

● Commonwealth of Kentucky ●

# EDUCATIONAL BULLETIN

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## A REPORT OF THE FOURTH ANNUAL CONFERENCE

Published by

DEPARTMENT OF EDUCATION

WENDELL P. BUTLER

Superintendent of Public Instruction

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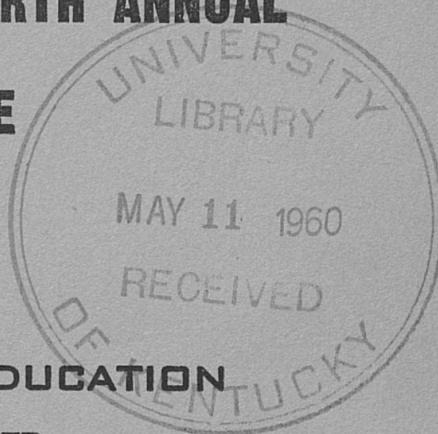
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## FOREWORD

In August 1959, the State Department of Education, in cooperation with the University of Kentucky, the five State Colleges, the Kentucky Education Association, the Kentucky Congress of Parents and Teachers, and the Kentucky School Boards Association, sponsored the fourth conference on Advancing Education in Kentucky.

Since new and increasing emphasis has been placed upon the importance of the curriculum, this conference was devoted to "New Dimensions for Better Schools."

It is quite significant that this conference was built upon the three preceding conferences and recognizes the values inherent in continuity in educational planning. In the planning and proceedings, due acknowledgement has been given to progress in Kentucky Education under its new Foundation Program Law and equal emphasis placed upon the task ahead. New dimensions for education in Kentucky represent, in great measure, the expectations of our citizens as revealed in two major state-wide surveys. This further recognition of the needs in education has strengthened the cause and renewed the hopes of the profession that the stark reality of the present may soon be relieved by the inevitable breakthrough in education so essential for the future of Kentucky.

This publication is a compilation of the addresses, and panel and group discussions presented at the conference. It is hoped that the material herein will be useful to the members of the profession as they strive to improve educational opportunities for the youth of the Commonwealth.

WENDELL P. BUTLER  
*Superintendent of Public Instruction*



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## THE TASK AHEAD

by

ROBERT R. MARTIN

Superintendent of Public Instruction

It is a real pleasure for me to be here this morning, and may I assure you now that the most gratifying thing that has come to me in the last three and one-half years is to see the members of the staff of the Department of Education and local school officials participating in conferences designed to improve educational opportunities for children.

This morning I came prepared to make some remarks but now I find that I am scheduled for an address. This is perhaps the only mistake that our staff has made in preparing the program.

Those of us assembled in this room will have more to do with education this year than any other group that could be assembled in the State of Kentucky. We will set the stage. We will provide a climate in our districts and school buildings. We will help create an environment in which good teaching can take place. It is, therefore, most important that we stand together inasmuch as we are on the threshold of great opportunities in this Commonwealth.

We have seen many improvements during the last three and one-half years; such as new teacher preparation programs, standards for accrediting elementary and secondary schools, program of studies, and the twelve-grade systemwide evaluation approach. All of these accomplishments represent the kind of work which was needed to set the stage for educational improvement. It is a tragedy that it had not been accomplished earlier.

We are now in a situation where we can provide the kind of leadership needed if we only can convince the people that they must have a fervent desire to make progress on all fronts.

One of the first things that we must do is to maintain our Foundation Program essentially as we now have it. Maintain it because it is sound. Beware of those who believe that juggling a few phrases will bring about educational improvement. Our experience does not indicate weaknesses in the law other than the basic weakness of insufficient funds for financing the program. As you know, our most



important need at this time is trained teachers in every classroom. It is a tragedy that we have not been running fast enough to stand still. When we talk of trained teachers we are talking of a situation in which each year we are falling farther behind the national average. We must see to it that the trend is reversed and this can only be accomplished by paying our teachers the salaries that are necessary to keep them in Kentucky.

In connection with our building program, it is encouraging to know that we have constructed more buildings in the last four years than has been constructed in any comparable period in the past. We have built good buildings. We have not attempted to economize, but at the same time, we must accept the fact that we can never hope to catch up because there is not the revenue to construct and operate the number of buildings necessary to house all boys and girls in the Commonwealth.

We also have a great need in the textbook field. We have failed to provide the textbooks that we need. This is a situation which never should have developed at all, but now that it exists we must find ways to make improvement.

We have already developed a new transportation formula. This has been given to you for your reaction. You may be assured that if there needs to be any further changes they can be made. It is my opinion that in rural areas boys and girls should be transported to adequate educational centers. This is just a matter of good common sense.

Let us not overlook the great need for providing opportunities for boys and girls with unusual abilities. Certain pupils in the classrooms of today will be the mathematicians and scientists of tomorrow. I do not mean that all pupils should be given this type of instruction since it would be a waste of time to try to make mathematicians and scientists out of all of them. But, certainly, those with special abilities should be given special opportunities.

We must also find a way to provide for the physically handicapped. It has been shown over and over that many of the handicapped make the most efficient workers in society.

In our desire to provide opportunities for all let us not forget the many who are mentally retarded who could be contributors to society rather than wards of society. It is also my opinion that more emphasis should be placed on guidance and counseling. One of our greatest weaknesses has been shown in this field.

Progress must continue in vocational agriculture since it is in this field that we expand our economy. In fact, we will never be able to compete with other states until we compare favorably on all counts. While we may not agree as to the advantages of Federal Aid, I am sure that we do agree that when state and local funds have been exhausted Federal Aid will be mandatory in order to equalize educational opportunities in this nation.

These great needs not only extend to the elementary and secondary schools but our colleges and universities must find ways to expand their staffs and facilities.

As the cost of living continues to move upward, we must give attention to the teachers who are approaching retirement age. Many of these have not had the opportunity to acquire a satisfactory equity in the system. We, therefore, have an obligation to increase the annuities to this group.

It goes without saying that the staff of the Department of Education must be dedicated to the improvement of education. I believe that the present staff and the organization now in operation is carrying this responsibility in a most effective manner. But, this situation could be changed with each administration. We must continue to employ individuals on the basis of professional qualifications and professional leadership if the job that lies ahead is to be completed.

I have talked entirely too long. You have been a most patient audience. I should like to say in closing that the last three and one-half years have been most stimulating and challenging to me. They have been challenging because I know that you have not agreed with me all of the time; but, your desire to assume responsibility and to become a member of a team has helped improve educational programs for boys and girls throughout Kentucky.

