

Commonwealth of Kentucky

EDUCATIONAL BULLETIN

A TWELVE-GRADE PROGRAM OF STUDIES FOR KENTUCKY SCHOOLS AND STANDARDS FOR ACCREDITING HIGH SCHOOLS

(Revised Edition)



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Superintendent of Public Instruction

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FOREWORD

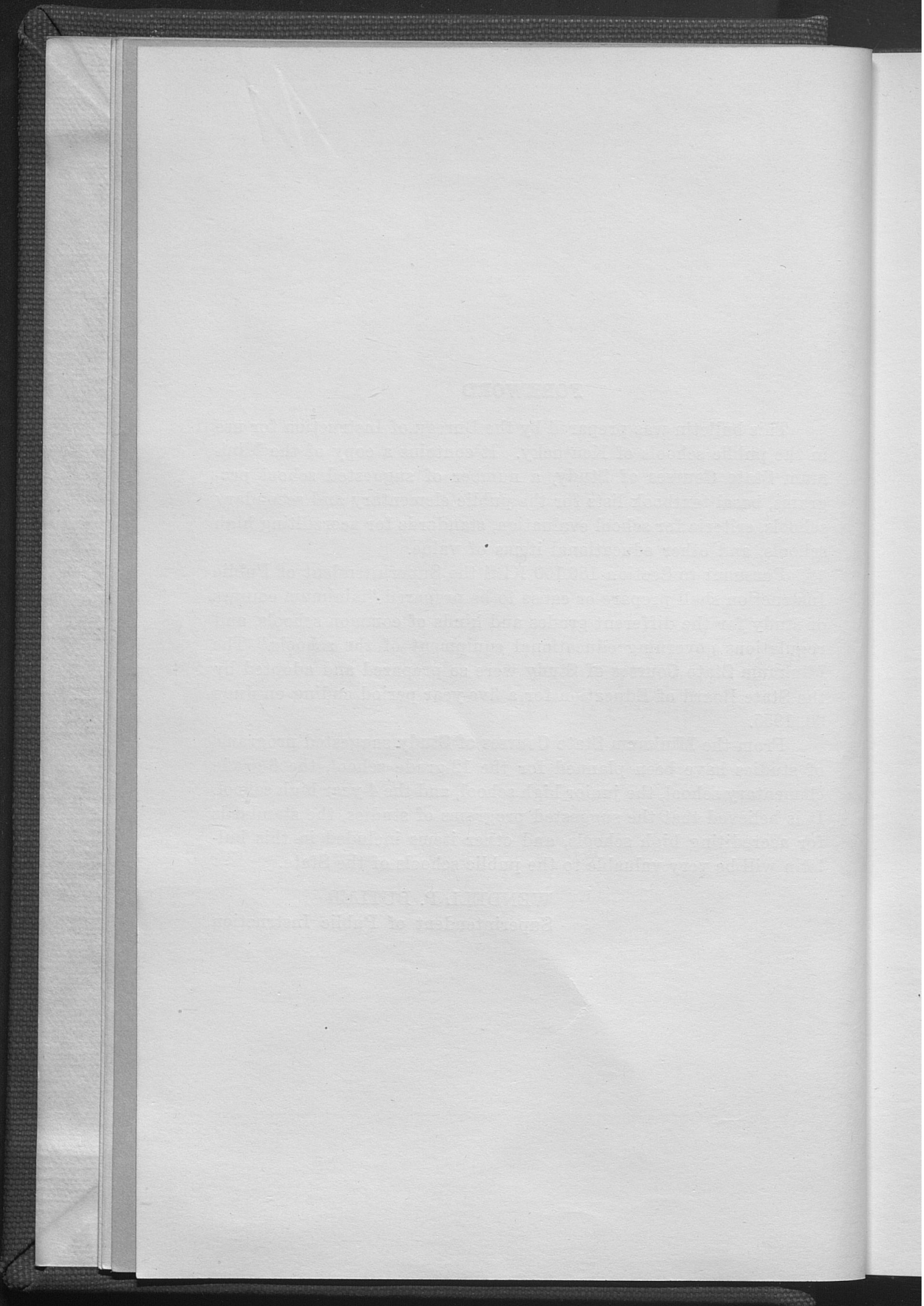
This bulletin was prepared by the Bureau of Instruction for use in the public schools of Kentucky. It contains a copy of the **Minimum State Courses of Study**, a number of suggested school programs, basal textbook lists for the public elementary and secondary schools, criteria for school evaluation, standards for accrediting high schools, and other educational items of value.

Pursuant to Section 156.160 KRS the Superintendent of Public Instruction shall prepare or cause to be prepared "minimum courses of study for the different grades and kinds of common schools, and regulations governing educational equipment of the schools." The **Minimum State Courses of Study** were so prepared and adopted by the State Board of Education for a five-year period ending on June 30, 1955.

From the **Minimum State Courses of Study** suggested programs of studies have been planned for the 12-grade school, the 8-grade elementary school, the junior high school, and the 4-year high school. It is believed that the suggested programs of studies, the standards for accrediting high schools, and other items included in this bulletin will be very valuable to the public schools of the State.

WENDELL P. BUTLER
Superintendent of Public Instruction

B.C. 10-25-54



**A TWELVE-GRADE
PROGRAM OF STUDIES FOR KENTUCKY
SCHOOLS AND STANDARDS FOR
ACCREDITING HIGH SCHOOLS**

A TWENTY-FIVE
PROGRAM OF STUDIES FOR KENTUCKY
SCHOOLS AND STANDARDS FOR
ASSESSING THE SCHOOLS

I

II

TABLE OF CONTENTS

	Page
Foreword	1
PART ONE	
Chapter	
I. A Twelve-Grade Program of Studies.....	11
General Statements	11
Educational Objectives	12
Minimum State Courses of Study.....	14
Eight-Four and Six-Six Plans.....	14
Six-three-Three Plan	19
Explanatory Notes	20
Program of Studies	22
Twelve-Grade Program of Studies	23
Elementary Subject-Areas	24
High School Subject-Areas	24
Minimum Curriculum Offerings	25
Extension and Enrichment of Education	26
Nursery School and Kindergarten	26
Education for Exceptional Children	26
Health and Physical Education	27
Moral and Spiritual Education	28
Driver Education and Training	28
Out-of-School Youth and Adult Education	29
Guidance Services	29
II. Elementary and Junior High School Grades.....	31
Elementary School	31
Elementary Program of Studies	32
Junior High School	33
Junior High School Program of Studies.....	34
Instructional Materials	35
Value of Instructional Materials	35
Free Textbooks	35
Other Teaching Aids	38
References for Instructional Materials	39
III. High School Program of Studies.....	40
General Items	40
Requirements for High School Graduation by States.....	41
High School Offerings	42
Graduation Requirements for Kentucky High Schools.....	42
General and Special Subject-Areas	43
General Areas	43
Special Areas	43
Suggested Curriculum Subject-Areas	44
English Area	44
Social Study Area	44
Science Area	44
Mathematics Area	44
Foreign Language Area	45

Fine Arts Area	45
Industrial Arts Area	45
Business Area	46
Vocational Agriculture Area	46
Vocational Home Economics Area	46
Trades and Industries Area	47
Distributive Occupations Area	47
High School Subjects—Grade Placement and Subject Credits	47
Size of High School and Curriculum.....	50
Textbooks for High School	51
Basal Textbook List for High School.....	51

PART TWO

IV. Pupil Enrollment and School Census.....	63
Pupil Enrollment	63
Kentucky School Enrollment	65
Improvement of Services for Small Schools.....	67
Satisfactory School Districts	68
V. Evaluation of Schools	71
Twelve-Grade Schools	71
Elementary Schools	71
High School	72
Evaluative Instruments	72
The Twelve-Grade School	72
Guides for Library Development	87
VI. High School Standards for Accreditation.....	90
Kentucky High Schools	90
Present High School Standards	90
Accrediting Standards for High Schools.....	91
Educational Bulletins	99

45
45
46
46
46
47
47

47
50
51
51

63
63
65
67
68

71
71
71
72
72
72
87

PART ONE

1. A Twelve-Grade Program of Education
2. Elementary and Junior High School Grades
3. High School Program of Studies

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90
91
99

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PREVIEW

Part One of this bulletin includes chapters one, two, and three. These chapters deal with the **Minimum State Courses of Study**, a twelve-grade program of studies, an elementary school program, a junior high school program, and a senior high school program.

Chapter I gives the **Minimum State Courses of Study** in full, a 12-grade program of studies arranged by subject-areas, educational objectives, and a number of desirable suggestions.

Chapter II deals with the 8-grade elementary and the junior high school programs. A list of the basal textbooks and brief discussions of other instructional materials are included. Kentucky has a sufficient number of separate elementary and junior high schools to warrant programs of studies for these grade levels.

Chapter III is concerned with the 4-year high school. In this chapter high school offerings, requirements for graduation, general and special subject-areas, plans of subject-areas, placement of subjects by grades, subject credits, and a list of basal textbooks are included.

The programs of studies for the elementary, junior high school, and senior high school grades that are presented in Chapter II and Chapter III are sections of the suggested 12-grade program of studies. The sections have been expanded and described in a more detailed form.

Chapter I gives the history of the...
 Chapter II gives the history of the...
 Chapter III gives the history of the...
 Chapter IV gives the history of the...
 Chapter V gives the history of the...
 Chapter VI gives the history of the...
 Chapter VII gives the history of the...
 Chapter VIII gives the history of the...
 Chapter IX gives the history of the...
 Chapter X gives the history of the...

CHAPTER I

A TWELVE-GRADE PROGRAM OF EDUCATION

A. GENERAL STATEMENTS

Educational Responsibility

Every community has an educational obligation to its youth. It is the responsibility of the community to provide an adequate school program for its youth. All children have the right to an educational opportunity that is compatible with their several capacities. The educational right of the youth is an inherent duty of the community.

An Adequate School Program

An adequate school program provides for the needs, interests, and abilities of the different age-groups within the community. A comprehensive program of education calls for a twelve-grade curriculum with downward and upward extensions. A satisfactory school program for all age-groups includes nursery school and kindergarten training for children under six years of age, an elementary school program, a secondary school program, a part-time program of education for out-of-school youth and adults, and whenever advisable and feasible a program of education for the grades on the junior college level.

General and Special Education

A well-rounded curriculum requires a "balanced program of general and special education." The purpose of general education is to provide the "common learning experiences" that are necessary for all pupils. It forms a "continuous stream of experiences" which flows unobstructed from grade one through grade twelve. Special education, on the other hand, relates itself to the special interests and vocational competences of the pupils.

Common Learning Experiences

The learning experiences common to all pupils are characteristic of the elementary and junior high school grades. In these grades the pupils acquire skills and fundamental tools of learning and communication and other educational experiences which are basic to all age-groups for "desirable citizenship" in a democratic society.

Special Education on the Tenth-Grade Level

With some exceptions, it is thought, special education should not begin before the tenth-grade level. As a whole, special education has been assigned to the three upper-grade levels of the high school. An adequate program of secondary education, according to modern concepts, must provide for the common needs of all youth and special needs of the individual.

Areas of Learning

Educational experiences in number are many and of different kinds. Several patterns of subject-matter organizations are in current use. This program of studies, however, has been limited, more or less, to subject fields that have been organized around areas of learning.

B. EDUCATIONAL OBJECTIVES

Objectives for a Twelve-Grade Program

The Purposes of Education in American Democracy,¹ published by the Educational Policies Commission, lists four major groups of educational objectives. Perhaps these four groups of objectives are the most representative of the twelve-grade program of education. The four categories are the objectives of Self-Realization, the objectives of Human Relationship, the objectives of Economic Efficiency, and the objectives of Civic Responsibility.

The Objectives of Self-Realization

Education is concerned with the growth and the development of the individual

1. who has an inquiring mind;
2. who is skilled in listening and observing;
3. who speaks his mother tongue clearly;
4. who reads his mother tongue efficiently;
5. who writes his mother tongue effectively;
6. who solves his problems of counting and calculating;
7. who understands basic facts of health and disease;
8. who protects his own health and that of his dependents;
9. who wants to improve the health of the community;
10. who participates in sports and pastimes;

¹ National Education Association and American Association of School Administrators, Educational Policies Commission, **The Purposes of Education in American Democracy**, Washington, D. C.: the Commission, 1938, pp 50, 72, 90, 108. An Adaption of the Objectives.

11. who has the ability to think rationally; and
12. who appreciates beauty and shows character.

The Objectives of Human Relationship

Education is concerned with the growth and development of the individual

1. who puts human relationships first;
2. who enjoys a rich, sincere, and varied life;
3. who can work and play with others;
4. who observes the amenities of social behavior;
5. who conserves family ideals and skills in homemaking; and
6. who maintains democratic family relationships.

The Objectives of Economic Efficiency

Education is concerned with the growth and development of the individual

1. who knows the satisfaction of good workmanship;
2. who understands the requirements and opportunities for various jobs;
3. who selects his occupation wisely;
4. who succeeds in his chosen vocation;
5. who maintains and improves his efficiency;
6. who appreciates the social value of his work;
7. who plans the economics of his own life;
8. who develops standards for guiding his expenditures;
9. who is an informed and skillful buyer; and
10. who takes appropriate measures to safeguard his interests.

The Objectives of Civic Responsibility

Education is concerned with the growth and development of the individual

1. who is sensitive to the disparities of human circumstances;
2. who acts to correct unsatisfactory conditions;
3. who seeks to understand social structure and social processes;
4. who has defenses against propaganda;
5. who respects honest differences of opinion;
6. who has a regard for the nation's resources;
7. who measures scientific advance by its contribution to the general welfare;
8. who is a cooperating member of the world community;
9. who respects the law;
10. who is economically literate;

11. who accepts his civic duties; and
12. who acts upon an unswerving loyalty to democratic ideals.

C. MINIMUM STATE COURSES OF STUDY FOR GRADES
ONE THROUGH TWELVE

Twelve-Grade Program

These **Minimum State Courses of Study for Grades One to Twelve**, inclusive, are set up in accordance with Section 156.160 Kentucky Revised Statutes. Each local board of education shall adopt its own courses of study, upon the recommendation of its superintendent, consistent with the rules and regulations of the State Board of Education. The twelve-grade program has been designed for four plans of organization—the eight-grade elementary plan, the 8-4 plan, the 6-6 plan, and the 6-3-3 plan.

Adoption by State Board of Education

The State Board of Education approved and adopted these **Minimum State Courses of Study for Grades One to Twelve**, inclusive, for the common schools of Kentucky for a five year period ending June 30, 1955, on September 16, 1949.

Subjects by Grades

Subjects are listed by grades for the different plans of organization. In the eight-four and six-six plans of organization the subjects are listed under the elementary grades one through eight, and high school grades nine through twelve. In the six-three-three plan of organization the subjects are listed under the elementary grades one through six; junior high school grades seven, eight and nine; and senior high school grades ten, eleven and twelve. The eight-grade elementary plan is the same as the first eight grades in the eight-four and six-six plans.

1. THE EIGHT-FOUR AND SIX-SIX PLANS
OF ORGANIZATION

Elementary Grades One Through Eight

First Grade

- *Pre-Primer (n)
- *Primer
- *Reading
- *Children's Literature

Second Grade

- *Reading
- *Writing
- *Spelling
- *Children's Literature

*Indicates Minimum Course of Study in reference to the first purchases of free textbooks by the State Board of Education.

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Art
Music
Writing
Health
Science
Social Science

Third Grade

*Reading
*Language
*Writing
*Spelling
*Arithmetic
*Health
*Children's Literature
Geography
Art
Music
Science
Social Science

Fifth Grade

*Reading
*Language
*Writing
*Spelling
*Arithmetic
*Health
*Geography
*History
Art
Music
Science
Social Science
Children's Literature

Seventh Grade

*Reading (n), or
*Literature (rl)
*Spelling
*Language
*Arithmetic
*Geography
*Advanced Kentucky History
*General Science
*Health

Art
Music
Health
Science
Social Science

Fourth Grade

*Reading
*Language
*Writing
*Spelling
*Arithmetic
*Health
*Geography
*History
Art
Music
Science
Social Science
Children's Literature

Sixth Grade

*Reading
*Language
*Writing
*Spelling
*Arithmetic
*Health
*Geography
*History
Art
Music
Science
Social Science
Children's Literature

Eighth Grade

*Reading (n), or
*Literature (rl)
*Spelling
*Language
*Arithmetic
*Government
*United States History
*General Science
*Health

*Indicates Minimum Course of Study in reference to the first purchases of free textbooks by the State Board of Education.
rl—In grades 7 and 8 when reading is a required subject, literature becomes an optional subject and vice versa.

