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# EDUCATIONAL BULLETIN

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A REPORT OF THE THIRD ANNUAL  
ADVANCING EDUCATION  
IN KENTUCKY  
CONFERENCE

*Reg.* Published by  
DEPARTMENT OF EDUCATION,  
ROBERT R. MARTIN  
Superintendent of Public Instruction  
Frankfort, Kentucky

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## FOREWORD

In August 1958 the State Department of Education, in cooperation with the University of Kentucky, the five State Colleges, the Kentucky Education Association, the Kentucky Congress of Parents and Teachers, and the Kentucky School Boards Association, sponsored the third conference on Advancing Education in Kentucky.

Since new and increasing emphasis has been placed upon the importance of the curriculum, this conference was devoted to "New Horizons for Today's Curriculum."

It is quite significant that all the addresses and group discussions were centered around the need for scientists and mathematicians but at the same time stressed the importance of developing leadership in all fields. This worthy objective will demand a balanced curriculum designed to meet the needs of all the pupils in the schools of our State.

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

Robert R. Martin

*Superintendent of Public Instruction*

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**REMARKS OF THE PRESIDING OFFICER AND  
INTRODUCTION OF THE KEYNOTE SPEAKER**

by

Don C. Bale,

Head, Bureau of Instruction

Ladies and Gentlemen, the Third Annual Advancing Education in Kentucky Conference is now in session.

We in Kentucky have every reason to be proud of the fact that the importance of high quality instruction has been one of the most outstanding considerations in our program of public education during the last two and one-half years. Moreover, as a result of this emphasis, we are taking a close look at our instructional quality long before the events of the last nine months created wide public interest in the quality of schools in this nation.

The Foundation Program — fully financed, came as a result of an immense impulse in behalf of better education in Kentucky and that popular mandate gave to the profession a wonderful instrument. But as all of you know, it was only an instrument and it remained for the leadership to use it wisely. You are a part of that leadership, and you know that the instrument has been used to create something better for the youth of this state.

You also know that administering the Foundation Program was merely a means to an end. The chief end for which this new system was inaugurated was to facilitate learning. Since the Foundation Program is a financing instrument; as such, its force as an instructional implement could easily have been neglected and its fruits unsustained. This has not been the case because we have had a Superintendent of Public Instruction with a broad understanding of the over-all problem, and a keen insight into the final objective — better education. His design for better education in Kentucky is well known to you. On many occasions he has pointed out that good classrooms, good teachers, and adequate instructional supplies are the essence of our goal. His record has upheld his convictions. In the area of instruction, under his leadership, we have initiated the total system evaluation, the committee system for studying accreditation standards and program of studies; have placed emphasis through other committees, on moral and spiritual values, citizenship, civil defense, and have seen our guidance, physical education, in-service, art, and music programs expand and improve.

The Advancing Education in Kentucky program is another example of our superintendent's desire for better instruction and he has not only interpreted this program well to the profession itself, but through a public relations program, has also interpreted it to the people as well. Kentuckians are better informed about education; they are more sympathetic to its problems, and they are more concerned with its future.

There are many things that this man has done for education in Kentucky. I count it a special distinction to introduce to you now, Dr. Robert R. Martin, Superintendent of Public Instruction.

**Keynote Address**  
**Advancing Education in Kentucky**  
**NEW HORIZONS IN CURRICULUM CONCEPTS**

by

Robert R. Martin

Superintendent of Public Instruction

In a book written by George S. Counts and J. Crosby Chapman and concerned with some principles of education, a schoolmaster is depicted as greeting his pupils with this question:

"What would you learn of me?

And the reply came:

How shall we care for our bodies?

How shall we rear our children?

How shall we work together?

How shall we live with our fellowmen?

How shall we play?

For what ends shall we live?

. . . . And the teacher pondered these questions, and sorrow was in his heart for his own learning touched not these things."

This same idea is the purpose of the conference this year — to spend some time in discussing and planning together for New Horizons in Curriculum Development.

We have seen during the last twenty-five years, new and increasing emphasis placed on the importance of the curriculum. For some of those years the curriculum and its place in the school was primarily the province of educators; theirs were the voices heard, albeit not always listened to. In more recent times, curriculum has become the avocation of everybody from the man in the street to the presidents of our great corporations.

Thus where once upon a time, the objectives of education were relatively static and moderately unchanging, the curriculum needed little revision in order to achieve a satisfactory measure of success in meeting those static objectives. There was no argument with the status of either the curriculum or educational objectives because there was neither social nor cultural motivation for changing them.

No longer is this true, and many schools are faced with varying degrees of the same frustrations as faced the schoolmaster — their programs and their philosophy have not properly equipped them for meeting the requirements of youth today.

Now why should this be so?

There are a multiplicity of reasons, of course. Some of them lie in the area of administration and finance and include basic problems that cannot be solved within the framework of the educational structure alone. Such problems are primarily the result of constantly increasing school enrollments. These are quantitative matters that must be met by a

combined effort of educators and public alike. Efforts to solve these quantitative problems must be coordinated with efforts to solve qualitative problems, otherwise no educative program regardless of its design for instructional effectiveness and social value can achieve either of those general goals.

While the problems of providing facilities for meeting quantitative needs are fairly well defined and understood, those relating to educational quality are more complex, and in any discussion of quality, curriculum emerges as a dominant issue.

Someone has said that all problems relating to curriculum can be listed under three general questions: First, What shall we teach? Second, How shall we teach it? And third, How well are we teaching it? Perhaps this is an oversimplification. It leaves out the all-important question — **Why should we teach it?** Stated another way, we must first decide what are our objectives — that is the 'Why'; following that we can and must be concerned with content, methods, and evaluation.

### **WHY SHOULD WE TEACH IT**

When we arrive at a decision regarding our reasons for teaching a specific course of study, we will have accomplished a large portion of our task as developers of a curriculum because methods and content must follow the pattern set by those reasons. Evaluation will determine how well the reasons are being met and revisions can then be made as the cycle begins again.

Our reasons for teaching a specific course of study are obviously the objectives of our curriculum. As all of you are well aware, the objectives of education today are an endless subject of debate and discourse. "What should our schools accomplish?", was one of the basic questions in the White House Conference agenda; it is the first question of importance in curriculum planning.

Consider with me briefly this matter of educational objectives as it relates to the task of developing curriculum.

I said previously that there was a time — not too long ago — when the objectives of education were relatively static. In that era, and for half a century prior to it, the school's basic purpose was to prepare persons for college. Its philosophy held that persons who did not plan to go further in education would be better for having been exposed to the rigors of rigid disciplines with classic contents. American education was thus merely reflecting the idea that fathered it.

Although Thomas Jefferson believed in a democratic ideal for education and this ideal became fused in the American mind, it did little to revise the classic philosophy. In fact, when American political, economic, and social thinking began to venerate the theory of "rugged individualism," democratic concepts of an education-for-all as defined by Jefferson, lent itself well to the tenor of the times. Education was an individual function and the emergence of the high school only enhanced the predominant idea that persons of ambition and intellect could be prepared for higher learning. The elementary school was thereby thought to serve the needs of the many — the high school, the needs of the few.

This pattern of divisionary and selective education became well established in the cultural soil of America because the culture itself was not so complex and diversified. We still find much evidence of it in the present-day curriculum. One example, as defined by an Illinois University professor, concerns the practice of debate in our high schools. Where there was once a time when debate was a useful social tool—a time when there was limited means of communication, there is today no similar social logic. There is rather a need for understanding the principles of panel discussions, symposiums, and forums. In an age of television, the process of 'opening statements' and 'rebuttals' is as outmoded as the chautauqua tent. Why do we continue to teach it? Because many of our objectives still do not satisfy the criterion of social adequacy but are carry-overs from a former age.

The objectives of education today are no longer the province of educators. Indeed most educational objectives are not defined by educators, but by social groups, pressure groups, organizations, corporations, individuals, and individuals in groups. Following the standard salutation regarding the weather, the next topic of conversation on many of this nation's street corners today is — quote, What's wrong with education anyway? Unquote. There usually follows, if time permits, an individual philosophy of education full to the brim with what's wrong and what needs to be done and often the opinions expressed merely reflect the point of view of the individual's group. It may be labor, management, or the Society for the Prevention of Cruelty to Animals.

One disturbing element in this picture is a growing and irrational attitude to **return** to the methods and content of a former age. It is irrational because it is like expecting to make a fortune from the manufacture of buggy whips.

In the area of curriculum, the term "Social Perspective" has much significance for educators. B. Othaniel Smith has defined this term as "... the basic orientation of the curriculum."<sup>1</sup> He discusses it in terms of being able to discern the signs of transition that indicate cultural transformation. These are the things that shape our future or at least influence the patterns of human relationships in times as dynamic as these. Some of these developing patterns of transition are:

1. A growing dependence on each other with its counterpart of specialization in labor, commerce, industry and responsibility. No longer does the individual control the economic climate of his own productiveness; nor does he maintain independence in social and cultural matters. He lives in an ever-growing society of interdependence and if public education is to serve his needs, it must do so in terms of this condition — not in terms of a by-gone era when the opposite condition was a reality.
2. There is — along with this interdependence — an increasing desire for economic conformity at least with respect to material well-being. In a society wherein each of us is equally dependent on others of us, it stands to reason that if the prosperity of some of us

1. Smith, Stanley & Shore, **Fundamentals of Curriculum Development**, World Book Company, Yonkers on Hudson, New York, 1957.



breaks down, the prosperity of all of us is threatened. Under specialization even with automation, there are a great many more producers than ever before. This is the result of the mass productive system with its assembly lines and new technology; but more important, it is made possible by the fact that there are more consumers who use the products that they make. Credit policies have encouraged this process and the interdependence is increased and multiplied. It has spread to practically every aspect of society and has helped to create new complexities.

3. Another sign of transition is a definite emergence of public impatience with discrimination against race, creed, and color and these minority groups are asserting their rights to the things apparent in democratic ideals. The old mores and social customs cannot withstand the onslaught of an enlightened public opinion which is the target of that little electric window known as television.