I am sure that the members of my staff have planned a worthwhile program for this conference. I especially urge all of you to be here tonight to hear a great man who is providing dynamic leadership in the State of Kentucky.



## QUALITY EDUCATION AND THE ART OF LIVING

by

FRANK G. DICKEY

President, University of Kentucky

The topic of quality in education is a most timely and cogent one and it is with real pride that we can point to certain steps which have been taken within our Commonwealth to give new strength and quality to our educational programs. The requiring of certain fundamental subjects of secondary school students, the continued upgrading of teacher certification requirements, the constant striving to improve curriculum, building facilities, personnel policies, and community relationships — these are but a few instances of the progress being made; however, there are certain other elements that transcend even these in importance — things that cannot necessarily be legislated by boards. These are the ideas that I shall ask you to consider with me this evening.

I have entitled my remarks for the evening "Quality Education and the Art of Living." The basic questions related to this topic are: How does the work which we are doing in our schools, particularly our secondary schools, impinge on our everyday life, our attitudes and outlook, our ideals and values? What are the basic purposes of our schools — academic or social? Should they be concerned also with the development of character and moral integrity? Or do our schools, as I shall propose tonight, comprehend all these purposes? These are basic questions which it is high time we consider.

The profession of bridge building has always been a fascinating one for me. I have just returned from San Francisco where I had the opportunity to marvel again at the Golden Gate Bridge and the Oakland Bridge. As I viewed those bridges and thought about this meeting, I was attracted by the idea that we as school people have an obligation to build a broad, spacious bridge across territories which should be brought into living relationships but which have been kept apart by conservatism or lack of understanding. I am attracted by the idea of school personnel building a bridge undergirded by quality education which will span the distance from the preparation for various

professions, trades, and crafts to the other side — the gracious art of living. In the process of providing such an education, it seems to me that it is essential that we give a significant place to the development of our sense of values.

Throughout the ages, man has sought certain simple but deep satisfactions which give meaning and poise to life — the grace of friendship, the art of conversation with one's fellows, the cultivation of sincere social relationships, the readiness to share with others, the capacity to relax in one's own company or in the company of great books and writers, or the quiet enjoyment of beauty in art and nature. It seems that in the increasing tempo of modern life, these things are becoming less accessible to many of us, as are the values associated with them. We should, therefore, see to it that education concerns itself with these problems. In other words, if education is to deal with the art of living — it must of necessity be quality education and it must deal with the intellectual, the social and the value phases of living.

I think the first task for the school is to do a quality job of harmonizing the various elements which go to make up the complex nature of man. Man is, on the one hand, a subject of nature and, as such, governed by its inexorable laws, and on the other, the citizen of a strictly human world in which he makes most of his own choices. Man must develop a unified and well-integrated personality which may function effectively in these different worlds with consistency.

What is the kind of educated person who can meet the demands of such a situation? I recall a simple but rewarding definition of a truly educated man as enunciated by one of the great thinkers of our day. He said that a man should ask himself three questions and, if he can honestly answer them in the affirmative, we must take it that he is genuinely educated. Let us look at these questions.

Firstly: "Can you entertain an idea? That is, have you the openness of mind, the objectivity of outlook, the concern for truth which would enable you to entertain every idea on merit — not accepting or rejecting a new idea because it happens to be fashionable; not welcoming an old idea because it has the backing of tradition nor spurning it because it has ceased to command popular favor." This responsiveness to ideas is, therefore, the crucial question in the realm of intellectual education.

The second question is: "Can you entertain the other fellow? That is, have you the willingness and the capacity to share the joys



and sorrows of others? Can you expand the frontiers of your ego so as to include other human beings in the sweep of your sympathy and understanding?" This is the core and objective of emotional education, which covers the whole field of social relationships.

The third question is: "Can you entertain yourself? That is, have you any inner reserves to fall back upon which will enable you, as it were to enjoy your own company, or must you always be rushing from one thing to another — whether in the way of so-called work or so-called amusements — in order to avoid the boredom of your company?" Are you, by any chance, like the man who complained to his doctor that he had got into the habit of talking to himself and, who when reassured that this was no serious complaint, as many persons did so, plaintively replied: "But doctor, I am such a frightful bore!"

These are the three tests which I suggest be applied to current education. Does it give intellectual receptivity, integrity, and tolerance? Does it break down the cramping barriers of egotism, selfishness, and prejudice — individual and national? Does it release any creative impulses in the individual so that he may be able to find some enduring satisfactions in life which are not entirely dependent on the titillation of the senses from outside?

To provide educational experiences to meet these needs, is, of course, more easily said than done; but, if education is an art — as I firmly believe — is it not the task of the educator to build a bridge between the distant goal, the remote ideal, and the day-to-day, hour-to-hour work that goes on in the classroom?

Let us remember that there are many different ways of building up and leading decent, useful, happy, and socially rewarding lives. Let us keep to the "pursuit of excellence," by all means, but we should guard against taking a narrow and restricting view of excellence. The Ruckerfeller Report says: "Our conception of excellence must embrace many kinds of achievement at many levels. . . . There is excellence in abstract intellectual activity, in art, in music, in managerial activities, in craftsmanship, in human relations, in technical work." The educational problem, it seems to me, is not how much knowledge the school or college or university can pour into the student, but whether it can create in him the desire to learn and teach him the techniques of learning on his own so that, in later life, he may be able to acquire the knowledge required to meet his expanding needs both in the sphere of work and in his leisure. There is another reason which reinforces this argument. Knowledge, especially in the natural and social sciences, is tending to become outdated quickly, and, in a

dynamic society exposed to accelerated change, you cannot rely on the crutches of old customs or live by inert or outmoded ideas. Thus the method of knowledge, the scientific approach, the trained intelligence, becomes more important than knowledge itself. Quality education for artful living calls for the creation of the best techniques for continuous learning with primary emphasis upon the values involved in the different tasks.

Above all, I should like to emphasize the thesis that, though the world in which we are living is a world depending for much on science and technology, even more important than the accession of knowledge and the quest for power is the right and humane orderings of social relations, that man is the common denominator in the scheme of things, that the qualities of sympathy, kindness, charity, and compassion which sweeten the sorrows and heighten the joys of life are more important than anything else. I do not wish to expand on this idea in my own inadequate words, so may I conclude with a quotation which says the same thing in a far more beautiful way. These lines come from the prayer of St. Francis of Assisi, with which you are no doubt familiar:

“Lord, make me an instrument of  
Thy peace. Where there is hatred,  
let me sow love; where there is injury,  
pardon; where there is doubt, faith;  
where there is despair, hope; where  
there is sadness, joy!