Art
Music
Guidance (se)
Safety
Writing
Literature
Agriculture (se)
Home Economics (se)
Industrial Arts (se)

Art
Music
Guidance (se)
Safety
Writing
Literature
Agriculture (se)
Home Economics (se)
Industrial Arts (se)

High School Grades Nine Through Twelve

Ninth Grade

English
Composition
Literature

Social Studies

Citizenship
World Geography (1)
Ancient-Medieval History
Southern Region and Resources
(n)

Science

General Science

Mathematics

General Mathematics
Algebra I

Foreign Languages (2)

General Language
Latin
French
Spanish

Health, Physical, and Safety Education (3)

Health Education
Physical Education
Safety Education

Fine Arts

General Music
Instrumental Music (n)
General Art

Industrial Arts

General Shop (4)
Mechanical Drawing
Woodworking

Tenth Grade

English
Composition
Literature

Social Studies

World History
World Geography
Modern History

Science

Biology

Mathematics

Arithmetic
Algebra II

Foreign Languages

Latin
French
Spanish

Health, Physical, and Safety Education

Health Education
Physical Education
Safety Education

Fine Arts (8)

General Music (n)
General Art

Industrial Arts

Metalworking
Mechanical Drawing
Woodworking

Business Education
General Business (5)

Vocational Agriculture (6)
Soils
Field Crops
Farm Animals
Horticulture
Farm Management
Farm Shop

Vocational Home Economics (7)
Foods
Clothing
Housing
Home Management
Family and Social Relations
Health and Home Nursing
Child Development

Eleventh Grade

English (10)
Composition
Literature
Public Speaking
Journalism
Dramatics (n)
Creative Writing (n)

Social Studies
United States History

Science (11)
Chemistry
Advanced Physical Science (n)
Aeronautics (12)

Mathematics
Plane Geometry

Foreign Languages
Latin

Business Education
General Business
Typewriting (9)
Economic Geography
Business Arithmetic

Vocational Agriculture
Soils
Field Crops
Farm Animals
Horticulture
Farm Management
Farm Shop

Vocational Home Economics
Foods
Clothing
Housing
Home Management
Family and Social Relations
Health and Home Nursing
Child Development

Twelfth Grade

English
Composition
Literature
Public Speaking
Journalism
Dramatics (n)
Creative Writing (n)

Social Studies
Problems of American Life (n)
Advanced Government
Economics
Sociology
International Problems
Social Psychology (n)

Science
Physics
Advanced Physical Science (n)
Aeronautics

Mathematics
Solid Geometry
Trigonometry
Advanced General Mathematics

Foreign Languages
Latin

French	French
Spanish	Spanish
German	German
Health, Physical, and Safety Education	Health, Physical, and Safety Education
Health Education	Health Education
Physical Education	Physical Education
Safety Education	Safety Education
Fine Arts	Fine Arts
Music Appreciation	Advanced Theory of Music
Instrumental Music (n)	Instrumental Music (n)
Art Appreciation	Ceramics-Modeling-Sculpture (n)
Industrial Arts (13)	Industrial Arts
Mechanical Drawing	Metalworking
Woodworking	Electrical Work
Metalworking	Automotive Shop
Electrical Work	Printing
Automotive Shop	
Printing	
Business Education (14)	Business Education
Typewriting	Typewriting
Accounting	Accounting
Shorthand	Shorthand
Salesmanship	Salesmanship
Commercial Law	Commercial Law
Business English	Consumer Education
Business Spelling	Secretarial Office Practice
	Business Economics
Vocational Agriculture	Vocational Agriculture
Soils	Soils
Field Crops	Field Crops
Farm Animals	Farm Animals
Horticulture	Horticulture
Farm Management	Farm Management
Farm Shop	Farm Shop
Vocational Home Economics	Vocational Home Economics
Foods	Foods
Clothing	Clothing
Housing	Housing
Home Management	Home Management
Family and Social Relations	Family and Social Relations
Health and Home Nursing	Health and Home Nursing
Child Development	Child Development
Trades and Industries (15)	Trades and Industries
Industrial Electricity	Industrial Electricity

Machine Shop
Carpentry
Cabinet Making
Automobile Mechanics
Sheet Metal Work
Radio

Machine Shop
Carpentry
Cabinet Making
Automobile Mechanics
Sheet Metal Work
Radio

Other Subject Fields (16)
Distributive Education
Diversified Occupations (n)

Other Subject Fields
Distributive Education
Diversified Occupations (n)

2. THE SIX-THREE-THREE PLAN OF ORGANIZATION

Elementary Grades One Through Six

The subjects for the elementary grades one to six inclusive are the same subjects as in the 8-4 and the 6-6 plans of organization. Same textbooks are used.

Junior High School Grades Seven Through Nine

Seventh Grade

English
*Composition
*Literature
*Spelling
Reading (n)
Writing

Eighth Grade

English
*Composition
*Literature
*Spelling
Reading (n)
Writing

Social Studies

*Geography
*Advanced Kentucky History
Guidance

Social Studies

*United States History
*Government
Guidance

Science

*General Science

Science

*General Science

Mathematics

*General Mathematics

Mathematics

*General Mathematics

Health-Physical-Safety Education

*Health Education
*Physical Education
Safety Education

Health-Physical-Safety Education

*Health Education
*Physical Education
Safety Education

Fine Arts

Art
Music

Fine Arts

Art
Music

Other Subject Fields

Industrial Arts
Junior Business Training
Agriculture
Home Economics

Other Subject Fields

Industrial Arts
Junior Business Training
Agriculture
Home Economics

Ninth Grade

English	Foreign Language
Composition	General Language
Literature	Latin
	French
	Spanish
Social Studies	Fine Arts
Citizenship	General Music
World Geography	Instrumental Music (n)
Ancient-Medieval History	General Art
Science	Industrial Arts
General Science	General Shop
	Mechanical Drawing
	Woodworking
Mathematics	
General Mathematics	
Health-Physical-Safety Education	Other Subject Fields
Health Education	General Business
Physical Education	Agriculture
Safety Education	Home Economics

Senior High School Grades Ten Through Twelve

The subjects for the senior high school grades ten to twelve inclusive are the same subjects contained in the 8-4 and 6-6 plans of organization. The same textbooks are used.

Explanatory Notes

Letter Symbols

*—Indicates **Minimum State Courses of Study** in reference to the first purchases of free textbooks by the State Board of Education.

n—New subjects added to the 1950-1955 **Minimum State Courses of Study**.

se—Subjects designed to be taught in grades seven and/or eight.

Arabic Numerals

It is suggested by the State Board of Education that the State Textbook Commission in its consideration of subject materials emphasize correlation of studies.

1. World geography is a one year's course. It may be offered in either the ninth grade or the tenth grade.

2. Foreign languages: Four years of Latin may be offered. It may be offered in any one or in each year of the high school. French and Spanish each are two year high school courses. They may be offered in grades nine and ten or in grades eleven and twelve, or in some other desirable combination. German is a two year course designed for the eleventh and twelfth years.

3. Health-physical-safety education may be taught as separate or integrated courses.

4. General shop includes handcrafts and home mechanics.

5. General business is designed for one year's course. It may be offered in either the ninth or tenth grade.

6. In vocational agriculture the program suggested and outlined by the Division of Vocational Agriculture should be followed.

7. In vocational home economics the program suggested and outlined by the Division of Vocational Home Economics should be followed.

8. It is suggested that general music be taught in grades nine and ten carrying $\frac{1}{2}$ unit of credit for each year. The same plan is suggested for general art. Instrumental music may be taught in any one of the four years or in some other desirable combination.

9. Typewriting may be offered as a one or two year course. It may be taught in any one or two of the last three years of high school or by some other suitable plan.

10. Journalism, public speaking, dramatics, and creative writing are $\frac{1}{2}$ unit courses each. They may be taught in either the eleventh or twelfth year of high school.

11. Advanced physical science may be taught in lieu of chemistry or physics. It may be offered in either the eleventh or twelfth grade.

12. Aeronautics is a one year course. It may be offered in either the eleventh or twelfth grade.

13. **Industrial Arts for the Kentucky High Schools**, Educational Bulletin, Vol. XVI, No. 5, published by the Department of Education, Frankfort, Kentucky, July, 1948, is a valuable handbook on industrial arts for high schools. It is a good guide for an industrial arts program.

14. Salesmanship and commercial law are $\frac{1}{2}$ unit courses. They may be taught in either the eleventh or twelfth grade.

15. In trades and industries the program set up by the Division of Trades and Industrial Education provides a valuable guide.

16. Distributive education and diversified occupations are two year courses each. Plans of organization and instruction which have proved to be effective should be used.

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D. PROGRAM OF STUDIES

Minimum State Courses of Study

From the **Minimum State Courses of Study** programs of studies have been formulated. These programs of studies provide school activities for the experiences that are needed in learning. Programs of studies have been designed for the 12-grade school, 8-grade elementary school, junior high school, and senior high school plans of organization.

Different Subject-Areas

In the suggested twelve-grade curriculum there is a continuity of subject-areas. For example, the language arts begin in grade one and continue through grade twelve. The same continuity exists in the other subject-areas with the exceptions of business education, trades and industries, and diversified occupations. These subjects are taught in the high school grades. The subject-areas for the different grades are designed for their respective grade-levels.

1. A SUGGESTED TWELVE-GRADE PROGRAM OF STUDIES FOR GRADES ONE THROUGH TWELVE

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation	Health, Physical Education, Recreation
Fine Arts	Fine Arts	Fine Arts	Fine Arts	Fine Arts	Fine Arts	Fine Arts	Fine Arts	Fine Arts	Fine Arts	Fine Arts	Fine Arts
Practical Arts	Practical Arts	Practical Arts	Practical Arts	Practical Arts	Practical Arts	Practical Arts	Practical Arts	Practical Arts	Practical Arts	Practical Arts	Practical Arts
						Business Education	Business Education	Business Education	Business Education	Business Education	Business Education
							Trades and Industries	Trades and Industries	Trades and Industries	Trades and Industries	Trades and Industries
									Distributive Education Diversified Occupations	Distributive Education Diversified Occupations	Distributive Education Diversified Occupations

1. A SUGGESTED TWELVE-GRADE PROGRAM OF STUDIES FOR GRADES ONE THROUGH TWELVE, CONTINUED

2. ELEMENTARY SUBJECT-AREAS

Language Arts

Language arts include reading, literature, language, writing and spelling.

Social Studies

Social studies include history, geography, social science, government, and junior business.

Science

Science includes elementary science and general science.

Mathematics

Mathematics includes arithmetic for the different grades.

Health, Physical Education, Recreation

This subject-area includes health, physical education, recreation, and safety.

Fine Arts

Fine arts include art and music.

Practical Arts

Practical arts include crafts, industrial arts, home economics, and agriculture.

3. HIGH SCHOOL SUBJECT-AREAS

Language Arts

Language arts include composition, literature, journalism, dramatics, creative writing, public speaking, and foreign languages.

Social Studies

Social studies include citizenship, world geography, ancient-medieval history, world history, modern history, American history, American life problems, advanced government, economics, sociology, international problems, social psychology, and Southern Regions and Resources.

Science

Science includes general science, biology, chemistry, physics, advanced science, and aeronautics.

Mathematics

Mathematics includes general mathematics, arithmetic, algebra, plane geometry, advanced general mathematics, solid geometry, and trigonometry.

Health, Physical Education, and Recreation

This subject-area includes health, physical education, recreation and safety.

Fine Arts

Fine arts include general and instrumental music, music appreciation, advanced theory of music, general art, art appreciation, ceramics, modeling and sculpture.

Practical Arts

Practical arts include industrial arts, home economics, and agriculture.

Business Education

Business education includes general business, typewriting, accounting, shorthand, economic geography, business arithmetic, salesmanship, commercial law, business English, consumer education, and secretarial office practice.

Other Subjects

These subject-areas include trades and industries, distributive education, and diversified occupations.

E. MINIMUM CURRICULUM OFFERINGS

Elementary School Program

The minimum curriculum offerings for an elementary program should include: (1) language arts, (2) social studies, (3) natural science, (4) mathematics, (5) health and physical education, (6) fine arts, and (7) practical arts. Through the activities provided by these subject-areas and other school activities, the pupils should acquire the basic habits, skills, knowledges, attitudes, dispositions, ideals, and powers necessary for citizenship in a democratic society.

High School Program

The minimum curriculum offerings for the high school program should include these subject-matter areas: (1) English, (2) social studies, (3) natural science, (4) mathematics, (5) health and physical education, (6) foreign languages, (7) fine arts, (8) home economics, (9) agriculture, (10) commercial subjects, (11) industrial arts, and (12) trade training.

Other Phases of a School Program

An adequate program of education for modern times makes provisions for the nursery school and kindergarten training, the

exceptional children, health and physical education, moral and spiritual education, driver education and training, education for the out-of-school youth, adult education, and education on the junior college level. A comprehensive curriculum includes these phases of education and many other educational services. The next few paragraphs are devoted to the downward and upward extensions and the enrichment of the school program.

F. EXTENSION AND ENRICHMENT OF EDUCATION

1. NURSERY SCHOOL AND KINDERGARTEN

Pre-School Education

Pre-school education should be planned as an integral part of the elementary school program. Within recent years education on the nursery school and kindergarten levels has had a substantial growth. Our social and economic life demands pre-school service for the American children.

School Environment

The school environment for the pre-school children should be clean, attractive, safe, and healthful. Teachers for pre-school children should be carefully selected. Their personal qualities and professional qualifications should meet high standards.

Kindergarten Enrollment

The kindergarten enrollment in Kentucky for the school year ending June 30, 1951, was 4,413. The enrollment for the county schools was 50 and 4,363 for the independent school districts. **A Kindergarten Guide**, Educational Bulletin, Vol. XVIII, No. 7, September, 1950, contains many useful suggestions. The bulletin is well described by this statement on the front cover: "A manual to aid in the establishment of a situation where young children may find materials, equipment, and guidance to aid them in growth and general development."

2. EDUCATION FOR EXCEPTIONAL CHILDREN

Division of Education for Exceptional Children

Education for exceptional children is an important part of the public school program. Education for handicapped children is required by law. In 1948 the General Assembly created by law a Division of Special Education for Handicapped Children. Kentucky school personnel should become acquainted with **The Excep-**

tional Child, Educational Bulletin, Vol. XVII, No. 5, published by the Department of Education, July, 1949. This bulletin contains excellent helps and suggestions for teachers of handicapped children.

3. HEALTH AND PHYSICAL EDUCATION

Health and Physical Education in Kentucky Schools

Health and Physical education is now accepted by all schools as a vital part of the school program. Within the last few years remarkable progress has been made by the Kentucky schools in health and physical education. **A Code for Health and Physical Education** was adopted by the State Board of Education in 1947 and revised in 1949 to read as follows:

1. Beginning not later than the opening of the 1948-49 school year, all Boards of Education of county and independent school districts shall, under the general direction of the Superintendent of Public Instruction, provide for medical examinations of each teacher and other school employees upon employment and physical examinations every third year thereafter, and medical examinations of each pupil immediately prior to entering or upon entering school for the first time, and physical examinations at least every fourth year thereafter. Furthermore, Public School Boards shall provide physical examinations for any and all pupils, teachers and school employees at any time, who, in the opinion of the principal, superintendent, health and physical education teacher, supervisor, nurse, health officer or family doctor, should be given such examination. The Superintendent of Public Instruction is directed to request teacher-education institutions to provide both medical and physical examinations for their teachers, school employees and students.
2. Beginning not later than the opening of the 1948-49 school year, each public school and each teacher-education institution shall start cumulative health records for each pupil or student enrolled and/or entering school; said records to be maintained through the pupil's or student's attendance, after which they will be filed as part of the school's permanent record and be available for transfer. These health records shall be uniform and on forms prescribed by the Superintendent of Public Instruction. Health data shall be recorded and recommendations shall be sent to both the parents and county health committee or council if any exist; follow-up checks shall be made of each case by proper health or school authority and results recorded.
3. Beginning not later than the opening of the school year 1948-49, Health and Physical Education shall be included in each pupil's program of daily learning and living in the school. A specific

course in basic health shall be required of each pupil in the upper four years of high school. This course should be taken preferably during the ninth or tenth year.

4. No elementary or high school shall be considered as having met health and physical education standards of approval until programs have been put into operation which meet the minimum standards prescribed by the State Board of Education as approved and published in its specified bulletins, syllabi, and courses of study.

4. MORAL AND SPIRITUAL EDUCATION

Moral and Spiritual Education in the School

There is a rather strong demand on the school by the public to give greater emphasis to moral and spiritual education. In 1946 the Kentucky Department of Education appointed a Committee on Moral and Spiritual Values in Education. As a result of the work of this Committee, **Moral and Spiritual Values in Education**, Educational Bulletin, Vol. XVII, No. 11, January, 1950, was published by the Department of Education.

Statements from the Bulletin

1. "The school is as much responsible for the discovery and development of moral and spiritual values as for the teaching of knowledge, the tools of learning, and the techniques of citizenship. Education is concerned with the interaction of the whole person with the world of nature, society, and the cultural heritage.
2. "A program for the discovery and development of moral and spiritual values in the schools is in no sense a substitute for or in competition with religious instruction given by the several churches in terms of their theological traditions. It should move within the framework of the school, with its own objectives, resources, and personnel. Sectarianism has no place in the public school, and it is not the business of the school to teach theology. While these values have profound religious implications, they are functional and non-theological."

5. DRIVER EDUCATION AND TRAINING

Driver Education in the High School

Driver education and training are receiving considerable attention in a number of the high schools. The demand for driver education by high school pupils is becoming greater year by year. Driver training for high school youth is very valuable.

Suggested Plans

In 1948 The Department of Education prepared a mimeographed bulletin on **Driver Education and Training**. The bulletin presents

suggested plans, procedures, practices, and objectives for a course in driver education and training. This bulletin includes much valuable materials on driver education and training for teachers and administrators.

6. JUNIOR-COLLEGE AND OUT-OF-SCHOOL YOUTH AND ADULTS

Junior College Level

Whenever desirable and feasible, school districts should provide a program of education in certain educational areas for pupils who have completed grade twelve. Such a program should be designed, in the main, for pupils who do not plan to enter technical or professional schools, colleges, or universities. This type of an educational program, when properly organized, extends opportunities to pupils to continue their general education and to prepare for occupational and vocational life.

Out-of-School Youth and Adults

In the fields of out-of-school youth and adult education, aside from the college and university levels, Kentucky has made considerable progress. Education in these fields needs to be continued and improved. Society cannot afford to neglect the development of its human resources. The State through its educational agencies has made valuable contributions to the out-of-school youth and adult education. In the United States it is estimated that "one out of five fourteen-to-seventeen-year-old boys and girls is not in school." The number of Kentucky youth of these ages not in school, without any question, is greater than the average for the nation.

7. GUIDANCE SERVICES

Small and Large Schools

Guidance service is an essential part of any modern school program. Every school should provide adequate personal, educational, and vocational guidance. Guidance objectives are similar, the means will vary. Guidance techniques in the small schools will differ from those used in the large schools. In the small schools guidance should become an important phase of the regular instructional program. The large schools may employ special personnel for guidance services. Guidance services may be established as a separate department to supplement school instruction.

Keystone in Education

Relative to school guidance these statements are found in **Education for All American Youth**.^{1a} They read as follows:

1. "The keystone of the school program is guidance—personal assistance to individual boys and girls in making their plans and decisions about careers, education, employment, and all sorts of personal problems.
2. "Guidance is no mechanical process, whereby counselors and teachers sort out boys and girls as a grading machine sorts apples—this one to stay on the farm, that one to work in an airplane factory, this one to be a teacher, that one to run the local garage. Guidance is rather the high art of helping boys and girls to plan their own actions wisely, in the full light of all the facts that can be mustered about themselves and about the world in which they will work and live.
3. "Guidance is not the work of a few specialists. It is rather a service from the entire school staff, which requires some people with special knowledge and skills but enlists the cooperation of all.
4. "Guidance is not limited to vocational matters. It includes the whole gamut of youth problems. Guidance, moreover, is not peculiar to the secondary schools. Good education from the earliest grades onward includes guidance from understanding teachers, principals, and counselors."

