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A PROGRESS REPORT ON THE ACTIVITIES
OF THE WESTERN KENTUCKY HUMAN
RELATIONS CENTER FOR EDUCATION

Submitted to the Equal Educational
Opportunities Program of the U. S. Office
of Education

College of Education
Western Kentucky University
Bowling Green, Kentucky

July 5, 1967

Introduction:

Those concerned should be aware that the Western

Foreword:

This report is submitted to the Equal Educational Opportunities Program, Director, Dr. William Holloway. The report includes the progress of activities conducted from April 1, 1967, through June 31, 1967. The report is submitted to secure reimbursement of expenditures made by the Western Kentucky University during the period aforementioned.

The Leadership Training Division was organized and designed to initiate and conduct model programs that can provide educational practitioners at all levels possible action solutions to persistent problems or unique problems that are of special concern to the enterprise during a period of transition.

The Resource Materials-Research Division functions as a dual unit in that materials are constantly being assembled to provide Center personnel and program participants greater opportunity to review pertinent material in the broader areas of desegregation. Basic research activities are now being conducted and future

Introduction:

Those concerned should be aware that the Western Kentucky Center was organized under and currently operates three divisions. The In-Service Extension Division cooperates with local school district officials in Kentucky, Illinois, and West Virginia and collaborates with them in designing, initiating, and conducting projects at the local district level to promote equal educational opportunities. The In-Service Extension Division is the unit that receives the greatest degree of the energies of Center personnel.

The Leadership Training Division was organized and designed to initiate and conduct model programs that can provide educational practitioners at all levels possible action solutions to persistent problems or unique problems that are of special concern to the enterprise during a period of transition.

The Resource Materials-Research Division functions as a dual unit in that materials are constantly being assembled to provide Center personnel and program participants greater opportunity to review pertinent material in the broader areas of desegregation. Basic research activities are now being conducted and future

projects are now under consideration for design. The results and findings of research conducted by Center personnel provide the other two divisions of the Center greater opportunity to program more effectively.

The reader should be aware that the Western Kentucky Center designs, initiates, coordinates, and conducts each kind of program supported by the Equal Educational Opportunities Program of the U. S. Office. The personnel of the Center relates the above to clearly indicate that they have assumed a leadership role at the local level, at the University level, and in special areas concerned with the broad spectrum of desegregation. The activities of each division is described in this document.

The Paducah Project

Paducah Project activity during the period from April 1, through June 30, 1967, featured an intensified two-weeks workshop for the August, 1966 participants that focused on the results of their language development projections and their program in the development of calculative skills. Beyond the above the administrative

THE IN-SERVICE EXTENSION DIVISION

This division is the heart of Center activity. It features personnel working in the field with local school district officials in areas of designing, initiating, conducting, and implementing in-service projects. During the period from April 1, 1967 through June 30, 1967, in-service activities included practitioners in the field completing follow-up activities to projects initiated in August of 1966. Also during the above period personnel from the Center worked with local school district officials in designing in-service projects to be initiated in August of 1967, and to be conducted during the 1967-68 school year. Each present project site and future project sites.

The Paducah Project:

Paducah Project activity during the period from April 1, through June 30, 1967, featured an intensified two-weeks workshop for the August, 1966 participants that focused on the results of their language development projections and their program in the development of calculative skills. Beyond the above the administrative

staff in Paducah directed the energies of the participants toward the issue of determining where the system was in terms of what they had accomplished throughout the past years activity. The results of the workshop observationally revealed that future programmatic changes should be designed and initiated to promote future activity in developing new arrangements for learning experiences for children in the areas aforementioned. Contiguously, the Paducah officials revealed that the instructional personnel included in the 1966-67 activities felt that they needed greater insights into the behavior responses of minority group children and of disadvantaged youth. The critical area the teachers seemed to be concerned with, is in the area of child study and the effect of the child's total environment on his or her learning capacity. The administrative officials also reported that the total instructional and non-instructional staff were concerned with the area of standardized test results and if the aforementioned were an accurate measurement of the growth and development of the children in a new desegregated school environment. In overall terms the officials of

the Paducah School District were satisfied that the 1966-67 in-service project provided the basis or internal programmatic climate wherein children and teachers, as well as the community, could make a complete transition from segregation to desegregation. Correspondingly, it can be reported that the administrative officials in Paducah reported that the transition was successful because the physical act was accompanied by the initiation and implementation of a revised learning program to accommodate children representing multi-cultural backgrounds, for the first time. The Paducah project was unique in the latter respect in that throughout Kentucky in-service programs have generally been designed initially to make the physical act a smooth procedure. Thus the in-service projects in Kentucky have focused on improving the sensitivity and awareness of instructional personnel to accept desegregation. Paducah went sequentially beyond the first phase of in-service program activity; that system initiated and implemented educational program adjustment to accompany the desegregation act.