O Divine Master, grant that I  
may not so much seek to be consoled  
as to console; to be understood as  
to understand; to be loved as to  
love; for it is in giving that we  
receive; it is in pardoning that we  
are pardoned; and it is in dying  
that we are born to eternal life!”

Ladies and gentlemen, the quality education which we are seeking depends in large measure upon us and our willingness to plan, to work and to sacrifice for the future of our land and world.



## IMAGES OF THE FUTURE

by

J. LLOYD TRUMP  
University of Illinois\*

Concern about the quality of education is not a new development in the United States. Studies prior to World War I brought refinements in teaching such basic skills as handwriting, spelling, arithmetic, and reading. World War I brought among other things vocational education to the schools with the comprehensive high school as an ultimate result. The 1920's with a great influx of students saw emphasis on the activity movement in the elementary schools and extracurricular activities and other efforts in the secondary schools to meet the needs of an expanded population with a wider range of student abilities. The 1930's with the Eight-Year Study of the Progressive Education Association saw concern over democracy in education with greater attention to individual differences and growth needs of adolescents. World War II brought emphasis on aviation, science, mathematics, and geography. Consumer education, economic education, citizenship education, and education for world understanding were emphases in the 1950's. Many other examples could be cited. The essence of the present superiority of the American public school system has been continuous study and experimentation.

The present concern about the quality of education is a natural development resulting from all of the studies of the past half century. Special attention has been focused on the schools by many lay persons because for the first time in the history of mankind another major nation has placed emphasis upon public education of *all* of its citizens. Competition always spurs unusual efforts.

Unfortunately, many of the suggestions being made for improving the quality of education may not bring the results desired. Merely reproducing the status quo is not likely to keep the United States schools ahead of its competitors and more important produce the outcomes for students needed in a democracy such as ours. Toughening up on homework, assigning twice as many themes, adding periods to the school day, and some of the other proposals may fall short of expectations.

What are some needs of students and teachers that suggest different approaches to elementary and secondary education? How can the quality of education be further improved? These are questions to which the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, appointed by the National Association of Secondary-School Principals in May of 1956, has given attention. Experimental studies involving about 100 schools, under the supervision of the Commission during the past three and one-half years, have led to a number of projections of what education might be like in the future. Many of these new approaches are summarized in a recent bulletin of the Commission, *Images of the Future: A New Approach to the Secondary School*. Copies of the bulletin are available without charge from the office of the Commission, 200 Gregory Hall, Urbana, Illinois.

What are the needs of students? A basic need is that students develop more independent responsibility for their own learning. The present school with its highly structured curriculum and schedule keeps students from caring too much about anything because it moves them from one subject to another after relatively short periods. There are too few opportunities for independent activity. Emphasis needs to be placed upon the development of inquiring and creative minds. Students also need to learn how to discuss subjects more effectively with small groups of other persons. Improvement in human relations is another need. Much more than now, students need to find personal satisfaction in learning.

What do teachers need? Teachers need time and energy to prepare imaginative instructional materials, keep up-to-date, confer with students, improve evaluation, and perform other professional tasks. They need opportunities to work cooperatively with colleagues. The latest technological aids to teaching should be available. Salaries much higher than any now contemplated should be paid to professional, career teachers.

New approaches in the organization of instruction, staffing patterns, scheduling, use of technological aids, and use of school funds are required if the foregoing needs are to be met. Conventional approaches to the educational program will not produce the results

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desired. Subsequent paragraphs describe some of these new approaches.

Progress of students through elementary, junior high, and senior high schools should be based on individual needs and accomplishments rather than on annual promotions. The curriculum should be organized into steps or stages. A professional decision, based on accomplishments and individual needs, should be made in determining progress of students through these stages. For example, in place of the present six grades and kindergarten in the elementary school, there might be nine stages to be completed. Some students might complete the nine stages in as few as four years, while others might require as many as eight. Similarly, some students might complete the present six years of junior and senior high school in as few as four or as many as eight depending upon individual needs and accomplishments. The major difference between this proposal and the older contract plans lies in the enrichment of the curriculum, the flexibility of scheduling, and the introduction of the professional decision based upon much more information about student needs.

The concept of the self contained classroom in the elementary grades should be altered. While students should spend approximately one-half of their school time under the direction of one teacher who will know them better than any other teacher, they need the advantages that come from being taught by subject area specialists. Persons with special training and ability in science, mathematics, history, reading, fine and practical arts, and health education should supplement the work of the one teacher who has major responsibility for a given group of students. No one teacher should be expected to have the depth of understanding necessary for stimulating creativity and inquiry in specialized subjects among elementary students. The introduction of specialists should, of course, be a developmental process with fewer of them used in the lower levels of the elementary school period and more at the upper levels and in the secondary schools.

Team teaching should become an accepted practice in the organization of the staff. Instead of one teacher being responsible for the totality of learning for a given group of students in a given grade level or subject area, a group of teachers should be responsible for a larger group of students. The team may include two or three persons of the same subject area or team members may cut across subject lines. The latter type of organization may replace the core or fusion idea of organizing the curriculum. For example, instead

of one teacher being responsible for combining instruction in English and social studies for a given group of students, two teachers with special training and competence in English and social studies respectively may work together in the instruction of groups of students with larger blocks of time. Such teaching teams should include clerical assistants and have available technological aids to instruction. It is highly important that they have a common planning period so they can use a clinical approach to teaching.

Much greater use should be made of television and other technological aids to instruction including self teaching and appraisal machines. Such machines may contribute to student satisfaction in learning. Students may discover for themselves when they have achieved a goal or solved a problem. Psychologists call this "immediate reinforcement of learning." What students learn will be retained better when audio-visual aids are used. A major responsibility of professional persons should be constantly to determine what phases of instruction can be handled best by television, video tape, overhead projection, teaching machines, and other automatic teaching devices. Conceivably, one-third or more of what teachers now do can be done through automatic teaching methods, leaving more time for teachers to provide essential professional services.