1a—National Education Association and the American Association of School Administrators, Educational Policies Commission. **Education for All American Youth**. Washington, D. C.; the Commission, 1944, pp. 30-40.

CHAPTER II

ELEMENTARY AND JUNIOR HIGH SCHOOL GRADES

A. THE ELEMENTARY SCHOOL

The Basic Unit of the Public School System

"Elementary schools constitute the basic unit of the public school system. . . . The elementary school program should provide for all children a broad basic education for citizenship and afford the foundation for all subsequent education. It is extremely important, therefore, that the elementary education program be of the highest quality."²

Extension of Elementary Education

"Elementary education, rightly conceived, extends from infancy to adolescence, with so-called preschool, primary, and upper elementary periods organized as sequential units of an integrated program. For reasons to be presented later, early childhood education should be considered not only as an integral part of the elementary school program but as the very foundation of the public school system. Hence, every effort that is made to extend and enrich the school opportunities of the children of America may quite properly stem from the educational needs of children under six."³

Small Elementary Schools

Kentucky has a large number of small elementary schools. The public schools in Kentucky for the 1952-53 school year number 4,618. Of these 4,618 schools 3,512 are taught by one, two and three teachers. For this reason it seems to be advisable to include a program of studies for the eight-grade elementary schools in addition to the twelve-grade program.

2. The State Education Commission. **Education in North Carolina Today and Tomorrow.** Raleigh, North Carolina: The United Forces of Education, 1946. p. 127.

3. American Association of School Administrators. **The Expanding Role of Education.** Twenty-sixth Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1948. p. 33.

1. A SUGGESTED ELEMENTARY PROGRAM OF STUDIES FOR GRADES ONE THROUGH EIGHT

Subject Areas	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Language Arts	*Reading *Literature -Language -Writing -Spelling	*Reading *Literature -Language *Writing *Spelling	*Reading *Literature *Language *Writing *Spelling	*Reading Literature *Language *Writing *Spelling	*Reading Literature *Language *Writing *Spelling	*Reading Literature *Language *Writing *Spelling	*Reading or *Literature *Language Writing *Spelling	*Reading or *Literature *Language Writing *Spelling
Social Studies	-History -Geography Social Science	-History -Geography Social Science	-History Geography Social Science	*History *Geography Social Science	*History *Geography Social Science	*History *Geography Social Science	*History *Geography Junior Business	*History *Government Junior Business
Natural Science	Elementary Science	Elementary Science	Elementary Science	Elementary Science	Elementary Science	Elementary Science	*General Science	*General Science
Mathematics	-Arithmetic	-Arithmetic	*Arithmetic	*Arithmetic	*Arithmetic	*Arithmetic	*Arithmetic	*Arithmetic
Health, Safety, Physical Education	Health -Safety Physical Education -Recreation	Health -Safety Physical Education -Recreation	*Health -Safety Physical Education -Recreation	*Health -Safety Physical Education -Recreation	*Health -Safety Physical Education -Recreation	*Health -Safety Physical Education -Recreation	*Health Safety Physical Education -Recreation	*Health Safety Physical Education -Recreation
Fine Arts	Art Music	Art Music	Art Music	Art Music	Art Music	Art Music	Art Music	Art Music
Practical Arts	-Industrial Arts -Crafts and Homemaking	-Industrial Arts -Crafts and Homemaking	-Industrial Arts -Crafts and Homemaking	-Industrial Arts -Crafts and Homemaking	-Industrial Arts -Crafts and Homemaking	-Industrial Arts -Crafts and Homemaking	Industrial Arts Home Economics Agriculture	Industrial Arts Home Economics Agriculture

For free textbook purchases:

1. Required subjects are preceded by the (*) asterisk.
2. Optional subjects are not preceded by any symbol.
3. Textbooks were not adopted for subjects preceded by the (-) minus sign.

B. JUNIOR HIGH SCHOOL

Grades Seven, Eight, and Nine

The Junior high school includes grades seven, eight, and nine. In the **Minimum State Courses of Study** the junior high school is one of the four educational units. For the junior high school grades special textbooks were adopted by the State Textbook Commission.

Junior High School Staff

In general the junior high school units have separate school staffs that are housed in separate buildings with different curriculums and courses of study. The junior high school pupils, usually in years, are eleven, twelve, and thirteen. A good junior high school program requires a well-trained and sympathetic teaching staff.

The School Equipment and Instructional Materials

A good junior high school program calls for adequate and proper school equipment. The instructional materials should be ample and suitable to the learning experiences on the junior high school level. Other basic factors of a desirable program of education are necessary.

Program of Studies

The program of studies for the junior high school is divided into eight subject-areas. The subject-areas are language arts, social studies, science, mathematics, health-safety-physical education, business, fine arts, and practical arts. Each of these subject-areas includes a number of separate subjects. The program of studies in outline form is taken from the **Minimum State Courses of Study** that is prescribed for the junior high school grades.

1. Required subjects are preceded by the (-) symbol.
2. Optional subjects are not preceded by any symbol.
3. Textbooks were not adopted for subjects preceded by the (-) minus sign.

**1. A SUGGESTED PROGRAM OF STUDIES FOR THE JUNIOR
HIGH SCHOOL GRADES SEVEN, EIGHT AND NINE**

Subject Areas	Grade 7	Grade 8	Grade 9
Language Arts	Composition	Composition	Composition
	Literature	Literature	Literature
	Spelling	Spelling	Latin
	Reading	Reading	French
	Writing	Writing	Spanish General Language
Social Studies	Kentucky History	U. S. History	Citizenship
	Geography	Government	World Geography
	Guidance	Guidance	Ancient-Medieval History
Science	General Science	General Science	General Science
Mathematics	General Mathematics	General Mathematics	General Mathematics
Health, Safety, Physical Education ^{pe}	Health, Safety, Physical Education	Health, Safety, Physical Education	Health, Safety, Physical Education
Business	Junior Business Training	Junior Business Training	General Business
Fine Arts	Art	Art	General Art
	Music	Music	General Music Instrumental Music
Practical Arts	Industrial Arts	Industrial Arts	Industrial Arts
	Home Economics	Home Economics	Home Economics
	Agriculture	Agriculture	Agriculture

Notes: The above junior high school curriculum contains the subjects listed in the **Minimum State Courses of Study for the Junior High School Grades.**

pe-Physical education is required but a basal textbook was not adopted or listed.

C. INSTRUCTIONAL MATERIALS

1. VALUE OF INSTRUCTIONAL MATERIALS

Grades One Through Eight

Instructional materials are indispensable for effective teaching on all grade levels. Since the State provides free textbooks only for grades one through eight, textbooks and other teaching aids for the first eight grades have been listed. It was necessary to limit the list of textbooks to the basal adoption school districts.

Value of Instructional Materials

Instructional materials are one of the basic factors in a modern program of education. Every school needs to have available an ample supply of appropriate instructional materials for the teachers and pupils. Instructional materials and the state free textbook program are factors which appear to warrant this section on teaching aids.

The State Program of Free Textbooks

The free textbook program for the public schools of Kentucky provides for grades one through eight. For textbook purchases the subjects prescribed by the **Minimum State Courses of Study** are divided into required and optional subjects.

First Purchases

The first purchases of free textbooks shall be for the required subjects. If funds are available after textbooks have been purchased for the required subjects, additional books will be purchased for optional subjects. The basal adopted textbooks for the required and optional subjects, with book titles, names of publishers, and the lowest wholesale prices, have been listed on the following pages.

2. FREE TEXTBOOKS

Basal Textbooks for Required Subjects

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
Reading			
Pre-Pr.	Open the Door	Row, Peterson	.36
Pr.	The New Day In and Day Out	" "	.84
1	New Round About	" "	.93
2	New Friendly Village	" "	1.05
3	New If I Were Going	" "	1.20
4	Singing Wheels	" "	1.29
5	Engine Whistles	" "	1.29
6	Runaway Home	" "	1.29
7	Your World—Bk. I	" "	1.65
8	Your Country—Bk. II	" "	1.74

*Lowest Wholesale Price

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
Literature			
1	The Wishing Well	Row, Peterson	.84
2	The New Down the River Road	" "	.93
3	The New Thru the Green Gate	" "	.96
7-J	Your World—Bk. I	" "	1.65
8-J	Your Country—Bk. II	" "	1.74
Writing			
2	Manuscript Basic Handwriting	Scribner	.36
3	Manuscript Basic Handwriting	"	.36
4	Cursive Basic Handwriting	"	.36
5	Progressive Handwriting	Benson	.12
6	Progressive Handwriting	"	.12
Spelling			
2	Spelling Today	Scribner	.60
3	Spelling Today	"	.60
4	Spelling Today	"	.60
5	Spelling Today	"	.60
6	Spelling Today	"	.60
7	Spelling Today	"	.60
8	Spelling Today	"	.60
Language			
3	English	American	1.20
4	English	"	1.29
5	English	"	1.35
6	English	"	1.38
7	English	"	1.41
8	English	"	1.47
7-J	Junior English I	"	1.47
8-J	Junior English II	"	1.53
Mathematics			
3	Arithmetic We Use—Bk. 3	Winston	1.23
4	Arithmetic We Use—Bk. 4	"	1.23
5	Arithmetic We Use—Bk. 5	"	1.26
6	Arithmetic We Use—Bk. 6	"	1.26
7	Arithmetic We Use—Bk. 7	"	1.29
8	Arithmetic We Use—Bk. 8	"	1.29
7-J	Mathematics We Use—Bk. I	"	1.23
8-J	Mathematics We Use—Bk. II	"	1.23
Citizenship			
8	Democratic Citizenship In Today's World	Scribner	1.44
Geography			
4	Our Big World	Silver Burdett	1.65
5	The American Continents	" "	2.13
6	Old World Lands	" "	2.28
7	A World View	" "	2.40
History			
4	Building Our Communities	Scribner	1.59
5	Makers of the Americas	Heath	1.80
6	Builders of the Old World	Heath	1.80
7	Exploring Kentucky	American	1.26
7-J	The Story of Kentucky	Heath	1.35
8	America, Land of Freedom	Heath	2.01

PRICE*

Basal Textbooks for Required Subjects

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
	Health		
3	Growing Big and Strong	Ginn	.96
4	Safety Every Day	"	.99
5	Doing Your Best for Health	"	1.05
6	Building Good Health	"	1.08
7	Helping the Body In Its Work	"	1.14
8	Healthy Home and Community	"	1.17
	Science		
7	Understanding Our Environment	Winston	1.80
8	Understanding Our World	"	1.92

Basal Textbooks for Optional Subjects

	Reading		
7-J	Your World Bk. I	Row, Peterson	1.65
8-J	Your Country—Bk. II	" "	1.74
	Literature		
4	Sunshine Book	Singer	1.41
5	Blue Sky Book	"	1.44
6	Firelight Book	"	1.47
7	Adventures for Readers—Bk. I	Harcourt, Brace	1.65
8	Adventures for Readers—Bk. II	" "	1.65
	Writing		
1	Manuscript Basic Handwriting	Scribner	.36
7	Progressive Handwriting	Benson	.12
8	Progressive Handwriting	"	.12
	Art		
1	Art for Living—Bk. 1	Laidlaw	.45
2	Art for Living—Bk. 2	"	.45
3	Art for Living—Bk. 3	"	.45
4	Art for Living—Bk. 4	"	.48
5	Art for Living—Bk. 5	"	.48
6	Art for Living—Bk. 6	"	.48
7	Art for Living—Bk. 7	"	.54
8	Art for Living—Bk. 8	"	.54
	Music		
1	Music in the Air	Birchard	1.20
2	New Music Horizons—2nd Bk.	Silver Burdett	.99
3	New Music Horizons—3rd Bk.	" "	1.05
4	American Singer—Bk. IV	American	1.05
5	American Singer—Bk. V	"	1.11
6	American Singer—Bk. VI	"	1.17
7	American Singer—Bk. VII	"	1.44
8	American Singer—Bk. VIII	"	1.50
	Health		
1	Spic and Span	Ginn	.87
2	Health Parade	"	.93
	Science		
1	With Judy and Joe	Allyn & Bacon	.93
2	With Bob and Don	" "	1.02
3	Winter Comes and Goes	Singer	1.20
4	The Seasons Pass	"	1.32
5	How and Why Club	"	1.44
6	How and Why Experiments	"	1.50

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
Social Science			
1	Nancy's World	Winston	.93
2	Straight Down	Macmillan	.72
3	Farm and City—Bk. I	Heath	1.02
4	Adventuring With Pioneers	"	1.20
5	Our Country—Bk. III	"	1.26
6	Old World, Past and Present	Scott, Foresman	2.13
Geography			
3	Geography Around the Home	Rand McNally	1.32
Guidance			
7-8	Occupational Guidance	T. E. Smith	2.10
7-8-J	Your High School Days	McGraw-Hill	1.35
Safety (Ed.)			
7-8	Who Travels There	American	.69
7-8-J	Safety, Your Problem and Mine	Lyons & Carnahan	1.05
Agriculture			
7-8	Today's Agriculture	Lippincott	1.65
Home Economics			
7-8	Everyday Living	Houghton-Mifflin	1.86
Industrial Arts			
7-8	General Shop Handbook	Bennett	.69
7-J	Woodworking Workbook	"	.42
8-J	School and Home Shopwork	"	1.95
Jr. Business Training			
7-8-J	Our Business Life	Gregg	1.50

Notes

1. J—Junior high school grades.
2. For grades seven and eight not marked "J" books are the same in elementary and junior high school.
3. For grades one, two, seven, and eight school districts may select two optional subjects.
4. For grades three, four, five, and six school districts may select four optional subjects.

3. OTHER TEACHING AIDS

Basal Adopted Textbooks

As a rule teacher's guides and other valuable teaching aids have been prepared by the publishers of basal textbooks. In most cases these materials are free to the schools in which the basal books are in use. It is strongly recommended that these teaching aids be secured by or for the teachers. Contact the publishers of the adopted textbooks for these materials.

Other Instructional Materials

Instructional materials may be purchased from a number of manufacturers and publishers. In addition to good workbooks and reliable texts there are many other valuable teaching aids. Among desirable instructional aids are these: supplementary books, reference works, pamphlets, periodicals, newspapers, maps, globes, charts,

posters, pictures, paintings, photographs, objects, specimens, models, stereographs, slides, filmstrips, films, phonograph records, recordings, radio programs, and other materials.

Free and Inexpensive Materials

There are many sources from which valuable instructional materials can be secured free or at a very small cost. Such lists should be made available to the schools. Teachers should be encouraged in the use of these teaching aids.

References

On selecting, procuring, and using instructional materials the references listed below should be very helpful. These references and others should be made available to the schools:

1. Kentucky State Department of Education. **Handbook of Audio-Visual Materials for Kentucky Schools.** Educational Bulletin, Vol. XIV, No. 6, August, 1946. Frankfort, Kentucky. Free.
2. Kentucky State Department of Education. **Maps-Globes-Charts for Kentucky Schools.** Frankfort, Kentucky, 1947. (Mimeographed). Free.
3. Southern States Work-Conference. **Teaching Materials in the Modern School.** Tallahassee, Florida, 1950. Price 40c.
4. George Peabody College for Teachers. **Free and Inexpensive Learning Materials.** Nashville, Tennessee, 1950. Price 50c.
5. Kentucky State Department of Education. **Free and Inexpensive Teaching Aids.** Educational Bulletin, Vol. X, No. 5, July, 1942. Frankfort, Kentucky. Free.

CHAPTER III

HIGH SCHOOL PROGRAM OF STUDIES FOR GRADES NINE THROUGH TWELVE

A. GENERAL ITEMS

High School Education

High school education may be designated as general and special. General education is concerned largely with the "common learnings" essential to all American citizens. Special education is somewhat vocational in nature. Its mission, in most instances, is preliminary preparation of the individual for vocational life.

General and Special Education

All high schools, small and large, should provide an adequate program of general education for all pupils. Perhaps one-half or more of the high school program should be general education. In so far as feasible, the remaining part of the program should be planned to meet the individual needs of the pupils. High schools which have adequate and competent personnel and the necessary equipment, in addition to the college-preparatory work, should include education of the pre-vocational nature. The large high schools may offer vocational work.

Required and Elective Subjects

General education largely comprises the required subjects. Elective subjects compose, for the most part, the areas of special education. The high school, whenever conditions warrant, should offer as broad a program of studies as possible. **A limited number of subjects, however, well taught is more desirable than a larger number of subjects poorly taught.** The school should not impair the efficiency and effectiveness of the instruction of its minimum curriculum offerings by the addition of too many new subjects.

Pupil's Choice of Elective Subjects

Obviously the number of elective subjects that a school can offer is limited. The size of the school, its equipment, and its personnel are limiting factors. In so far as possible the pupils, under proper

guidance, should choose their electives from the subject areas which best serve their special interests. College-bound pupils should select the elective subjects that are required for college entrance; pupils who are interested in business education should enroll for business subjects; pupils who are interested in vocational agriculture should take agricultural subjects; pupils who are interested in vocational home economics should elect subjects in home economics; and pupils who desire to enter trades and industries should choose their electives from this particular subject-area.

Requirements for High School Graduation by States

The requirements for high school graduation are very similar in several states. Under the heading of requirements for high school graduation by states on a following page are listed the high school graduation requirements for Florida, North Carolina, Virginia, Indiana, Tennessee, and Oregon.

Minimum High School Offerings

Similarly the subjects for a desirable high school offering have been listed. It is suggested that Kentucky high schools offer as the minimum the twenty units included in the list.

High School Graduation Requirements

It is recommended that 3 units in English; 2 units in social studies, including 1 unit in American history; 2 units in science; 1 unit in mathematics; and 1 unit in health and physical education be required for high school graduation. The remaining 7 units shall be electives. The 16 units required for high school graduation are listed on another page under the heading of high school graduation requirements.

Suggested High School Program

Later on in this chapter the suggested high school program, which has been designed, is divided into general and special subject-areas. The subjects included in the general area are the required subjects, and the electives constitute the special area.

