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

(JUNE 1, 1969 - AUGUST 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

August 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 June 1, 1969, through August 31, 1969.

Norman A. Deeb, Director
Human Relations Center
for Education

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

INTRODUCTION

As noted in the previous Technical Progress Report, 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 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 the conducting and evaluation 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 at these service areas

were concluded by May 31, 1969. A number of the participating schools are actively entering into or planning their own in-service training programs, utilizing the consultant services of the Human Relations Center for Education, Western Kentucky University. During the third quarter-- June 1, 1969, through August 31, 1969--the Center consultants evaluated the in-service training programs. A brief summary of the evaluation follows:

REPORT OF FINDINGS COLLECTED BY THE
FIELD CONSULTANTS IN THE
CONDUCT OF SELF-STUDY IN-SERVICE PROGRAMS

Self-Study In-Service Programs were conducted in each of four field service areas with two Human Relations Center consultants in each center. These Self-Study Programs were centered around the materials entitled "System Self-Study Program for Equal Educational Opportunities in Desegregated Schools."

This program is based upon a two-dimensional model developed previously by the Western Kentucky University Human Relations Center. The model was field tested in a single school district prior to its use in the four field service areas. Following the field test, the model was re-written and simplified to make it more usable as a model for analysis of a school system's efforts to provide equal educational opportunities.

As the Self-Study Programs progressed, reports describing activities in each of the four field service areas were prepared for the Human Relations Center in an effort to collect data concerning equal educational opportunities. Following the completion of these sessions, Center consultants were asked to reflect upon their experiences and present findings and recommendations concerning the self-study group activities. Specifically, the consultants were asked to include the following examples and suggestions in their evaluations:

(1) Examples of specific efforts on the part of school and community personnel to provide equal educational opportunities for children.

(2) Suggestions for appropriate in-service follow-up activities in the participating schools.

(3) Suggestions for courses or other formal activities which could be conducted by the universities and colleges as part of their continuing teacher training program in an effort to help schools develop positive programs for equal educational activities.

The data, in the form of in-service session reports and summaries of experiences and observations, were not as specific and detailed as had been anticipated. This lack

of specificity is probably due to three important factors: (A) Any study which attempts to examine race as a variable affecting the provision of equal opportunities is complex and, at times, illusive; (B) Since most of the Center consultants were new to the project and had not participated in the development of the Model used for a Self-Study framework, it was difficult to apply the Model appropriately; and, (C) The somewhat sophisticated psychological Model, which had been developed, was difficult for the non-psychologist participants to understand and utilize; therefore, there was a constant tendency to retreat from the use of the Model toward more familiar pedagogical analysis, rather than psychological analysis.

A further limitation on the findings which were obtained was that the Self-Study groups were attended primarily by administrative personnel with no pupil, parent, or community participation and limited classroom teacher participation. In spite of these limitations and the lack of specific and detailed data, some conclusions would seem to be warranted.

As found in both the pilot study and the current program, there are skills which must be obtained and attitudes which must be developed before a critical analysis of equal educational provisions can be conducted.

School personnel generally lack observational skills which can permit them to collect data for objective analysis of their teaching behavior. Because skills and techniques for collecting objective descriptive data about classroom behavior are not well developed, discussion about the provision for equal educational opportunities is conducted at a general and superficial level. This superficiality is very apparent in the reports of comments about the self-study sessions. To help overcome this handicap hindering meaningful analysis, it is proposed that either the schools conduct in-service training programs or that interested colleges and universities organize specific courses designed to develop skills in observational techniques. An example of this kind of training is Verbal Interaction Analysis of the type developed by Flanders and Amadon or Hilda Taba. After learning Interaction Analysis techniques, school personnel could report specifically on the types and schedules of reinforcements dispensed, expectations held, and range of models provided, and draw some conclusions about reinforcements vis-a-vis activities. The psychological Model designed by the Center could then be effectively employed.