Flexible class schedules in junior and senior high schools are needed to permit re-groupings of students as needed. The size of groups should vary as the purposes and content of instruction change. Teachers can be saved time and energy when appropriate phases of instruction are carried on in larger-than-usual groups. A number of these activities are listed in *Images of the Future* along with the suggestion that on an average 40 per cent of the time students typically are in school may be spent in larger-than-usual groups. On the other hand, students should also be scheduled in groups of no more than 12-15 in order to develop ability to discuss problems effectively with their peers. Small-group discussion is very difficult in conventional schools; in fact, it rarely takes place except when a teacher divides a larger class into smaller groups and then attempts to go from one group to another in what is usually an unsatisfactory experience. On an average, 40 per cent of the time students typically spend in school should be in independent study in libraries, laboratories, resource centers in and outside the school. Students must be able to work in such locations for two or three hours at a time without interruption of a bell that would cause them to drop their work and go to something else which at the moment is less interesting and important for



them. Such flexible scheduling is possible because students should not meet with groups of students more than an average of 18 hours per week in junior and senior high schools. Based on individual needs, some students should be scheduled more hours than that and some scheduled fewer.

Higher professional standards for teachers require the use of clerks, general aides, and instruction assistants. The staffing patterns of a school as described in *Images of the Future* is quite different from today. Teachers should not be required to perform clerical and routine tasks. Even some teaching can be done by qualified assistants as described in *Images*. These assistants may provide services which now occupy as much as one-third of the time of professional teachers. This better use of teacher competencies should produce in the minds of the profession and the general public a new concept of the role of the professional teacher.

Changes in the utilization of competencies of the professional staff, including providing technological aids and instruction assistants, should result in much higher salaries for professional teachers. There is no reason why salaries for professional classroom teachers should not reach \$20,000 or more per year. Such salaries should be based on differentiated assignments rather than automatic salary schedules.

New approaches should be followed in the use of school funds. This statement implies in no way any question regarding the honesty or intent of persons responsible for use of funds. It simply means that the use of clerks, general aides, and instruction assistants, employed at much lower salaries than professional teachers, for routine and sub-professional tasks makes possible the use of the money thus saved for augmenting the salaries of the professional staff. Money saved by carrying on appropriate activities in larger-than-usual student groups may be spent on scheduling students in smaller-than-usual groups and for the use of technological aids to instruction. The use of educational facilities by students and teachers for more hours, days, and weeks during the year also has financial implications. In some areas, air-conditioning may actually be an economy.

No school exists that incorporates all of the ideas which I have described. On the other hand, all of these ideas are being experimented with and are in practice some place in the United States. Reports of staff utilization studies under the sponsorship of the Commission are provided in the January 1958, 1959, and 1960 issues of the monthly *Bulletin* of the National Association of Secondary-School Principals. What is needed now is much more experimentation, es-

pecially on a broader basis. Much of the present experimentation has been so segmented that its potential benefits have not been realized. On the other hand, measurable learning outcomes for students have been satisfactory and the morale of teachers engaged in experimentation very high.

I hope many of you will find the time to read *Images of the Future* and discuss it in your faculty groups and with lay persons in your community. A limited number of extra copies will be sent to you on request without charge. You can make a contribution in building even more quality into the elementary and secondary schools of the future.



## QUESTIONS FROM THE DISCUSSION GROUPS WITH A DISCUSSION OF EACH

1. Is it possible for a school or school system to know its classification before the information is given to the newspaper?

Ans. Ratings of schools are not official until the State Board of Education acts upon the recommendations of the department staff and the advisory group from the Kentucky Association of Secondary and Elementary schools. Department staff members are available to discuss deficiencies with school administrators before recommendations are made to the State Board of Education. The meetings of the State Board of Education are open to the press.

2. If a school is rated as an 'A' last year, where would it rate this year?

Ans. There is no direct relationship between the ratings under the old standards of accreditation and the new standards with their classification of Comprehensive, Standard, Provisional, and Provisional Emergency. It would not be possible to say what classification an 'A' school, under the old regulations, would receive under the new system since it might be any one of the four.

3. Recognizing the importance of the teaching of reading, what help will be given in preparation of teachers to improve reading in high schools?

Ans. Many school systems are providing help to the high school teachers in the teaching of reading through in-service teacher education programs. Several colleges offer a course in the teaching of reading at the high school level.

Some school systems are working out plans whereby elementary teachers who are outstanding in the teaching of reading serve as consultants for high school teachers who hope to become familiar with effective processes of teaching reading.

The State Board of Education has not, at this time, set up certification requirements for a teacher who is assigned to the teaching of reading when this subject is added to the curriculum as a high school subject.

4. What kind of Provisional Certificate can be given if a college graduate has not had practice teaching?

Ans. A Provisional High School Certificate with a Professional Commitment may be issued to a graduate of an accredited college who has not had practice teaching, provided the deficiencies do not amount to more than 32 semester hours of work. The certificate is valid for one year and is subject to annual reinstatement upon completion of eight semester hours annually in courses from the list of deficiencies.

5. Would the State Department feel it feasible to organize regional workshops for those who need information concerning the classification of schools?

Ans. This was a good suggestion, and in keeping with plans of the Department of Education, the following regional meetings were held:

September 24 at Elizabethtown and Bowling Green;

September 25 at Madisonville and Murray;

September 28 at Hazard;

September 29 at Barbourville and Somerset;

September 30 at Louisville and Newport;

October 1 at Morehead;

October 7 at Lexington.

Registration forms indicate that 195 school districts were represented in these meetings. In addition to representatives from colleges, State Department of Education, and Kentucky Education Association personnel, 1,040 representatives from the 195 school districts attended the conference.

6. We believe in high standards, but should a school be penalized by a lower classification if the basis is a standard which is humanly or materially impossible to fulfill?

Ans. A system of accreditation is a means of determining school classification on the basis of services and educational opportunities provided for the children enrolled. With this idea in mind, requirements for the classification to be assigned a school indicate no penalty, but merely attempts to evaluate the strengths and weaknesses of a given school and the extent to which it is providing educational experiences for all pupils enrolled.



7. Should a school be evaluated on the basis of needed areas offered, or the subject areas offered?

Ans. The new accreditation standards are an attempt to recognize not only the present offerings, but also an attempt to measure how well the school is providing opportunities for all the boys and girls in the community it serves. There is a provision that a school may be excused from offering certain curriculum areas if survey show there are no pupils who need these curriculum areas.

8. Why not minimum salary requirements included in these standards?

Ans. The Foundation Law covers salary requirements based on the amount of state aid available. These requirements do not belong in the accreditation standards.

9. If local surveys show that subject offerings are not needed in a particular area, why should the district be forced to increase its offerings in other areas?

