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

(January 1, 1969 - March 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

March 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 January 1, 1969, through March 31, 1969.

Norman A. Deeb, Director
Human Relations Center
for Education

PRINCIPAL ACTIVITIES AND INVOLVEMENTS OF
THE HUMAN RELATIONS CENTER FOR EDUCATION
DURING THE FIRST QUARTER OF 1969

INTRODUCTION

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 will be upon the conducting of the self-study in-service program in the four service areas at Bowling Green, Hopkinsville, Elizabethtown, and Owensboro, Kentucky. The activities include:

(1) The Center staff will conduct a staff development program for the field consultants prior to initiation

and implementation of the self-study in-service programs in the field service areas.

(2) Preparation of program materials for the complete self-study in-service program will be conducted by the Center staff. Field consultants will be used in their areas of specialty in the development of these materials.

(3) Field participants will be selected according to the criteria developed by the Center staff. They will be assisted in this process by the field consultants.

(4) Initial orientation meetings will be held at the field service areas and the self-study in-service program will be initiated.

(5) The self-study in-service program will be conducted and culminated in the collection of data from the field service areas.

(6) An analysis and evaluation of the cumulative data will be conducted by field participants, field consultants and Center staff.

(7) Results of the systematic and comprehensive analysis shall be prepared and disseminated to all concerned with equal educational opportunities in the classroom learning environment.

CONFERENCE ON TEACHING NEGRO HISTORY

In order to meet objective five as stated in the first part of this report, the Center will conduct a four-

day conference on teaching Negro and other minority group history. The purpose of the conference is to insure that teachers know how to implement and handle Negro history material at the local school district level. The conference will be focused on the content and materials and methods for teaching Negro and other minority group history in the social studies curriculum. Its major purposes are:

(1) To develop an attitude or point of view 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.

SCHOOL PERSONNEL CONFERENCE ON SCHOOL DESEGREGATION PROBLEMS

To meet objective seven presented earlier in this report, two conferences will be held on the Western Kentucky University campus. Approximately 200 participants will be invited to attend the two conferences. The participants will

consist of school board members, superintendents, senior and junior high school principals, and guidance counselors.

The major purposes of these conferences will be:

(1) To identify problems which have resulted from school desegregation.

(2) To discuss mutual problems which have resulted from school desegregation.

(3) To develop guidelines, if necessary, for reaching reasonable solutions to the problems before they become magnified.

(4) To develop policies, if needed, which may minimize the reoccurrence of school desegregation problems.

OTHER PLANNED ACTIVITIES

To meet objectives eight and nine, presented earlier, the Center will plan conferences in cooperation with the Division of Equal Educational Opportunities of the Kentucky State Department of Education. These conferences will be focused on problems associated with or resulting from school desegregation in the areas of the state not included in the Service Areas of the Western Kentucky University Human Relations Center. The Center will continue to furnish technical assistance for proposal development, in order to assist local school districts in the planning of programs designed to achieve equal educational opportunities.

CENTER'S ACTIVITIES - FIRST QUARTER, 1969

Service Areas Activities. In January, the primary involvement of the Human Relations Center for Education was the planning and preparation of materials to be utilized in the Self-Study In-Service Training Program to be carried out in the four Service Areas. The Center staff and Center field staff consultants prepared materials, based on the Leadership Manual and the Participant's Manual, in order that the variable of race would be the primary factor in the Self-Study Program.

The Center was also concerned with having the 1969 Proposal accepted and the contract negotiated so that the Center's activities could proceed on schedule. Meanwhile, the 1968 Proposal was extended through January, 31, 1969. In February the 1968 Proposal was extended through February 28, 1969.

The Center decided to proceed with a Special Conference on February 15, 1969. The major purposes of the Conference were:

1. To acquaint public school districts with:
 - (a) The type of technical assistance which may be available.
 - (b) The various conferences which will be conducted by the Center.
2. To reacquaint school districts with the Self-Study

In-Service Training Program (Self-Assessment Procedure).

3. To enroll participants in the Self-Study In-Service Training Program.

Invitations were mailed to sixty local school districts. The superintendent of each of these districts was requested to return a response sheet indicating whether the school district desired to participate and including the names of the participants from the district. All participants were to be recommended by the superintendents. The Center was concerned that the participants have the following qualifications:

1. Be fully certified
2. Have a minimum of three years successful teaching experience
3. Have immediate responsibility for the development of a learning environment
4. Be deemed a successful teacher by their immediate supervisor
5. Be sincerely interested in providing equal educational opportunities for all.