Throughout the period from April 1, 1967 to June 15, 1967, the administrative officials in Paducah conducted a series of planning conferences to design an

in-service program to be initiated in August of 1967 and be completed during the 1967-68 school year. The outcome of the above conferences indicated that the experiences with the newly integrated staffs and school programs during the 1967-68 school year revealed several pressing educational needs. Problems caused by a mixing of races per se were not significant when considered alone, however when combined with social and cultural deprivation factors identified by the staff it became apparent that special situations and concerns could be solved only through additional changes in (1) teacher attitudes and utilization of instructional methods, (2) school reorganization, and (3) curriculum modification. Through planning and exploratory conferences the administrative officials in Paducah determined that the following specific problems need attention during the 1967-68 school year.

- A) Language Development of Socially Different Students.
- B) Teacher Attitudes and Values.
- C) The Testing Program.

The envisioned Paducah Project for the 1967-68 school year will include three program (in-service)

components. These include (1) A Child-Study Component, (2) A Language Development Program Component, and (3) A School and Curriculum Reorganization Component. The total proposed Paducah Project for 1967-68 has been submitted to the Equal Educational Opportunities Program for review for financial support. The personnel of the Western Kentucky Center conferred with the administrative staff of Paducah in developing the new project and can report that the envisioned project is sound and should be supported by the U. S. Office. It is the opinion of the director of the Western Kentucky Center that the Paducah Project is a model program and one that will serve other school districts throughout Kentucky and operate as an exploratory experimental project.

The Cairo Illinois Project:

During the 1967-68 school year, from December, 1967, through May, 1968, the Cairo Illinois School District conducted an in-service project that focused on the acceptance of their elementary school staff to totally desegregate. The project was initiated and conducted in cooperation with the Western Kentucky Center. The program was envisioned to provide the administrative

officials of the Cairo system greater opportunity to assist the elementary school staff in accepting children regardless of race and also to assume a position whereby they would be willing to operate in a new reorganization school structure that featured the "Princeton Plan".

The "Princeton Plan" was scheduled to become operative in Cairo in February of 1967; however, due to delays in construction the Cairo administrative officials had to postpone moving children to new facilities until the fall on the opening of the 1967-68 school year. The in-service program conducted in Cairo featured activity that was envisioned to create a sensitivity on the part of the elementary instructional staff whereby they could more readily accept children and correspondingly program educationally to meet the children's needs.

Eight in-service days were utilized to move the participants to the position of acceptance and also create a need to design and implement a new educational program to accompany the physical move to the facilities to be opened under the "Princeton Plan". After the completion of the eight in-service days the administrative officials and personnel of the Western Kentucky Center mutually agreed that two program planning teams

should be assembled to design a program for the new primary school and a program for the intermediate school. (Under the "Princeton Plan" to be implemented in Cairo in the fall of 1967 the system will operate four (4) attendance Centers, a 1-2-3 primary unit; a 4-5-6 intermediate unit; a 7-8-9 Junior High School and a 10-11-12 High School.)

In April of 1967 a program development team for the primary school and a program development team for the intermediate school was organized. Each team included the principal of the new school and five (5) classroom teachers. Each team was provided the consultative services of the director of the elementary curriculum, Mrs. Mary Abell. Each team conducted program design activities during the months of April, May, and June. The results of their activities reveal that the primary school program development team designed a program that features a non-graded structure for the language arts area and a program that features both the homogeneous and heterogeneous grouping of children for academic and social educational experiences. The program development team for the intermediate school designed a program for implementation in the fall of

1967 that features an adapted semi-departmentalization structure. The latter program is structured similar to the educational program now in operation in Paducah but is still designed for the special needs of the Cairo district.