The Curriculum Subject-Areas

The different size high schools were considered in planning the curriculum subject-areas. The curriculum subject-areas that are selected by the high schools should be determined by the pupil enrollment, pupil needs, buildings and equipment, school personnel, instructional materials, and other educational factors. The curriculum subject-areas were so planned to avoid subject duplications. Grade placement of subject and subject sequence were considered.

Separate High Schools

Kentucky has a good many separate high schools, that is, school units with grades 9 through 12 only. This situation warrants a program of studies for these grades in addition to the 12-grade program presented in chapter one of this bulletin.

NOTE: Some high schools may prefer the "Ten Imperative Educational Needs of Youth" as objectives of secondary education. These educational needs were listed by the Educational Policies Commission in **Education for All American Youth** on pages 225-226.

B. REQUIREMENTS FOR HIGH SCHOOL GRADUATION BY STATES

Subject Area	Florida	North Carolina	Virginia	Indiana	Tennessee	Oregon
English	3	4	4	3	4	3
Social Studies	3	2	2	2	1	2
Science	1	2	1	1	0	1
Mathematics ..	1	1	1	1	1	1
*Health and Phys. Educ. ..	1	1	1	1	1	1
Electives	7	6	7	8	9**	8
Total Units	16	16	16	16	16	16

*Health and Physical Education are offered by different plans.

**Electives include one major 3 units, two minors 4 units, and free electives 2 units.

C. HIGH SCHOOL OFFERINGS AND GRADUATION REQUIREMENTS FOR KENTUCKY HIGH SCHOOLS

1. Desirable High School Offerings		2. High School Graduation Requirements	
Subject Areas	Units	Subject Areas	Units
English	4	English	3
Social Studies	4	Social Studies—including 1 unit of American His- tory	2
Science	2	Science	2
Mathematics	4	Mathematics	1
Foreign Languages	2	Health and Phys. Educ.....	1
Health and Phys. Educ.....	1	Electives	7
Business	1		
Fine Arts	1		
Practical Arts	1		
Total	20	Total	16

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D. GENERAL AND SPECIAL SUBJECT-AREAS

Grade 9	Grade 10	Grade 11	Grade 12
1. General Areas			
English I	English II	English III	Mathematics ^a
General Science	Biology	U. S. History	Social Study IV ^b
Health, Phys. Educ.	Health, Phys. Educ.	Health, Phys. Educ.	Health, Phys. Educ.
2. Special Areas ^c			
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

a-Mathematics: One unit in general mathematics, algebra one, arithmetic, or advanced general mathematics. This course in mathematics may be offered in any year of high school that is most desirable.

b-Social Studies: One unit in Problems of American Life, or one-half unit in advanced government and one-half unit in economics, sociology, International Problems, or social psychology. One unit in citizenship may be substituted for one unit in Social Study IV.

c-Through the guidance services of the high school, pupils should select the special subjects from the curriculum areas in accordance with their respective interests, capacities, and needs.

E. SUGGESTED CURRICULUM SUBJECT-AREAS

Plan	Grade 9	Grade 10	Grade 11	Grade 12	Units
1. English Area					
	English I	English II	English III	English IV	
1	Composition Literature	Composition Literature	Composition Literature	Composition Literature	4
2	Composition Literature	Composition Literature	Composition Literature	Journalism ^a Public Speaking Dramatics	4
2. Social Study Area					
	Social Study I	Social Study II	Social Study III	Social Study IV	
1	Citizenship	World History	American History	Advanced Government ^b	4
2	World Geography	World History	American History	Problems of American Life	4
3	Anc.-Med. History	Modern History	American History	Advanced Government ^b	4
4	Citizenship ^c Southern R-R	World History	American History	Advanced Government ^b	4
3. Science Area					
	Science I	Science II	Science III	Science IV	
1	General Science	Biology			2
2	General Science	Biology	Adv. General Science ^d		3
3	General Science	Biology	Chemistry	Physics	4
4. Mathematics Area					
	Mathematics I	Mathematics II	Mathematics III	Mathematics IV	
1	General Mathematics	Algebra I	Plane Geometry	Trigonometry	3
2	Algebra I	Algebra II	Plane Geometry	Solid Geometry Adv. General Mathematics	4
3	Algebra I	Algebra II	Plane Geometry	Trigonometry Solid Geometry	4
4	Algebra I	Algebra II ^e Arithmetic	Plane Geometry		4
5	Mathematics ^f	Mathematics ^f			1

a-Read notes of explanation.

E. SUGGESTED CURRICULUM SUBJECT-AREAS, Continued

Plan	Grade 9	Grade 10	Grade 11	Grade 12	Units
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5. Foreign Language Area

Foreign Language I	Foreign Language II	Foreign Language III	Foreign Language IV	
1		Latin I	Latin II	2
2	Latin I	Latin II	French I	4
3	Latin I	Latin II	Spanish I	4
4	French I	French II	Spanish I	4
5	Latin I	Latin II	Latin III	4
6	Latin I	Latin II	German I	4

6. Fine Arts Area*

Fine Arts I	Fine Arts II	Fine Arts III	Fine Arts IV	
1	General Music	Instrumental Music	Music Appreciation	Advanced Theory of Music 3
2	General Music	General Art	Art Appreciation	Ceramics Modeling Sculpture 3½

*Subjects in music include both instrumental and vocal music.

7. Industrial Arts Area

Industrial Arts I	Industrial Arts II	Industrial Arts III	Industrial Arts IV	
1	General Shop	Mechanical		2
2	General Shop	Mechanical		3
3	General Shop	Mechanical	Woodworking	4
4	General Shop	Mechanical	Woodworking	Electrical Work 5
5	General Shop	Mechanical	Woodworking	Automotive Shop 5
6	General Shop	Mechanical	Woodworking	5
		Drawing	Metalworking	5

E. SUGGESTED CURRICULUM SUBJECT-AREAS, Continued

Plan	Grade 9	Grade 10	Grade 11	Grade 12	Units
8. Business Area ^h					
	Business I	Business II	Business III	Business IV	
1	General Business	Typewriting Business Mathematics Ec. Geography	Bookkeeping I Salesmanship	Business Law Economics	4
2	General Business	Typewriting Business Mathematics Ec. Geography	Bookkeeping I Salesmanship	Business Law Economics Retailing	7
3	General Business	Typewriting Bus. Mathematics Ec. Geography	Bookkeeping I Clerical Practice I	Business Law Clerical Pract. II Economics	7
4	General Business	Typewriting Bus. Mathematics Ec. Geography	Bookkeeping I Shorthand	Business Law Economics Office Practice	7
5	General Business	Typewriting Bus. Mathematics Ec. Geography	Bookkeeping I Salesmanship	Business Law Economics Bookkeeping II	6½
^h -Read notes of explanation.					

Plan	Grade 9	Grade 10	Grade 11	Grade 12	Units
9. Vocational Agriculture Area ¹					
1	Agriculture I	Agriculture II	Agriculture III	Agriculture IV	
10. Vocational Home Economics Area ²					
1	Home Economics I	Home Economics II	Home Economics III	Home Economics IV	
2	Home Economics I	Home Economics II	Home Economics III		
3	Home Economics I	Home Economics II			

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11. Trades and Industries Area

Before a curriculum is planned for the high school level in trades and industries, school authorities should consult the Division of Trade and Industrial Education, Department of Education, Frankfort, Kentucky.

12. Distributive Occupations Area

High school juniors and seniors may enter part-time cooperative courses in distributive education. The students are employed as learners in a store or other distributive occupations for half a day and attend the high school for a special course in distribution of goods and services and other necessary subjects for high school graduation for the balance of the school day. The learning periods on the job are supervised by the teacher-coordinator who also teaches the special subjects required. For further details of the program call on the Director of Trade and Industrial and Distributive Education of the State Department of Education, Frankfort, Kentucky.

¹High school curriculums in vocational agriculture should be planned in accordance with the recommendations of Division of Agricultural Education, Department of Education, Frankfort, Kentucky. **The Program of Vocational Agriculture in Kentucky**, Educational Bulletin, Vol. XIII, No. 8, October, 1945, contains valuable information on Vocational Agriculture.

²Curriculums in vocational home economics should be designed in conformity with the recommendations of the Division of Home Economics Education, Department of Education, Frankfort, Kentucky.

F. HIGH SCHOOL SUBJECTS—GRADE PLACEMENT AND SUBJECT CREDITS

Subject Areas	Grades	Units	Subject Areas	Grades	Units
A. English			B. Mathematics		
1. Composition and Literature	9-12 ^f	4	1. General Mathematics	9	1
2. Public Speaking	11-12	½	2. Algebra I	9	1
3. Journalism	11-12	½	3. Algebra II	10	1
4. Dramatics	11-12	½	4. Arithmetic	10	1
5. Creative Writing	11-12	½	5. Plane Geometry	11	1
C. Social Studies			6. Solid Geometry	12	½
1. Citizenship	9	1	7. Trigonometry	12	½
2. World Geography	9-10	1	8. Advanced General Mathematics	12	1
3. Ancient-Medieval History	9	1	D. Science		
4. Southern Regions and Resources	9	½	1. General Science	9	1
5. World History	10	1	2. Biology	10	1
6. Modern History	10	1	3. Chemistry	11	1
7. U. S. History	11	1	4. Physics	12	1
8. Problems of American Life	12	1	5. Advanced Physical Science	11-12	1
			6. Aeronautics	11-12	1

9. Advanced Gov- ernment	12	½
10. Economics	12	½
11. Sociology	12	½
12. International Problems	12	½
13. Soc. Psychology	12	½

**E. Health-Physical
Education**

1. Health Educa- tion	9-10	1
2. Physical Edu- cation	9-12	1

G. Fine Arts

1. General Music ..	9-10	1
2. Instrumental Music	9-12	1
3. Music Appre- ciation	11	½
4. Advanced Theory of Music	12	½
5. General Art	9-10	1
6. Art Apprecia- tion	11	½
7. Ceramics-Model- ing-Sculpture ..	12	1

I. Vocational Agriculture

1. Soils	9-12	1
2. Field Crops	9-12	1
3. Farm Animals ..	9-12	1
4. Horticulture	9-12	1
5. Farm Manage- ment	9-12	1
6. Shop	9-12	1

**K. Vocational Home
Economics**

1. Foods	9-12	1
2. Clothing	9-12	1
3. Housing	9-12	1
4. Home Manage- ment	9-12	1
5. Family and So- cial Relations ..	9-12	1
6. Health and Home Nursing	9-12	1
7. Child Develop- ment	9-12	1

F. Foreign Language

1. General Language	9	1
2. Latin	9-12	4
3. French	11-12	2
4. Spanish	11-12	2
5. German	11-12	2

H. Industrial Arts

1. General Shop	9	1
2. Mechanical Drawing	9-11	1
3. Woodworking	9-11	1
4. Metalworking	10-12	1
5. Electrical Work	11-12	1
6. Automotive Shop	11-12	1
7. Printing	11-12	1

J. Business Education

1. General Business	9-10	1
2. Typewriting	11-12	2
3. Economic Geography	10	½
4. Business Arithmetic	10	½
5. Accounting	11-12	2
6. Shorthand	11-12	2
7. Salesmanship	11-12	½
8. Commercial Law	11-12	½
9. Business English	11	½
10. Secretarial Office Practice	12	1
11. Business Economics	12	½
12. Consumer Edu- cation	12	1

**L. Trades and
Industries**

1. Industrial Electricity	9-12	1
2. Machine Shop ..	11-12	1
3. Carpentry	11-12	1
4. Cabinet Making	11-12	1
5. Automobile Mechanics	11-12	1

M. Other Subject Fields

- 1. Distributive
Education11-12 1
- 2. Diversified
Occupations11-12 1

- 6. Sheet Metal
Work11-12 1
- 7. Radio11-12 1

Notes of Explanation

- a. Journalism $\frac{1}{2}$ unit, and dramatics $\frac{1}{2}$ unit, or public speaking $\frac{1}{2}$ unit may be substituted for English IV. One-half unit each in any two of these subjects may be used.
- b. Social Study IV in addition to Problems of American Life may be Advanced Government $\frac{1}{2}$ unit, and $\frac{1}{2}$ unit in either economics, sociology, International Problems, or social psychology.
- c. For Social Study I, $\frac{1}{2}$ unit in Citizenship and $\frac{1}{2}$ unit in Southern Regions and Resources may be substituted.
- d. Advanced general science may be taught in place of chemistry and physics in either grade 11 or 12. If chemistry and/or physics are offered, advanced general science should not be taught or vice versa.
- e. For mathematics II, $\frac{1}{2}$ unit in algebra II and $\frac{1}{2}$ unit in arithmetic may be taught, or if desirable 1 unit in arithmetic may be offered.
- f. Plan 5: One unit in general mathematics or one unit in arithmetic may be offered in grades nine and ten.
- g. General shop should be the first course offered in Industrial Arts. Other courses should be added whenever desirable and feasible.
- h. In the business area some plans list more than 4 units of credit. As a general rule credit in any one area should not exceed 4 units.
- i. Grades 11-12 means and/or as to grade placement. If subject carries $\frac{1}{2}$ unit to 1 unit, it may be taught in either the 11th or 12th grade. If the subject carries more than 1 unit, it should be taught in grades 11 and 12. The same principle applies to other similar grade combinations.

G. SIZE OF HIGH SCHOOL AND CURRICULUM

The Small High School

The curriculum of the small high school by necessity must be rather limited, narrow, and rigid. A three or four-teacher high school cannot offer more than a minimum program. The minimum program means the offering of the required subjects and a sufficient number of elective subjects to provide the sixteen units for high school graduation.

Vocational Education

Large high school enrollments create a strong demand for vocational education on the high school level. From the standpoint of personnel, equipment and excessive cost vocational education is almost prohibitive in the small high schools.

Relative to vocational education in the high schools of North Carolina, The State Education Commission⁴ made these recommendations:

1. "Agriculture and home economics teachers should be available to all schools which qualify. Whenever feasible, instruction should be provided to serve one or more of the smaller schools. This practice, however, should be followed only when the schools can qualify by showing actual need and by making the necessary equipment available.
2. "Trade and industrial education teachers should be provided for all large high schools where surveys indicate that this type of program is needed. This service should be limited to those schools which have twenty teachers or more. Exception to this rule could be made for highly industrialized centers.
3. "The diversified occupations program should be extended to all schools which have ten or more state allotted teachers, if the local community can provide suitable training facilities and can offer adequate employment opportunities.
4. "The distributive education service should be extended to include all schools with ten or more state allotted teachers if the local community can provide suitable training facilities, and can offer adequate employment opportunities."

⁴The State Education Commission. **Education in North Carolina Today and Tomorrow**. Raleigh, North Carolina: The United Forces of Education, 1948, p. 18.

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H. TEXTBOOKS FOR HIGH SCHOOL

Basal Textbooks for High School

All the county school districts and the independent school districts except the cities of the first four classes by law are required to use the basal adoptions. The basal textbooks for the 1950-1955 adoption period were adopted by the State Textbook Commission on January 2, 1950.

Multiple Textbook Adoption Districts

Sixty-one independent school districts were eligible to make their textbook adoptions from the multiple list. Due to such a wide range of textbook adoption by these multiple adoption districts, the books adopted by them have not been listed in this bulletin. The school officials of these districts are referred to the **List of Textbooks Adopted and Approved by State Textbook Commission of Kentucky** for the 1950-1955 period.

(Educational Bulletin, Vol. XVIII, No. 3, May, 1950.)

List of Basal High School Books

For the convenience of the school personnel the basal high school books are listed below. The grades, the subjects and book titles, the publishers, and the lowest wholesale prices are given.

