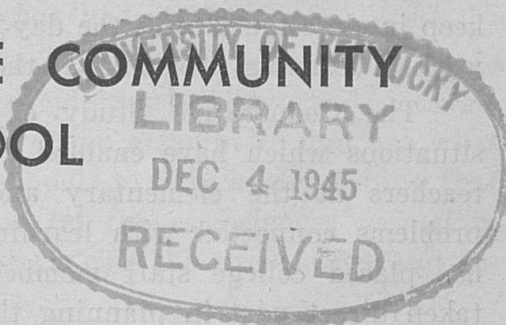


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**MEASURING THE COMMUNITY
SCHOOL**



Published by

DEPARTMENT OF EDUCATION

JOHN FRED WILLIAMS

Superintendent of Public Instruction

ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. XIII SEPTEMBER, 1945 No. 7

Periodical Librarian
University of Kentucky
Lexington, Ky.

FOREWORD

The teacher education program should provide the types of experiences which will develop the kind of teacher needed in a school which bases its learning program upon the needs and resources of the community and the people—young and old. To keep teacher education responsive to the needs of the learning programs in the schools, it is essential that staffs of teacher education institutions keep in close touch with the day-to-day problems faced by those who work in learning programs at the elementary and secondary level.

The Cooperative Study of Teacher Education has provided situations which have enabled college staff members to work with teachers at the elementary and secondary school levels on the problems connected with learning programs in the schools. This has placed college staff members into positions where they have taken direct part in planning the work in the schools and helping the plan work. These experiences have helped faculty members in colleges to evaluate their work in terms of the needs of the learning programs in the schools. The study is directed by Richard E. Jagers, Director of the Division of Teacher Education and Certification.

In 1944, criteria were worked out as guides in the evaluation of the service of the schools. The seven cooperative areas in the study used these guides in formulating their plans of action. These plans were published in October, 1944.

This bulletin gives a progress report. It describes what has actually been accomplished in each area. These reports are published here in order that they may offer suggestions to all persons who are in a position to employ similar procedure in improving the services of the schools.

JOHN FRED WILLIAMS
Superintendent of Public Instruction

August 21, 1945

THE COOPERATIVE STUDY

(An Introduction)

The Cooperative Study of Teacher Education is in its third year. The first two years have been fruitful and they have moved us all closer to the problems of education. People are working together in an attempt to base the program of activities in the schools upon needs and resources. Cooperation, working together, or whatever you want to call the processes employed in developing the programs of the schools, has had its part.

This bulletin contains accounts of what has been taking place in seven cooperative areas. Seven colleges have worked with six counties and two individual schools in an attempt to find out what kind of program is needed in the schools to help in developing that program as far as possible, and to let the experiences gained in the work be reflected in the program for the pre-service and in-service education of teachers.

The seven cooperative enterprises consist of the following groups:

Berea College and the Pulaski County Schools
Eastern State Teachers College and Bell County Schools
Morehead State Teachers College and the Carter County Schools
Murray State Teachers College and the Marshall County Schools
University of Louisville and the Lowell School and the Valley School
University of Kentucky and the Green County Schools
Western State Teachers College and the Hopkins County Schools

Each college has appointed a person to act as coordinator of the Cooperative Study. This person works with the staff of the school in planning programs and locating areas of action in making the schools contribute to the quality of life. They bring to the county staff members from the college when and where these persons can contribute to the solution of any of the problems faced in the schools. The coordinator helps in developing programs of in-service education through workshops, seminars, and problems courses.

Each year since the study began a General Work Conference has been held where persons from each of the cooperating areas might come together to work on common problems. During these conferences, a competent staff has been available.

During the First Annual Conference in the fall of 1943, emphasis was placed upon cooperative planning. The college and

cooperating counties and schools worked throughout the conference in formulating specific ways to make the school programs at the elementary and secondary school levels tend to improve the quality of living. The plans include ways and means whereby the college staffs could work with counties and their communities in planning and improving the services of the schools.

During the Second Annual Work Conference held in 1944, emphasis was placed upon identifying the characteristics of a school which bases its program upon needs and resources. The first half of the work conference was devoted to developing criteria for evaluating the community school as we define community school. During the last half of the conference week, each cooperating area planned its 1944-1945 program using the evaluative criteria as guides. The results of the conference are published in the September and October, 1944, Educational Bulletins.