During the first two weeks of June, personnel from the Center and administrative personnel from the Cairo district conducted a series of planning conferences to develop an in-service project for the instructional and non-instructional staffs of the primary school and intermediate school to be opened this coming fall. The objectives, procedures, and program content of the aforementioned program have been submitted to the Equal Educational Opportunities Program for financial assistance and support. The proposed in-service program is primarily designed to provide the two elementary school staffs to become fully knowledgeable to the objectives and procedures of the non-graded and semi-departmentalized programs to be implemented in September. The above activity was envisioned as a necessary and sequential second step in the first document submitted to the Equal Educational Opportunities Program.

The personnel of the U. S. Office charged with the responsibility of reviewing the contents of this document need to recognize that the "Cairo Project" is one that should better provide Cairo school officials to implement a plan to overcome "de facto segregation". Those concerned should also be aware that the "Princeton Plan" per se does not always mean that an educational program accompanies the "plan" physical plantwise. Thus the Cairo Project may provide possible solutions to communities of the same size that are "strapped in" with de facto segregation. The Cairo Project may serve as a model for school districts of similar size faced with similar problems.

The Hopkinsville Christian County Project:

The Hopkinsville Kentucky Independent School District and the Christian County Kentucky School District collaboratively conducted an in-service project this past school year that was designed to promote a school climate whereby a higher degree of desegregation in the two respective school districts could be realized. During the months of April, May, and June of 1967,

selected participants from the above districts were assembled and organized to complete two curriculum guides for the Hopkinsville district and two guides for the Christian County District. The district teams above have completed their tasks and the Hopkinsville system developed a guide for teachers that focuses on teaching the disadvantaged and one guide was designed to provide classroom teachers with information and techniques to better utilize audio-visual equipment and materials for desegregated classrooms. The Christian County teams produced two guides; one for their elementary schools that is concerned with better promoting intercultural understanding in their social studies curriculum. The second guide is focused on developing greater moral and human understanding on the part of secondary students. Both of the systems included above selected the areas in which curriculum guides were developed after the team members had carefully identified the above areas as those most in need of supplementary material to aid teachers in the instructional program. These guides are now available and will be made available to other districts upon request. Requests can be made to the Western Kentucky Center.

Both the Hopkinsville District and the Christian County District held back a portion of their funds from the in-service program initiated in August of 1966 to conduct a three (3) day in-service orientation program for new teachers this August, 1967. The programs will be structured in early August with the consultative aid of personnel from the Western Kentucky Center. The program content in the above project will be organized in booklet form and made available to other districts upon request.

For the 1967-68 school year the Hopkinsville Independent School District has submitted a proposal through the Western Kentucky Center to the U. S. Office that will initiate activity that will hopefully lead to the reorganization of the existing curriculum. Once again the reader should be acutely aware that Hopkinsville is a Kentucky school district that has all but completed the physical act of desegregation and is now sequentially and programmatically attempting to make educational adjustments that will insure equal educational opportunities. The Hopkinsville Project for the 1967-68 school year has been submitted to the U. S. Office of Education and features the assembling,

organization, and implementation of three curriculum development teams that will examine the existing curriculum, identify various curriculum organizational structures, and upon the completion of the two above tasks make recommendations for revision in the present curriculum utilized by the Hopkinsville School District.

The Lexington Project:

The Lexington, Kentucky Independent School District conducted follow-up activities to the in-service project initiated in August of 1966. The primary focus of activity during the follow-up was on language development for children. During the months of April, May, and June of 1967, participants were assembled and attended workshops in the area of language arts, elementary science, and elementary mathematics. Consultants were brought into Lexington and worked with those teachers that for the first time during the 1966-67 school year taught in a desegregated classroom. The object of the aforementioned activity was to increase the ability of classroom teachers to instruct children attending desegregated classrooms. According to Mrs. Edyth Hayes, the co-director of the project, the critical area of concern

educationally is that schools in Lexington experiencing the greatest degree of desegregation is the acquisition of language and communication skills on the part of disadvantaged children. Beyond the above, Mrs. Hayes reported that the Lexington system needed to develop a model program in a target school or within a few schools in a target area and from the model attempt to transplant those techniques found effective to teach disadvantaged youth.

