No. 3, your major reason was _____
5. Check your overall rating of the major presentation:
 1. 29 excellent 2. 17 good 3. 3 adequate 4. poor 5. unsatisfactory
6. Check your overall rating of the panel discussion:
 1. 27 excellent 2. 16 good 3. 6 adequate 4. poor 5. unsatisfactory
7. Check your overall rating of the group sessions:
 1. 20 excellent 2. 25 good 3. 3 adequate 4. poor 5. unsatisfactory
8. Check the most rewarding aspect of the leadership conference:
 1. 37 general and/or group sessions
 2. 11 personal associations and informal discussions
 3. 11 sense of identity with others with mutual problems resulting from desegregation
 4. other, please specify _____
9. Do you believe that another leadership conference is essential?
 1. 45 yes 2. 2 no (If answer to this question No. 9 is "yes", what would you hope to gain from a follow-up conference. More specifically, in order to structure a conference to meet your needs, what would you recommend concerning the type of conference you would prefer. Write your comments on the back side of this sheet.)
10. If your answer to No. 9 was "yes" which month and week day would be most suitable for you?
 1. 7 July (14-31st only) 2. 4 Aug. (1-5 only) 3. 13 Sept. 4. 17 Oct.
 1. 4 Mon. 2. 3 Tues. 3. 4 Wed. 4. 9 Thurs. 5. 11 Fri.

Department of Education

FRANKFORT 40601

June 9, 1969

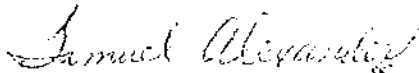
Dr. Kelly Thompson
President, Western Kentucky University
Bowling Green, Kentucky 42101

Dear Dr. Thompson:

Western Kentucky University and its Human Relations Center for Education are to be congratulated on the fine Self-Study In-Service Training Program which was conducted at Elizabethtown this spring. It is my sincere judgment that the subject matter, procedures and management of the program were excellent, and that those who attended will be in a much better position to handle their problems in human relations because of having taken the training.

I want to personally commend Drs. Norm Deeb, James McKee and James Koper on the fine way they handled this training program. The interest of the group was always kept at a high level and the instructors were always available to assist, but at no time did anyone feel under pressure to accomplish a specified amount of work of a certain type in a specified time. Therefore, I guess I should say that the real success of the program was the freedom with which the participants worked together and with the instructors. At any rate, the class was excellent and much praise is due the instructors.

Sincerely yours,



Samuel Alexander
Deputy Superintendent
of Public Instruction

MAY 9 1969
MAY 8 1969

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May 8, 1969

Dr. Norman A. Deeb, Director
Human Relations Center for Education
Western Kentucky University
Bowling Green, Kentucky

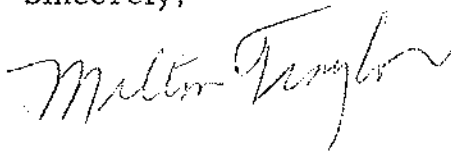
Dear Dr. Deeb:

We certainly enjoyed the conference on May 1. We are in the process of getting ready to write school board policies and teacher handbooks. The information provided by Mr. Below has been most helpful.

We have a policy bulletin which we neglected to bring with us, but it is so far out of date we would hesitate to present it at this time.

Please express my appreciation to Dr. Sheeley for his part in making the conference such an interesting one. We are still looking forward to working with your department in the near future.

Sincerely,



Milton Traylor
Superintendent

MT:rm