Attached to the letter of invitation sent to the superintendent was a sheet with pertinent information, including the purpose of the conference and characteristics

generally required for the participants. The superintendents were also asked to select the Field Service Area (Bowling Green, Hopkinsville, Elizabethtown, or Owensboro) closest to their district in which they would prefer to participate.

Of the sixty school districts which received invitations, forty-four responded positively by indicating an interest in participating in the conference. A total of 154 school personnel were to attend the February 15 conference.

Unfortunately, a snowstorm blanketed western Kentucky with six inches of snow on February 15. Thus, only twelve school districts with thirty-six participants were able to attend. The Conference proceeded as scheduled; a copy of the program is found on Page 10 of this report. During the Conference, plans were initiated to proceed with area meetings at later dates, as follows:

1. Bowling Green, Ky., Western Kentucky University, Grise Hall, Room 434, Monday, February 24, 1969, 4:00 P.M. (CST). Conducted by: Dr. Billy Broach and Dr. Eugene Richards.
2. Hopkinsville, Ky., Hopkinsville High School Library, Tuesday, February 25, 1969, 4:00 P.M. (CST), Conducted by: Dr. Claude Frady and Mr. Joseph Cangemi.

3. Elizabethtown, Ky., Morningside Elementary School, Tuesday, February 25, 1969, 4:30 P.M. (CST).
Conducted by: Dr. James Koper and Mr. James McKee.
4. Owensboro, Ky., Davies County High School, Wednesday, February 26, 1969, 4:00 P.M. (CST).
Conducted by: Dr. William Floyd and Mr. Robert Sleamaker.

WESTERN KENTUCKY UNIVERSITY
HUMAN RELATIONS CENTER FOR EDUCATION

February 15, 1969 Conference

"THE CENTER'S 1969 PROGRAM IN EQUAL EDUCATIONAL OPPORTUNITIES"

1:00 P.M. General Session Dr. Norm Deeb, Director
Human Relations Center
for Education, Presiding

Welcome Dr. Tate C. Page, Dean
College of Education

Dr. C. Charles Clark,
Director of Extension
and Field Services

Center Activities for 1969:

1. Proposal Development Dr. Harry Hadley,
Educational Research

2. Conferences on Minority Dr. Robert Melville
Group History Secondary Education

3. Leadership Conferences Dr. Lee Sheeley,
Counselor Education

4. Self-Study In-Service Dr. Harry Robe, Head
Training Program of Psychology Dept.

2:30 P.M. Break

2:45 P.M. Group Meetings, Area
Participants for Self-Study
In-Service Training Program:

1. Hopkinsville Dr. Claude Frady
Participants (Room 241) Dr. Eugene Richards

2. Bowling Green Dr. Billy Broach
Participants (Room 242) Dr. Joseph Cangemi

3. Elizabethtown Dr. James Koper
Participants (Room 243) Mr. James McKee

4. Owensboro Dr. William Floyd
Participants (Room 245) Mr. Robert Sleamaker

Although the dates for the area meetings were selected by the participants at the February 15 Conference, it was realized that the date and time for these meetings could not be convenient for everyone. The participants in the area meetings (as scheduled above) decided to continue the same weekly schedule for future meetings as these dates were desirable for the majority of participants and for the members of the Western Faculty who were to conduct the program.

The number of school districts and participants who were enrolled in the Self-Study In-Service Training Program in each Service Area is as follows:

1. Bowling Green: 9 school districts; 34 participants
 2. Hopkinsville: 8 school districts; 33 participants
 3. Elizabethtown: 10 school districts; 36 participants
 4. Owensboro: 6 school districts; 29 participants
- TOTAL: 33 school districts; 132 participants

More specifically, the following school districts (and participants) were involved:

Bowling Green Service Area

Participating School Districts

Participants

Allen County
Allen County
Allen County
Allen County
Allen County

Ada R. Covington
Robbie Hanes
Ovaleta Haven
Cecil Calvert
Paul Foster

Barren County

Bowling Green
Bowling Green
Bowling Green
Bowling Green
Bowling Green

Caverna
Caverna
Caverna

Cumberland Co.
Cumberland Co.
Cumberland Co.
Cumberland Co.
Cumberland Co.