I. BASAL TEXTBOOK LIST FOR HIGH SCHOOLS 1950-1955 ADOPTION

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
Language Arts			
Composition:			
9	Building Better English	Row, Peterson	1.50
10	Building better English	" "	1.50
11	Building Better English	" "	1.50
12	Building Better English	" "	1.50
Literature:			
9	Your Life—Book III	Row, Peterson	1.86
10	Adventures in Appreciation (3rd Ed.)	Harcourt, Brace	2.22
11	Adventures in American Literature (4th Ed.)	Harcourt, Brace	2.25
12	Adventures in English Literature (4th Ed.)	Harcourt, Brace	2.40
Public Speaking:			
11-12	Your Speech and Mine	Lyons & Carnahan	1.74
Journalism:			
11-12	Experiences in Journalism	Lyons & Carnahan	1.65

I. BASAL TEXTBOOK LIST FOR HIGH SCHOOLS
1950-1955 ADOPTION—Continued

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
	Dramatics:		
11-12	The Stage and the School	Harper and Brothers	1.35
	Creative Writing:		
11-12	No Basal Adoption		
	Social Studies		
	Citizenship:		
9	Building Citizenship	Allyn & Bacon	1.86
	World Geography:		
9-10	Geography of the World	Macmillan	3.00
	Ancient-Medieval History:		
9	Man's Early Progress	Allyn & Bacon	2.70
	Southern Regions and Resources:		
9	Our South, Its Resources and their Use	Steck Company	1.89
	World History:		
10	The Record of Mankind	D. C. Heath	2.70
	Modern History:		
10	Modern Progress	Allyn & Bacon	2.70
	United States History:		
11	Our Nation	Row, Peterson	2.46
	Problems of American Life:		
12	Challenges of American Youth	Row, Peterson	2.19
	Advanced Government:		
12	The American's Government	Wheeler Pub.	1.80
	Economics:		
12	Economic Problems of Today	Lyons & Carnahan	1.89
	Sociology:		
12	Living in the Social World	Lippincott	1.95
	International Problems:		
12	Contemporary Problems Here and Abroad	D. C. Heath	2.25
	Social Psychology:		
12	Psychology for Living	McGraw-Hill	2.25
	Science		
	General Science:		
9	New World of Science	Silver Burdett	2.19
	Biology:		
10	Biology in Daily Life	Ginn & Co.	2.70
	Chemistry:		
11	New World of Chemistry	Silver Burnett	2.55
	Physics:		
12	Modern Physics	Henry Holt	2.37
	Advanced Physical Science:		
11-12	The Physical Sciences	Ginn & Co.	2.52

I. BASAL TEXTBOOK LIST FOR HIGH SCHOOLS
1950-1955 ADOPTION—Continued

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
	Aeronautics:		
11-12	Science of Pre-flight Aeronautics (Revised Edition)	Macmillan	2.55
	Mathematics		
	Mathematics:		
9-J	Mathematics We Use—Book 3	Winston	1.44
	General Mathematics:		
9	General Mathematics	Winston	1.65
	Algebra—One and Two:		
9	Algebra, Meaning and Mastery Book One	Winston	1.65
10	A Second Course in Algebra (2nd. Revision)	Macmillan	1.86
	Arithmetic:		
10	Arithmetic We Use	Winston	1.44
	Plane Geometry:		
11	Modern School Geometry (New Ed.)	World Book	1.56
	Solid Geometry:		
12	Solid Geometry (Revised Edition)	Macmillan	1.86
	Trigonometry:		
12	Trigonometry for Secondary Schools	D. C. Heath	1.95
	Advanced General Mathematics:		
12	General Mathematics in Daily Activities	D. C. Heath	1.50
	Foreign Language		
9	General Language: No Basal Adoption		
	Latin:		
9	Using Latin—Book I	Scott, Foresman	1.80
10	Latin—Book II	" "	1.74
11	Latin—Book III	" "	1.98
12	Vergil's Aeneid (12 Book Edition)	" "	2.13
9-12	French:		
	First Year French (Revised Edition)	Ginn & Co.	1.95
	Second Year French	" "	2.10
(9-12)	Spanish:		
9	El Camino Real,—Book I	Houghton Mifflin	2.04
10	El Camino Real,—Book II	" "	2.16
11	Riverita	Midwest Book Co.	1.16
	German:		
11	Easy German—Book I	Henry Holt	1.95
12	Easy German—Book II	Henry Holt	2.10

I. BASAL TEXTBOOK LIST FOR HIGH SCHOOLS
1950-1955 ADOPTION—Continued

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*	GRA
Health-Physical-Safety Education				
Health Education:				
9-10	Health and Human Welfare	Lyons & Carnahan	1.65	9-10
Health Education:				
11-12	Healthful Living (4th Rev. Ed.)	Macmillan	2.40	10-12
Safety Education:				
9-12	Safety, Your Problem and Mine	Lyons & Carnahan	1.05	10
Fine Arts				
9-J	Art for Young America	Bennett Co.	1.95	10
General Music:				
9-10	People and Music	Allyn and Bacon	1.44	11
General Art:				
9-10	People and Art	Allyn and Bacon	1.44	12
Instrumental Music:				
9-12	No Basal Adoption			
Music Appreciation:				
11	Music and Man	American Book	2.10	11-12
Art Appreciation:				
11	Art for Young America	Bennett Co.	1.95	11-12
Advanced Theory of Music:				
12	Exploring Music	Birchard Co.	1.26	11-12
Ceramics—Modeling—Sculpture:				
12	Adventures With Plastics	D. C. Heath	2.80	11-12
12	Modeling—Sculpture			11-12
	No Basal Adoption			11-12
Industrial Arts				
9	General Shop:			11
	General Shop Handbook	Bennett Company	.69	11
9-11	Woodworking:			11
	General Woodworking	Macmillan	2.40	12
10-12	Metalworking:			12
	Modern Metalcraft	Bennett Company	2.10	11-12
Mechanical Drawing:				
9	Modern Drafting	Macmillan	1.65	
10-11	Mechanical Drawing (5th Ed.)	McGraw-Hill	2.10	
11-12	Electrical Work:			12
	Basic Electricity	Bennett Company	1.86	
11-12	Automotive Shop:			
	No Adoption			12
11-12	Printing:			
	The Practice of Printing	Bennett Company	1.69	

I. BASAL TEXTBOOK LIST FOR HIGH SCHOOLS
1950-1955 ADOPTION—Continued

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
Business Education			
9-10	General Business: General Business (5th Ed.)	South-Western	1.50
10-12	Typewriting: Twentieth Century (1st Yr.)	South-Western	1.26
	Twentieth Century (Complete)	South-Western	1.50
10	Economic Geography: Global Geography	Allyn-Bacon	2.31
10	Business Arithmetic: Applied Business Arithmetic	South-Western	1.38
Accounting:			
11	Twentieth Century Bookkeeping and Accounting (19th Ed. 1st Yr.)	South-Western	1.50
12	Twentieth Century Bookkeeping and Accounting (Adv. Course)	South-Western	1.80
Shorthand:			
11-12	Gregg Shorthand Manual Simplified (1st yr. 1st Sem.)	Gregg Pub. Co.	1.65
11-12	Gregg Shorthand Manual, Simplified-Functional Method (1st yr. 1st Sem.)	Gregg Pub. Co.	1.80
11-12	Gregg Dictation, Simplified (1st yr. 2nd Sem.)	Gregg Pub. Co.	1.80
11-12	Gregg Speed Building Simplified (2nd yr.)	Gregg Pub. Co.	1.80
11-12	Commercial Law: Applied Business Law (5th Ed.)	South-Western	1.47
11	Business English: Business English in Action	D. C. Heath	2.10
11	Business Spelling: Word Studies (3rd Ed.)	South-Western	.90
12	Consumer Education: Consumer Economic Problems	South-Western	1.65
11-12	Salesmanship: Successful Salesmanship (2nd. Ed.)	Prentice Hall	3.00
12	Secretarial Office Practice: Secretarial Office Practice (4th Ed.)	Gregg Pub. Co.	1.47
12	Business Economics: Business Principles and Management	South-Western	1.62

**I. BASAL TEXTBOOK LIST FOR HIGH SCHOOLS
1950-1955 ADOPTION—Continued**

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
General Agriculture			
9-J	Agriculture: Today's Agriculture (3rd Rev.)	Lippincott	1.65
Vocational Agriculture			
9-12	Soils: No Adoption		
9-12	Field Crops: Field Crops Management (Rev.)	Lippincott	2.25
9-12	Farm Animals: Livestock Management (Rev.)	Lippincott	2.25
9-12	Horticulture: Southern Horticulture	T. E. Smith	2.22
9-12	Farm Management: Farm Business Management	Lippincott	2.25
9-12	Farm Shop: Farm Enterprise Mechanics (Rev.)	Lippincott	2.25
Vocational Home Economics			
Foods:			
9-J	Foods for Home and School (Gen. H. Ec.)	Allyn-Bacon	1.62
9-12	Everyday Foods	Houghton-Mifflin	2.22
9-12	Clothing: Today's Clothing	Lippincott	2.25
Housing:			
9-12	No Adoption		
Home Management:			
9-12	The Girl and Her Home	Houghton-Mifflin	2.01
9-12	Family and Social Relations: You and Your Family	D. C. Heath	1.95
9-12	Health and Home Nursing: Illustrated Handbook of Simple Nursing (Text Edition)	McGraw-Hill	1.92
9-12	Child Development: Child Care and Guidance	Lippincott	1.95
Trades and Industries			
11-12	Industrial Electricity: No Adoption		
11-12	Machine Shop: No Adoption		
11-12	Carpentry: Small House Carpentry	Prentice-Hall	1.65
11-12	Cabinet Making: No Adoption		

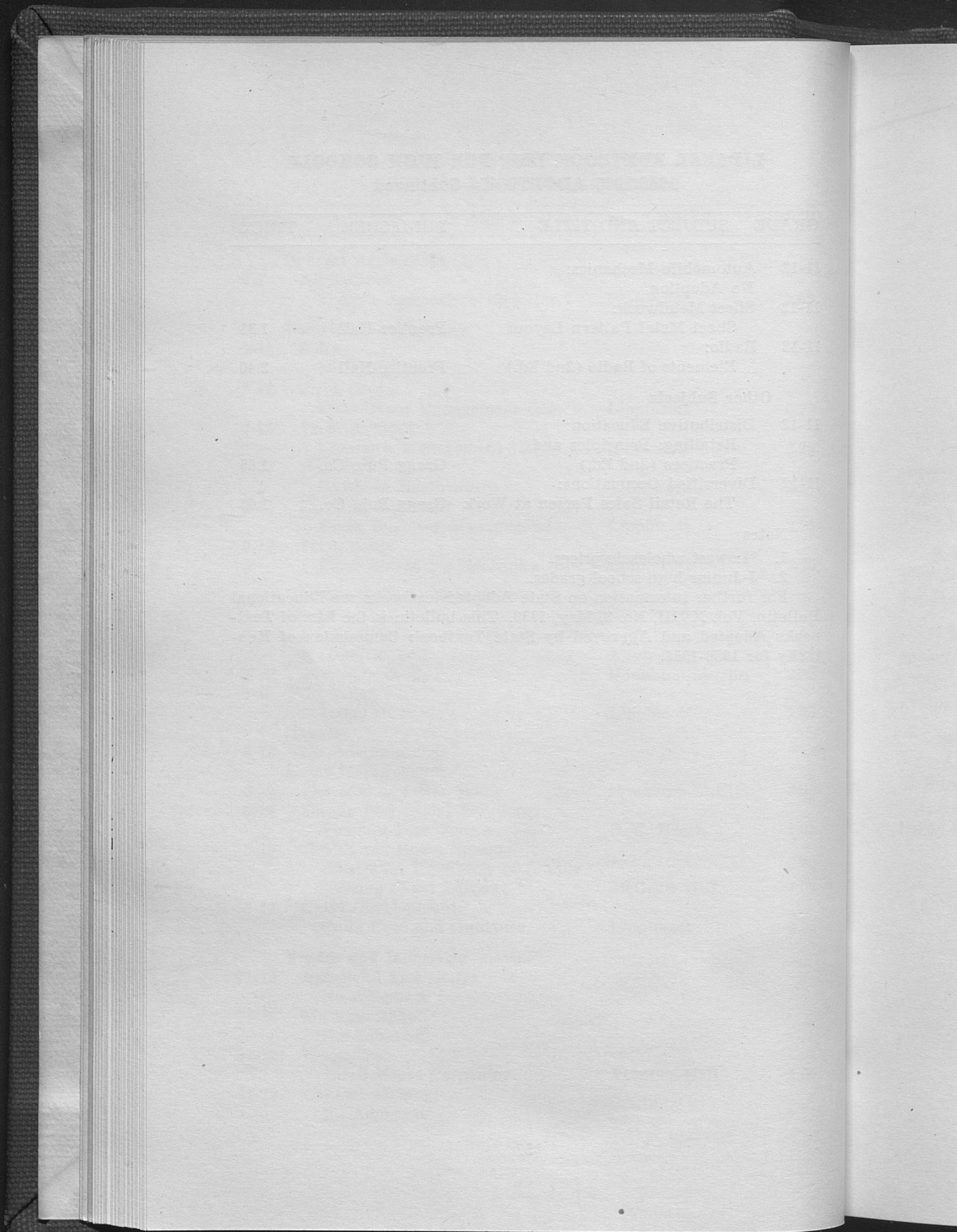
**I. BASAL TEXTBOOK LIST FOR HIGH SCHOOLS
1950-1955 ADOPTION—Continued**

GRADE	SUBJECT AND TITLE	PUBLISHER	PRICE*
11-12	Automobile Mechanics: No Adoption		
11-12	Sheet Metalwork: Sheet Metal Pattern Layout	Prentice-Hall	1.31
11-12	Radio: Elements of Radio (2nd Ed.)	Prentice-Hall	2.40
Other Subjects			
11-12	Distributive Education: Retailing: Principles and Practices (2nd Ed.)	Gregg Pub. Co.	1.65
11-12	Diversified Occupations: The Retail Sales Person at Work	Gregg Pub. Co.	1.65

Notes

1. *Lowest wholesale prices.
2. J-Junior high school grades.

For further information on State Adopted textbooks see Educational Bulletin, Vol. XVIII, No. 3, May, 1950. This bulletin is the **List of Textbooks Adopted and Approved by State Textbook Commission of Kentucky for 1950-1955.**



PART TWO

1. Pupil Enrollment and School Census
2. Evaluation of Schools
3. High School Standards for Accreditation

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PREVIEW

Part Two of this bulletin deals with pupil enrollment and school census, evaluation of elementary and high schools, and high school standards for accreditation. Chapters four, five, and six make up Part Two. Consideration has been given to school districts.

Chapter IV treats the topics of pupil enrollment, Kentucky elementary and high schools, the improvement of school services for the small schools, and a satisfactory school district.

Chapter V is devoted to the evaluation of elementary and high schools. Evaluative instruments are considered for the twelve-grade school, the elementary school, and the high school. Two evaluative instruments have been incorporated.

Standards for high school accreditation are included in Chapter VI. A copy of **Accrediting Standards of the Kentucky State Board of Education** has been incorporated as a part of the chapter. The chapter contains a list of the Educational Bulletins which are published by the Department of Education.

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CHAPTER IV
PUPIL ENROLLMENT AND SCHOOL CENSUS

A. PUPIL ENROLLMENT

The Twelve-Grade School Program

A desirable school unit for a twelve-grade program should have a minimum enrollment of 300 elementary pupils with 12 teachers or more, and a high school enrollment of at least 300 pupils with 12 full-time teachers as a minimum.

Desirable Minimum Enrollment

1. The National Commission on School District Reorganization⁵ in its study came to the following conclusion:

“No matter what type of organization is adopted, the evidence available has led the Commission to conclude that educational interest of the children will best be served if:

- a. The enrollment in kindergarten and grades 1 to 6 is not fewer than 175 pupils with at least 7 full-time teachers employed, a more desirable minimum being 300 or more pupils with 12 or more teachers.
- b. The enrollment in the junior and senior high school grades is not fewer than 300 pupils or 75 of each age group, with a minimum of 12 full-time teachers.
- c. The enrollment in schools which have been organized to provide educational opportunities for persons who have completed grade 12 is not fewer than 200 pupils with 10 full-time teachers.”

2. “High schools should be sufficiently large to include in their respective programs all necessary services of a good secondary school . . . except as it is found to be administratively impractical, secondary schools should be established so as to assure an absolute minimum enrollment of 300 pupils, and a desirable minimum of 500 to 600 pupils. Junior-senior or 6 year high schools should have an absolute minimum of 450 to 500 pupils and a desirable minimum of 600 to 700 pupils. A four-year secondary school, including the

⁵-National Education Association and the National Commission on School District Reorganization. **Your School District**. Washington, D. C.: the Commission, 1948. p. 81.

13th and 14th years, should have an absolute minimum of 600 to 700 students and a desirable minimum of 900 to 1,000 students.”⁶

3. “From an analysis of the comprehensive program of education, it is accepted that the breadth and variety of offering required for this comprehensive program and the staff needed to administer and to teach it can be provided with maximum efficiency and economy both educationally and financially in high schools of approximately 600 to 1,200 pupils. As enrollments decrease within the range from 1,200 to 600, the financial ability of most counties and cities is such that the gradually increasing per capita costs of education can be met. In the small high school man power is wasted, and it becomes impracticable to provide a comprehensive offering both from an educational and economical point of view. As enrollments fall below 600, the evidence shows that per capita costs of comprehensive programs increase in about the same proportion that the enrollments decrease, resulting in limited offerings, at excessive per capita costs.”⁷

Smaller Elementary Schools

1. “In instances where elementary schools must be maintained that are smaller than desirable minimum standards, a ratio of 1 teacher for each 25 pupils is desirable. Neighborhoods may wish to maintain primary schools for kindergarten and grades 1 to 3 located in the hamlets near the children’s homes. Where such schools are maintained the desirable minimum enrollment is 100 pupils with 4 teachers employed.

2. “Where, in sparsely settled areas, it is found necessary to operate schools smaller than the desirable minimum, parents must recognize their limitations and make ample provisions for supplementing the educational opportunities of the school by providing special assistance through the office of the superintendent. Assistance will be physical education, practical arts, and crafts.”⁸

⁶-The State Education Commission. **Education in North Carolina Today and Tomorrow**. Raleigh, North Carolina: The United Forces of Education, 1948. pp. 57, 173.

⁷-Commonwealth of Virginia, State Department of Education. **A Comprehensive Program of Education for Virginia’s Public Schools**. Richmond, Virginia: the Department, 1947. pp. 6-9 (Mimeographed Bulletin.)

⁸-National Education Association and the National Commission on School District Reorganization. **Your School District**. Washington, D. C.: the Commission, 1948. p. 82.

Smaller High Schools

"If secondary schools are organized with smaller number of pupils than those recommended here, their several programs of offerings will have to be restricted or else will have to be provided at an increased cost per pupil. When secondary schools of smaller sizes have to be authorized because of isolation, comparable services should be provided at the necessary cost."⁹

Transportation May Modify School Standards

"In more sparsely populated areas, the need to transport children to and from school makes it desirable to modify these standards. It may be detrimental to the physical and emotional well-being of children to keep them on the road for long periods; thus, over-zealous efforts to set up desirable situations for the provisions of a good educational program may seriously undermine one of its most important elements. The best information available indicates that:

1. The time spent by elementary children in going to and from school should not exceed 45 minutes each way.
2. The time spent by high school pupils in going to and from school should not exceed an hour each way.
3. The distances walked by high school pupils should not exceed 2 miles each way. Elementary children should not be required to walk more than 1½ miles to or from school."¹⁰

B. KENTUCKY SCHOOL ENROLLMENT

Kentucky Schools

For the school year of 1952-53 Kentucky had 4,618 public schools. Of these 4,618 public schools 2,600 were one-teacher schools, 715 were two-teacher schools, 197 were three-teacher schools, and 1,106 were four-or-more-teacher schools. (Data from Division of Census and Attendance.)

Kentucky High Schools

1. Kentucky had 604 high schools in the school year of 1951-1952.

⁹-The State Education Commission. **Education in North Carolina Today and Tomorrow.** Raleigh, North Carolina: The United Forces of Education, 1948. pp. 57-58.

¹⁰-National Education Association and the National Commission on School District Reorganization. **Your School District.** Washington, D. C.: the Commission, 1948. p. 82.