4. The advent of rapid transportation and communication permits the youth of today to get a better understanding of persons and events around the world. The effects of this have led to 'world-mindedness' on a grand scale and have resulted in new and vigorous demands for the settlement of international controversy by some form of adjudication. This kind of progress will of course, be tedious and tense, but the shape of the pattern is unmistakable. The handling of the current crisis in the Middle-East is a manifestation of this pattern and the effectiveness of the United Nations over the last dozen years is a further indication that world order may be a reality in our time.

5. There are new values emerging out of the changing cultural scene and resulting from phenomenal advances in science and technology.<sup>1</sup>

These are the signs of transition and dictate the conditions of the future. Any discussion of redeveloping a curriculum that does not take them into consideration is meaningless and useless.

#### **THE TASK OF EDUCATION IN THIS TRANSFORMATION**

The task of education in this cultural transformation is not an easy one. It is true that there have been upheavals before. History is full of them from the passing of Greco-Roman civilization through the Renaissance, the Reformation, and to the industrial revolution and the rise of nationalism in our own time. If the present period of change was like others in kind it is vastly different in degree.

As in other periods of change, men today find themselves in a new economic and social status and they have managed to adjust to this new status with some degree of success. There is a new adjustment demanded by the present cultural metamorphosis that is more profound and more subtle than in any previous period. One might call this new demand 'psychological accommodation'. It could be defined as the ability of man **not** to lose his sense of personal importance.

1. Ibid.

The United States has found itself geographically well suited to the demands of the new technology which is the motive power for the cultural alterations now in process. With a wealth of natural resources and productive know-how, the United States possesses unlimited power and as a result, the exemplification of changing social and economic patterns is nowhere more apparent than in our own nation. In the midst of this wealth, the individual should feel a new sense of importance and stability but this has not been the case. Instead, there is ample evidence that individuals have never felt more insecure or less confident.

Our task as educators is to make available to our students the means by which man can recapture his own sense of importance and significance in a rapidly evolving environment.

### **THE CURRICULUM MUST BE DYNAMIC**

If this is our task — to help man make the psychological accommodation that is necessary to his own sense of common purpose in life, what kind of curriculum must we develop?

First of all, it must be dynamic; it must be adaptable to the constant changes that are occurring; it must satisfy the criterion of social adequacy. That is, it must meet conditions as they **are** — not as they **were**. It must meet the needs of all — the academically talented as well as the vocationally minded; the exception, the average, the dull, the poor, the rich, the white and the colored. The kind of curriculum that will accomplish this is certainly not the only important consideration. The curriculum itself can only help in meeting the task. Other elements must share the burden of the job. What kind of high school organization? What kind of teacher and what services will be required other than instruction?

The answers to these questions seem obvious. The high school must be comprehensive. The extremely small high school cannot do the job. The teacher must be competent and well-trained for his role in the dynamic program. There must be a realistic and functional program of counseling services available and this guidance must be integrated in the over-all program. The curriculum must be thorough and broad enough to accommodate the variety of interests and abilities that will be exhibited by the enrollment. Such a curriculum must be several-sided, but throughout, it must provide the student with knowledge that is useful, practical, and disciplined; with experiences that are wholesome, and with concepts that point toward the formulation of good judgment. This is the kind of curriculum we want — one that provides knowledge, experience, and judgment.

### **THE CYCLE OF CURRICULUM DEVELOPMENT**

To insure that the curriculum will be dynamic, we cannot initiate a particular program of studies and then forget it for twenty years, making changes in it only when we are forced to do so. If the curriculum is to be truly adaptable to the times, we must follow a definite cyclical procedure in its development.

There are four basic steps in this cycle. First, we must define our objectives; second, we plan around these objectives; third, we develop programming, and fourth, we evaluate our over-all effort. In the light of

the fourth step, evaluation, we should then be in a position to reappraise our objectives and revise them in the light of what we have learned. This is a continuing process and it must be a continuing process if we are to have the kind of curriculum that does the job we believe it should do.

### **THE DEPARTMENT OF EDUCATION AND CURRICULUM**

I have tried briefly here to discuss something of the philosophy of the Department of Education in the area of curriculum. Such a philosophy is consistent with the thinking of a great many of our educators today; our problem is well-stated in Chapter 6 of the 1958 Yearbook of the American Association of School Administrators, **The High School in a Changing World**, by this question: "Shall the educator stand on the safe ground of the past, transmit its values, state its problems, and rationalize its solutions; or shall he brave the future and accept the risk of failure in the establishment of any values, or the definition of any problems, or the presentation of any method of reaching solutions?"

The answer is obvious to us. The "safe ground of the past" is safe only because it is past. You cannot transmit the values of the past and also expect them in every case, to be the same values that are needed in the present any more than you can expect the values of the present to also be the values that will be required in the future. Does that mean then that there are no lasting values? Certainly not — but neither does it mean that **all** values are lasting.

### **THE COMPREHENSIVE HIGH SCHOOL**

In the Department of Education we believe that a high school, if it is to serve the needs of all, must be a comprehensive high school. The comprehensive high school, however, does not refer to mere size alone but to shaping the program, services, and effectiveness of large schools so that there is balance between size and scope.

During the past ten years, we have seen more than a 100 per cent increase in the number of schools with enrollments over 300. In 1946-47 there were only 75 high schools in Kentucky with such enrollments. In 1956-57, there were 168. There is every indication that not only will this trend continue but enrollments in such schools will also grow so that many schools will find their enrollments reaching 500-800 within the next few years.

Some of these schools are in fringe areas, or in suburban residential sections adjacent to urban industrial areas. These schools face many problems that are totally different from those faced by growing schools in rural or static communities. Nevertheless, there are many services they must provide and many needs they must meet that are common to both.

The needs that the high school of today must meet are, of course, varied but if we are to adhere to the generally accepted idea that society requires of its members, the development of their maximum potential in certain skills, we must be able to define such skills for curriculum purposes.

Again, the 1958 yearbook of the American Association of School Administrators gives us a rather good list of such skills; they are:

1. Technological skills — Relating to a better understanding of the world of work.

2. Adaptability to mobility — We are a nation of 'movers'; students should have help in planning for resettlement.

3. World responsibilities — Traditional methods of teaching civics and history apparently have not had enough effect in developing better understandings of our nation's role in world affairs.

4. The Armed Services — We know that compulsory military training offers much concern to our youth and we should give this concern more significance.

5. Family Living — When given the opportunity, youth shows a keen interest in matters relating to family life and the role of the family in our society.

6. Group-working skills — It is axiomatic that as citizens, our students will become members of a number of organizations and groups; understanding of the individual's role in groups is a definite need.

7. Emotional Maturity — Our schools can contribute to emotional maturity by providing students with opportunities to come to terms with themselves and act on the basis of intelligent thinking.

8. Creative thinking — Too often we unconsciously stifle creative thinking in our students by limiting their discussion of challenging issues and opinions and by discouraging them from examining controversies.

9. Making decisions — This is closely associated with "emotional maturity"; but it deserves attention as a specific skill since today's citizen must make a great many personal, political, and social decisions and make them more often and more rapidly than in any previous generation.

10. Using money wisely — Today's high school student, as all of you are aware, has more money to spend than his parents had (and I sometimes think they **have** more **now** than their parents have). Also, when they enter the world of work, they will probably get beginning salaries higher than their fathers and mothers received after many years on the job. This is a definite area of instruction.

These are some of the skills that the comprehensive high school can successfully provide, but they are skills that **all** schools **should** provide. The program in a comprehensive high school should offer forty or fifty units of credit covering a variety of subject matter; it must have a high quality, effective guidance and testing program to determine who will take what, and why, and such services should enable the administrative staff to change a student's program if it is not satisfactory.

#### **NEW HORIZONS IN CURRICULUM**

I believe that our philosophy regarding curriculum is fairly well defined. Moreover, policies of the Department of Education, regulations of the State Board, and the same in local school districts are sound as they relate to curriculum development.

These things have been pointed out before. In the first Advancing Education in Kentucky conference held in August, 1956, when many

considerations were given to ways and means of improving the status of education in Kentucky, discussions of curriculum occupied a significant place. Again last year when at this conference emphasis was placed on the improvement of instruction, curriculum concepts were a major force in your deliberations.

Now in examining in more detail, the importance and substance of the curriculum, I want to bring to your attention a few of the things that I consider to be NEW HORIZONS IN TODAY'S CURRICULUM.

First, I believe COOPERATION is essential. If this is not a 'new horizon' in the usual sense, let us make it one. Last August at the second annual meeting of this conference, I said something about cooperation that I believe bears repeating now. I said, "In addition to a clear vision of our task, the courage to face facts and to act in light of them, we need cooperation in solving this problem of quality instruction." I repeat, without the cooperation of educators throughout the length and breadth of this Commonwealth as our number one HORIZON, we can forget all others as a waste of effort.

Second, a COMPREHENSIVE HIGH SCHOOL. I have talked in some detail of the importance of a school offering a program comprehensive enough to meet the needs of the individuals in terms of their future social well being.

Third, WORLD MINDEDNESS. Though I have also touched briefly on this 'horizon', there is one disturbing factor relating to it that I also want to mention. In an age when the United States finds herself in the position of a 'super-power' among nations of the world and the acknowledged leader of free world opinion, there is a glaring paradox in the programs of our high schools. I refer to a lack of emphasis on foreign languages. It is vital that we make languages available to our youth for they are growing up in the **world** — not just in the **United States**.

The fourth and last HORIZON, I will call QUALITATIVE BALANCE. Certainly we must give more attention to science and mathematics in our high schools because it is our responsibility to identify through these programs our future doctors, engineers, scientists, and technicians; but we must also remember to identify along with these people, our poets, our teachers, our laborers, our plumbers, our truckdrivers, and our service occupations. We must never lose sight of the basic tenet of democracy — that **all** of our citizens are contributors and creators in **our** way of life. As such, **each** is responsible for a portion of the function of our future.