Edmonson Co.
Edmonson Co.
Edmonson Co.

Metcalf Co.
Metcalf Co.
Metcalf Co.
Metcalf Co.
Metcalf Co.

Warren Co.
Warren Co.
Warren Co.
Warren Co.
Warren Co.

Wayne Co.
Wayne Co.

Ernest Broady

W. Basil Jones
Glenn Perkinson
Ernest Garner
Joe C. Davenport
Hannah A. Crume

Ernest Baulch
Elizabeth Salmon
James N. Kessler

Elmer Tabor
Billy W. Cumming
Lois T. Strange
Alice S. Norris
Mary Ann Keen

Christine Elmore
Michael Meredith
Vernon Dwyer

Wilbur Gilley
Wendell Branstetter
Herbert Gilley
Cornell Stephens
Lera King

George Coker, Jr.
Alice E. Pearson
Virginia S. Murphy
Eva D. Tucker
Aaron P. Turner

James H. Daniels
Clarence H. Bates

Hopkinsville Service Area

Central City Ind.
Central City Ind.

Delmas Gish
Odell Bingham
Vonnice France
Joanne Moore
Bernadine Steele
Mary Taylor

Christian Co.	Marjorie Parker
Christian Co.	William Turner
Christian Co.	Charles E. Yates
Christian Co.	Ronald Johnson
Hopkinsville Ind.	Cletus Hubbs
Hopkinsville Ind.	Dorothy Crouch
Hopkinsville Ind.	Virginia Hightower
Hopkinsville Ind.	David Hildreth
Hopkinsville Ind.	A. R. Lasley
Hopkinsville Ind.	Dr. Gene Farley
Logan Co.	James Grimes
Muhlenburg Co.	Willard J Wilcutt
Muhlenburg Co.	William Traylor
Russellville Ind.	Clarence Gamble
Russellville Ind.	Mayme Gilbert
Russellville Ind.	Judy Hardison
Todd Co.	Robert J. Gover
Todd Co.	Mrs. Zelma Miles
Todd Co.	William L. Tribble
Todd Co.	Billy N. Everett
Todd Co.	Waldo L. Wolfe
Trigg Co.	Dillmon Cunningham
Trigg Co.	Norris Baker
Trigg Co.	Mrs. Carolyn Lawrence
Trigg Co.	Mrs. Mary Oaken
Trigg Co.	Mrs. Janice Walker
Trigg Co.	Mrs. Rebecca Cunningham
<u>Elizabethtown Service Area</u>	
Adair Co.	Wallace Coomer
Adair Co.	William Rigney
Adair Co.	Harry Loy
Adair Co.	Richie Coomer
Breckinridge Co.	Jeanne Black
Elizabethtown Ind.	Mrs. Kay Chandler
Elizabethtown Ind.	Mrs. Beatrice Fredericks
Elizabethtown Ind.	Mrs. Frankie Corbett
Elizabethtown Ind.	Mrs. Alma Hill
Elizabethtown Ind.	Mr. Vincent Hancock

Grayson Co.
 Grayson Co.
 Grayson Co.
 Grayson Co.

James Woosley
 M. Majors
 Eddie Majors
 E. McGee

Green Co.
 Green Co.
 Green Co.
 Green Co.
 Green Co.

Lucille Guthrie
 Genevieve Adkins
 Joyce Froggett
 Lena McDaniel
 Marshall Lowe

Hardin Co.
 Hardin Co.
 Hardin Co.
 Hardin Co.
 Hardin Co.

William Roy
 Bobby Humer
 Pearl Miller
 Earl Goodman
 Donald Morris

Jefferson Co.

Emma Alexander

Larue Co.
 Larue Co.
 Larue Co.
 Larue Co.
 Larue Co.

Joseph Haggard
 Marvin Dawson
 Boulah Green
 Esther Starks
 James K. Thomas

Leitchfield Ind.

Lewis Smith

Louisville Ind.
 Louisville Ind.
 Louisville Ind.
 Louisville Ind.
 Louisville Ind.

Bill Bodine
 Dorothy Dreisbock
 Nancy Hayden
 Leon Hayden
 Grace Champion

Owensboro Service Area

Breckinridge Co.
 Breckinridge Co.
 Breckinridge Co.
 Breckinridge Co.