Ans. If a school does not, on the basis of pupil surveys, need to provide offerings in certain curriculum areas, it would seem proper that additional depth of offering in the curriculum areas provided should be afforded all students in order that they might have broader opportunities in subject areas which can be offered.

10. Is free period for elementary as well as secondary teachers a part of the standards?

Ans. The six hour school day does not provide for a free period for either elementary or high school teachers. Provision for a planning period for the teachers may be made by the local school system or the individual school.

11. Does accreditation depend on district-wide evaluation of elementary and secondary or upon evaluation of individual schools?

Ans. There is a provision in the accreditation standards which will not be implemented this year for a district-wide evaluation of all secondary and elementary schools. This type of evaluation will include, not only elementary schools of eight or more teachers and all high schools, but will also include an evaluation of small elementary schools. During the current year, only individual elementary schools of eight or more teachers and all

high schools will be accredited on individual basis. Efforts will be made to determine that smaller school units are not discriminated against in order to give the larger schools another classification.

12. When will actual evaluation for accreditation go into effect and what procedures will be followed, etc.?

Ans. The new accreditation standards are in effect this school year of 1959-60. The annual reports have been revised in view of the new standards and will be the first information used to start an evaluation of each school. In addition, a supervisor or supervisors will visit schools to discuss the new standards and to note the areas of strength and weakness in the school. Also, a self-evaluation form will be used as a means of assisting the principal and his staff as well as the Department of Education staff in the evaluation. After all of this information is obtained and with advisory assistance from the Commission on Elementary and Secondary Schools of the Kentucky Association of Colleges, Secondary and Elementary Schools, and joint review by members of the Division of Instructional Services recommendations for accreditation ratings will be made to the State Board of Education.

13. What provision is made for variation in size of classes? Example: Latin, 8 pupils; P. E., 60 pupils.

Ans. Good scheduling takes into account not only provisions for meeting the needs of pupils, but also the important factor of teacher morale. It is understood that some classes will vary greatly in size due to the advanced type of activities involved. The standards do not prohibit classes of less than 10 or more than 35, but merely recommend that a large number of small classes are not economically feasible, and that many large classes will definitely overload the teaching staff and make for poorer quality instruction.

14. Clarify the following statement found in the standards: Schools that cannot meet emergency standards under Provisional requirements for whatever reason, but which presumably meet legal provisions of school law may continue to operate if approved by the State Board of Education.

Ans. Schools unable to meet the Provisional Emergency standards may be approved by the State Board of Education on a



year to year basis. It is thought that such schools might exist in extremely isolated areas or may be operated on a temporary basis due to situations beyond the control of the school district.

15. Would other high schools have to accept credits from such schools?

Ans. High schools in Kentucky would be obligated to accept credits from high schools which are approved on a year to year basis.

16. Would flexibility of class organization be permitted under the new standards for accreditation? Example: If a large number of pupils were taught at one time, say 100 pupils.

Ans. The present standards of accreditation do not provide for large class membership. The standards will permit experimentation in the program. Each experimental program will be considered on its own merits.

17. Is the old study hall an evil which we are trying to eliminate from our school system?

Ans. The new standards of accreditation in no way portrays the study hall as an evil. However, in many instances, the study halls have been abused through poor organization and supervision. The effectiveness of the study hall is dependent upon local school planning.

18. Will the accrediting standards improve the high school at the expense of the elementary school?

Ans. The new standards of accreditation should have the opposite effect. They are designed to help in improving the elementary school as well as the high school. This is the first attempt on the part of Kentucky to accredit the elementary school — to put elementary education on a par with secondary education.

- 19-20 Will there be merit ratings in every classification? When will the new standards for merit listings become effective?

Ans. Merit listings apply only to the Comprehensive, Standard, and Selective high schools and to the Standard elementary schools, as a means of recognizing outstanding features of the school program. Merit listings of schools will not go into effect this year (1959-60), but it is hoped that this type of recognition will be put into practice in the near future.

21. If we don't get money from the next legislature to put these standards into operation, where do we go from here?

Ans. It is true that additional money will help us to more adequately achieve these standards, but the application of the standards place emphasis upon extent and quality of program rather than upon mere numbers of students served. Therefore, the standards are important in an attempt to improve educational opportunities regardless of the financial level under which we are operating.

22. Will these standards force or require consolidation?

Ans. The new standards of accreditation were not designed to consolidate, but rather to challenge all schools to improve their programs. However, it is believed that the new standards may contribute to the consolidation of small schools which are found unable to offer an adequate program to meet pupil needs.

23. Could a class exceed 30 pupils provided the total enrollment does not exceed 150 per day?

Ans. Yes, but the new standards indicate that the class enrollment shall not exceed 150 pupil load or 750 pupil hour per week. A desirable class size should be related to maximum efficiency of instruction.

24. What effect will the standard of 30 to a class have on money based on ADA?

Ans. The Foundation Law establishes 27 ADA as a basis for the granting of state aid to a school district. Additional state aid is awarded the district for vocational units, ASIS units and services for Exceptional Children. In actual practices, many secondary schools, when all state aid is considered, are operating on an ADA of about 20-22 pupils. Therefore, the standard of 30 to a class cannot possibly affect state aid.

25. A primary concern seemed to be the fear of the high school being demoted in classification and never being able to become Comprehensive, and the Southern Association frowning on a classification other than the grade 'A' once required for membership in the Southern Association. This is a threat to the position of several superintendents.

Ans. No school is demoted by the new classification. New standards simply classify a school according to the breadth and



strengths of program. It is related to what the school can do for children. There is no direct relation between former ratings and the new ones. The school still has the same qualifications as far as other accrediting agencies are concerned.

26. Of what need is there to strive for a Comprehensive rating when another rating serves the needs of a stated community?

Ans. It seems logical for the administrative and teaching staff to study and analyze the resources, the school, and community needs as a basis for setting its classification goal. There is no need to strive for a Comprehensive classification if the results of the survey shows that the Standard classification will serve the needs of the school and community.

27. Will the accrediting classification Comprehensive, Standard, Provisional, Provisional Emergency make for poor public relations and misunderstanding?

Ans. The classification set forth by the new standards of accreditation, if administered properly and efficiently, will in all probability, provide better public relations rather than create misunderstanding. Present inequities are more likely to disappear under the new system. Schools will be classified according to the strengths and weaknesses of their programs. This should result in a greater understanding at the local level of a quality educational program.