It was the hope that many communities would use the Bulletin —“Evaluating the Community School” as a guide in determining whether the programs were organized on the basis of needs and resources. The bulletin was very popular as evidenced by the fact that the demand has been so great that the supply is completely exhausted.

The Workshop for 1945 took the next step in our study. Since we develop guides whereby we might recognize a community school (according to our concept), it is logical this year to identify the kind of staff we need for that kind of school. The major problem of the 1945 workshop was to find the answers to the following questions: (1) What kind of teachers are needed to lead in developing a program of learning based upon the needs and resources of the community; (2) What kind of experiences should the colleges provide in the education of these teachers both in-service and pre-service?

The study of these questions involved:

1. Identifying the characteristics of the staff needed for this kind of school
2. Identifying the kinds of educational experience which need to be provided to produce the desirable characteristics
3. Evaluating the present college programs in the light of needed educational experiences
4. Planning a program which will tend to prepare the kind of a staff for the kind of a school which can base its program upon needs and resources to the end that the quality of living may be improved

It is important to remember that the colleges engaged in this study are motivated by a desire to maintain close contact with the intimate problems faced by administrators and teachers in making the school serve to improve the quality of living. They want the understanding gained by the faculties through their contacts with these problems to be reflected in the courses in the teacher education curriculums.

RICHARD E. JAGGERS, Director
Cooperative Study of Teacher Education

PROGRESS REPORTS FROM COOPERATIVE AREAS

What has taken place in the seven areas of the cooperative study is described by the persons who have had the leadership. The reports were prepared by the coordinator, or the superintendent, or both working together. In most instances the reports are presented just as they have been written by the superintendents and coordinators.

A PROGRESS REPORT ON THE BEREA-PULASKI COUNTY COOPERATIVE STUDY

The cooperative educational endeavor of Berea College and Pulaski County began in November, 1943. The rural schools were more than half through; the attendance had taken a "nose dive", and the interest was waning. After a number of school visitations by the superintendent, the attendance supervisor, and the coordinator, we decided to visit as many of the schools as possible and endeavor to build an esprit de corps among the school personnel. We began to look forward to a new year by removing some of the snags of indifference and planning an educational awakening. Excluding the planning which was done previous to last year, this report covers the work accomplished in 1944-1945.

The Board of Education made a room available, which was designated as the materials bureau. It served as the headquarters for the four helping teachers whose employment was made possible by a joint action of the County Board of Education and Berea College. Much free materials were made available to the teachers through the materials bureau. These materials consisted of many books which were purchased and donated, paper for art work, mimeographed and hectographed data, bulletins, posters, etc. The room was open each Saturday and a helping teacher was present to assist the teachers who came. This room served as a planning place for the helping teachers and the coordinator each Thursday morning.

The Board of Education owns one 16 mm. sound projector. It is in need of repair; consequently it was used only a few times. A number of the schools purchased globes and maps. Posters are used very extensively in the schools.

The County Board of Health works very closely with the schools. A health booth was set up at the summer workshop in Somerset. The Health Officer, Dr. Lachman, conducted special classes for the benefit of the teachers. One person from the State

Health Department was present and assisted in the workshop for a few days. A copy of the following letter from Dr. Lachman to President Hutchins at the end of the school conveys the idea of a more effective health program.

"I am writing this unusual letter to acquaint you with the facts of how the program arising from Berea College is aiding health problems in Pulaski County. I am referring to the workshop, helping teachers and the magnificent efforts of Dr. Graham.

"Pulaski is one of the poorer counties bordering the foothills of the Cumberlands. Superstition, tradition and lack of understanding of modern health concepts are formidable barriers in our fight for good health. Perhaps the best summary of health conditions here can be obtained by examining the selective service figures where we find 44 per cent of early selectees rejected because of poor physical and mental health. Health interest in schools were lacking. Only 59 per cent of the children were vaccinated for smallpox. The nurse would enter through the front door and the students depart through the windows.