Because of the above dimension during the month of May, Lexington administrative officials, with the consultive assistance of the personnel of the Western Kentucky Center, a project was developed to be initiated during the summer of 1967 and scheduled for completion during the 1967-68 school year. The envisioned project has been submitted to the United States Office of Education for financial support. Basically the project is an attempt to select a group of teachers within a few large schools and through the investigation of the above staff and the administrative division of the Lexington system and the personnel of the Western Kentucky Center and a few outside co-assistants develop a revised program for desegregated classroom activity.

The program features certain "thrust areas" and these include the following considerations:

(a) to develop, on the part of target school staffs, greater understandings of educational program that have been designed to meet the needs of disadvantaged youth attending desegregated classrooms;

(b) to provide an opportunity for teachers in target schools to select materials, acquire new knowledge, and acquire new skills in directing learning activities for disadvantaged youth attending desegregated classrooms;

(c) to develop specific plans to diffuse the new materials, knowledge and techniques into the mainstream of educational activity in the Lexington system; and

(d) to promote activity and develop action strategies whereby all Federal programs can be more effectively designed, initiated, implemented, and coordinated to insure equal educational opportunities for all children.

The Lexington project is a sequential and calculated move on the part of officials responsible for instruction to develop a more effective learning program. Correspondingly, the Lexington project initiates a coordinated attempt on the part of the above to bring to bear the

resources of many agencies to insure that equal opportunities are made available to children attending desegregated classrooms.

The Louisville Project:

The Louisville Kentucky Independent School District has not utilized Title IV funds since the Civil Rights Act of 1964 was enacted. The administrative officials in the Louisville system have, throughout the years, since the Brown decision of 1954 displayed honorable and integrous behavior in supporting the desegregation of public schools. The above fact needs little if any elaboration because the "Louisville Story" has long been known among the more astute and able school administrators across the nation. However, during the past few years Louisville officials have become accutely aware that the complexion of the inner city was rapidly changing and that many schools that were once predominantly white are now predominantly Negro schools.

Contiguous to the above Louisville has become another metropolitan area plagued with urban problems common to our rapidly changing society.

(b) to increase the desire of experienced teachers to stay in inner-city schools.

Upon the request of the administrative official from the Louisville system personnel from the Western Kentucky Center coordinated an explanatory conference with them to determine if Title IV projects held any possibilities for the Louisville system to solve some of the persistent problems of that system that had been occasional by desegregation. After considerable time and effort participants included in the aforementioned conference decided that one critical need for inner city schools in Louisville was to increase the holding power in those schools in retaining teaching personnel. Correspondingly, during the month of May selected Louisville administrative officials developed a project to be initiated in July 1967 and scheduled for completion during the 1967-68 school year. The Louisville project has been submitted to the United States Office of Education for financial support.

The Louisville project is designed to solve those aspects of the problem of holding teachers in inner-city schools. The aspects are as follows:

(a) to design and implement an in-service program with obvious benefits that will help attract beginning teachers to inner-city schools,

(b) to increase the desire of experienced teachers to stay in inner-city schools or to want to work in them, and

(c) to equip all teachers to work more effectively and happily in inner-city assignments.

The ultimate objective of the project is to help teachers provide a more adequate educational program for the children under their direction. The project includes one junior high school and three feeder elementary schools. Project activity will include all staff members of the four (4) schools previously mentioned. Activity will include a two week work shop, teacher visitations, teacher involvement in special regional and national conferences, and the development of evaluative inducements. It can be reported that the program is an extensive and comprehensive effort on the part of school officials in Louisville to bring programmatic relief to a critical and sensitive area. Those concerned should recognize that the Western Kentucky Center has now involved several types of school districts in Kentucky in proposed Title IV activity. Louisville should, at any cost, be supported in their efforts; for the Equal Educational Opportunities Program not to aid and support the project

indicates that the largest "urban center" in Kentucky is going to be hampered in its effort to solve critical problems. The director of the Western Kentucky Center strongly urges that the United States Office support the Louisville Project.

The West Virginia Project:

The McDowell County School District in West Virginia sent a team of participants to the Lexington Project initiated in August of 1966. The superintendent of that district, Mr. George Bryson, has related to personnel of the center that the McDowell County system made a smooth transition from segregation to desegregation and he also reported that the participants benefited from their participation in the Lexington Project.