28. Must subjects in science be taken in the specific year as recommended on Page 10 of Twelve Grade Program?

Ans. Subjects have been placed in specific grade levels, first of all, to facilitate the textbook adoption law — each book must be adopted for a particular grade level; however, an individual school may have a policy permitting pupils to take subjects on grade levels other than those specified by the regulation. The principal and his staff should give careful consideration to subject placements before making radical changes.

29. Will the same standards for subject requirement apply or will the demands of the community be taken into consideration?

Example: One school has qualified Latin teacher, but there is no demand for Latin, no one will enroll for the course.

Ans. The needs of a community are taken into consideration when applying the standards of accreditation. Provision is made

through the standards by making it possible for a school to show that its pupils would not be deprived of opportunities if certain curriculum areas were omitted from the program.

30. When you are counting course offerings and you offer physics one year, chemistry the next, will both count each year?

Ans. Since, under existing regulations, schools are accredited on an annual basis, only the courses which are in regular operation with students may be counted as required units. Alternating courses may, however, be counted towards subject area requirements in a Provisional high school.

31. May Home Economics and Agriculture courses be substituted for Science requirements for graduation?

Ans. Home Economics and Agriculture courses may not be substituted for Science course requirement for graduation on a school basis. However, it is possible to make some substitutions for individual students where an appropriate reason is provided.

32. Is it correct that the same qualifications for teachers hold in any type accredited school?

Ans. Basically, a certificate is valid regardless of the type accreditation of the school; however, according to the standards, the assignment of teachers will vary in the different type schools.

The person coming from an out-of-state institution does not have to hold an out-of-state certificate, but the registrar indicates on the application form that the person is eligible for a certificate in another state. The teacher is required, then, to apply for and take out the Kentucky certificate if he or she teaches in Kentucky.

33. Will offerings determine classification regardless of personnel qualifications?

Ans. The number of offerings and the program requirements in each curriculum area will determine the eligibility of a school for a particular classification, but deficiencies including those in personnel qualifications will help to determine the actual classification.

34. How long do we have to wait to have libraries for elementary schools?



Ans. Libraries in elementary schools are possible when the local school district sees the need for them and makes provision for library experiences in the total instructional program. The new accrediting standards point up the fact that centralized libraries are essential to a good elementary school program. However, accreditation standards do not guarantee a library program in the elementary school. Local effort is needed in order to develop an effective library program and long range planning is essential to providing adequate space and securing the services of a trained librarian.

35. Is the 600 enrollment a hard and fast rule for a Comprehensive school?

Ans. The 600 enrollment is not a hard and fast rule. A school with less than 600 may provide breadth and depth in curriculum offerings and meet the other requirements of the standards. However, it is generally recognized that a school with an enrollment of 600 facilitates scheduling and good programming of courses to meet the needs of all students.

36. Would a girls' school have to have 43 units for a Comprehensive school?

Ans. A girls' school would have to offer 43 units to be classified as Comprehensive. A comparable classification for a school selective in nature which serves an over-lapping pupil population is the Selective classification which requires 43 unit offerings, but only nine of the twelve curriculum areas.

37. Would a girls' school count Home Economics as a substitute for Science in meeting standards for accreditation?

Ans. A girls' school may not count the Home Economics program as a substitute for the Science program. In individual cases, it may be possible to substitute a Home Economics class for Science to meet the student graduation requirement.

38. Is Comprehensive always the best school?

Ans. A Standard or a Provisional school may, to the extent of the program which they offer, have the same quality of instruction as the Comprehensive school. A Comprehensive school serving a pupil population with broad needs and interests has a greater responsibility to offer more opportunities than do schools serving limited pupil population.

39. Explain how to transfer from one level of classification to another?

Ans. A school, in order to change from one classification to another, should first meet program requirements in each curriculum areas and in total unit offerings, then it should strive to meet the other requirements of the standards.

40. What happens when a teacher gets a certificate by reciprocity with a minor with fewer hours than 18 as required in Kentucky?

Ans. Under present policies, a certificate issued under reciprocity does not carry a minor on the face of it with less than 18 semester hours. If a certificate has been issued previously by reciprocity with a minor less than 18 semester hours, the school system may honor the minor and consider it satisfactory and the State Department will do likewise.

41. Explain reciprocity? How does it work?

Ans. Kentucky has reciprocity with all states in the Nation. It was the first state in the Nation to set up a plan which is in effect with all states. A person who completes a four-year program of teacher preparation in a college accredited by the National Council for Accreditation of Teacher Education may be issued a comparable certificate in Kentucky when the proper application is made. A person who has completed a four-year program of teacher education in a regionally accredited institution, but which has not been accredited by the N.C.A.T.E. may be issued a comparable certificate, but deficiencies which exist are required to be completed within a four-year period. A person who comes from a nationally accredited institution does not have to make up deficiencies while a person from a school which has not been accredited by N.C.A.T.E. is required to make up deficiencies if the deficiencies are considered critical areas of preparation as determined by the Department of Teacher Education and Certification.

42. Will the old classification of 'A', 'B', etc., be eliminated now?

Ans. The new accrediting standards superceded the old classification of 'A', 'B', etc., June, 1959. Schools will be classified according to the new standards without regard to their old ratings.

43. Will the general public have the same concept as the State Department in regard to quality of Comprehensive school?



Ans. Every effort will be made to do away with vertical standards. The general public will have the same concept in regard to quality of the Comprehensive as the State Department of Education insofar as available lines of communication can interpret the new programs.

44. What is the maximum credit which may be accepted in Music out of a total of 17 for graduation requirements?

Ans. There are 10 units required in prescribed areas of the curriculum. The remaining 8 elective credits may be selected so as to most nearly meet the needs of the individual student.

45. Are minimum requirements for Health and Physical Education remaining the same? Is it a legislative requirement?

Ans. Yes, the minimum requirements for Health and Physical Education are the same. These requirements have been established by the State Board of Education under the authority of the Kentucky Revised Statute 156.160.

46. Would 8th grade Algebra I and Latin I be the same courses as 9th graders take? Would a student take Algebra II in the 9th grade?

Ans. Yes, generally speaking, a student who took Algebra I in the 8th grade would be eligible to take Algebra II in the 9th grade. A student may not receive high school credit for any course taken below the 9th grade level.

47. May a student take six subjects?

Ans. A student is not forbidden to take six subjects. However, the decision to take six subjects should be based on indications that the pupil can profit from the six subject load at the discretion of the teaching and counseling staff.

48. Can you grant six credits to a student in one year?

Ans. It is possible to grant six credits to a student in one year. However, permission to carry additional credits is primarily designed to provide an enriched and broad program rather than shorten the four years of high school work.