Lawrence D. Edge
 Don Lee
 O. J. Allen
 Ruth Allen

Cloverport Ind.
 Cloverport Ind.
 Cloverport Ind.
 Cloverport Ind.

Floy DeJarnette
 Richard O. Bernard
 Maxine McManaway
 Richard Settles

Daviess Co.	Robert H. Berry
Daviess Co.	Ed L. Allen
Daviess Co.	John W. Basham
Daviess Co.	Mildred Noblett
Daviess Co.	John Dunn
Henderson Ind.	Kenneth Middleton
Henderson Ind.	Phyliss Ward
Henderson Ind.	Donald Gravette
Henderson Ind.	Margaret E. Lantrip
Henderson Ind.	Leo Winchester
Ohio Co.	Earl Russell
Ohio Co.	Orval Jamison
Ohio Co.	Doloris Eskridge
Ohio Co.	Vera Byers
Ohio Co.	Lucille Holladay
Owensboro Ind.	Catherine Lyons
Owensboro Ind.	Truman Whitfield
Owensboro Ind.	John Blaney
Owensboro Ind.	Jeane G. Kimmol
Owensboro Ind.	Harriet Hall
Owensboro Ind.	James Hilliard

A Summary Report of Field Service Areas

Bowling Green, Kentucky

Of the thirty-four participants representing nine school districts, eleven are teachers, eleven principals or head teachers, and twelve are central office personnel. The activities by date of meeting follow:

February 24, First Meeting, 32 present: This meeting was devoted to administrative and organizational details. The systems self-study program descriptions were distributed, and time was allotted for reading and studying the material. This

was followed by a brief explanation of the model.

March 3, 33 present: The participants were divided into two groups--high contact and low contact personnel. The discussion centered on the general problem of school integration and equal educational opportunity. Near the close of the session, the questions on expectations were distributed and a short discussion ensued on the use of the handout as a guide for further discussions.

March 10, 34 present: A third group for discussion was added by dividing the low contact group into two groups. Group leaders were appointed for all three groups. The discussion centered mainly on questions 2, 3, and 6, which deal with housekeeping, achievement, and intelligence tests.

March 17, 30 present: New group leaders were appointed for the three groups. The discussion continued on "Expectations," centering mainly on questions 13, 20, 21, 22, 23, and 29, which deal with home visitation, grouping, and activity participation. At one particular point, the lack of Negro cheerleaders was discussed.

March 24, 30 present: Again, new leaders were in charge of the three groups. The discussion of this meeting concerned the questions on "Modeling-Imitation." During the second half of the period participants were divided into

five groups. The intent was to mix high and low contact personnel. A new group of leaders were appointed. Question 2 became the main item of discussion.

March 31, 32 present: This meeting continued the March 24 meeting, with new leaders chosen for the groups. The discussion was continued concerning the Modeling-Imitation aspect of the learning situation. Especially questions 7, 8, 9, and 13 were emphasized, dealing with what models are available and how these can be used to help other children learn positive values.

Conclusion: The meetings are progressing toward the goal of preparing teachers to discuss with their respective school faculties the problem of desegregation and the specific pupil-teacher behaviors which indicate whether equal educational opportunities are in effect in the local schools. The question of the need for an analysis of the curriculum is beginning to be raised, with the analysis leading to the development of a curriculum based more upon local needs and designed to alleviate current problems. The program is moving forward, with good interest and participation evidenced by the group members. Eugene Richards and B. W. Broach, Technical Assistants.

Hopkinsville, Ky.

During the past month of meetings, the Technical Assistants were involved with participants in an effort to stimulate and guide them relative to the discussion of topics of importance and interest to the Project. The participants attending represented many nearby counties, as well as various school districts. Among the participants were superintendents, principals, supervisors, counselors, and teachers. The meeting took place at Hopkinsville High School, 4 to 6 P.M., each Tuesday.

During the first part of the meetings, the Technical Assistants generally worked with the group as a whole (this involved over 25 members most of the time). They divided the group into two segments during the second part, with one Assistant leading one group and another the other group. The groups were divided based on whether they were low or high contact personnel, and also by the odd-even method in an effort to mix both administrators and teachers. The Technical Assistants usually found themselves leading a different group each week during this second period.

At the first meeting, after a brief explanation of the purpose of the Project's model, questions were immediately raised and it became evident that the group in general was

most inquisitive. As the meetings progressed, it became observable that the group definitely was searching for understanding of and solutions to school problems, particularly those involving the race variable.