During April of 1967 Mr. Frank Yeager, a member of the Center staff, conferred with officials from the McDowell County School District and the latter related that they needed an in-service project during the 1967-68 school year that would improve the communication skills of teachers instructing children of different races attending desegregated classrooms. Through the

aforementioned conference it was decided that personnel from the Center would travel to McDowell County during July of 1967 and collaboratively design an in-service project to meet the need to improve the ability of white and Negro teachers to communicate with children of different races attending desegregated classrooms.

The project envisioned for McDowell County West Virginia is one that will meet a need that involves improving the speech problems of teachers instructing children of different races. No doubt it will be difficult to design, initiate, and implement because the project is one that deals with a problem common to areas that are steeped in tradition and does need experience in transit population.

The program has been enthusiastically received by administrators across the State. Phase three and four will need future financial support if the program is to be successful. Phase five will hopefully be supported by a Ford Foundation grant. The administrator program is described briefly in the document.

The Center will hopefully secure approval for a NEA project to train teachers for disadvantaged youth

for the summer of 1964. That project was designed and submitted to the United States Office of Education.

THE LEADERSHIP TRAINING DIVISION

During the past year, the Center conducted a program to train classroom teachers to more effectively teach disadvantaged children in desegregated classrooms. The program was effective and a large document concerning that program will be released in July of this year. The above report will be submitted to the Equal Educational Opportunity Project of the United States Office.

The Leadership Training Division designs and conducts programs that will serve as models and will hopefully produce a "cadre" of educational leaders at all levels. The present program and the one in need of future financial support involves school administrators. The program has been enthusiastically received by administrators across the State. Phase three and four will need future financial support if the program is to be successful. Phase five will hopefully be supported by a Ford Foundation grant. The administrator program is described briefly in the document.

The Center will hopefully secure approval for a NDEA project to train teachers for disadvantaged youth

for the summer of 1968. That project was designed and submitted to the NDEA division of the United States Office of Education.

THE PROGRAM TO TRAIN MORE EFFECTIVE ADMINISTRATIVE PERSONNEL FOR DESEGREGATED SCHOOLS

The In-Service Program to Train Administrative Personnel for Desegregated Schools will be sponsored by the Human Relations Center for Education and will be conducted on the campus of Western Kentucky University in Bowling Green, Kentucky, and in selected school districts throughout the United States.

Purpose. The purpose of the program is to provide school administrators opportunities to develop human, technical, and conceptual skills with which they may more effectively conduct learning programs in desegregated schools.

Organization and Content. The In-Service Program will consist of five phases and will include the following content and activities:

Phase One: A two day orientation for the participants. During this phase of the program each participant will be given detailed

Phase Three:

information about the rationale, (June 21,22, 1967. Completed) objectives, design and procedures of the program. Basic reference and other materials about which the participants are to become knowledgeable, will be provided. (This phase is scheduled to be initiated and completed by June 15, 1967.)

Phase Two:

A six week on-campus intensified institute will be conducted for the participants. The tri-dimensional theory of school administration will be featured. This phase of the program will also include sensitivity training as well as the latest in program content. Each participant will complete several case studies which will involve the analysis of problems in real school situations and the making of administrative recommendations, utilizing techniques stressed in the institute. (This part of the program is scheduled to be initiated July 10, 1967 and to be completed August 18, 1967.)

Phase Four:

Phase Three: During the 1967-68 school year, ten Follow-Up Activity Programs will be conducted. These will be held at the local school districts where the participants are employed. Emphasis will be placed on assessing the administrative competencies of the participants. For the activities of this phase of the program, Center personnel will develop an instrument which will reflect the areas of competencies in which each participant needs further development.

Phase Four: During the summer of 1968, each participant will attend a two week on-campus institute. Activity will be focused on the weaknesses and strength of each participant revealed during the 1967-68 term. Continuing emphasis will also be focused upon further developing administrative competencies necessary to promote effective learning in a racially diverse situation. (The phase is tentatively

scheduled to be initiated July 3, 1968 and to be completed July 14, 1968. It will be conducted on the Western Kentucky University campus.)

Tentative
Phase Five:

During the 1968-69 school year, each participant will serve a one school year internship in some school district external to Kentucky. While all school districts selected for the internship program will meet certain prescribed criteria in terms of a high proportion of integration and innovative programs, each participant will be assigned to a given school district which seems to offer the greatest opportunity for his development in light of his known weaknesses and strengths.