In closing may I leave you with this thought which, in its simple way, defines that which we want the youth of this state to understand. As expressed by Paul Harvey, it goes this way:

"Some day, I hope to enjoy enough of what this world calls success so that somebody will ask me, 'What is the secret of it?' I shall say simply this: 'I get up when I fall down.'"

As always it has been a happy privilege for me to address you. I am sure that as you meet together here in the two days of this conference, you will again make a lasting contribution to the noble effort of advancing education in Kentucky.

## SYMPOSIUM

### Today's Problems and Issues in Curriculum Planning

Moderated by — Dr. Omer Carmichael, Superintendent,  
Louisville City Schools

Members of the Panel: Dr. M. M. White, Dean, College of Arts and Sciences, University of Kentucky — Higher Education  
Mr. Marvin Dodson, Executive Secretary, Kentucky Education Association  
Mrs. Raymond Bolton, President, Kentucky Congress of Parents and Teachers  
Dr. Charles Youmans, International Business Machines — Industry  
Mr. Turner Hatcher, President, Kentucky School Boards Association

Dr. White:

In terms of the over-all objective of the secondary schools, you, I, or anyone else can find plenty of shortcomings. Of course the schools have failed to attain their objective in many, many cases just as the liberal arts college, be it state or private, has failed to attain its objective which incidentally is largely the same: the maximum development of the mental, emotional, physical, and moral abilities of each student.

I am reminded of Dr. Hill's statement when he was Superintendent of Lexington City Schools. If a high school student was picked up by the police, he was a student at Henry Clay. If a high school student won a Rhodes Scholarship, he was the son of so and so.

If one views the secondary schools in Kentucky today and compares them with what they were ten or fifteen years ago, he finds many improvements. At the University, as a group, the college freshmen know more English than you did when you entered college. We no longer teach spelling. We once did. The percentage of freshmen taking non-credit English is going down little by little each year. The percentage of students taking regular college algebra—and not a combination of high school and college algebra — is increasing. The percentage of students who by-pass regular college algebra on the basis of an examination is increasing. Some even by-pass trigonometry.

Today's students are more mature and are much more likely to have a stable set of personal values than yesterday's students.

Such facts as the following indicate that the public schools are doing a good job:

1.\* The 1953 test scores of public and private high school seniors who took the College Entrance Examination Board Tests showed that the public school student received higher mean scores in seven of the nine tests. The greatest differences were in the scores in physics and mathematics — in which the public school seniors showed superiority.

2.\* According to Conant two-thirds of the honor graduates of Harvard for the years 1951 and 1952 came from public schools — even though only one-half of the classes came from public schools.

3.\* Davis and Frederiksen pointed out that on the average, public school students in the Princeton class of 1955 made a higher academic average for the freshman year — in relation to measured ability — than did private school graduates.

4.\* Kingsley reports 15 of the 16 scientists at Cal. Tech. responsible for the development of the high-speed stages of propulsion for Explorer I, for the satellite itself and its instrumentation were products of the U. S. public schools. The 16th was a public school product from New Zealand. Ten of the 15 came from California Public schools. One each from Massachusetts, Maryland, Ohio, Minnesota, and Texas.

May I point out two other facts:

Classroom teachers have withstood — certainly not 100% but to a commendable degree — the pressure to excuse Johnny from class in order that he may engage in extra-curricular activities. These pressures are great. I know, because even on the college level, the pressure to release the University Band from class is astounding.

The attempted encroachment of pressure groups upon the public schools to offer this and that subject is tremendous. I greatly admire those school systems who because of their sound educational philosophy have been able to withstand vested interests—and there are no other kind.

Finally, the present day technique of encouraging each student to study on his own, to guide his own destiny and to become less dependent upon specific directions from the teachers is something that college teachers greatly appreciate.

I salute the Public Schools of Kentucky!

Mr. Dodson:

The people of every society are confronted with the problem of inducting their youth into their culture which is their way of life. For this purpose, we establish a sequence of potential experiences in our schools which we call the curriculum.

When a culture is stable, the problem of curriculum building is rather simple and is usually well accepted by all concerned with it. That is, the curriculum pattern is fairly well set and understood and usually there is very little sentiment for a change. However, when the culture, or way of life, is undergoing rapid and severe changes, the problem of developing an appropriate set of experiences, or building a curriculum, is much more acute and one finds a number of varying opinions as to what should be taught in our schools.

In our society when the culture is being rapidly changed, when ideals are being altered, when the mastery of new skills becomes a necessity, when certain beliefs of a few years ago are becoming somewhat doubtful, when certain customs are completely disappearing, and when some of the values which were once held dear are being questioned, it seems to me that the problem has become one of constant revision of the curriculum.

\*Iwamoto, David. NEA Journal 47, 2, pp. 118-119, 1958

Whether the curriculum be the subject curriculum, or the activity curriculum, or the core curriculum, or a combination of all of these, I believe we have to admit that many of the purposes and objectives of a decade ago would be questioned today.

As I understand my part on this panel, I am to discuss the part the teacher plays in curriculum building. I want to begin by asking a question. How do you get acceptance on the part of teachers? If the revised curriculum is to enjoy a long tenure, it must have acceptance by the teacher. Of course, it must have acceptance by many other people as well. However, the teacher plays a vital role in the implementation of the revised curriculum and the success or failure it will meet.

I believe there are a few practices which will cause acceptance by the teachers, and I want to mention briefly four or five of them. Certainly, there are many others, but these seem to me to be highly important.

The teacher must be convinced that changing the curriculum is better. They must believe it will do more for the boys and girls or they will enter into the entire proposition in a half-hearted way.

The teachers should have a part in planning the change, at least to the extent that they know that avenues are open through which their voices can be heard. If teachers have an opportunity to plan for revisions, they will be more anxious to see the revised curriculum work in a successful manner.

Teachers should have ample and appropriate materials which will give them an opportunity to utilize the curriculum to its maximum potential. Many teachers have been denied the opportunity to provide innovation in the teaching situation because of the limited amount of instructional material available.

Teachers should have an opportunity for constructive criticism and periodic evaluations, once the change has been made. Only in this way can the curriculum continue to be improved. Along with this, teachers should be encouraged to do scientific experimentation and given a free hand in devising ways and means of testing the effectiveness of procedures used.

There is considerable evidence to support the thesis that the nature of current social change requires reconstruction of the purpose and objectives involved in curriculum building. The changes will be more effective, and possibly even more realistic, if the teacher has shared in the complete revision process.

Mrs. Bolton:

Experience is a dear teacher and who should know better than our young people about the strength and weakness of our high school courses? I want to share with you the opinion of six of them.

Three are college students — one studying math, one majoring in English and one studying to be a teacher — one high school graduate of this June planning to be a stenographer, one graduate of two years ago now working as a clerk typist, and one boy who dropped out of high school, now working in a bank but going to evening school.



**Charles** who dropped out of high school after two years, said there are four types of high school students: Those who are going just for the diploma, those who are going just for the sports, those who are going until they are 16 and can quit, and those who are going to learn. He said he was the first type. He now knows it is necessary to learn in order to get the diploma. He feels every high school student needs four years of English and concentration on a foreign language. He calls for more student participation, more and better counsellors, more classic subjects, larger schools and smaller classes, better equipped labs and more tools for students. He said two years of math and science are not enough.

**Jane**, studying to be a teacher, considered her high school one of the best in the state and got a good background for college. She thinks three years of math are needed; each pupil should choose his own courses but needs guidance in doing so; literature and history go hand in hand and science is extremely important. She stressed need for training in grammar, and more written assignments in high school; more study in the humanities and social studies. According to her, the greatest freedom in America today is the freedom to learn.

**Joyce**, the recent high school graduate now working as clerk-typist felt the courses she took in high school prepared her especially well for her work in the business world. Business English and office practice were her most important courses, but being in the band and taking part in outside activities is an important part of the high school program. According to Joyce, the material is there for the high school student if the student avails himself of it.

**Eugene**, now majoring in math, said in four years he went to three high schools. The first one offered no languages, was a small high school and had poor facilities for teaching science. The second was a city high school where there was not enough teachers or facilities. The last was a county consolidated school, the best of the three, although, there were still not enough facilities. He felt that English, grammar, science, and math benefited him most with history a close fourth. According to him, if the student does not appreciate scholarship, then all the buildings, teachers, and facilities won't do any good.

**Jean** found her high school career an effective one, but she pointed out the classes were crowded and the teachers were not able to give the individual attention the students needed. She emphasized many points made by the others, pointing out that a grouping according to ability was needed as well as excellent training in English, science, math, and opportunity to enjoy extra-curricular activities.

**Billie Ruth** spoke of her high school with great pride. Writing themes, which encouraged her to do a great deal of outside reading was good. Her math and grammar background has proved very helpful. She slighted science and geography which she now realizes was a mistake. One of the great benefits of high school was the variety the curriculum offered, including training in speech, dramatics, and typing. According to her, the **teacher** is the most important part of any school, because the student can learn from the teacher for whom he has admiration and respect.

These boys and girls may be sons and daughters of some of you here. It seems that we must insist upon a curriculum of high quality but with sufficient diversity to meet the changing needs and diverse capacities of the students we would reach — and that would be every student in Kentucky. I feel that counselling is a most important service in a comprehensive high school. Under competent guidance students may develop a high school program rather than pick courses.

Many parents feel our schools are not expecting enough from our boys and girls, even on a primary level. Most parents want their children to grow up to be **somebody**. They are looking to the schools to provide the educational facilities for them. I agree with the young people — **we are not making the most of the facilities we have**. Parents need guidance and counselling with their boys and girls and **feel** they need it. Randolph Hearst could be right when he said in a recent news release, "I recommend that greater disciplinary authority be granted to teachers, sometimes the best cure for a short-attention span is a good rap on the knuckles."

Whatever the curriculum competent teaching is of paramount importance and fundamentals must be **thoroughly mastered**.