Another type of skill which needs to be developed is in the area of group interaction. Reports of Self-Study

sessions indicates that much of the time was spent in evasive, defensive and non-goal directed activities. Experience in dynamic group structure and analysis, organized either as a school system conducted in-service program or a formal college or university program, would develop skills in the conduct of group activities and permit the participants to be more open, frank, objective, and less defensive as they approach the difficult topic of equal educational opportunities for children of all races. Skills in group conduct would also reduce the threat involved by enlarging the analysis to include pupil, parent, and community representatives.

A lack of knowledge in several areas is also a severe handicap to an in-depth study of equal educational opportunity. First, knowledge about the use and development of psychometric techniques is essential to any study of individual differences. Before appropriate expectations can be established, imitation models provided, and role perceptions understood, knowledge about tests, attitude surveys, and questionnaires must be acquired. The best way to provide this knowledge in an organized way is through formal university courses, such as Psychometric Theory and Psychological-Educational Assessment courses,

presently offered by Western Kentucky University. Other areas of knowledge could be developed through enrollment in courses in Developmental and Differential Psychology and Psychology of Learning. Enrollment in the Psychology of Learning course or in an in-service study of learning principles would be extremely valuable since the approach used is based primarily upon principles of learning.

The Self-Study sessions did seem to provide an appropriate and facilitating atmosphere for attitude change. The reports of activities included many examples of willingness to examine feelings and attitudes related to all children in the school areas. It would be recommended that those persons who participated in the Self-Study program now make arrangements in their own schools to continue applying the Self-Study Model. Based upon suggestions and criticisms of the Self-Study model materials, these materials are again being revised and enriched to include a number of "critical incidents" and many more questions to be used to stimulate discussion. School systems which were not represented in Self-Study sessions could apply to the Human Relations Center for consultant help in developing and conducting their own Self-Study programs. There now are ten university consultants and over one-hundred

public school personnel capable of conducting meaningful Self-Study programs. These individuals have been trained in the use of materials developed and/or made available by the Human Relations Center. Along with the development and refinement of the basic model, the Center staff has produced detailed bibliographies and other suggestive materials which could be used by interested school systems.

In conclusion, schools considering activities recommended by this report should recognize that participants in this Self-Study program overwhelmingly endorsed this approach and highly recommend continuation and expansion of the program. The efforts expended are helping schools move toward true equal educational opportunity for all children.

FOLLOW-UP SELF-STUDY IN-SERVICE TEACHER EDUCATION PROGRAMS

During the summer of 1969 a number of meetings were held with various school officials for the purpose of planning follow-up Self-Study In-Service Teacher Education within their schools during the fall of 1969.

Henderson Independent City School System. Several meetings were held with the officials of the Henderson, Ky., Independent School District and Mr. William Shattles, Director of Office of Equal Educational Opportunity,

Kentucky State Department of Education. The purpose of these meetings was to plan for the implementation of the Self-Study In-Service Training Program within the Henderson Independent City School System. Plans have been made to help the Henderson Independent School District in implementing the Self-Study In-Service Training Program throughout its system.

The Center will provide consultants and materials for aiding the five Henderson faculty members who participated in the Self-Study Program in the Spring to conduct their own Self-Study Program within their schools. Plans have been initiated for the first meeting to be held on October 15, 1969. Approximately 160 faculty members of the Henderson Independent School District will participate.

Daviess County School System. Plans have been made for five meetings, with Center consultants giving assistance to the Self-Study Program. The first two dates are September 25, 1969, and September 30, 1969; the last date is December 8, 1969. The two other dates have not been established. Dr. William Floyd and Mr. Bob Sleamaker will initiate the Self-Study Teacher Education In-Service and utilize five faculty members of the Daviess County School System who participated in the Spring program.

Caverna Independent School District. The opening date for an In-Service program has been set for September 12, 1969. Dr. Billy Broach will follow and help implement the Self-Study Program, utilizing the five faculty members who participated from the Caverna District.

Hopkinsville Independent School District. A tentative schedule for two days of Teacher Education In-Service has been prepared by the Center Staff and the Hopkinsville school officials. The purpose of these meetings will be to help the Hopkinsville Independent City Schools to implement the Self-Study Program throughout its system. Dr. Claude Frady and Mr. Joseph Cangemi will aid the five faculty members who participated in the training program to conduct their own Self-Study Program within their schools.