"From the above you can tell that we were none too proud of our school health. Then came Dr. Graham, the workshop, the helping teachers, the advice and consul of Berea. We began to develop a definite school program. Our nurses set up a demonstration booth at the workshop with daily consultations with the teachers. I wish you could accompany us in a visit to the schools this year. Classrooms are clean, curtains hang from the windows, the school houses are painted, handwashing facilities are available in many instances, and there have been favorable advances in sanitation. Interest of the teachers has increased and gravitated down to the students. There is a widespread interest in health. A tuberculosis campaign resulted in collection of \$2500 compared to \$400. Eighty per cent of this amount was collected by the county schools. Last year we examined close to 2000 students with over 600 examinations with the parents present. Pre-school health, which I firmly believe to be a most important part of school health, found 3000 under six examined in two years. Many of the teachers aided in building and maintaining clinics. The fifty hot lunch programs have resulted in a definite betterment of nutrition.

"It is my firm belief that one must sell health to the public. We can't make too much of an impression on the older generation—our hope lies in educating and instilling health habits in the schools. We have recently worked with the helping teachers in a tuberculosis campaign by distributing 600 tuberculin patch tests. It was surprising and gratifying the number of adults who asked for the test after being told by the children.

"I wish to commend the fine work being done in the county. Dr. Graham has been a coordinator and liaison officer, so as to speak, with our department. Mr. Raymond Wesley has shown a remarkable grasp of public health problems and the relationship to the schools. Something has brought about a change in Pulaski County. Our nurses have commented on the better teaching methods, they have noticed in all branches. The desire to assure that this fine work not go unnoticed prompted this letter. I must also admit that there is the selfish reason and hope that the workshop and Berea College projects continue, as they are such a great help to Pulaski County."

Health was made one of the major objectives for the school year. The helping teachers reported the following accomplish-

ments. Of the 151 schools in the county system, 118 had special shelves for the lunches, 103 had shelves for drinking glasses, 97 practiced hand washing at noon, 94 reported clean toilets, 94 had oiled floors, 71 had first-aid kits, and 68 had a school lunch program. More than fifty of this number had hot lunches.

Pulaski County has no home demonstration agent, but it does have an efficient and cooperative county agent. Approximately, one-half of the schools have 4-H Clubs. The monthly programs are normally held during school hours with the teacher and a number of the county agent's office present. This past year the county agent stressed food production and preservation. Berea College assisted to the extent of offering two \$50 awards to two schools that would produce the most food. Seventy-five schools participated. Some eighteen agencies gave \$25 War Bonds to winners in a county-wide 4-H Club contest. This program culminated in a banquet with the winners and sponsors present. The speaker came from the University of Kentucky. The idea was so good that the sponsors agreed to continue another year.

Outside agencies assisted us in our work. The State Department of Education helped us by members working in the county from one to three days at a time. This assistance was greatly appreciated. Some thirty different staff members from our college campus spent from one to six days learning and working in the county. The coordinator has made it a point to be in the county four days a week. He visited 146 of the 151 schools from July to February.

A planning council was organized last spring. The personnel is composed chiefly of school people. The county agent and county health officer are members. The service clubs such as the Kiwanis, Lions, Rotary, and Professional and Business Women have assisted by making contributions especially to the school fair which was held in October.

The county has an active Farm Bureau with a Board member as the president. A cooperative store has been opened for the farmers during the past year. Its main support is received through the Farm Bureau.

Our school and community cannery was constructed in the county in 1943-1944. This past year three more were built. These canneries aid in the preservation of food for school lunch programs and for private homes.

School Improvement. The question of "If we make progress in school and community improvement, how shall we know?" was

answered partially by the preparation of a questionnaire to be filled out jointly by the teachers and pupils. Some checking was done at the end of the school year with certain tangible evidences.

A major objective for the whole county school system was **beautification** of buildings and grounds. The board furnished the paint, but the school and community were responsible for using it. A checkup revealed that 103 schools and 156 classrooms were painted during the year, and that 44 schools were painted outside. The Board had launched a program the previous year of painting the outside of the buildings with the result that 21 schools were painted. In a goodly number of schools curtains and shades hung at the windows with replaced broken panes. Some 100 schools had polished stoves. The stoves were made to stand alone by a set of new legs to take the place of the broken ones. Seventy-three schools grew flowers, and 40 set out trees and shrubs. Many of these trees were named in honor of the local boys who were members of our armed forces. The attractiveness, especially the cleanliness, of the buildings was very much in evidence compared to the previous year.