Dr. Youmans:

#### **The Public School Has Done A Good Job**

The American public school system has grown so fast that it has developed many weaknesses needing attention. Anything said about these weaknesses should be considered constructive criticism and not an attempt to deny that the American public school is one of the greatest achievements of all time.

Today, leaders in business and industry realize that they need two kinds of capital to operate and build a successful enterprise:

1. Money—or the machinery and equipment that money can buy, and
2. People—with the attitudes, skills, and knowledge gained largely in our public schools.

Having spent twenty years as a teacher or principal in public secondary schools, I am naturally interested in planning and changing the secondary school curriculum. My doctoral research was also in this area: **The Secondary School's Role in the Preparation of Youth for Life and Employment in the Skilled and Semi-Skilled Occupations of the Manufacturing Industries**.

Because many Americans are employed in industry, school administrators and curriculum designers should be concerned with the industrial needs of our society. Working for a living is an important part of our present culture, and one likely to persist for some time to come. Working uses up quite a block of everyone's time—at least 25% for many and 30% for most. Our recreation, social activity, and standard of living depends on our ability to do our jobs. Because work is so important and because so many of us are employed in industry, school administrators and curriculum designers should be concerned with the needs of industry.

### Occupational Preparation

Every study of the purposes and objectives of the public secondary school has emphasized some equivalent occupational, or economic objectives. Herbert Spencer (1859) emphasized a vocational purpose; the Commission on the Reorganization of Secondary Education (1918) stated the now-famous seven objectives of public education, including the vocational objective. The NEA Committee on Soci-economic Goals for American Education (1933) developed **Ten Desirable Economic Goals of America**, including a suitable occupation and economic security clearly emphasizing some type of occupational or vocational preparation. The Educational Policies Commission (1938) prepared a statement of educational purposes grouping the objectives of education into four categories:

1. Self-Realization
2. Human Relations
3. Economic Efficiency
4. Civic and Social Responsibility,

In the category of economic efficiency, six sub-objectives were listed describing more specifically the occupational or vocational functions of the secondary school:

1. Work — the educated producer knows the satisfaction of good workmanship.
2. Occupational Information — the educated producer understands the needs and opportunities of various jobs.
3. Occupational Choice — the educated producer has **selected** his occupation.
4. Occupational Efficiency — the educated producer succeeds in his chosen vocation.
5. Occupational Adjustment — the educated producer continues to improve.
6. Occupational Appreciation — the educated producer appreciates the social value of his work.

### Some Change in Emphasis

Looking at the curriculum from the standpoint of subject matter, I see a need for more emphasis on the physical sciences; mathematics; and the practical arts. Instructors should enliven their classes by showing students how the subject matter can be used in life.

Algebra can be taught merely as a system of meaningless symbols or as a valuable tool for solving many practical problems.

Some schools teach chemistry and physics as a series of laboratory exercises, completely overlooking their thousands of industrial applications. We should teach the chemistry of glass and steel and gasoline. We should teach the physics of the lathe, the crane, and the elevator.

Unfortunately, few secondary school teachers are experienced in industrial technologies. We should work out a system in which teachers can obtain laboratory experience in industry.

Industry makes the greatest use of new discoveries and inventions. Research programs in industry deliberately foster discovery and inven-

tion. Our citizens need understanding and insight into these new developments. Certainly the public secondary school should have a major role in this educational program. The secondary school is the "last chance" in the formal education of many of our citizens. Scientific, technological and industrial developments now go so far beyond the knowledge of the average man that they become a new kind of mysticism used in the "cold" war of nerves between the two great world powers.

When fully understood, automation is nothing more than an extended and more advanced use of:

Electricity and Electronics,  
Pneumatics and Hydraulics,  
Computers and Controllers, and of  
Linkages and ServO-mechanisms

All of these can be taught as industrial applications of secondary school physics.

I believe there should be a balanced relationship between general educational services and occupational preparatory services in the public secondary school. My survey showed that businessmen and industrialists believe that the secondary school should provide a program including both general education and occupational preparatory services. They feel that youth should experience these together, preferably during the secondary school years. They believe that the secondary school should continue to emphasize the fundamental general education subjects, especially the language arts, mathematics and science. A few expressed fear that the school would neglect these subjects in favor of purely job-training programs.

Perhaps the secondary school should examine its philosophy toward work and work preparation. Work is a necessary and privileged type of human expression. The public school seems to de-emphasize work and job preparation. The school should examine its position in relation to:

Choice of jobs  
Job Guidance  
Job Training  
Job Efficiency.

Business and industrial leaders admit they have no right to tell educators how to operate the public secondary school. They do feel that the public school should talk with interested groups in the community before attempting to change the school curriculum. They are interested in these programs and can be counted on to support public education.

## THE RUSSIAN SCENE AND THE EDUCATIONAL ISSUES

by

Lawrence G. Derthick

U. S. Commissioner of Education

Department of Health, Education, and Welfare

Everywhere in Russia there were evidences not only of passionate love of country but of a burning desire to surpass the United States in education, in production, in standard of living, in world trade and in athletics. The slogan we saw most in posters, films, and everywhere was "Reach and Overreach America". We did not find among children and teachers any evidence that this fierce sense of competition was other than of peaceful intent. In education the spirit is a race for knowledge, for supremacy in a way of life and in world leadership. The Russian attitude is, as one Soviet official told us, "We believe in a planned society, you in individual initiative. Let time tell." They are convinced that time is on their side and they can win world supremacy through education and hard work.

This conviction is basic to all of their efforts and all of their plans for the future. Education is paramount. It is a kind of grand passion—this conviction that children, schools, and hard work will win them their place in the sun, and on the moon.

We are today in competition with a nation of vast resources, a people of seemingly unbounded enthusiasm for self-development and fired with conviction that future supremacy belongs to those with the best-trained minds, those who will work hard and sacrifice.

These reactions are shared by other recent American visitors. President Litchfield of the University of Pittsburgh headed an American team of educators giving special attention to higher education and returned only two weeks ago. Here is what he said:

One over-all pattern is abundantly clear. The Soviet Government and its people have dedicated themselves to higher education to a degree which must inspire their allies and give very serious pause to any nation which finds itself in a competitive position.

Let me emphasize, lest we be misunderstood, that in pointing up strengths in the Soviet system attributable to their total commitment to education we are not extolling the virtues and purposes of the Russian schools. Their system simply would not fit our way of life.

The American people look to their system of education for infinitely more than the means of political and economic advancement. Our schools must always preserve the intangible values of our free society.

Here in this country we want no part of a school system which pours children through an identical mold—which submerges individual aspirations in the demands of a regime. The whole idea of the collective system in the communist sense is repugnant to us. Naturally we believe in organized group effort—the team spirit; we could not survive without it and all that this involves of sacrifice and service by the individual for the welfare of others. But we believe that the best means to this

end is to magnify the individual and to develop each child to his highest potential, and thus give a richer meaning and greater strength to our democratic society and the values it supports.

Speaking for ten American educators who have had a unique opportunity to study Soviet schools, let me say that our confidence in the educational system of the United States, as reflected in our better schools, has been strengthened by this experience. On the other hand, our concern for our weaker and neglected schools has been deepened. We come back convinced that we cannot as a nation afford to disregard the challenge imposed upon us by the Russian race for knowledge.

What does this mean? It means that the USSR has a total commitment to education to back the conviction that trained manpower is the top national resource. Because of this, classes are of reasonable size, teachers are chosen on a highly selective basis—only one out of five or six who apply are taken, schools have an abundance of resources in staff, curriculum leadership, doctors, nurses, laboratory assistants, and so on, parents and citizens have to give their full support, and funds are provided to do the job.

While we are far apart from the Russians in ideals and objectives, in at least one particular we share a conviction with them, and that conviction relates to trained manpower as a top national resource. But in our case the conviction predates that of the Russians by several generations and this fact in substantial part explains our present superiority.

As I have said, our team came back from the trip convinced that our best schools are still unsurpassed anywhere in the world. Nevertheless, in considering the issues which confront us in the Russian race for knowledge, we are forced to take sober stock of our weaker and neglected schools and the severe losses that we suffer in manpower inadequately prepared for the demands of the times. Contrast our teacher shortage with the highly selective process in the Soviet Union where only one out of five or six applicants is chosen to teach. Contrast the enthusiasm and vigorous personal interest of citizens in American communities that support our better schools with the indifference of all too many in those communities where the quality of education is low.

Those who seek to "reach and overreach" us have a blueprint upon which they are working like people possessed. But it is a blueprint drawn according to the rigid specifications of the communist regime, and by our standards such a system imposes severe limitations upon the building. The democratic structure, on the other hand, has the broadest specifications. Our limits are set only by the will to serve and to achieve, and the extent to which we as a people are willing to work and to sacrifice to preserve and advance our ideals.

Here in America we subscribe to no dictated regime. We honor individuals in their respective differences. We recognize distinguishing characteristics in the freedom of each community and each State. Our national strength springs from contributions made freely and willingly by our citizens. This is what we mean when we say that the strength of democracy lies at the grassroots.

Those competing with us acknowledge that we are ahead of them at present, but they are convinced that time will tell and that their system will eventually prevail.

Are those of us making only halfhearted contributions giving democracy a fair chance against such competition? Isn't it up to all of us at this time to stop taking blessings for granted; to remember that democracy has limitless horizons and that it has no ceiling for those willing to work to give it a fair chance? And, isn't it time that we had a national rebirth of that zeal for education that inspired our forefathers?

Americans do not seek **supremacy** except the supremacy of the human spirit for all mankind. We seek only to maintain **freedom** in a world in which men and women can enjoy the wonders now in sight on the threshold of tomorrow.

The sum of human knowledge is accumulating and gathering speed. In our most recent memory, man has unlocked new sources of power and energy that can make his world Utopia or menace his very survival upon it.

And so today education must be more than a key to **national** growth and strength. We must turn the key, not only to unlock new wonders in science and technology, but to open the doors that still shut out international understanding.

This, as I see it, is the overriding issue in education today—for all of us concerned with it. We are moving out into space, where, as far as we know, there are no boundaries—only unlimited opportunity to move on, and up.