These high schools were classified as follows:

a. Public high schools.....	526
b. Private high schools.....	71
c. State training high schools.....	7
	<hr/>
Total	604

2. The median enrollment of the high schools for the same school year was as follows:

a. Public and private high schools.....	176
b. Public high schools.....	176
c. Private high schools.....	111
d. State training high schools.....	200

3. Number of public and private high schools with these enrollments:

a. Sixty pupils or less.....	42
b. One hundred pupils or less.....	127
c. Two hundred pupils or less.....	341
d. Three hundred pupils or less.....	471
e. Four hundred pupils or less.....	523
f. Five hundred pupils or less.....	548
g. Five hundred pupils or more.....	56

4. The smallest high school had an enrollment of 15 pupils and the largest high school had an enrollment of 2,561 pupils. The average number of full-time teachers for the Kentucky high schools was 8 for the 1951-1952 school year.

Consolidation of Small Schools

1. In a number of school districts present conditions are very favorable for the consolidation of several small elementary and high schools. The consolidation of small schools should be encouraged. Only when the people are ready, however, should the school districts proceed with consolidation. Better educational services, by all means, should result from consolidation.

2. Small schools will continue to exist in Kentucky due to a number of factors. Among these factors are the geographical conditions, sociological status, lack of roads, inadequate financial support, and the want of understanding on the part of the people. Solutions to these problems need to precede consolidation. Consolidation readiness first must be developed within the people.

C. IMPROVEMENT OF SERVICES FOR SMALL SCHOOLS

General Basic Requirements

There are certain factors that are essential to any good program of education regardless of the size of the school. A satisfactory school needs:

1. A curriculum adequate to provide for the needs, interests, and abilities of the different age groups within the community.
2. A school plant sufficient for and suitable to meet the needs of the school program.
3. An adequate and competent staff of teaching and non-teaching personnel.
4. A quality of instruction that produces desirable educational outcomes.
5. An ample supply of suitable instructional materials should be available to teachers and pupils.
6. A functional program of personal, educational, and vocational guidance.
7. A pupil-activity program to supplement and enrich the usual classroom activities.
8. Auxiliary services and coordinate activities that are necessary for a good school program.
9. Supervision and administration that are practical and conducive to better instruction.
10. Financial support that is adequate to operate and maintain a good school program.

Additional Services Needed by Small Schools

The small schools to provide reasonably effective educational services should have in addition to the general requirements these services:¹¹

1. Specially qualified teachers
2. Circuit teachers of special subjects
3. Bookmobiles
4. Mobile shops
5. Mobile health unit

¹¹-Dawson, Howard A. "Trouble at the Crossroads." **The White House Conference on Rural Education.** Washington, D. C.: National Education Association, 1944, p. 37.

6. Mobile units of visual aid equipment
7. Individual instruction
8. Mixed classes in related subject areas
9. Supervised correspondence study courses
10. Effective leadership on the level of the local administrative unit.

D. A SATISFACTORY SCHOOL DISTRICT

Recent School District Studies

Within the last few years considerable attention has been given to the school district as an administrative unit. Probably the most comprehensive study recently made on the reorganization of school districts is the one made by the National Committee on School District Reorganization.¹² The report of this committee reads in part as follows:

1. "A satisfactory district has at least 1,200 pupils between ages six and eighteen. If it has a much smaller number, it can offer a good program only at great cost per pupil. The more pupils it has up to 10,000, the broader the program it can offer at reasonable cost. If the enrollment is much below 10,000, it teams up with other basic units in a larger intermediate district in order to supplement its services.
2. "A satisfactory district has a corps of teachers, each one qualified to do a particular job well. It can provide one or more teachers for each grade or subject. It can employ specialists to give help in reading difficulties, health education, attendance problems, pupil guidance, art, music, and vocational education. It can assemble a competent staff of administrators, supervisors, and clerks to help teachers teach better and to set up good conditions for learning.
3. "A satisfactory district is either big enough to provide all needed educational staff and services or it supplements its efforts by being part of a large intermediate district. It may look to the intermediate district for such services as supervision, transportation, guidance, and a program at the junior college level.

¹²-National Education Association and the National Commission on School District Reorganization. **A Key to Better Education.** Washington, D. C.: the Commission, 1947. p. 10.

4. "A satisfactory district has one or more elementary schools, at least one high school, and where possible a junior college. The location of schools and the area which each serves are determined by three basic factors:
 - a. The number of pupils and teachers needed for a good program.
 - b. The travel time required of pupils.
 - c. The natural community groups."

Weak Districts Deliver Poor Education and Are Wasteful

1. "Large number of boys and girls, men and women, in rural sections all over the land are being robbed of opportunity for suitable education and citizens are getting low-quality education for their tax dollar in many places, all because the school districts through which they buy education are too undersized and anemic to deliver a full measure of modern education.
2. "The tragic wastefulness of those little schools operated by smaller districts is best told in numbers who drop out of school. In most states farm boys and girls get from two to four years less schooling than their city cousins. This is not because they have less ability but because they have poorer opportunities. Neither the states nor the nation can afford this waste of human resources."¹³

Strong Districts Offer Better Education

"A satisfactory school district provides—in cooperation with other agencies, wherever possible—such services and aids as health clinics, school lunches, library, guidance, and audio-visual aids. It keeps in touch with those who leave school and provides post-high school and adult education. It is able to meet these and other needs because it has enough pupils and enough teachers and other staff members to give rich and varied educational experiences and services at reasonable cost."¹⁴

Kentucky School Districts

On July 1, 1952, Kentucky had 228 school districts—county 120 and independent 108. Thirty-four of the independent districts had less than 500 census pupils each. Seventy-seven* districts had fewer

¹³-Ibid. pp. 3-5.

¹⁴-Ibid. p. 9.

*Independent districts—74; county districts—3.

than 1,200 census pupils per district. Only eight of the 228ⁿ school districts had more than 10,000 census pupils. The large number of small school districts in Kentucky creates a number of difficult educational problems. Through mergers and consolidations a number of small school districts in Kentucky can be made into larger and more satisfactory districts.

Reorganization and Consolidation

The reorganization of school districts into larger administrative units and consolidation of small schools are very slow and difficult processes. Readiness on the part of the people needs to be developed for school-district reorganization and the consolidation of small schools. Many factors should be considered in a program of this type. Improvements in educational services must be a reality. It is necessary that the people involved be ready for the school program.

ⁿAs of July 1, 1952 School Districts had been reduced in number to 228.

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CHAPTER V
EVALUATION OF SCHOOLS

A. TWELVE-GRADE SCHOOLS

Criteria for Teaching Staff

"**Looking at Our School** is . . . a self-evaluation guide" for the staff of a 12-grade school. This evaluation instrument was prepared by the State Committee on Elementary Education which is working in cooperation with the **Southern Association's Cooperative Study in Elementary Education**. It was published by the Kentucky State Department of Education in cooperation with the Kentucky Committee on Elementary Education and the Bureau of School Service of the University of Kentucky. For the evaluation of the 12-grade school **Looking at Our School** should be a valuable instrument. Copies may be obtained from the Department of Education, Frankfort, Kentucky. A copy of **Looking at Our School** has been included in chapter five of this bulletin.

A Guide for Librarians

For evaluation of library services librarians should read **How Brightly Does Your Light Shine?** This small pamphlet was prepared by Miss Louise Galloway, Supervisor of School Librarians, and issued in mimeographed form by the State Department of Education in 1949. This guide contains many valuable suggestions for librarians. Parts of this pamphlet have been incorporated in this chapter.

B. ELEMENTARY SCHOOL

Available Criteria for Evaluation

There are several forms of criteria available for use in evaluating the elementary school. The **Elementary Evaluation Criteria** developed by the **South-Wide Workshop on Elementary Evaluation** and approved by the **Executive Committee of the Southern Association's Cooperative Study in Elementary Education** is very good. The publication is now in the tentative edition. At the present time it is being revised and simplified. Copies of the **Elementary Evaluation Criteria** may be obtained from the University of Florida, Tallahassee, Florida, or George Peabody College, Nashville, Tennessee.

C. HIGH SCHOOL

Evaluative Criteria for High Schools

The **Evaluative Criteria** prepared by the **Cooperative Study of Secondary School Standards** are among the very best to use in the evaluation of high schools. Recently these **Evaluative Criteria** have been revised and improved. All high schools can use these **Evaluative Criteria** very profitably. One or two complete copies and a sufficient number of M-blanks, which contain the necessary data for the individual staff members, would be very satisfactory for school use. Copies of the **Evaluative Criteria** may be secured from the **Cooperative Study of Secondary School Standards**, 744 Jackson Place, Washington, D. C.

D. EVALUATIVE INSTRUMENTS

1. THE TWELVE-GRADE SCHOOL

Looking at Our School

Looking at Our School has been incorporated below in full. This reprint will enable the school personnel to have an available copy for convenience at all times. This evaluative instrument contains the necessary information and directions for its use in the schools.

LOOKING AT OUR SCHOOL¹

The kind of school program we develop reflects our basic beliefs regarding education. The school plant, equipment, materials, curriculum and teaching procedures are characteristic of these beliefs. It is therefore important to examine these beliefs and corresponding practices carefully to ascertain the kind of school we now have and the kind of school we wish to develop. Since schools are supported to serve children and the community, the school plant, equipment, and curriculum must be planned in the light of the needs, interests, and requirements of the children and the community. In planning a good school program, the curriculum, buildings and grounds, instructional supplies, administrative and supervisory practices, teacher personnel, and community must be taken into account. The degree to which a school is meeting its respon-

¹. Published by the Kentucky State Department of Education in cooperation with the Kentucky Committee on Elementary Education and the Bureau of School Service of the University of Kentucky.

sibilities can be appraised largely by reference to these areas. Therefore, the following self-evaluation guide has been prepared as a means of assisting school staffs in a study of the local school and its current status. The value of this guide is directly related to the subsequent improvements which result in each classroom and in each school.

Before each statement is a blank for checking that particular item.

I A. THE SCHOOL PLANT

A healthful, attractive school environment and adequate equipment and instructional supplies are essential if children are to do their best learning. The following practices and conditions are evidence of this characteristic:

Does Not Apply	Adeq.	Inadeq.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Classrooms and halls are neat and attractive.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Size of classroom is adequate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Number of children in classroom does not exceed 30.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Adequate handwashing facilities are provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Storage shelf space is provided for home-packed lunches and shelves are screened or otherwise enclosed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. When lunch is served at school, the lunchroom and kitchen meet requirements of the State Board of Health.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Light colored shades are supplied and adjusted to prevent glare.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Desks, tables and chairs of the correct size are provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Blackboards are of a dull finish, in good condition, and correct height.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Adequate space is provided for hanging wraps.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Sufficient bulletin board space is provided for the needs of the group.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Sufficient shelves are provided for library and supplementary books.

**Does
Not Apply Adeq. Inadeq.**

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Adequate storage space is provided for instructional supplies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Adequate storage space is provided for a year's supply of coal, wood, and house cleaning supplies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Adequate working space is provided for science activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Sufficient space and extra chairs and tables are available for group work. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Walks are usable in all kinds of weather. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. The playground is kept in good condition. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. School grounds are kept attractive and are beautiful with trees, shrubs, and grass. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. There is adequate playground space for the number of children enrolled. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Play equipment is provided for children of all ages. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Facilities for resting are provided for children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Facilities for resting are provided for teachers. |

We Plan To Improve

I B. INSTRUCTIONAL SUPPLIES

**Does
Not Apply Adeq. Inadeq.**

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Adequate supplementary readers are available to meet the reading needs of the group. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. There is available at least one library book per pupil. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Teachers' manuals are supplied with basal reading texts. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Dictionaries edited specifically for children are available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Cursive and manuscript guides are provided for teaching writing. |

Does Not Apply	Adeq.	Inadeq.	
[]	[]	[]	6. A current events paper is used in the social studies program.
[]	[]	[]	7. A daily newspaper is available for the upper elementary grades.
[]	[]	[]	8. Hectograph or mimeograph duplicating facilities are available.
[]	[]	[]	9. Adequate art supplies such as crayons, colored chalk, paint, clay, art paper, and newsprint are available.
[]	[]	[]	10. A motion picture projector is available and is used in connection with classroom activities.
[]	[]	[]	11. A stereoscope is available and is used in connection with classroom activities.
[]	[]	[]	12. A slide projector is available and is used in connection with classroom activities.
[]	[]	[]	13. An opaque projector is available and is used in connection with classroom activities.
[]	[]	[]	14. A radio is available and is used in connection with classroom activities.
[]	[]	[]	15. A record player is available and is used in connection with classroom activities.
[]	[]	[]	16. A suitable collection of pictures is available for use in connection with classroom activities.
[]	[]	[]	17. Adequate wall maps and globe are available for social studies instruction.

We Plan To Improve

II THE CURRICULUM

The curriculum of a good elementary school is planned to meet the abilities, needs, and interests of the children served. Consequently the curriculum must be oriented in the social life of the community and must provide experiences in all the major areas of living. The following practices and conditions are evidence of this characteristic.

II A. PLANNING THE CURRICULUM

Does Not Apply	Adeq.	Inadeq.
[]	[]	[]

- | | | | |
|-----|-----|--|--|
| | | 1. Teaching plans are developed in relationship to the interests, needs, and abilities of the group. | |
| | | 2. Indicate which of the following groups participate in planning the curriculum: | |
| [] | [] | [] | a. Parents |
| [] | [] | [] | b. Teachers |
| [] | [] | [] | c. Pupils |
| [] | [] | [] | 3. Teachers meet regularly as a school staff to plan the program of the school as a whole. |
| [] | [] | [] | 4. Provisions are made for pupils to help plan the day's work. |
| [] | [] | [] | 5. Provisions are made for group evaluation of classroom activities. |
| | | 6. To what extent are provisions made in the school program for: | |
| [] | [] | [] | a. Art and music |
| [] | [] | [] | b. Regular play and rest periods |
| [] | [] | [] | c. Large blocks of time for uninterrupted activities |
| [] | [] | [] | d. Both group and individual work |
| [] | [] | [] | e. Clubs |
| [] | [] | [] | f. Library and free reading periods |
| [] | [] | [] | g. Periods of active work followed by periods of rest |

We Plan To Improve

II B. HEALTH PRACTICES

Does Not Apply	Adeq.	Inadeq.
[]	[]	[]

- | | | | |
|-----|-----|---|--|
| | | 1. The following health practices are regularly followed: | |
| [] | [] | [] | a. Washing hands before meals |
| [] | [] | [] | b. Washing hands after play period |
| [] | [] | [] | c. Washing hands after toileting |
| [] | [] | [] | 2. Periods are available for hand washing, removing and putting on wraps, and other similar personal health needs. |

Does Not Apply	Adeq.	Inadeq.	
[]	[]	[]	3. Attention is given to what foods should be eaten, the meaning of a balanced meal, and other nutritional problems in connection with classroom activities.
[]	[]	[]	4. Lunches eaten under sanitary conditions.
[]	[]	[]	5. Health examinations are given at regular intervals.
[]	[]	[]	6. Home, school, and county health departments cooperate in the follow-up of health examinations.
[]	[]	[]	7. Satisfactory arrangements are made in all phases of school activities for the physically handicapped.
[]	[]	[]	8. The results of health examinations are made known to parents.
[]	[]	[]	9. Pupils are taught symptoms and care for the most common diseases as a part of their classroom activities.
[]	[]	[]	10. The children participate in organized and supervised group games.
[]	[]	[]	11. The group attempts to maintain classroom temperatures at 68 to 70 degrees.
[]	[]	[]	12. The classroom is adequately ventilated at all times.
[]	[]	[]	13. All seats for groups and individuals are arranged for best lighting.
[]	[]	[]	14. Adequate first aid supplies are available.
[]	[]	[]	15. Building is free of fire hazards.
[]	[]	[]	16. Safety is practiced.
[]	[]	[]	17. Rest periods are provided for teachers and children when needed.

We Plan To Improve

II C. FUNDAMENTAL SKILLS

Does Not Apply	Adeq.	Inadeq.	
[]	[]	[]	1. Reading readiness activities provided in the primary grades.

Does
Not Apply Adeq. Inadeq.
[] [] []

2. Skills are taught in relationship to need, for example: arithmetic is taught in projects such as gardening or constructing library shelves.
3. Ability levels of all children in the classroom are considered in teaching of skills.
4. Drill periods are used to improve individual proficiency as needed.
5. Fundamental skills are taught as needed in social studies, science, and other academic subjects.
6. Simple tests are made and used to determine levels of ability and individual progress.
7. Simple tests are made and used for diagnostic purposes.
8. Emphasis is placed on understanding rather than memorizing rules, number combinations, or assigned exercises.
9. Skill teaching periods are so scheduled that relaxation follows periods of concentration.
10. Specific Practices Applying to Language Arts:
 - a. Are children's first oral and silent reading experiences from stories that they have helped to construct?
 - b. Are readiness tests used as a guide to determine when an individual child is ready to begin reading from a book?
 - c. Are children grouped within the classroom according to ability levels for instruction in reading?
 - d. Are children who have difficulty in learning to read checked for auditory and visual defects?
 - e. Are children learning the different skills of comprehension, such as finding details, getting the main idea of the paragraph, skimming, etc.?
 - f. Are children taught to analyze words when needed?

Does		
Not Apply	Adeq.	Inadeq.
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- g. Are children learning to regulate their reading speed according to the difficulty of the material?
- h. Is each child encouraged to become a good audience reader?
- i. Is special practice in oral reading provided daily either individually or in small groups for those who need to improve the skill?
- j. Is movement from simple to more difficult materials made gradually by using the books and materials provided by a certain basal reading program? (The teacher's guide should be followed.)
- k. Are workbooks used as a part of the learning situation and not as meaningless seat-work?
- l. Are children, as they mature, increasingly encouraged to organize, evaluate, and supplement through research materials read?
- m. Is specific training given in the choice of reference material and the effective use of footnotes, glossaries, tables of contents, index material, etc.?
- n. Are children growing in their ability to express their ideas and in their use of correct English?
- o. Are children encouraged to develop originality of expression through creative writing, speaking and dramatization? (A school newspaper is an excellent medium for this.)
- p. Are children's individual tastes and interests being broadened, redirected and modified through wide reading of literature?

Does
Not Apply Adeq. Inadeq.

q. Do children and teacher, after careful preparation, frequently read aloud materials artistically written for the purpose of developing appreciations?

r. Are children encouraged to memorize poetry having literary value—the children choosing the selections themselves?

s. Are children given opportunity to read good literature without undue emphasis upon analysis?

t. Is spelling taught as an essential part of written expression as well as from accepted word lists?

u. Is manuscript writing taught in the primary grades for simplicity, legibility, and as an aid to reading?

v. Is legibility of handwriting in all fields emphasized at all levels?