The meetings will be held on October 15 and 16, 1969. The faculty members of all nine city schools will participate in the program.

Metcalfe County School System. Dr. Billy Broach will implement and guide the Self-Study Program of the Metcalfe County School System. The program will be conducted by the five faculty members who participated in the Spring field service activities. November 7, 1969, has been set as the date for the opening meeting.

OTHER IN--SERVICE PROGRAMS

Jefferson County School System. The Center met with Mr. Harry Hardin, Principal, and Mr. Charles Summers, Assistant Principal of Fairdale High School. The purpose of this meeting was to assist the school in planning "Procedures for Follow-Through After the Incident." These Procedures were utilized by approximately 319 faculty members who participated in a two day In-Service Program on August 4, and August 5, 1969. The breakdown is as follows: Counselors, 144; Elementary Principals, 70; High School Administrators, 60; and Central Office Personnel, 45.

Bourbon County School System. Dr. Emmett Burkeen, Director of Guidance and Counselor Education, served as a center consultant and assisted the Bourbon County Schools in a Teacher Education In-Service Program on August 26, and August 27, 1969. The purpose of the program was to acquaint faculty members with problems which may arise from the merger of the Paris Independent City District (30 per cent Negro students) and the Bourbon County School System (9 per cent Negro students).

Problem areas included: (1) School law, (2) Motivating students, (3) Continued professional improvement,

(4) the slow learner, and (5) Human Relations.

Over 150 teachers, administrators and other school personnel participated in all phases of the program. Reactions to the various sessions appeared to be quite positive in the opinion of Dr. Burkeen. The superintendent and supervisor of the Bourbon County School System have expressed much appreciation to Western Kentucky University's Human Relations Center for its contributions to their program.

LEADERSHIP CONFERENCE

As noted in the Technical Progress Report covering April 1, 1969, through May 31, 1969, a Leadership Conference was held during May. On the basis of evaluations by the conferees, unsolicited letters, and other information, it was concluded that the school personnel deemed another conference essential, as the May conference was most helpful.

The Center has been planning the Follow-Up Leadership Conference. As part of planning for the conference, a letter and report on the May Leadership Conference was mailed to all school superintendents who were invited and to all school members who attended and represented their local school districts. Included with the letter was an evaluation questionnaire of the May Conference, with a

response questionnaire. Through the return of the questionnaire, the participant is able to inform the Center of areas which are of concern and to make other suggestions. The Follow-Up Leadership Conference will probably be held in the latter half of October or in early November, 1969.

OTHER ACTIVITIES AND SUMMARY

In meeting objective nine--assisting local school districts in the planning of programs including the development of proposals designed to achieve equal educational opportunities--the Center makes technical assistance available to those schools which so request. Technical assistance in proposal development has been given to the Henderson Independent School System. This assistance, which was begun several months ago and first reported in the January 1, through March 31, 1969, Technical Progress Report has involved the exploration of possible funding sources for a proposed developmental reading center. Alternative program approaches to the center were discussed. Several conferences were held with William Womack, Principal of the Henderson Elementary School. It was concluded that the proposed reading center would not, at this time, fit into the school's overall program.

During the first five months of 1969, the Human Relations Center for Education was involved in six on-going programs. These programs included four Self-Study In-Service Training Programs involving 33 school districts and 130 participants; two Leadership Conferences involving 35 school districts and 124 participants; and conferences on Negro Minority Group History involving 36 school districts and 81 participants. A breakdown of the programs is as follows:

Number of Programs		<u>6</u>
Number of Districts served		<u>104*</u>
Number of participants:		
Board Members	3	
Superintendents	39	
Other Central		
Office Personnel	20	
Principals	82	
Counselors	20	
Teachers	148	
Coordinators, Federal		
Projects and Supervisors	20	
Librarians	2	
Band Directors	1	
Total		<u>335</u>

*Many school districts participated in all of the programs.