As the Technical Assistants observed the participants during the discussions and listened to their points of view, it appeared that a few discussants made statements regarding Negroes in front of the group that would gain approval. When these same discussants spoke with the Technical Assistants in private, changes in their attitudes toward the negative were noted. The Assistants found it interesting to note that those districts with a relatively low percent of Negro students felt that they had no segregation problems.

During the first two meetings almost everyone had a comment to make regarding certain issues. No deep, perhaps psychologically significant statements were attempted, however, suggesting that caution was being used in exposing one's feelings. But on the third meeting, the discussion as a whole improved, and several significant statements were made by certain individuals and reacted to by the group. Disagreement with another's opinion seemed less threatening at this point, but caution was still evident.

At the fourth meeting, in the clinical judgment of the Technical Assistants, a significant event occurred.

Inserted in the question the participants chose to answer with the word "success." To the group as a whole this word seemed troublesome and problematical, and the entire group's attention was focused for one hour on what "success" really meant. In attempting to put together an acceptable definition of the word, hostility was elicited from several members of the group. A definition of "success" was never really found but it appeared that the true feelings on the part of the participants about integration and its related problems had not really been vented previously, and that through the use of this rather neutral word, "success", more intense feelings were elicited and vented than had been previously permitted. In the small group discussion following the meetings, the participants seemed more relaxed.

Although our last meeting will be included in April's report, I think it should be pointed out that in this very next meeting after the "success" incident, during the entire two hours the group stayed together as a unit and the discussion was more intense, open, and perhaps helpful. Feelings that previously would have been considered threatening and concealed were brought out into the open.

In sum, it appears that our first meetings have gotten off to an acceptable start. Joseph Cangemi and Claude Frady, Technical Assistants.

Elizabethtown, Ky.

Of the 37 participants, sixteen are classroom teachers, three superintendents or assistant superintendents, six principals or assistant principals, four supervisors, and seven are administrative personnel other than previously mentioned.

The first meeting consisted of explaining the project-- what we are attempting to do--in addition to an introduction and explanation of the model.

In the second meeting, the participants were divided into groups according to high contact and low contact personnel. This meeting was spent mostly in defining "expectations" and the general framework within which the participants were to work. Several participants were more interested in solutions to problems than in defining the problems that exist. It was noted that the representatives from seven school districts having a fairly low percentage of Negro students tended to think in terms of low socio-economic groups rather than minority groups.

In the third meeting, the participants were again divided according to high and low contact personnel. There was high involvement by all participants in the discussion at this meeting. Participants worked seriously on the topic and brought out very pertinent problems. It appeared that

we were beginning to get to the root of the whole problem; we are beginning to identify the underlying factors associated with "expectations."

During the remaining meetings in the month of March, the participants were divided randomly with no regard to high and low contact personnel. No participants from the same district were together.

Conclusion: The groups seem to have difficulty keeping their attentions on the true problems. They appear to work at the surface level, but are not firmly grasping the problem. A case study approach was initiated to see if an actual case would help identify the problem and to generally carry the discussion beyond the level of generalization. Concerning the area of "involvement," the elementary teachers seemed to be more concerned than the secondary teachers and principals. The participants are working on additional case studies for the next meeting. Jim McKee and Jim Koper, Technical Assistants.

Owensboro, Ky.

The activities of the Owensboro Center have been designed toward the ultimate goal of training key public school personnel in the utilization of the System Self-Study Program for Equal Educational Opportunities in Desegregated Schools.

The initial session on February 26 was used to orient the participants to the System Self-Study Instrument. Special emphasis was placed on the utilization of the model in the analysis of problems. The session was also used to enable the individual participants to become acquainted with each other since they represented six school districts. The school districts represented ranged from urban to rural, from fairly large to very small.

The sessions during March were used to deal with the Relationships, Expectations, Modeling-Imitation, and Responses. The behavior of the group during this period has moved from a position of reserve and obvious attempt to skirt the issues to a position of openness and more frequent direct confrontation with the issues, particularly those with bi-racial implications.

At this point in our activities, the low student contact personnel and high student contact personnel are still in the same group. The participants have given some

evidence that this is still desirable as they progress in their understanding of the total instrument.

Participation has ranged from 50 percent to 97 percent at the various sessions. The higher participation has been at the more recent sessions.