How can we use education to give our people here on earth freedom from the boundaries of ignorance and prejudice? How can we make education reach out and uplift, so that every child in this great land can find fulfillment for himself and contribute a full quota to what it will take to make freedom on earth as limitless as space? It is a grave issue and the solution calls for a far greater commitment to education than we are now making.

## THE DOOR KNOB CURRICULUM

by

Harry Sparks,  
Department of Education  
Murray State College

I first encountered the word "curriculum" as a high school student. I was reading the "Gentle Grafter" written by O. Henry. In the episode of the "Chair of Philanthrope Mathematics", Harry Tucker and Jeff Peters had made a large sum of money selling dogwood bushes as plum trees, and they decided to establish a school to return some of their illgotten gains to fellow humanity. In their order, telegraphed to a large mail order house, through which they planned to equip the school, they included pen wipers, desks, cravenetted gowns, professors, a curriculum, and a campus. When the shipment arrived, they found in the assortment a currycomb and a can of peas. For this they deplored the ignorance of the telegrapher!

My next experience with curriculum was as a college freshmen, when I was given the explanation that it meant the series of courses required to be completed in order to receive a degree. Then, in a course in school organization, I was told that it referred to any of the series of school programs; such as academic curriculum, general curriculum, or vocational curriculum. After that I took a course in curriculum construction in which I was informed that any experience one had under the direction of the school was the curriculum.

I decided if others could invent for themselves a definition or a design that I could also abuse the same privilege. I wanted something more tangible, more acceptable: something that one could grasp in his hand. So I choose "The Door Knob Curriculum." Boy! This was something you could really latch on to. It has great possibilities. In Art you could teach ceramics by making crockery doorknobs. You could also teach design. It seems to open things up to endless opportunities.

It provided for the important curricular characteristic of flexibility through knobs on swinging doors. In guidance we could find the importance of "push" and "pull," and the fact that some kids need brass and others polish. We could even paint beautiful door knobs on solid walls and frustrate our pupils by having them try to open them. This could replace some of the recent promises we have been holding before our students in engineering and science, and we could do it so much more effectively with painted doorknobs on solid walls.

I once read that curriculum "should mirror the dynamic nature of ones environment." This could be attained with mirrored plates on the doors. It will also help you to see the guy behind you and enable you to duck before you get slugged. I would not include revolving doors in my curriculum. They don't have knobs; and besides, I am fat and they move too fast. I would not use doors that opened with electric eyes either, for fear that men like Bester might accuse me of favoring automatic promotion.



I would use just door knobs, and in my school we would spend our energies and thought on how to open them. In a day when many are screaming for a content emphasis in education, I say teach method. Content is temporary; content is too changeable. Method is lasting. Method is the key to curriculum.

Many of our critics of modern education point to liberal arts for their hope in education, but they erroneously give credit to the content of the program, rather than the arts of liberation it contains; how to study, how to collect data appropriate to a problem, and how to think systematically. They fallaciously point to the mystical qualities of certain subjects and elevate the discovered facts of science. Science is itself a method. The greatest disservice that has come to science is the experiment which claimed to prove that lecture-demonstration is a more effective means of teaching science than the laboratory method. It taught more facts but it did not teach the manipulative skills of experimentation. It did not teach the patience requisite in science. It did not teach the acceptance of failure and the strength to overcome frustration. It merely taught about science. We classify ours as an age of science; but we use the methods of witch hunting, magic, and projection, which were common to pre-historic man, more than we use the method of science.

We treat curricular approaches too much as we have the styles of women's clothes. I chose the door knob because it has remained the same for generations. They are always set in the door thirty inches from the floor. They do not slip up and down like the recent wanderings of a lady's belt line. If we emphasize method, we can use it in any season. Sure, we will use content; but we should put the spotlight on method. We should emphasize how we solve our problems, how to use the library, and how to study; rather than the mere accumulation of information.

It is said that geometry teaches us systematic problem approach. Yes, if we generalize and use the approach consciously. Otherwise it may be a meaningless memorized task. We say that mathematics offers the finest experiences in exposition. Yet, if we do not emphasize exposition it will not be improved by the mathematics experience.

I am amazed at the methods we are using to solve our shortage of space scientists; ridicule, accusation, insinuation, journalistic harangue, but no scientific study of the problem. Of course, you know we never lost our scientific leadership in Rockets — in fact, you can't lose something you didn't have — Russia just got more of the German Rocket Specialists than we did and gave them more with which to work. Our scientists work on snow-peach complexion care and more attractive automobile lacquer. (Here I go, using inuendo also.) We have some able scientists in this country; in medicine, in industry, in governmental research institutions, and in our institutions of higher education.

I must cling to my door knobs and quit trying to assign blame and assess the contributions of others.

Now, what will assist us in providing our children and youth with experiences that will help them in solving their personal, social, and

economic problems of today and tomorrow? Certainly they will need the fundamentals of communication, mathematics, science, and how to live healthfully. But known content here should not be paraded outside the methods for solving these problems. Unless pupils are conscious that new knowledge and new discovery might change things, they will not be able to accept change gracefully. (I am not prepared for the inter-continental missile and I fear I may adopt a primitive form of escape known as fatalism.)

The concept on emphasis of method is not new. The **Eight Year Study** sponsored by the Progressive Education Association, concluded that it was not the acquisition of information nor the taking of certain "solid" subjects that enable one to succeed in college; but ability to study and to collect and use data appropriate to the solution of a problem, that helped a student to attain college success. For years vocational agriculture and home economics have made outstanding contributions to secondary education through the use of the problem method in teaching. Even though many of their pupils did not stay in the vocations of agriculture and homemaking, they took the method of problem attack to their new vocation and applied it quite successfully. My only objection to the way these subjects have been taught is that pupils should be made more conscious of the effectiveness of the problem approach to any area of living.

In my door knob curriculum I would emphasize that we must have content to grasp, but that the way we turn the knob is highly important and why we turn it is also important. We will move on in life opening doors, turning knobs, pressing thumb latches, and pushing and pulling swinging doors; but for the sake of ourselves and also posterity, let's stay out of the revolving doors that are being so highly recommended by many of the critics of modern education.

Let's not join them by jumping in the first open space that whirls by and spend our energies in defense, but let us get to work and provide our children and youth with experiences which will give them tools and approaches to solve the problems of an ever-changing world.

ADVANCING EDUCATION IN KENTUCKY  
RESEARCH REPORT

by

Curtis Phipps, Director  
Division of Guidance Services

Research provides a sound basis for curricular change. It is a means of evaluating present strengths and weaknesses, and serves to strengthen proposed improvements.

Item I:

During the past year a piece of research was completed which has direct implications for curriculum content and development. One of the objectives of the research was to identify the problems and needs of a number of selected youth in high school in the non-metropolitan economic areas of Kentucky. Five hundred sixty-three youth in nine different economic areas of Kentucky were asked to identify their problems and needs by checking a standardized check list designed for that purpose. Principals in 119 high schools were also asked to indicate the curricular areas provided by their schools.

The most prevalent problems expressed by this group of youth included:

1. In the area of adjustment to school work:
  - a. not interested in some subjects
  - b. don't like to study
  - c. worrying about examinations and grades
  - d. not spending enough time in study
2. In the area of curriculum and teaching procedure:
  - a. made to take subjects I don't like
  - b. classes too dull
  - c. too little freedom in classes
3. The Future: Vocational — Educational
  - a. wanting advice on what to do after high school
  - b. deciding on whether to go to college
  - c. choosing the best subjects to prepare for a job or prepare for college
  - d. needing to decide on an occupation
  - e. needing to know my vocational abilities
  - f. needing to know about occupations

Now, what does this data mean in terms of pupil needs, curriculum content and development? The basic implications are that:

1. Youth needs —
  - a. additional educational experiences provided in broader and enriched curriculums in the rural high schools of Kentucky
  - b. opportunities for systematic guidance received through organized programs of guidance services (only 11 percent of the high schools in the study had organized programs of guidance services).

Since instruction, guidance and co-curricular activities are basic ways of implementing the curriculum, adequate stress should be placed upon

the organization and development of adequate programs of guidance services in the rural high schools of Kentucky.

Other important findings related to the study included:

- a. more than 66 per cent of parents of these youth felt that the school should provide guidance for youth in each of the 16 guidance activities.
- b. schools carried on only few activities in the areas of orientation, information service, placement, and follow-up.

Item II:

One of the major problems in education is the drop-out rate. Below are some calculations and interpretations from the annual high school reports.

#### Drop-Outs Through High School

Freshman Enrollment		Year Graduated		Per Cent Who Graduated
1942	31,313	1946	14,453	46.5
1946	30,689	1950	17,697	57.7
1950	31,887	1954	18,837	59.1
1952	35,475	1956	21,562	60.8
1954	38,734	1958	23,551	60.8

#### Drop-Outs By Years

Freshman Enrollment	Sophomore Enrollment	Per Cent of Freshmen	Junior Enrollment	Per Cent of Freshmen
1953-54 35,634	1954-55 31,154	87.4	1955-56 25,604	71.9
1954-55 38,734	1955-56 33,220	85.8	1956-57 27,537	71.2
1955-56 40,049	1956-57 33,947	84.7	1957-58 28,500	71.1
1956-57 45,546	1957-58 36,161	79.5		

Three out of ten who had enrolled as freshman did not enroll for the junior year. For each of the three years 1953-54 through 1955-56 the drop-out rate from freshman to sophomore year increased slightly but there was a 5.2 per cent increase in drop-out rate for the freshman class of 1956-57 over the freshman class of 1955-56.

Item III:

Five home economics teachers participated in a project involving the administration and use of a "problem check list" (Mooney Problem Check List) and "interest inventory" (Kuder Preference Record). The five teachers used the results from the Mooney Problem Check List in developing units of instruction; in aiding girls to select, plan and carry out home projects based on individual problems, and in working with parents and other teachers.