11. Specific Practices Applying to Arithmetic:

a. In the primary grades, is emphasis placed on rich experiences which develop number readiness?

b. Are children's experiences utilized in developing the understanding of number concepts?

c. Does formal drill on a process come after the child has had experience with the process and therefore understands the needs for developing the skills?

d. Do children systematically master each fundamental concept before attempting the new difficulty level?

e. Are children led through practice to an awareness of how arithmetic functions in their daily living?

f. Are accuracy and speed in arithmetical computation developed and improved.

g. Does the child select the process in problem solving through reasoning?

Does
Not Apply Adeq. Inadeq.
[] [] []

- h. Is the curriculum content largely centered around areas involving life situations?

We Plan To Improve

II D. ART AND MUSIC ACTIVITIES

Does
Not Apply Adeq. Inadeq.
[] [] []

1. Are rhythms taught as a part of the regular curriculum?
2. Is a rhythm band functioning as a part of the primary program?
3. Is opportunity given for the children to create songs, dances, etc.?
4. Are special talents discovered and encouraged?
5. Are children given opportunity to express themselves freely through various art media such as finger paint, clay, etc.?
6. Are art activities related to other activities, such as social science, etc.
(For example, a mural on transportation)
7. Are children given opportunity to engage in constructive activities, such as making needed school equipment as the need arises?
8. Are good art principles reflected in buildings and grounds, room decorations and arrangement, and in personal grooming of teacher and children?

We Plan To Improve

II E. SOCIAL LEARNING

Does Not Apply	Adeq.	Inadeq.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Children assume definite responsibilities for the care of the classroom and school grounds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Children participate in a variety of group activities; for example, dramatizations, discussions, conversations, sports, and games.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Children share in determining the program of the school; for example, planning daily schedule, school party, and school safety patrol.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Children are given opportunities to develop an understanding of group living in the community; for example, an understanding of communication, police protection, local government, and production and distribution of goods and services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Children use democratic procedures in solving classroom and school problems; for example, choosing leaders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Children are taught habits of critical thinking by studying the techniques of solving problems and by using given opportunities to solve classroom problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Children in their classroom activities develop appreciation for other peoples and for other countries.

We Plan To Improve

II F. ADAPTATION OF THE CURRICULUM TO INDIVIDUAL NEEDS

Does Not Apply	Adeq.	Inadeq.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Careful observations are made of each child to assist in determining his level of physical, social, and emotional development.

Does
Not Apply Adeg. Inadeq.

2. Cumulative records are used to assist in the understanding of each child.

3. Indicate which of the following tests are used to assist in determining individual needs and abilities:

a. Mental (I. Q.)

b. Achievement

c. Diagnostic

d. Interest inventories (Personality)

e. Others (Please specify)

4. Children are grouped for instruction in skills and provided materials adapted to appropriate developmental levels.

5. Children are regrouped during the year as they show evidence of progress.

6. Provision is made for individual differences within each group.

7. Indicate which of the following factors are considered in determining promotion and nonpromotion:

a. Chronological age

b. Social and emotional development

c. Physical maturity

d. Progress in relationship to ability

e. Others (Please specify)

We Plan To Improve

III THE COMMUNITY AND THE SCHOOL

Does
Not Apply Adeg. Inadeq.

1. Studies are made of the local community by teachers and pupils as part of the classroom activities.

2. Local community problems, such as health, sanitation, and safety are included in the classroom activities.

3. Frequent visits are made to the community for the study of local problems and resources.

Does
Not Apply Adeq. Inadeq.

4. Scientific attitudes are developed through study and experience with the natural and physical environment; for example, local trees, birds, plants, and soil.

5. The school utilizes the services of other community agencies, as health department, county agent, and welfare department.

6. Active parent organizations function in the school program.

7. Parents participate in the school programs, contributing to special projects, as study of local history or presentation of dramatic skits.

8. The teacher is an active community member through participation in regularly organized community agencies.

9. The school is a center of worthwhile activities of the community.

We Plan To Improve

IV THE TEACHER, SUPERVISORS, PRINCIPAL AND THE SCHOOL

Answer Appropriately

1. Teaching experience :
 - a. Number of years in present position
 - b. Number of years in elementary grades
 - c. Number of years in high school
2. What have you done within the past two years for professional improvement?
 - a. Attended summer school
 - b. Attended workshops
 - c. Taken extension courses
 - d. Hold membership in KEA
 - e. Hold membership in NEA
 - f. Hold membership in other professional associations

Answer Appropriately

e. Other (Please specify type if not included in a-d)

2. Indicate the college degrees you hold :

a. A.B. or B.S.

b. M.A. or M.S.

c. If not holder of degree, number of semester hours*

d. Number of graduate semester hours*

*Semester hour equals 1½ quarter hours.

We Plan To Improve

LOOKING AT OUR SCHOOL
(Summary)

Section No.	Number of Items Listed	List Numbers of Items Not Applying	List Numbers of Items Inadequate	List Numbers of Items Adequate	List Numbers of Items To Be Improved During Year
I					
II					
III					
IV		X	X	X	
V		X	X	X	

NAME OF SCHOOL NAME OF SYSTEM

Co. or Ind.

NAME OF TEACHER NAME OF SUPT.....

NAME OF PRINCIPAL

2. GUIDES FOR LIBRARY DEVELOPMENT

The Department of Education has issued several bulletins which were designed to assist local schools with the improvement of their library facilities and service.

1. **Library Service for Kentucky Schools.** Vol. XVII, No. 4, June, 1949.
2. **The Historical Development and Present Status of Public High School Libraries in Kentucky, 1908 to 1950.** Vol. XX, No. 1, March, 1952.
3. **Functional School Libraries: Quarters and Equipment.** Vol. XX, No. 5, July, 1952.
4. **"How Brightly Does Your Light Shine?"**
(A self-evaluation instrument for the librarian)

Principles of School Library Service

1. Is the purpose and function of the library determined in relation to overall aims and objectives of the entire school program?
2. Is my concept of library service sufficiently clear so that I can explain it to the school staff?
3. Is the **library program** built around this concept?
4. Does the library in action **demonstrate** this philosophy?
A sound philosophy is the basis of every good library program.

Aims and Objectives

1. Have I formulated long range plans for the development of the library?
2. Have I outlined immediate goals for this year, selecting those areas that are most in need of attention?
3. Have the aims and objectives grown out of a conscious effort to meet the library needs evidenced in the total school program?
4. Do the faculty, administrators, parents, and pupils participate in planning developmental library services?

A few immediate goals effectively attained are better than many attempted and poorly done.

Ways of Working to Promote Maximum Library Service

1. Do I integrate the library activities with current classroom and extra-curricular needs?

2. Do I realize the importance of understanding pupils, and seek all possible information for guidance through utilizing records and conferences with teachers and parents?
3. Am I able to organize and streamline the necessary routines and technical processes in order to allow myself the maximum amount of time for work with pupils and teachers?

The efforts of many working together are far more effective than the effort of one working alone.

Ways of Working with Pupils

1. In using pupil assistants, do I see the opportunity and obligation for cooperatively planning experiences which will contribute to pupil growth as well as improved library service?
2. In working with an individual or group do I make a conscious effort to recognize individual differences and to satisfy the needs at all levels?
3. Does the manner in which I work with pupils foster enduring enjoyment and skillful use of books and reading?

A love of reading is the greatest tool of education, and the range of ability and interest is WIDE.

Ways of Working with Teachers

1. Do I keep the teachers informed of the available library services and adjust procedures to encourage use?
2. Do I give the teachers an opportunity to share in enlarging and improving the work of the library?
3. Are my efforts to enrich classroom instruction based on an understanding of the teacher's objectives and procedures?

"As to teachers, you are there to help them and perhaps you are most helpful when you are **receptive** than when you are constantly stimulating. You would like to have the teacher feel the need of the library in your way, but why not concentrate on meeting the needs of the teacher in **her** way?"

Charles A. Cutter

And remember, red tape is the bane of a teacher's existence.

Ways of Working with Administrators

1. Do I systematically keep the administration aware of library growth, present status, and plans for future development?
2. Am I willing to assume a proportionate share of the general duties and responsibilities delegated to members of the school staff?

An enlightened and sympathetic administration is your greatest asset.

Ways of Working with the Community

1. Do I study the community in an effort to utilize its resources for the improvement of library services?
2. Do I give parents the opportunity to share in planning and developing the library program?
3. Do I cooperate with other libraries in the community for the improvement of overall library service?
4. Do I identify myself with community life and activities?

Take your leadership where you find it.
Unexplored interest and help wait you in this area.

Library Bulletin

Every librarian should have a copy of the **Library Service for Kentucky Schools**.¹⁴ She should familiarize herself with its contents. The handbook gives practical help in organizing and administering an elementary or high school library. Available free upon request.

¹⁴-Kentucky State Department of Education. **Library Service for Kentucky Schools**. Educational Bulletin, Vol. XVII, No. 4, June, 1949.

CHAPTER VI
HIGH SCHOOL STANDARDS FOR ACCREDITATION

A. KENTUCKY HIGH SCHOOLS

Classes of Kentucky High Schools

Kentucky high schools—accredited high schools—are class **A** and class **B** high schools. High schools that meet the **A**-standards are classified as **A**-class schools and the high schools that only satisfy the **B**-standards are rated as **B**-class schools.

The High School Philosophy

A philosophy of education serves as a basis for guidance in helping to determine, to interpret, and to evaluate the program of education. Public education is a cooperative enterprise. Likewise the formulation of an educational philosophy should be a cooperative procedure. In its formulation the board of education, superintendent, supervisors, principals, teachers, pupils, parents, and laymen should participate. Such participation creates a better understanding of the school program on the part of the community as a whole and enhances its chances for success.

B. PRESENT HIGH SCHOOL STANDARDS

Standards Understood by School Personnel

High school personnel should be familiar with the accrediting standards. In order to comply with the high school standards it is necessary to understand them. Standards are excellent guides to follow when working to improve the school program.

A Copy of the Accrediting Standards

The copy of the accrediting standards for high schools given below is complete. The standards are presented as approved and adopted by the Kentucky State Board of Education. In full the accrediting standards read as follows:

**ACCREDITING STANDARDS
OF THE
KENTUCKY STATE BOARD OF EDUCATION**

I. Quality of the School Program.

A. Developing the School Program

Recommendation: Beginning with the session 1946-47, every accredited high school shall, through its principal and faculty,

- a. Study the needs of the pupil population and of the community which it serves.
- b. Formulate a statement of its philosophy which shall be consistent with the needs of the pupils and of the community, the needs and characteristics of youth and the adult population of the community.
- c. Continuously re-examine and re-state and modify its philosophy and plans in the light of changes in pupil and community needs.
- d. Submit a statement of the school's philosophy, plans and progress with the annual high school report. The first statement should be submitted with the 1946-47 report and shall include the plans developed during the previous year. This statement shall be accompanied by such basic data as shall be required by the State Board of Education. In subsequent years this statement may include only modifications of former plans, new plans, and progress made the previous year. New principals will submit the first report with the annual report of the year after first taking office.
- e. Offer a curriculum consistent with the philosophy formulated by the school.

II. Supporting Elementary School Program

No high school shall be accredited when the elementary school program within the supporting area is not of equal quality. The length of term should be the same for the elementary schools and high schools. The pupil-teacher ratio shall be approximately the same in the elementary school and the high school. Adequate library service, supplementary readers and teaching materials shall be provided.

III. Organization and Program of Studies

- a. A four-year high school (grades 9-12) shall maintain an approved four-year program of studies and require at least sixteen (16) units for graduation.
- b. A six-year high school (grades 7-12) must maintain an approved six-year program of studies and require at least sixteen (16) units for graduation, not more than five (5) of which may be transferred from the ninth grade of an approved junior high school.
- c. A three-year high school (grades 10-12) must maintain an approved three-year program of studies and require at least twelve units for graduation, all of which must have been earned in grades, 10, 11, and 12.

IV. School Enrollment and Number of Teachers

A. Class A High Schools

- a. Four-year high schools (grades 9-12) and three-year senior high schools (grades 10-12) shall employ at least five full-time teachers, and have a bona fide enrollment of at least one hundred pupils.
- b. Six-year high schools (grades 7-12) shall employ at least seven full-time teachers, and have a bona fide enrollment of at least one hundred and fifty pupils, one hundred of whom shall be enrolled in grades 9, 10, 11, and 12.

B. Class B High Schools

- a. Four-year high schools (grades 9-12) shall employ at least three full-time teachers, and have a bona fide enrollment of not fewer than sixty pupils.
- b. Six-year high schools (grades 7-12) shall employ at least four full-time teachers, and have a bona fide enrollment of not fewer than eighty-five pupils, sixty of whom shall be enrolled in grades 9, 10, 11, and 12.

V. Length of Term

One hundred and seventy-two (172) days of instruction shall be the minimum length of term for an accredited high school. The minimum specification of 172 days is exclusive of all holidays and shall be rigidly adhered to.

Exception to this requirement may be made only in case an administrative school unit is levying the maximum tax permitted by law and is unable to maintain all of its schools through a term of nine (9) months, in which case it must maintain all of its schools, high school and elementary, for a uniform term of not less than eight (8) months.

VI. Teaching Load

A. For the Principal

The principal of an accredited high school shall devote a significant portion of his time to supervision. He should spend a part of each school day in visiting classes and in promoting activities which are designed to improve the instructional program. In order that he may do this work effectively, no principal of an accredited high school will be permitted to teach more than twenty periods per week. A statement of the principal's supervisory program shall be filed each year as a part of the school's annual report.

B. For the Teacher

- a. The total pupil-teacher ratio shall not exceed thirty to one.
- b. No teacher in an accredited high school shall teach more than thirty (30) class periods per week. Teachers should not meet more than five sixty-minute classes daily.
- c. No teacher shall teach more than 750 pupil periods per week in a four-year high school nor more than 850 pupil periods per week in a six-year high school. These regulations do not apply to teachers of music, art, industrial arts, physical education, or typewriting.

- d. When teachers are assigned school duties other than those concerned with their regular classes, due consideration shall be given to this part of the teacher's load.

VII. Pupil Load

- A. The pupil load shall be of such kind and amount as is determined by the type of program carried, and the total amount shall take into account the pupil's whole school day, his out-of-school activities, and his home study, if any.
- B. The usual pupil load should not exceed four classes per day requiring reading and study, exclusive of health, music, and extra-class activities. Only pupils ranking well above the average should be permitted to carry a program requiring more than this standard. Directed study and a full program of library, auditorium, gymnasium, and club work within the school day are preferable to a rigid study and recitation type of procedure.
- C. At least the senior year shall have been spent in an accredited high school or schools. A student may, however, gain the last unit in a state-approved summer school with understanding that the diploma will be withheld until the school in which the credit is made certifies to the unit.

VIII. The School Staff—Qualifications and Salary

- A. The Principal
 - a. The principal shall hold a valid certificate in Administration and Supervision.
 - b. The principal is the leader of the faculty, and his monthly salary should be not less than that of any other member of the school staff. He should be employed on a twelve months' basis.
 - c. Separate rooms shall be provided for the principal's office. These rooms shall contain adequate space, supplies and equipment necessary for the efficient operation of the office.
 - d. The principal should be provided with qualified secretarial help. In the small high school this may be on a part-time basis.
- B. The Teacher
 - a. Each teacher in a public high school shall hold a certificate legally valid for his position.
 - b. All teachers shall be assigned to teach in the fields of their major and minor training in college. Only in cases approved in advance by the State Supervisor will variations from this standard be permitted.

IX. Recitation Period

Recitation periods in credit courses shall be at least forty-five minutes in length. The sixty-minute period is recommended. Unless a period of sixty or more minutes is used, ninety-minute laboratory periods shall be given two days each week for courses in biology, physics, and chemistry. Where the sixty-minute periods are used, double laboratory periods in these courses may not be required. Schools organized with

periods less than sixty minutes shall give double periods daily in courses in nonvocational home economics, industrial arts, and art. In vocational courses, supervised by the Division of Vocational Education, the time requirements of this Division shall be met.

X. Library

a. Appropriation

There shall be an annual appropriation and expenditure by the local board of education of a minimum of \$150, or at least \$1.25 for each junior and senior high school pupil (whichever amount is larger) for books, periodicals, and other non-book printed materials and supplies including printed catalog cards. Audio-visual materials, and textbooks and pamphlets used by special departments for classroom instruction, shall not be purchased from this appropriation. The amount of the appropriation shall be based on the pupil enrollment as reported on the annual high school report of the preceding year.

b. Books and Related Materials

For any school, there shall be a minimum collection of 500 well selected books, exclusive of duplicates, government documents and currently adopted textbooks, to meet the curricular and recreational needs of the particular school. There shall be at least five additional books for each pupil above 100 enrollment. In addition, each school shall provide one general daily newspaper in addition to the local one, and a minimum of five to ten periodicals annually. For schools above 100 enrollment, there shall be purchased annually five additional periodicals for each 100 pupils, or major fraction thereof.

Books and other materials are to be selected from lists approved by the State Department of Education, such as the H. W. Wilson STANDARD CATALOG, the American Library Association BASIC BOOK COLLECTION FOR HIGH SCHOOLS, and other lists prepared by the ALA and U. S. Office of Education. Each school should own the latest edition of the STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES, and/or a CHILDREN'S CATALOG. The librarian should assume the responsibility for guiding staff members and pupils to select cooperatively, books and materials based on the needs of the particular school.

Periodicals are to be selected from lists approved by the State Department of Education such as the latest edition of MAGAZINES FOR SCHOOL LIBRARIES by Laura K. Martin.

The book collection should be kept up to date and in good condition by continuous discarding, binding, and by the addition of new titles.

Every library should maintain a collection of vertical file materials containing pamphlets, pictures, clippings, leaflets, etc.