49. May credit be granted on debating when organized in a separate period?

Ans. Debating is not listed in the State Program of Studies and is, therefore, not eligible for credit as a course. It is actually a laboratory experience for the Public Speaking course.

50. If a band meets one hour daily, may one unit be allowed?

Ans. The maximum credit for band is  $\frac{1}{2}$  credit per year. Since maximum credit is based upon an average of  $2\frac{1}{2}$  periods per week, other music courses may be scheduled for  $2\frac{1}{2}$  days making it possible to earn a total of one full credit per year. A band may meet five times weekly, but not for additional credit.

51. Will this plan of requiring Science be harmful to Home Economic and Vocational Agriculture programs? Do we need to develop an understanding of the scope of the Home Economic program so that Home Economics may be accepted as satisfying Science requirements?

Ans. An academic course in Science embodies science experiences on a formal basis. Scientific methods, of problem solving and laboratory techniques are found in a properly taught science course. Vocational programs include the practical application of basic science principles and subject matter without intensive attention being directed toward the proving of the principles involved. The requiring of two units for Science should not be harmful to the election of Vocational Agriculture and Home Economics. Home Economics and Agriculture may be substituted for Science in specific cases where it is deemed by the administration to be beneficial to the individual student.

52. What would happen if you let a child graduate with only one unit in Social Studies?

Ans. Any diploma based upon less than minimum state requirements for graduation is not valid and may not be honored by an institution of higher learning. A school system permitting this to happen would endanger their school's accreditation because requirements for graduation are State Board Regulations and, in effect, law.

53. If you set up an accelerated program in the spring for 1959-60, would we have to get permission from the State Department? Is this Program of Studies the minimum?

Ans. It is not essential for a local school district to obtain permission to set up an accelerated program as long as courses



taught are found in the State Program of Studies. However, any change in course offerings for the second semester must be submitted to the Division of Instructional Services, State Department of Education, as an amendment to the original high school organizational report.

The Program of Studies serves as a broad base from which a local school system can develop its own curriculum in terms of the needs in that particular situation. For accreditative purposes, there are minimum course offerings for the different types of school programs.

54. Will the State Department inform public that so far as quality is concerned a Standard high school can be as good as Comprehensive?

Ans. The local school authorities are responsible for the application and interpretation of the Accreditation Standards to a given community.

55. If all schools get to be Comprehensive this year, what would then be your goals for future?

Ans. There will be a small percentage of Comprehensive high schools this year, 1959-60. However, standards are based on minimums and effective only as they encourage a school system to plan for continued improvement and enrichment so as to better meet the needs of individual students. Standards should be revised periodically. The present Standards provide for merit ratings for programs that excel in quality.

56. Were three home room groups aimed toward grouping in classes?

Ans. Having three homeroom groups in the senior class provide (1) flexibility of scheduling, and (2) multi-level course offerings if the school desires to use administrative groupings.

57. How did the State Department arrive at these Standards — by research, experimentation, or how?

Ans. These Standards are the result of the combined efforts of local school personnel, representatives of schools of higher learning, interested lay people, State Department personnel and other professional groups. Each school district and each individual school were given the opportunity to participate in the formula-

tion of these Standards. The latest evidence from research and experimentation was incorporated.

58. Two hundred and seventy-five minutes recommended per week based on 172 days — What effect will this requirement have on a 10 months school? Will the 10 months school be penalized when it increases number of days and wants to reduce length of period?

Ans. There is no provision in the standards to permit extending the school term as a means of reducing the weekly time requirement. A school which at present has this type of schedule would be allowed certain flexibility for the present year. The Standards are designed primarily for 60 minute gross periods per day, or the equivalent for a week. The minimum six hour school day applies regardless of the length of the school term.

59. Will Home Economic periods of one hour be required when the school extends school from nine months to ten months

Ans. Yes.

60. Can minute requirements be translated on a yearly basis?

Ans. No. They may be translated on a weekly basis.

61. Does Comprehensive school have to offer Industrial Arts?

Ans. Yes.

62. Could we get the press to carry a series of articles on standards for accreditation of elementary and secondary schools?

Ans. Every effort will be made to interpret and clarify the new Standards for accreditation of schools.

63. Do the new Standards assume that all freshmen will have to take five required subjects with no chance of choice? Is there more freedom of choice at 3rd and 4th grades in high school?

Ans. No. Every effort should be made to distribute required and elective courses over the four year period. This may be assured through effective guidance and counseling. Excessive requirements in 9th grade would tend to force out desirable electives.

64. What about selective high school?

Ans. A Selective high school is a school that serves an over-



lapping pupil population and essentially meets the requirements of the Comprehensive school. It is required to have 43 unit offerings in at least nine of the 12 approved curriculum areas.

65. Will these standards be used to classify schools in 1959-60?

Ans. Yes. However, it is expected that there will be greater flexibility during the first year.

66. Would you have to wait three years to be a Comprehensive school?

Ans. No.

67. Would you have to have a 6-3-3 school to be Comprehensive?

Ans. No. A junior high, a 4-year high, or a 6-year high and a senior high are eligible for the Comprehensive rating.

68. If you are setting up an accelerated science or math program, would you have to get permission from the State Department?

Ans. It is not essential for a local school district to obtain permission to set up an accelerated science or math program for individual students as long as courses taught are found in the State Program of Studies.

69. Can children who, because of mental limitations or low ability, cannot benefit from the higher science and math courses, get a high school diploma? Is a drop-out the way to take care of these children in high school?

Ans. It would seem that a child of such low mental capacity that he could not take science or math courses might find it equally difficult to benefit from some of the other high school courses required for graduation. The two unit requirement in science and math, beginning in 1960, certainly is not designed to prevent pupils of limited ability in these areas from getting a high school diploma. There are sufficient offerings available in these areas whereby the needs of such children may be met without their having to take such courses as Physics, Chemistry, or Trigonometry. Certainly, it is not the intent of this requirement to force such children out of high school.

70. If you have a small high school with vocational agriculture teachers, would it be good practice to put some of them to teaching chemistry, etc., part of the time if they are trained for this?

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Ans. The assignment of teachers to the subject they are to teach is purely a local school district or school problem as long as such a teacher meets state qualifications. The superintendent and principal would have to decide a situation such as the one mentioned in this question—whether it would be most profitable for the pupils in the school to have the teacher teach vocational agriculture all periods or chemistry one period.