The one major problem was found to be "adjacent to school work." Some of the value of using the check list were listed by the five teachers as:

- a. more background and definite information relative to pupils' problems
- b. identifying pupils who are hard to "reach" or understand
- c. provides a means of finding the most significant problems of a group
- d. makes teaching more meaningful

**Experimentation and Action Research:**

One of the speakers yesterday mentioned the need for teachers to feel free to experiment. Experimentation and action research also provide valuable information for curriculum improvement. Some worthy projects have been going on. For example, at least two systems have been experimenting with the primary block plan. (There are no promotions during the first three years in school, only grouping and re-grouping). One system reports enthusiastically that at the end of three years, scores on a standardized test indicate achievement of 75 per cent of the pupils exceeded the 50th percentile.

**PROGRESS REPORT**  
**STATE COMMITTEE ON ACCREDITING STANDARDS**  
**FOR THE TOTAL SCHOOL PROGRAM**

by  
Donald E. Elswick  
Secretary to Committee

In September 1957, a nine-member Committee on Accrediting Standards to be composed of lay people and professional educators, was authorized by the State Board of Education. Also appointed at that time were 36 field consultants representing all levels and specialized areas of education, and 24 staff consultants from the Bureaus of Instruction and Vocational Education in the Department of Education.

The State Committee has held the usual number of general meetings for organization purposes and preliminary planning. Also, one or more members of the State Committee have held regional sessions at Richmond and Lexington. Other regional sessions are planned as needs develop to review existing standards and propose new or revised standards for both elementary and secondary schools of the State.

An early goal subscribed to by the Committee is to seek ways to appraise quality education as well as the usual objective measurements of quantity education. Quality education and its related objective components can be assessed fairly, consistently, and with reasonable facility. It is being done with ever-increasing efficiency and effectiveness by good schools and good school systems. With deep thinking and penetrating analysis of our problems in a great **cooperative** effort, it can be achieved at the State level. Your Committee believes this and is working toward the most imaginative, creative, and **comprehensive** plan yet devised in this State for assessing and giving recognition to all schools and school systems in Kentucky.

Some of the activities of the Committee to date are:

1. Current status of Kentucky schools —  
What are Kentucky schools like? What are Kentucky schools doing? What are Kentucky's expectations of its schools as expressed in its Statutory Law, Foundation Program, and present goals and standards of the State Board of Education?
2. What are desirable goals and standards for Kentucky schools?  
Early in the work of the Committee, 2,650 school people and 800 citizens in 253 meetings across the State indicated in a written report to the Committee what they thought Kentucky schools should be like and what Kentucky schools should be doing.

After due deliberation on the part of the Committee, the matter of great concern is to weld together in a realistic manner the findings of many status studies about Kentucky schools, the written reports from the local districts, and the suggestions of the consultant group. The immediate goal of the Committee is to reduce these findings, with the help of consultants, to a written statement of tentative standards which will then be subject to review by all consultants and interested groups across the State.

**PROGRESS REPORT**  
**STATE ADVISORY COMMITTEE ON PROGRAM OF STUDIES**  
**FOR KENTUCKY SCHOOLS**

by

Claude A. Taylor

Secretary to the Committee

In September 1957, an Advisory Committee on the Program of Studies for Kentucky Schools consisting of nine members was authorized by the State Board of Education. Forty field consultants and the staffs of the Bureaus of Instruction and Vocational Education of the Department of Education were named to assist the committee.

The first meeting of the Committee was held on December 11, 1957, with eight of the nine members in attendance. The following decisions were made at this meeting:

1. That the present Program of Studies, Grades 1-12, be prepared in chart form and sent to the superintendents, supervisors, and principals of the several school districts;

2. That the superintendents of the several school districts be requested to take the lead in community studies and to respond to an opinionnaire concerning suggested changes in the present Program of Studies;

3. That a meeting of the Advisory Committee be called on or about April 1, to consider these responses from the school districts and to make plans for the next steps.

In keeping with the expressed wish of the Advisory Committee, the secretary to the committee and Mr. Ishmael Triplett, Director of the Division of Free Textbooks, prepared a pamphlet that presents the present Program of Studies in such a way that the extent of offering and grade placement of each subject is easily discernible. The required and elective courses are also indicated.

The Advisory Committee also asked that an opinionnaire be prepared that would be as simple as possible in form consistent with the task at hand. Four direct open-ended questions were asked and the opinionnaire was designed so that it could be cut apart and the responses in given areas studied by subcommittees.

The pamphlet and opinionnaire were sent to superintendents, supervisors, elementary and secondary principals of the 216 school districts, and a widely distributed consultative group consisting of about 40 professional people from all levels.

Each superintendent was asked to submit a summary report from his district. Eighty-two school districts have studied the Program of Studies and through the opinionnaire have made suggestions concerning additions, deletions or changes in the curricular offerings for schools, grades 1-12. These responses represent the thinking of hundreds of professional people, a great number of lay people, and a limited number of students.

The second meeting of the Advisory Committee was called for March 31, 1958, with seven members of the committee present. The responses

from the various school districts were studied and some decisions were made concerning the offerings in the social studies program to be submitted to the State Board of Education. The committee suggested that various staff members of the Department of Education serve as subcommittees for the purpose of summarizing the responses from the districts by subject areas.

The third meeting of the committee was called for May 12, 1958, with four members of the committee present. The summaries of the various staff members of the Department of Education were presented to the committee. The committee suggested that copies of these summaries be prepared and submitted to the members of the consultative group for study and suggestions.

It was also suggested that the committee reconvene during October 1958, to study the responses from the consultative groups and to plan procedures from that point.

On July 1, a packet of materials, including the summaries of the various subject areas, was mailed to the consultative group. Each consultant was asked to respond concerning the area of the curriculum in which he felt the most competent. He was also asked to feel free to offer suggestions in any or all areas of the curriculum.

As of August 14, responses from several consultants have been received. It is anticipated that following the opening of the fall term of schools, many more consultants will submit replies. These replies will be considered at a meeting of the committee in October.



## INTRODUCTION OF DR. RODNEY TILLMAN

by

Don C. Bale, Head, Bureau of Instruction

It is a most pleasant experience for me to have the honor and opportunity to present to this conference another son of the 'Old South' who has risen to a position of prominence in the educational profession.

You know, in the face of statistics which tell us that the Southern States as a group do not rank quite as high in certain areas of education as do some other sections, it is most reassuring to note that many of the leaders in education in this nation today claim the South as their home country. If we do not have as much capital wealth, it is apparent that we **do** have as much **intellectual** wealth as other regions of the country. Surely this is indicative of a new and brighter day for education throughout the South.

Our next speaker—the Executive Secretary of the Association for Supervision and Curriculum Development is a native of Arkansas and is therefore one of those men of the land of Dixie who has assumed so much of the responsibility for guiding the fortunes of education in these difficult and tumultuous times.

He has a fine record of experience in the public schools, having served as a teacher and elementary school principal in the Hughes and Pine Bluff, Arkansas systems, and later as Assistant Secretary of the organization to which he was appointed Executive Secretary in 1956.

Dr. Rodney Tillman also brought to ASCD a fine educational background. He took his Bachelor's degree at Henderson State Teachers College in Arkadelphia, Arkansas, and both the M.A. and Ed.D. degrees from Teachers College, Columbia University.

He is a veteran of both World War II and the Korean conflict and is a member of numerous educational organizations.

You know, there is a story attributed to Dr. Tillman's native State of Arkansas that I believe bears repeating here today. It seems that a witness was being qualified by a Judge in an Arkansas court case, and the Judge asked him — "Do you know any of this jury?" Yes, I know some of 'em," said the witness. "Well," continued the Judge, "Would you say you know more than half of 'em?" To which the witness replied, "Judge, I'd say I know more than all of 'em put together."

In the area of curriculum, Dr. Tillman may not be quite that well off, but as Executive Secretary of an organization that devotes much of its attention to the development of the curriculum, I think it is a fair assumption that he knows **more** than **most** of us.

It is my pleasure to present to you, Dr. Rodney Tillman of the Association for Supervision and Curriculum Development.

## PROMISING AND FORWARD LOOKING CURRICULUM PRACTICES

by

Rodney Tillman, Executive Secretary

Association for Supervision and Curriculum Development

Just a week ago while attending a workshop at the University of West Virginia, I heard a panel discussion on the topic "A New Look in Education." Panel members immediately set as one of their tasks identifying newer trends. Your meeting here supports the first trend which was mentioned. It was: Administrators are more conscious of their responsibilities for instruction and are assuming this responsibility to a much greater degree than ever before. The American Association of School Administrators, the National Association of Secondary School Principals, and the Department of Elementary School Principals—three major professional administrative organizations—are giving much attention to the administrator as an instructional leader. It is encouraging to find administrators and supervisory personnel from all educational levels working together on instructional problems.

In the invitation to speak with you, I was asked to give major attention to some of the newer practices in schools throughout the country. I was also asked to focus on the secondary school. In preparing for this period with you, I have sought several sources of assistance. A major resource is a survey which Dr. Robert Gilchrist, Superintendent of Schools, University City, Missouri, made last year in preparing for a talk on innovations in school practices at the Conference on the American High School at the University of Chicago. In this survey, Dr. Gilchrist corresponded with persons in leadership roles in school systems identified by many professors of education and association workers who have an interest in keeping in touch with promising practices in the secondary school. **The High School in a New Era,**<sup>1</sup> includes Dr. Gilchrist's presentation. As a second source of assistance, I attempted to see what the newspapers had been reporting in recent months about curriculum practices. The clipping service of the NEA Division of Press and Radio provided hundreds of clippings about curriculum changes being made in school systems throughout the U.S. The NEA Research Division was also helpful in identifying some practices in their recent "Research Memos." As indicated in an earlier remark, it has been my good fortune to attend in recent weeks two conferences where this general topic was discussed. Using the above sources and a few personal observations I shall attempt to discuss with you three major questions. These are:

1. What are the purposes of education? The mission of the secondary school?
2. What are some of the newer practices and trends?
3. What are some questions which we should be asking as we appraise learning opportunities?