It is suggested that the library be the center for the audio-visual materials such as films, filmstrips, slides, records, etc., owned and used within the school, and that the librarian organize and administer them. Provision should be made for the librarian to have additional help for this.

c. Librarians—Qualifications and Time Spent in Library

1. Enrollment of 150 pupils or less. Teacher-librarian with at least 12 semester hours of library science from an accredited library training agency. These 12 hours should consist of 6 hours in Books and Related Materials and 6 hours in Organization and Administration of the School Library. Such a teacher-librarian should be scheduled for classroom teaching at least 2 periods less per day, preferably consecutively, than full-time teachers so that she may do library work. Pupil assistants will be found helpful in all library situations but only where a wholesome situation prevails should the library be kept open by them alone.

2. Enrollment of 151 to 300 pupils. Teacher-librarian with at least 18 semester hours of library science from an accredited library training agency. In addition to the 12 hours outlined above, the teacher-librarian should have had 3 semester hours of Reference Work and 3 hours of Cataloging and Classification.

The time assigned for work in the library should equal at least half of the school day. Pupil assistants should also be used as stated above.

3. Enrollment of 301-500 pupils. Full-time librarian who meets the educational requirements for a school library certificate including at least 24 semester hours of library science. Previous successful teaching experience is highly desirable. The 24 semester hours should include, in addition to the program outlined above, at least 3 hours in library science. A course in audio-visual aids to teaching is also highly desirable.

No teaching, other than that in use of the library, should be assigned to the librarian and only such extra-curricular duties as do not require absence from the library during the school day. However, provision should be made for the librarian to do systematic classroom visiting to ascertain teacher-pupil needs. Sufficient pupil assistance will enable the librarian to work more closely with teachers and pupils.

4. Enrollment of 501 to 1000 pupils. Requirements the same as for above. In addition to assistance from pupils a half-time clerical assistant is recommended to release the librarian from technical duties and give her time to assist teachers and pupils in using the library.

It is highly desirable that the librarian should have had school library experience before undertaking a position in schools of this size.

5. Enrollment above 1000 pupils. Requirements as above with an additional full-time librarian required for every 1000 enrollment or major fraction thereof.

d. Quarters and Equipment

When boards of education are planning new buildings, it is strongly recommended that they consult with their local school library personnel and library personnel in the State Department of Education for aid in planning satisfactory and attractive quarters for the library.

A separate library room or library-study hall shall be provided. This room should have a seating capacity sufficient for the largest class plus twenty, and should allow at least twenty-five square feet of floor space per person. When more than 60 pupils are free at any one period they should not all be accommodated in one room. If more than 60 pupils are assigned to the library at any period, a teacher, in addition to the librarian, should be scheduled to assist in the supervision.

The library should be equipped with book shelves, tables, chairs, magazine shelves, vertical file, librarian's desk and chair, newspaper rack, and bulletin boards. In schools above 150 enrollment there should be a standard card catalog case and a typewriter which is available when needed.

If possible, a separate workroom with running water should be provided. Adequate storage facilities for books and non-book materials and a separate conference room are highly desirable.

e. Organization

Books should be classified, marked, and shelved according to the Dewey Decimal system. To facilitate business-like procedures, these records should be kept: accession record; shelf-list; expenditures; additions, discards, and losses by classification of material; and daily circulation and attendance. In schools above 150 enrollment a card catalog (author, title, and subject) should be maintained.

Periodicals which constitute a valuable source of reference material should be properly filed and kept as long as they are useful. The effective use of such material is dependent upon printed periodical indexes.

Non-book materials such as pamphlets, pictures, filmstrips, recordings, etc., should be arranged according to the classification, by the serial number, or alphabetical by subject, and housed for convenient use.

The library should be kept open continuously throughout the school day and sufficient time before and after school to provide maximum accessibility. Pupil assistants should be trained in library routines and used in every way possible to further library service to the entire school.

f. Instruction in Use of the Library

Each pupil should be given instruction in the use of the library's resources. It is desirable to give a series of lessons throughout the pupil's school experience at a time appropriate to his needs. The instruction should be re-emphasized and correlated with classroom work continuously throughout the pupil's high school career. Only those lessons that can be applied in the library situation of the individual school should be taught. Any library lessons to be found in the state adopted textbooks should be adapted to the local situation.

Instruction should cover these topics: (1) introduction to the library, library citizenship, location and arrangement of material, circulation procedures; (2) parts of the book; (3) use of the shelf-list (in schools **not** having a card catalog); (4) dictionaries; (5) encyclopedias; and (6) other general reference books. In schools with an enrollment above 150 pupils, instruction in use of the card catalog (author, title, and subject) should be given instead of instruction in use of the shelf-list. In larger schools having more extensive resources instruction should be given covering these materials.

g. Activities to Extend and Improve the Library Service

Emphasis should be given to services the library renders in improving the total instructional program. It is by these activities as well as the foregoing quantitative measurements that the worth of the library should be judged.

1. Carefully planned use of pupil assistants to contribute maximum benefit to the individual child
2. Visits to classrooms to ascertain pupil-teacher needs and ways library can serve them
3. Materials available to classrooms to meet changing needs
4. Periodic statements to the administration, in terms of the objectives of the school, of the library's accomplishments and needs
5. Attention to needs of exceptional children
6. Material which provides up-to-the-minute information
7. Periodic information to pupils, teachers, and administration concerning available materials
8. Purposeful use of the library by class groups
9. Library open for use whatever time beyond the school day and term necessary to serve community needs

XI. Teaching Equipment

Adequate teaching equipment and supplies including maps (geographical and historical), charts, globes, bulletin boards and pictures, shall be provided in all courses offered. The laboratories and shops shall be provided with equipment as specified in the State Department lists of laboratory and shop supplies for high schools. Emphasis shall be placed on the effective use of this equipment.

XII. Health Education

Health education is recognized as a necessary part of the high school program. Local school boards should recognize it as such and provide adequate appropriations to meet the expense of this important department both as to personnel and equipment.

XIII. The School Plant

a. Buildings

The school building shall be adequate to accommodate pupils, according to the organization of the school and the type of program offered. In construction it shall be safe, durable, and convenient. In its plan it shall provide adequately for all the educational and personal services of the school. The buildings shall be maintained in good repair, and in the highest standard of cleanliness and order.

New buildings and additions shall conform to the standards established by the State Board of Education.

b. School Grounds

The school grounds should provide for present needs and future development for both school and community needs. Wherever it is possible to secure the land without unreasonable expense, the minimum extent of the school ground should be from five to fifteen acres.

c. Beautification and Improvement

Pupils, teachers, and patrons should be drawn into a continuous program of school beautification and improvement which would establish and maintain in the school an atmosphere of culture and refinement and result in beautification of the school premises.

XIV. Records and Reports

a. A permanent record for each pupil shall be kept for the entire time spent in high school. This record shall show the semester grades by subjects, credits given, and attendance for each semester or part of semester attended by each pupil. These records should be kept on forms approved by the State Supervisors. Complete pupil records of the entire district shall be kept in the office of the Superintendent in a fireproof vault, safe or cabinet.

b. It is recommended that a complete cumulative record or pupil inventory of each pupil be kept on file.

c. No credit shall be accepted from another school except on the basis of a transcript from such other school. Such transcript shall be sent direct from principal to principal. Statements of credit presented by pupils shall not be accepted. The record must show a complete account of all transferred credits and indicate the school in which they were earned.

- d. Principals should require teachers to furnish an inventory of the equipment used in the various departments, together with suggestions of new purchases for the ensuing year. All new equipment shall be purchased in time for use at the beginning of the fall term.
- e. The Annual High School Report must be made to the State Department of Education on or before October 10 of each year. Failure to return this report after two notices have been sent shall be cause for dropping a school from the accredited list.

XV. School Funds

There shall be an adequate, centralized organization for the proper handling and accounting of all school funds for which the school is held responsible. Semi-annually or annually, the principal shall send to the superintendent a summary report of all receipts and disbursements.

XVI. Remedies

When deficiencies are found wherein these standards are not maintained, it shall be the duty of the state supervisors to confer with the governing authority of such school or system of schools and set out a program of remedies consistent with these regulations, and no action against such school or system of schools will be taken until the school authorities shall have had opportunity to consider the remedial program proposed.

XVII. Contributory High Schools

A contributory high school (one that is incomplete, not extending through grade twelve) shall maintain the grades that it carries in accordance with high school requirements, with only four units for each grade. It shall have a bona fide enrollment of at least fifteen pupils for each high school grade. Two full-time teachers will be required for grades 9-11 inclusive, one for grades nine and ten, and one additional when grades seven and eight are included. No unaccredited grades shall be maintained, and legal provision must be made for the high school grades not included in such school.

XVIII. Tenure of Rating

The rating given any school or system of schools will continue in effect until it is changed or discontinued.

C. EDUCATIONAL BULLETINS

The bulletins listed below are free. They may be obtained, as long as available, by writing to the Department of Education, Frankfort, Kentucky.

Materials General in Nature

1. Getting the School Underway.
Vol. 12, No. 4, June, 1944.

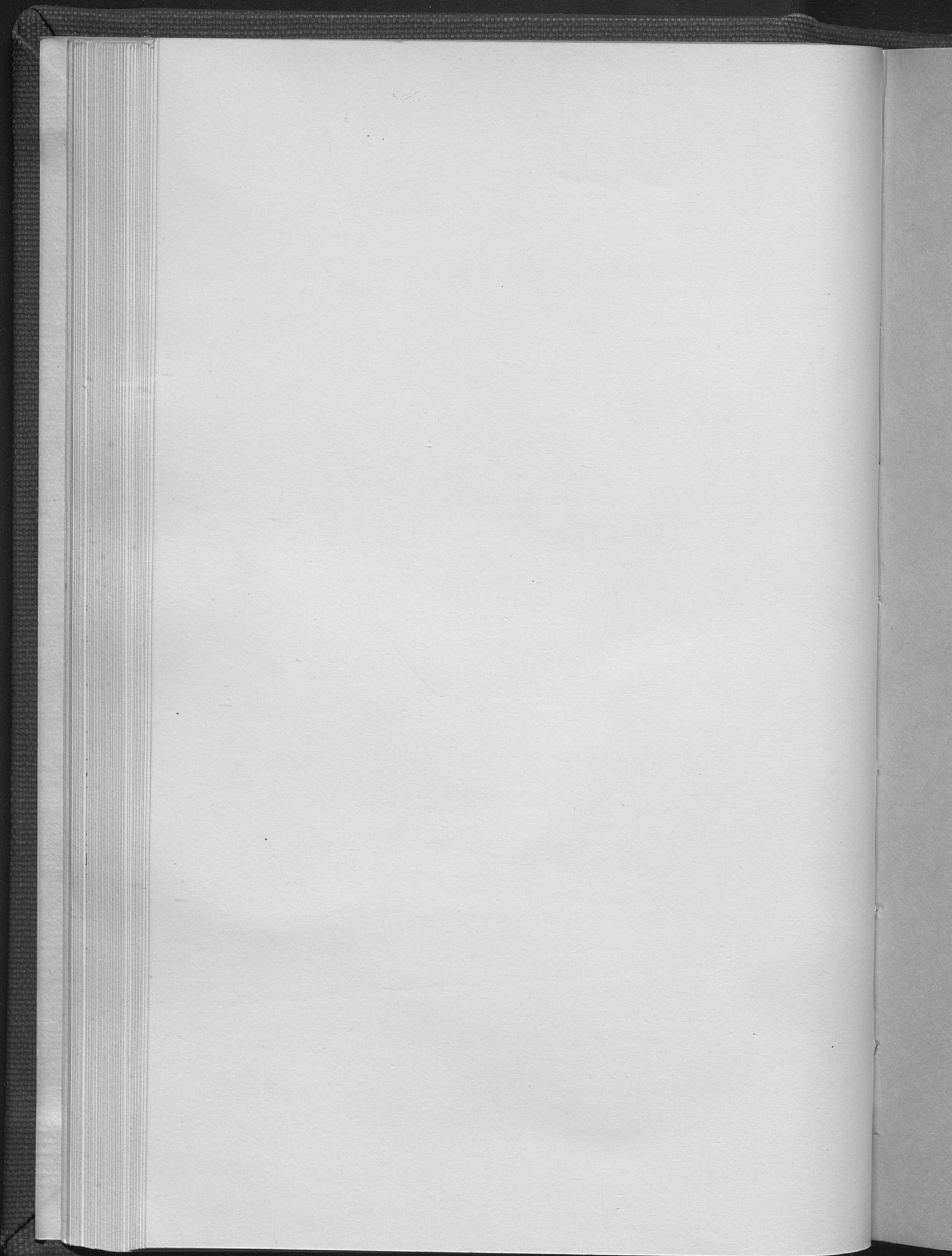
2. Building a Program for the One-Teacher School.
Vol. 15, No. 6, August, 1947.
3. Evaluating the Community School.
Vol. 14, No. 12, February, 1947.
4. Units in Conservation of Wild Life and Other Natural Resources.
Vol. 9, No. 6, August, 1941.
5. Kentucky Resources, Bulletin of the Bureau of School Service.
College of Education, University of Kentucky,
Vol. 18, No. 2, December 1945.*
6. Training of High School Librarians and Kentucky Schools, 1948-
1949.
Vol. 17, No. 3, May, 1949.
7. Library Service For Kentucky Schools.
Vol. 17, No. 4, June, 1949.
8. Free and Inexpensive Teaching Aids.
Vol. 10, No. 5, July, 1942.
9. Handbook of Audio-Visual Materials for Kentucky Schools.
Vol. 14, No. 6, August, 1946.
10. Maps, Globes, and Charts for Kentucky Schools.
(Mimeographed Bulletin) December, 1947.
11. The Historical Development and Present Status of Public High
School Libraries, 1908 to 1950.
Vol. 20, No. 1, March, 1952.
12. Functional School Libraries: Quarters and Equipment.
Vol. 20, No. 5, July, 1952.

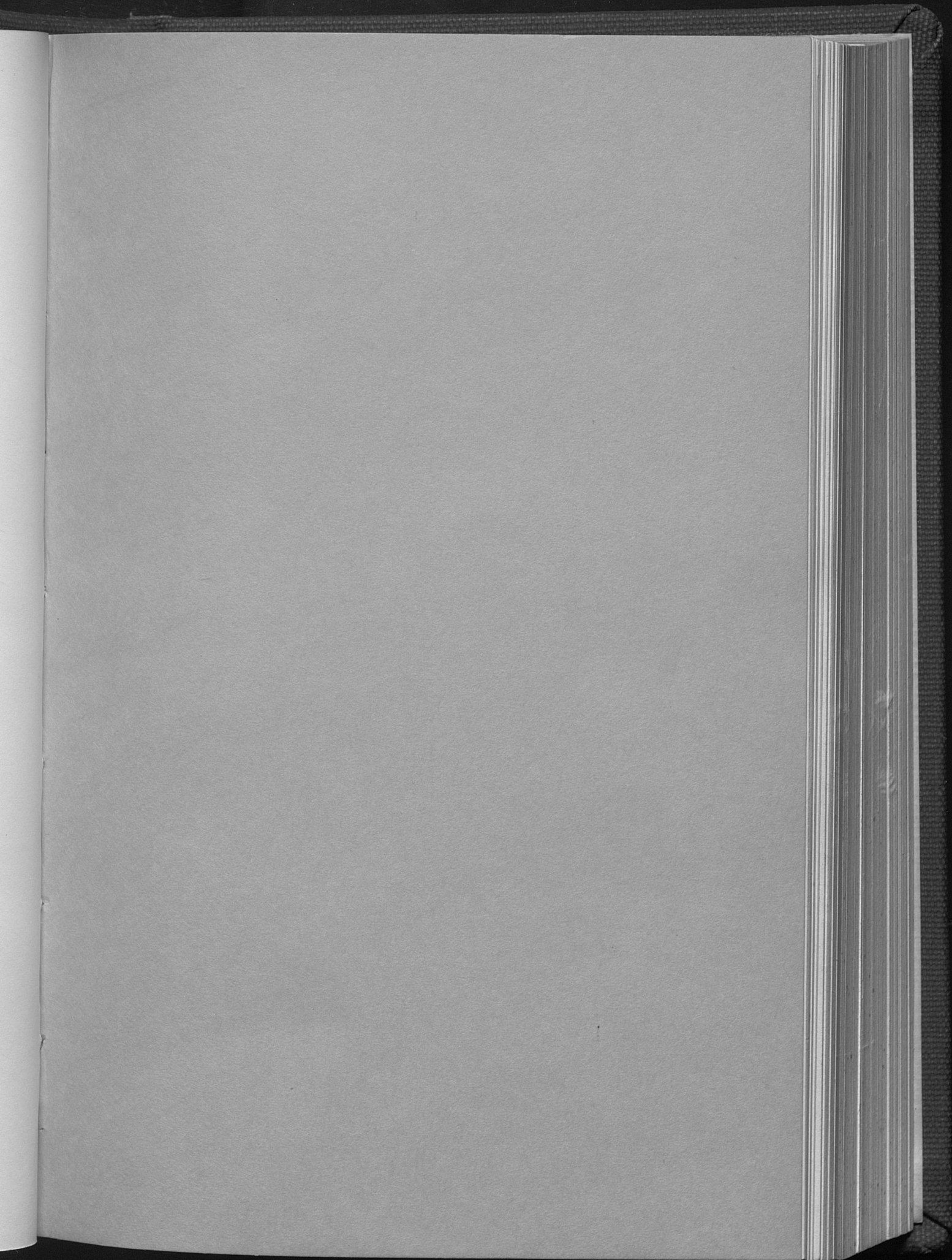
Materials In Areas of Instruction

1. Air-Age Education:
Planning Air-Age Education.
Vol. 16, No. 6, August, 1948.
2. Business Education:
Business Education.
Vol. 17, No. 8, October, 1949.
- 2a. The Program of Vocational Agriculture in Kentucky.
Vol. 13, No. 8, October, 1945.
3. Exceptional Children:
The Exceptional Child—Helps for the Classroom Teacher with
a Problem Child.
Vol. 17, No. 5, July, 1949.
Exceptional Children. Vol. 20, No. 10. December, 1952.
4. Health Education:
Getting the Health and Physical Education Program Under Way
in the Elementary School.
Vol. 15, No. 3, May, 1947.
A Physical Education Program for Kentucky High Schools.
Vol. 15, No. 11, January, 1948.

*University of Kentucky Publication.

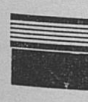
- Planning School Health Program for Kentucky High Schools of
Kentucky.
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