71. What is the best time for a freshman entering high school this year to take the additional unit now required for graduation—in 9th, 10th, 11th, or 12th year?

Ans. The time for taking the additional unit required for graduation for freshmen now entering high school is left strictly to the local school or school district to decide. Some schools are allowing practically all students to take five subjects in each grade. This is something that must be decided locally and in the light of what is best for individual students.

72. Isn't there some feeling now that there is no need to limit class size to 30 pupils as required?

Ans. Certainly there is a feeling that the limit of thirty pupils per class as required should not preclude a district from experimenting with other methods of large group instruction. In the event that the usual methods of instruction are being used, it is difficult to suppose that larger classes should be assigned a given teacher.

73. Discuss the standard requiring not over 15 per cent of the total staff be assigned to teach out of field? What happens to the small school? What happens when it is necessary to replace a qualified teacher with an unqualified teacher just before or after school opens?

Ans. The above question does not adequately reflect the meaning of the standard mentioned. The standard requires that not over 15 per cent of the total classes taught in the school shall be taught by a teacher out of a major or minor preparation. This is quite different from 15 per cent of the total staff teaching out of field. Certainly it is realized that some small schools cannot reach this objective which is a minimum requirement for classification as a Standard school. The Provisional high school may have no more than 25 per cent of its classes taught by teachers



out of their major or minor fields of preparation. If more than this number of classes are taught by teachers without adequate preparation, this is listed as a deficiency. When it is necessary to replace a qualified teacher with an unqualified one before or after school opening, the change in personnel should be reported not only to the Bureau of Administration and Finance, but also to the Bureau of Instruction, Division of Instructional Services. Obviously it would not be proper to count such a person as a qualified teacher in every respect.

74. How rigidly will the requirement for assigning teachers to the right field be enforced?

Ans. In the event teachers are not assigned to a field in their major or minor areas of preparation, this will be called to the attention of the school as a deficiency.

75. If Physical Education and Health are offered alternately by week or semester, do they count as two separate courses toward meeting course offering requirements of the various classifications?

Ans. Physical Education and Health offered alternately, each count as  $\frac{1}{2}$  unit course offering. The total of these two courses would be 1 full unit offering.

76. Do you feel we are right in holding high standards even though we are losing teachers?

Ans. N.E.A. research shows that high standards attract more people than low standards. If Kentucky had not held to high standards during the two decades of teacher shortage, most of our positions would now be filled with teachers who are not college graduates. By holding to high standards, we have moved from the point of having 48 per cent of our teachers with degrees to the point this year where approximately 70 per cent have degrees. This means better teachers and teachers in much higher ranks with higher salaries than could have been possible if we had permitted low standards all during the teacher shortage.

77. Where a district is accredited, does that mean the schools will be accredited?

Ans. District accreditation will not be attempted this year, but will be based, when it does occur, on the fact that all schools eligible for individual accreditation will be accredited and that

no discrimination shall be made against smaller schools of the district in order to obtain accreditation for the larger schools eligible for classification rating.

78. What about the selective and merit rating—needs more clarification and interpretation?

Ans. The selective rating is envisioned as a rating for a school which is selective insofar as the student body is concerned, i.e., boys and girls preparatory school or technical school. Certainly schools of this nature would not need to provide experiences in every curriculum area, but would, on the basis of a reported study of their pupil population dispense with offering areas of the curriculum definitely not needed in their particular school. The selective school must, however, provide nine of the curriculum areas and forty-three acceptable units. The merit listing is envisioned in future years, as a listing of those schools having exceptional programs in certain subject areas. This is to be a means of recognizing these state-wide. A school to appear on the merit listing in any given subject must first meet standards for a Standard or Comprehensive school.

79. Will effort be made on the part of State Department of Education to cause schools to revise its standards from one rating to that of a higher one?

Ans. No effort as such will be made by the State Department of Education to cause schools to change from one classification level to another. Effort will be made to assist a school to provide insofar as possible, the best program of educational opportunities and services that it can provide for the children of a given community. In so doing, a school might through expanding these opportunities and services, change from one category to another in classification.

80. Will there be any reflection on a school even though it cannot be a Comprehensive high school?

Ans. Certainly there should be no reflection on a school which cannot be a Comprehensive high school. Whether or not there is reflection will depend upon the way the accrediting standards are interpreted in the given community. Few schools in the state will be listed as Comprehensive high schools. Many in small communities, certainly, would not need to think in terms of such



classification, but should, insofar as possible, provide a breadth and quality in the program which they are able to offer insofar as finances and other considerations permit.

81. Has the State Department arrived at a decision as to what part of a standard must be met in order to receive credit for meeting the whole standard without lowering its rating?

Ans. In the event that a standard is partially met, those parts that are not completely met would be listed as deficiencies. The inability to meet wholly one standard would not be cause for changing a classification unless that standard dealt with program.

82. We recognize the need for industrial arts, math—no facilities—are we going to be ranked lower even if it is a physical impossibility to provide the services in this area?

Ans. Classification of the school will be determined by the evaluation of the total school including program, facilities, services, and personnel. In the event that a school does not have certain facilities or programs, naturally it cannot be given credit for providing these experiences for its pupils even though it may be a physical impossibility for them to do so.

83. Will elementary school be given rating on official report or will it be done by visits from the staff members from the State Department?

Ans. Insofar as it is humanly possible, staff members of the Department of Education will visit elementary schools of eight or more teachers for the purpose of evaluating and classifying them in terms of the accreditation standards. The annual elementary report and the self-evaluation form which has been or should be completed by the school staff will also assist in determining the classification.

84. Small school personnel have feeling that small schools are stigmatized by not being able to attain the highest rating.

Ans. The new regulations certainly do not stigmatize the small school, but point out its abilities and deficiencies which should be recognizable not only to the school personnel but the public which it serves. Any stigma which might be attached because of its size will be so attached because of the interpretation of the standards at the local level.

85. Will these standards tend to increase consolidation?

Ans. The standards are not designed to increase consolidation yet it seems reasonable to assume that an indirect result of the new standards may be a tendency to consolidate schools unable to offer adequate programs to meet pupil needs.

86. Will the terminology of classification tend to be misinterpreted by the public? Can this terminology be altered?

Ans. There has been much discussion of the terminology of the classification throughout the state. The term may be misinterpreted by the public unless responsible school people see that the public is correctly informed regarding the meaning of the various classifications. The term can be altered by an act of the State Board of Education in the event that better 'terms' can be found. The classification terminology will continue to be studied.