<sup>1</sup>Francis S. Chase and Harold A. Anderson, editors. **The High School in a New Era**. Chicago: The University of Chicago Press, 1958. 465 p.

### Purposes of Education:

Many of us erroneously thought that questions relative to the purpose of education and the mission of the high school were resolved by statements such as those released from the White House Conference (1955), the Commission on Reorganization of Secondary Education (1918), The Educational Policies Commission in its statement on **Education for All American Youth** (1952),<sup>2</sup> and the recent publication, **The Behavioral Goals of General Education in High School** (1957).<sup>3</sup> These and many similar statements have placed emphasis upon the function of the school to produce individuals with attitudes, values, skills, knowledge and behaviors which are important for effective citizenship in a democracy. It is somewhat of a shock to realize the support which an Admiral receives when he says that the purpose of education is the collection of information to the limit of one's absorptive capacity. It is also alarming to see in the parade before the congressional subcommittees on education many persons who have achieved national recognition for "expertness" within a specific field rapidly transfer this "expertness" to curriculum matters. It is most discouraging to see that in their "expertness" in curriculum matters many have built up a dichotomy between quality and quantity. Certainly there is need for a continuous effort to increase the quality of our schools but let's not be lead into believing that we must give up the strides which have been made toward a most unique educational goal of this country—education for all—to achieve quality. Let's hope the practices we describe are aimed at quality within an educational setting which provides for all children and youth.

We are **all** concerned that our schools give much attention to the development of intellectual growth. But we must not be willing to settle for this. We must have as our objective the development of a "thinking-feeling-responding" person. In a democracy we can ill-afford to settle for less!

### Report on Practices:

Now let's turn our discussion from purposes to our second question on what are some of the newer practices and efforts which are currently under way to improve the learning opportunities of children and youth. Many of these efforts have been initiated by national groups or groups that include more than a single school or school system. Other practices which will be described result from the efforts of members of an individual school or school district.

Curriculum workers in the secondary school should be familiar with the work of the Physical Science Study Committee, The University of Illinois Committee on School Mathematics Project for the Improvement of Secondary School Mathematics, Commission on the English Curriculum and similar groups.

<sup>2</sup>**Education for All American Youth.** Washington, D. C., Educational Policies Commission, National Education Association of the U. S., 1952. (Rev. ed.) 402 p.

<sup>3</sup>French, Will, and associates. **The Behavioral Goals of General Education in High School.** New York: Russell Sage Foundation, 1957. 247 p.

The Physical Science Study Committee<sup>4</sup> was established under grant made by the National Science Foundation to the Massachusetts Institute of Technology. This Committee is attempting to revamp the high school physics courses so they more clearly show science as human activity, as a product of human thought.

The University of Illinois Committee on the School Mathematics Project for the Improvement of Secondary School Mathematics<sup>5</sup> has for some of its objectives: (1) To vitalize the high school mathematics curriculum by giving the student opportunities to approach his mathematics from the creative point of view of the contemporary mathematician and by including certain topics which are new to the high school curriculum. (2) To develop student and teacher materials which present mathematics as an integrated subject rather than as a group of isolated courses. (3) To enable teachers to teach the program's mathematics by providing classroom text materials, by demonstrating teaching techniques for the teachers in their own classrooms, by writing guides to accompany student materials, by holding training conferences and by bringing experienced teachers and teacher trainers to the University of Illinois for a year of study.

In a recent newspaper article the President of the Mathematical Society of America urged that the teaching of mathematics be brought up to date and in tune with the modern world. He is quoted as saying that much of the teaching of mathematics in the high schools today is the same as it was 75 to 100 years ago.

The Commission on the English Curriculum<sup>6</sup> was appointed by the National Council of Teachers of English and charged with the function of studying the place of the language arts in life today, examining the needs and methods of learning for children and youth, and preparing a series of volumes on English curriculum based on sound democratic principles and the most adequate research concerning how powers in the language arts can best be developed. This activity is being undertaken through voluntary help of members of the National Council of Teachers of English without the assistance of an outside grant.

Illustrations of some practices initiated locally include:

**Team Teaching.** Several approaches are being made. In Tulsa, Oklahoma, three subject areas — English, social studies, and science — are blocked out and the three teachers meet daily for a planning period. In these periods they correlate work, determine strengths, weaknesses and common needs of the classes. The problems of individual students are identified and efforts are made to work cooperatively in meeting these. In University City, Missouri, the art, history, mechanical drawing and French teachers have teamed up to show students the relationships

<sup>4</sup>Physical Science Study Committee General Report, March 25, 1957, a duplicated pamphlet issued by the Massachusetts Institute of Technology, Cambridge, Massachusetts.

<sup>5</sup>The University of Illinois Committee on School Mathematics Project for the Improvement of Secondary School Mathematics, June 1957, Urbana, Illinois, a mimeographed statement.

<sup>6</sup>Commission on the English Curriculum, National Council of Teachers of English, Volume III.

among their subjects. Making use of preparation periods, a teacher plans to work closely with another class utilizing his particular specialty through demonstration, lecture and discussion. In the Edsel Ford High School, Dearborn, Michigan, a humanities course which is under the supervision and coordination of a regular teacher is offered. This coordinator works with a music teacher, an art teacher and a teacher of literature. It is an attempt to present an integrated course covering various cultures of the world.

Other approaches are illustrated in the core or unified studies classes at high school level.

**Grouping Arrangements.** Much attention needs to be given to this area. Careful research seems necessary before conclusion can be reached regarding the desirability of practices. Attitudes of persons involved in the situation are very important in determining the success of grouping practices.

In St. Louis, Missouri, there is a plan of major learners — persons who are required to earn more units for graduation than others. In Arlington County, Virginia, efforts have been made to narrow the range of ability within the class without creating homogeneous grouping. This has been done by placing a cluster of gifted with a cluster of normal, but not with a cluster of slow-learners. Other approaches include the use of "interest laboratories" and "need laboratories" within the school.

**Longer School Year.** There are several approaches advocated. Some proposals focus on four quarters with economy as the major basis for the proposal. Other proposals focus on regular school year throughout the year so students may graduate at an earlier age. Still others propose an extended summer program which has as its objectives: (1) providing pupils with better learning opportunities, (2) enabling teachers to increase their salaries and (3) providing a program of in-service for teachers. A July 1958, "NEA Research Memo" reports on the research and opinions of persons who have worked in longer school year programs.

**Using Aids and Resources for Learning.** As schools become laboratories for learning, aids and resources become increasingly important. In Newton, Massachusetts, recordings prepared by the foreign language teacher are taken home by students and used as a part of their homework assignments. In St. Louis, Missouri, FM radio is used during class and after school hours. There are many examples of the use of television. Hagerstown, Maryland, and Evanston, Illinois, are involved in two of the widely known closed circuit television projects. Many industries in Tulsa, Oklahoma, are encouraging their employees to participate in school activities as resource persons.

**Through Setting up School-Wide Objectives.** Objectives include improvement of or development of mental health, critical thinking, international understanding, and democratic values. Phoenix Union High School emphasizes mental health as a goal in all subject fields. Several Illinois schools are working on the improvement of critical thinking. Scotts Bluff, Nebraska, Clayton and University City, Missouri, raise

funds for support of an exchange student as part of their school-wide objective of increasing international understanding.

**Guidance Programs.** Many attempts are being made to provide group guidance as well as individual guidance. In Snyder, Texas, the public schools are carrying on an action research project of pupil personnel services in which they are trying to discover the most effective team approach in which the coordinator, nurse, teacher, visiting teacher, counselor and principal can work most effectively together. In Coos Bay, Oregon, and in Lincoln, Nebraska, group guidance is a part of the secondary experience of the pupil. Various topics are suggested for the various levels.

There is growing support for a single-type, guidance centered, course of study for the high school rather than the multi-curriculum or multi-course of study organization. Such a movement encourages better guidance services.

**Advance Placement — Honor Courses.** This program represents a significant effort to avoid the duplication and overlapping which sometimes characterizes the senior high school program and undergraduate program at the college level.

**Breaking Away From the Carnegie Units Requirement.** Experiments to adjust the time needed for various subject matter areas at the secondary school level are being made. In Denver, Colorado, some students took Algebra II three periods a week instead of five. One laboratory school is reported to provide ninth grade students with a series of courses each lasting six weeks and designed primarily to broaden the interests of the student.

#### **Questions We Should Be Asking:**

May we now turn to the third question: "What are some questions we should ask as we appraise our school?" Let's think of the school we know best and do a bit of appraising.

1. What do people say about goals? How well do they say it? What direction is being taken? Activity may or may not have a clearly understood direction.

2. What activities do we see here to support these goals?

3. How are decisions reached? Do we often use the pressure of time to justify our decision? What kind of records are kept? How often is the research process used in making our decisions? Use of the research approach to decision making often (1) keeps us from jumping to hasty decisions, (2) changes our perception of the problem, and (3) leads to more constructive action.

4. Look at resources available — material and human resources. A big question here centers on "who are the resources for?" Is the library one kept for some individual's pride or for use by students? Is the movable furniture really for the convenience of the janitor or the child? Are the glass bricks here to please the architect or to make the room a more useful place for teaching and learning?

5. How are the human relations within the system? What kind of human relations exist? What are people doing to others in this situation? What efforts are being made to relate to one another?

6. What attention is being given to communication skills?

7. How is evaluation being done? Is it consistent with the stated goals? How are the standard test results used? What evaluation is made by the teacher? Does the teacher have a systematic way of keeping descriptions of the behavior of individual students which can help provide better learning experiences? Is the teacher cooperatively involving the learner in looking at the appraisal of his learning? Do we see evaluation periods taking place both in total groups and in small groups?

We have now "paraded by" a few of the practices which are currently in practice in school systems across the country. We have also discussed some ways in which we might appraise these practices. I would like to close by identifying a few challenges which I believe we must resolve if we are to provide more adequately for children and youth.

1. Teaching must be defined to include curriculum improvement activities. This must be recognized and time must be provided for teachers to participate in the activities.