Each intern must serve some time during his internship experience in the central office with specific duties in the following areas:

- (1) Supervision of Instructional Program

- (2) Business Affairs
- (3) Plants and Facilities
- (4) Student Services
- (5) School-Community Relations
- (6) Federal-State Relations
- (7) Personnel

Beyond the above, each intern will spend a minimum of twelve weeks at an attendance center working with the principal and staff of that attendance center.

Several conferences will be scheduled during this period wherein both sending district and receiving district will participate. Sending district personnel will visit the receiving district at least twice during the school term.

Participant Selection and Stipend. Ten sending and receiving districts will be selected for this project and each sending district will submit to the Western Kentucky Human Relations Center for Education the names of one Negro and one white educator that meet the following criteria:

- (a) Presently are teaching or holding an administrative position in the sending district. The applicants will be certified in school administration and shall have had a minimum of three years of successful teaching.
- (b) Meet the requirements for admission into the graduate program for school administrators at Western Kentucky University.
- (c) Be selected after a personal interview with the Director of this project.

Each participant in this project will receive \$75.00 per week plus lodging during the six week institute. The participant will receive travel expenses for one round trip from his home to Western Kentucky University during the institute. All books will be furnished by the Human Relations Center.

Each participant will receive his regular salary during the internship phase of this project. Travel from the sending district to the receiving district will be provided. Two round trips per year will be provided for the above. The participants' annual salary will be

provided for by the Western Kentucky Human Relations Center for Education. The funds to pay for this annual salary for the intern will be sought by the Center through the private foundation grant.

The sending district will pay for those expenses incurred by their participants during phase three and four of this project.

Academic Credit: Six semester hours of credit will be granted upon the completion of phases one through four of the program, to those participants who register for credit. The registration fee, however, must be paid by the participant. Within specified limits, course credits will be determined according to the needs of the individual participants.

Housing. On-campus housing will be provided by the Human Relations Center for Education. Participants who elect to live off campus must assume responsibility for their own housing.

For Further Information Write:

Dr. Morris Osburn, Director
Human Relations Center for Education
Box 190
Western Kentucky University
Bowling Green, Kentucky 42101

The Project to Train Administrators officially became operative during May of 1967. Eighteen participants representing 10 school districts have been selected. The participants represent both races with approximately 9 Negroes and 9 whites represented in the program. A two day orientation conference for the participants was conducted on June 21 and June 22, 1967. The above activity provided the personnel of the Center to familiarize the selected participants as to the objectives of the program. The participants were also provided selected literature in the form of books and pamphlets that are related to the area of concern. The participants were informed to become knowledgeable by July 10, 1967 concerning the material provided them on June 21, 1967.

The consultants for the 6 weeks on campus institute have been selected and the first week features two training specialists from the National Training Laboratory for Sensitivity Training. Other consultants feature administrative theorists, administrative practitioners, curriculum specialists, principals, sociologists, economists, philosophers, student guidance specialists, and industrialists. The above should

provide the participants every opportunity to become knowledgeable about what is needed to effectively operate a desegregated school or school district.

Program Development Team:

The Leadership Training Division through exploratory conferences with school district superintendent assembled a university based six-man curriculum development team. The team is made up of personnel from the Western Kentucky University and represents the following areas:

Elementary General Curriculum Development
Specialist

Elementary Language Development Specialist

Elementary Mathematics Specialist

Elementary Science Specialist

Elementary Student Guidance Specialist

Elementary Aid Specialist

The above cadre began work in April and conducted a series of exploratory conferences to determine how they could best serve a school district for one year and in the role of a service team work with the

local district in developing a program for equal educational opportunities. The team will be assigned to a local district in the last week in July of 1967 and will work with that district from August 1, 1967 through the 1967-68 school year. Correspondingly, the program development team will conduct a series of workshops on the Western Kentucky University campus during the second semester of the 1967-68 school year.

The curriculum development team carries two basic responsibilities; the first, is to work with local school district officials in designing, initiating, and implementing a curriculum that insures equal educational opportunities, and secondly, train curriculum specialists at the local level whereby the latter can effectively serve as change agents for their district and other school districts that might seek their services.

The curriculum development team concept initiated by the Western Kentucky Center hopefully will provide the vehicle through which a number of teams will become trained and operational throughout the State of Kentucky. The above procedure should provide

the local district greater and more effective opportunities to provide equal educational opportunities for the children attending desegregated schools. The above procedure should also complete the ultimate intent of Title IV of Public Law 88-352.