It is the plan of the group to work through the other relationships indicated in the model in terms of problem identification, and then to move toward in-depth study of specific problems in terms of equal educational opportunities. William Floyd and R. L. Sleamaker, Technical Assistants.

Teaching of Negro History Conference. During the month of February plans were initiated to conduct a four-day conference at Western Kentucky University. Materials were compiled by the Center staff under the direction of Dr. Robert Melville, the Director of the Conference on Minority Group History. In March, 1969 the Center received an extension of the 1968 Proposal through March 31, 1969.

On March 17, 1969, letters announcing the final plans for the Conference on Minority Group History were mailed to the superintendents of sixty local districts. The invitation for participating in the Conference was extended to:

1. Two secondary school social studies teachers from a district.
 - a. The participants must presently be engaged in teaching social studies.
 - b. The participants must have the equivalent of a major or minor in one of the social studies.
 - c. Registration will be limited to the first eighty applicants who qualify.

The Conference will be held at Western Kentucky University, Grise Hall, Room 336, on four consecutive Saturdays this spring (April 19, April 26, May 3, and May 10), from 9:00 A.M. to 2:00 P.M.

To date the Human Relations Center has received the applications from fifty social studies teachers who desire to participate. At this time the Center does not foresee any difficulty in enrolling eighty participants.

School Personnel Conference. During the first quarter of 1969, Dr. Lee Sheeley, Director of the Leadership Conference for the Human Relations Center was active in corresponding with a large number of school districts in various sections of the United States for the purpose of gathering school policies and guidelines resource material for the Leadership Conference.

Dr. Raytha L. Yokley, Associate Professor of Sociology, served as a consultant with Dr. Charles Clark, Director of Extension and Field Services, Dr. Norm Deeb, Center Director, and Dr. Lee Sheeley, Director of the Leadership Conference, in planning the Leadership Conference. The purposes of the Conferences were stated earlier in this report.

Although the Center Proposal designated that the Center would conduct one conference in each of the four field service areas with fifty participants in each area (thus a total of 200 participants), it was decided to hold a one-day Leadership Conference involving about 200 participants and to follow this at a later date with another conference in order to meet specified needs. In order to have the two conferences, the stipend of \$15.00 perday for each participant was reduced to \$7.50 per participant to help defray expenses.

Letters were mailed on March 30, 1969, to local school districts announcing the Leadership Conference which is to be held at Western Kentucky University on Thursday, May 1, 1969. The invitation was limited to five participants from each school district. It was recommended that these participants include a school board member, the superintendent, a high school principal, a junior high school principal, and a counselor, if possible.

The Conference format will consist of a general session as well as interest group sessions. For the latter, the participants will be divided into job-alike groups or interest groups. Each superintendent was requested to answer on a response sheet indicating whether his school district would be represented and to list the names (and position titles) of the individuals who would participate from the district.

Each superintendent was also asked to check on the response sheet whether they had printed guidelines or policies for the following:

	<u>Please Check</u>	
	<u>Yes</u>	<u>No</u>
1. Administrative Personnel	_____	_____
2. Teachers	_____	_____
3. Students	_____	_____
4. Parents	_____	_____
5. Other (please specify)	_____	_____
6. _____	_____	_____

If policies were available, the superintendents were asked if they would bring sample copies of their policies or guidelines in order to share views with other participants in group discussion.

Because the letters were mailed to the superintendents at the end of the first quarter of 1969, there has not been ample time to permit a response.

Technical Assistance: Proposal Development--Henderson

Independent School District. Dr. Harry Hadley, Center Staff Consultant for Proposal Development, met frequently with the Henderson Independent School District in order to explore possible funding sources for a proposed developmental reading center in an elementary school in that system. Possible research designs were discussed and reviewed as to appropriateness for different funding agencies at the federal and state levels. Alternative program approaches to the reading program difficulties which were central to some of the problems encountered by the school were also discussed.

The administrative staff compiled test scores in reading, language, arithmetic, and general intelligence for background information. These scores, when interpreted, reflected a solid base for the rationale behind this proposal effort. After a careful examination of the problem thus identified, it was decided that the specific problem was interrelated with several others which directly influence the reading difficulties.

At this point, the recommendations from the curriculum study, the test data compiled by the administration, and the results of the exploration for possible funding, will be used to chart a future course of action.