2. Every student and his parents must know and be known quite well by at least one faculty member. This member must then have opportunities for discussions with all teachers of the student so that most effective guidance can be provided.

3. There is much evidence of increased interest in curriculum matters on the part of laymen. We need to find ways for channeling their interest and energies into constructive activities.

4. Teachers must be assisted to see their role more as that of "a director of learning" rather than merely as a "dispenser of knowledge."

These and other challenges which you can identify are sufficient ones to keep us all working in our most creative ways in the years ahead.

## GROUP REPORTS

### SUMMARY OF THE DISCUSSION

Educators as well as other citizens are faced with the task of helping the school curriculum keep pace with the rapidly changing technological developments and world-wide citizenship responsibilities. Sputnik and the months that have followed have brought pressures upon the American schools to place great emphasis on science and mathematics. Many would have these subjects emphasized to the extent that other areas of the curriculum would be greatly curtailed or even almost totally neglected.

The purposes of education in a democratic society such as we have in the United States are being carefully examined by many people. This is as it should be. Educators welcome this interest in education and are willing to accept the responsibility for professional leadership. The contributions of the membership of the various Studio Groups during the Conference present evidence that educational leaders in Kentucky are accepting this challenge to provide dynamic, informed leadership.

The contributions of the Conference speakers contributed greatly to the general tone of the discussions that were characteristic of the Studio groups; however, it was evident that the enthusiasm of many individual members and their splendid contributions were the impelling forces that made the Studio Groups such a success. The following summary attempts to present the "group" thinking concerning the topics that were discussed most frequently by the various groups.

#### **Responsibility for Curriculum Change**

1. Educational leaders must provide the leadership for curriculum study and change. This implies a knowledge of what a good school program is and the information necessary for making intelligent choices. It implies community studies and other ways of working with both professional and lay groups in working together on a quality educational program. The responsibility for developing a climate where people can work together resides to a great extent with the educational leadership in the community.
2. The lay public wants a good school in the community and has the responsibility of seeking to help achieve such a program. This implies a responsibility on the part of citizens for actively working with the educational leadership which the people have chosen to lead in school affairs. This implies an open-minded and supportive attitude at least until the facts are known.

#### **Some Characteristics of a Good School**

1. It provides the opportunity for educational experiences that meet the needs of individual students.
2. It provides a program that is broad enough to lend emphasis to many areas of the curriculum such as basic skills, language proficiency, biological and natural sciences, mathematics, social sciences, vocational and commercial training, health, safety, physical education, fine arts and practical arts.



3. It provides for the best physical facilities possible to house the educational program without undue emphasis on any one phase of the program.
4. It seeks a staff with an acceptable level of basic professional training and a desire to continue to grow professionally.
5. It provides many and varied types of instructional supplies and learning aids.
6. It seeks the cooperation of the parent and lay groups in the community through the Parent Teachers Association and other community organizations.
7. It utilizes the human and material resources available in the community in carrying out the instructional program.
8. It has an organized guidance program that seeks to help each student achieve his potential as a member of society.
9. It has an organized plan for studying the purposes of the school program and evaluating its accomplishments.

#### **Barriers to Curriculum Change and the Development of the "Better" School in Kentucky**

1. The existence of so many small schools that makes the offering of a broad program impossible.
2. The reluctance of communities to accept change and thus cling to the concept of the "school I attended."
3. The rapid teacher turn-over and the continuing loss of better trained teachers to other states.
4. Some teachers who are not teaching as well as they know how to teach.
5. Insufficient funds to finance a superior school program except in relatively few communities.

#### **Grouping for Instruction**

1. There is insufficient research for the evidence on grouping to be clear.
2. Actually, the present pattern of school organization employs many and varied types of grouping.
3. Since individuals grow at different rates, ability grouping presents many problems. This difference in the rate of growth among individuals may mean that today's group likenesses may become tomorrow's diversities. Teachers may group students according to the present apparent ability to achieve in one area of the curriculum but it doesn't follow that the group members would have comparable capabilities in another curriculum area. All this is to say that ability grouping may be a desirable technique if it were known how to accomplish it since every person is a unique individual.
4. Perhaps teachers should be content to employ "limited ability grouping" that might be illustrated by the way the teacher works with reading groups in the first grade.

5. Perhaps "natural grouping" should be the key to grouping. Some take the position that students "naturally" group themselves according to their ability to achieve as they progress through school program. For example, certain students will take solid geometry while others would not think of taking such a course. Some students find great satisfaction in the Glee Club or the band while other students achieve in other areas. Proponents of this concept of grouping would rely heavily on the guidance program and use every effort to develop this service as rapidly as possible in Kentucky schools.
6. Additional research and experimentation is essential. Constant evaluation of such projects is desirable for many reasons but especially to protect the students involved in such programs.

### **The Foundation Program**

1. It has had a positive effect on over-all school improvement — practical and psychological.
2. It is helping to hold in Kentucky the better trained teachers and additional progress must be made in this effort.
3. It has helped bring about great improvements in the quality of elementary schools in the State. The number of consolidated elementary centers administered as separate units is rapidly increasing.
4. It has provided the opportunity for many more students at both the elementary and secondary levels to participate in music, art, physical education, library services, et cetera.
5. It has made it possible to make limited progress toward securing adequate instructional supplies and teaching aids, but this has fallen far short of expectations. Additional funds must be **available and spent** for this service if a quality educational program is to be achieved.

### **Importance of Professional Organizations in Improving the Quality of Teaching**

1. There is an increased emphasis on the quality of the school program in the efforts of the State and national professional organizations.
2. Professional organizations help mold public opinion and serve as invaluable sources of group strength as an individual school or school system strives toward a better educational program.
3. More and more teachers are joining professional organizations and thus the services provided by such organizations are becoming increasingly important to the professionalization of teaching.
4. Professional staff members should be encouraged to participate in the activities of professional organizations pertinent to their area of assignment. Great benefits can thus accrue to the individual staff members and the total staff. Thus, there is great potential for the improvement of the quality of the instructional program.

## Two Urgent Needs for Kentucky Schools

1. A constant need for strong and dedicated educational leadership at both the local and state levels to provide the professional know-how for developing the best possible school program and to provide the kinds of information that will help citizens make valid and wise decisions.
2. A guidance program that will include in its purposes and goals a human conservation program designed to curtail the great waste of human resources that are not presently using the available educational opportunities. Each student should be helped to "become" in terms of his needs, interests and capabilities, and thus build more effective and fruitful citizens that can help mold a democratic free world.

**APPENDIX**

**Copy of Program**

**THIRD ANNUAL CONFERENCE  
ADVANCING EDUCATION IN KENTUCKY**

Conference Theme

**"NEW HORIZONS FOR TODAY'S CURRICULUM"**

Sponsored by:

State Department of Education

with the cooperation of:

- Kentucky Education Association
- University of Kentucky
- Eastern Kentucky State College
- Kentucky State College
- Morehead State College
- Murray State College
- Western Kentucky State College
- Kentucky Congress of Parents and Teachers
- Kentucky School Boards Association

August 18 - 19, 1958

Phoenix Hotel, Lexington

**PROGRAM**

**August 18, 1958**

- 8:30 - 10:00 A.M. Registration.....Mezzanine, Phoenix Hotel
- General Session.....Convention Hall
- Presiding.....Mr. Don C. Bale, Head, Bureau of Instruction
- Invocation.....Dr. Whitney Young, Administrator, Lincoln Institute
- Keynote Address.....Dr. Robert R. Martin, Superintendent of Public Instruction
- Symposium....."Today's Problems and Issues in Curriculum Planning"
- Moderator.....Dr. Omer Carmichael, Superintendent, Louisville City Schools

**Participants**

Dr. M. M. White — Dean, College of Arts and Sciences, University of Kentucky, Higher Education

Mr. Marvin Dodson — Executive Secretary, Kentucky Education Association

12:00

1:30

2:15

6:30

9:00

Mrs. Raymond Bolton — President, Kentucky Congress of Parents and Teachers

Dr. Charles Youmans — International Business Machines, Industry

Mr. Turner Hatcher — President, Kentucky School Boards Association

12:00 - 1:30 P.M. Lunch

1:30 - 2:15 P.M. Address.....“The Russian Scene and Educational Issues” — Dr. Lawrence G. Derthick, Commissioner, Office of Education, United States Department of Health, Education, and Welfare

2:15 - 4:00 P.M. Table Groups

6:30 P.M. Banquet — Ballroom Phoenix Hotel

Presiding.....Dr. Robert R. Martin, Superintendent of Public Instruction

Invocation.....Dr. W. F. O'Donnell, President Eastern Kentucky State College

Greetings from the Kentucky Education Association — Mr. Marvin Dodson, Executive Secretary

Address.....“The Door Knob Curriculum”  
Dr. Harry Sparks, Department of Education, Murray State College

#### August 19, 1958

9:00 - 10:45 A.M. General Session.....Convention Hall

Presiding.....Mr. James L. Patton, Head, Bureau of Vocational Education

Invocation.....Mr. D. C. Anderson, Superintendent, Montgomery County Schools

New Developments in Teacher Retirement — Mr. James L. Sublett, Executive Secretary, Teachers' Retirement System

Getting Them to School and Back Safely — Mr. John L. Vickers, Director, Division of Pupil Transportation

Symposium.....“Action for Curriculum Development — Progress Reports”

1. Research.....Dr. Curtis Phipps, Director  
Division of Guidance Services

2. Accrediting

Standards.....Mr. D. E. Elswick, Director  
Division of Instructional Services

3. Program of

Studies.....Mr. Claude A. Taylor, Assistant  
Director, Division of Instructional  
Services

Address....."Promising and Forward Looking  
Curriculum Practices" Dr. Rodney  
Tillman, Executive Secretary, Association for Supervision and Curriculum Development

10:45 - 12:15

Table Groups

12:15 - 1:30

LUNCH

1:30 - 2:30

Summary....."Review and Forward Look"  
Dr. Rodney Tillman

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