Conferences on Pre-Service and In-Service Training of Teachers:

During the 1966-67 school year and through the activities of the pre-school workshops conducted by the in-service extension division during August of 1966, it became apparent to Center personnel that there needed to be initiated a series of conferences to establish a link between those agencies conducting in-service programs and those conducting pre-service teacher training programs.

Those concerned need to understand that in reality the in-service programs conducted during August of 1966 and throughout the 1965-66 school year and during the 1966-67 school year revealed certain behavior patterns of both new and experienced teachers. From that revelation Center personnel became acutely aware that the results of the programs implemented under Title IV had

certain implications for teacher training, both in the field and on the campus. Thus a series of exploratory conferences were scheduled for the spring and summer of 1967. The first conference was conducted on the Western Kentucky University campus on March 26, 1967 and the participants included assistant superintendents in charge of instruction, supervisors, principals, directors of student teaching programs, chairmen of departments of education, and college of education professors.

The first conference revealed that the aforementioned participants do not feel the same about similar issues. There seems to be the feeling on the part of the practitioners that the pre-service programs do not turn out the kind of product that really understands or wants to teach in low socio-economic neighborhood schools. The university based personnel related that they felt they could only insure a flexible product now but that teacher education should change in the near future to provide a more competent teacher for the disadvantaged youth and those attending desegregated schools.

The Leadership Training Division plans to schedule three more conferences and continue to seek the basis

from which there can be developed a more effective in-service and pre-service teacher training program. Contiguous to the above, the conferences should also provide a more cohesive linkage system between the practitioner in the field and the university based theorist. From that linkage system both agencies concerned should profit and education become more utilitarian for those that seek its benefits. A full report on the results of the conferences will be submitted in October of 1967.

THE RESOURCE MATERIALS--RESEARCH DIVISION

The above division has continued to collect documents that are pertinent to the broad spectrum of desegregation. These materials are being utilized extensively in the programs for administrators this summer. Also several items in the form of handbooks, curriculum guides, and special reports are being developed in the field and placed in the Center for future dissemination across the State. Much of the material developed will be used in future in-service projects.

Mr. J. Frank Yeager has completed the preliminary or pilot project to the basic research study to determine the Relationship Between the Social Climate and the Degree of Desegregation in the Public Schools of Kentucky. In the pilot study Mr. Yeager reports that the results produced three significantly positive variables and five significantly negative variables to the criterion variable, the degree of desegregation.

Based upon the significantly negative relationships of the variables that are represented by total non-white population, percentage of non-white public school students and the significantly positive relationship of the social-climate variable, non-white persons, twenty-five years old and over, median school years completed, it is apparent that this contrast is important to the study. Where total non-white population and percentage of non-white public school students have a significantly negative relationship, the other has a significantly positive relationship. This indicates to the investigator that larger non-white population and larger percentage of non-white public school students impedes the process of voluntary desegregation and

social adaptability; the reverse is true of increased education for non-whites. Since the treatment of this anomaly lies within the capacities of the educational enterprise, the findings have particular value and meaning to educators in change positions.

In the base study to follow, particular attention will be given the significant social-climate variables which expressed the stronger relationships in this study. Much additional research is needed to explore the many unanswered questions in regards to the adaptability process in regards to social change.

SUMMARY

The three months activity from April 1, 1967 through June 30, 1967 featured planning activity for future projects, follow up activities to projects initiated in August of 1967, an orientation conference to initiate the summer leadership program, the initiation and operation of the curriculum development team concept, and the initiation of a project to change in-service and pre-service teacher training programs. Beyond the aforementioned the Center

secured a basic research grant, completed a pilot study for the above grant, and submitted a project to Title 11 of NDEA to Train Teachers for Disadvantaged Youth. The latter project is under review by the United States Office of Education.

Personnel of the Western Kentucky Human Relations Center for Education are extremely proud of the kinds and types of activities they have been able to collaboratively design, initiate, and implement with administrative officials at the local school district level. The Director of the Center and other staff members are positive that the Center is now holding the position of a "trust agent" to local districts throughout Kentucky whereby both can effectively plan orderly change in school programs and insure equalized educational opportunities for all the children in Kentucky.