The first Friday of the school year was designated as clean-up day for the schools of the county. The school grounds in practically every school district in the county were cleaned. Gullies were filled in 94 school yards. Fifty-four schools reported building walks. In one school the pupils built sleds on which the boys drug the stone for the walk from the steep hillside above the school.

Five Community Schools were established in the county at the beginning of the school year. These teachers lived in the neighborhood and worked on the idea of making the school the community center. The community school was discussed in the workshop and provisions were made so that a large number of the teachers could visit one of these established schools. More teachers than was anticipated for the first year endeavored to make their school a vital part of the community.

The change in the teachers has been very perceptible. A former teacher in Pulaski County, now a business man, remarked, "Teaching is becoming a profession in this county. I can see a big change in one year."

The Board of Education is earnestly endeavoring to improve the teachers. At the end of the school year, 1943-1944, the teachers were urged to attend some teacher training institution. Quite a few did. A five weeks workshop was conducted in Somerset with an enrollment of 153. This group of teachers shared in the plan-

ning of the school program for 1944-1945. Too, they were given \$5 per month for attending school in 1944. The enrollment in the M.C.E.A. and K.E.A. was 100 per cent. The superintendent has the Pulaski County Teachers' Association to conduct the monthly teachers' meetings, at which time he used only a small portion of the period for announcements and instructions.

Pupils grow. A visitor asked a pupil in one of the Pulaski County schools if he had always liked school. He replied, "I can't say that I have." When he was asked, "Do you like school this year?", he answered, "Yes, we're doing things this year." The answer of this pupil is typical of literally hundreds of boys and girls in Pulaski County. The pupils are participating in the school program to the extent of planning, executing the plans, and evaluating the results. Yes, the pupils did things this year.

More boys and girls should be in school in Pulaski County, but the County ranks favorably among the other mountain counties. In 1943-1944 only 77 per cent of boys and girls of school age were enrolled. Of this group 13.5 per cent dropped out of school. Only 8 per cent of the total school enrollment were in high school, and 20 per cent of these pupils dropped out. In 1944-1945, the enrollment in all schools was 84 per cent. The high school enrollment was the same as the previous year, that is three out of four were not in attendance. Eighty-two schools reported a 100 per cent enrollment this year.

The attendance was more encouraging than the enrollment. The attendance in 1943-1944 for the first month, middle month, and last month was 88.7, 78.7, and 65.4 per cent respectively. For 1944-1945, it increased to 95, 83.8, and 73.6 per cent. This fact seems to indicate that a good way to increase the attendance is to improve the schools.

The Board of Education is working diligently to improve the schools. It is advancing nobly, but there is much to be done. An effort is being made to equalize the pupil-teacher ratio. An extra teacher was placed in each of two schools which were crowded the previous year. The qualified teachers are located first; then the emergency teachers are placed in order to complete the list.

The most important improvement made by the Board in 1944-1945 was the launching of the helping teacher program. The helping teachers were carefully selected and trained in the local workshop. Very careful planning and evaluating were carried on by these helping teachers in cooperation with the superintendent, and

the coordinator. These helping teachers worked, and much was accomplished in the schools.

A committee of the planning council worked out a guide on the conservation of natural and human resources in Pulaski County. The chairman of the committee taught this course in the workshop. One of the major objectives for all of the schools was conservation. Each teacher was supplied with a mimeographed guide and urged to stress this idea in her school community.

Five of the college staff devoted one or more days to the workshop in Somerset. The department of agriculture donated a pure-bred Duroc Jersey boar to a 4-H Club in one of the more remote sections of the county with the idea of increasing pork production. Each staff member of Berea College spent some time in the county during the year. Five members of the Department of Education, two from the English, two from the history, two from the administration, and one each from the departments of sociology, health, physical education, home economics, religion, and business were in the county. These persons worked in the county from one day to one week. The interest of the faculty toward this cooperative educational enterprise is increasing.

The college and the county are looking forward to a successful year in 1945-1946. We have not finished our labors. In fact, we have just begun to work. With the various agencies and institutions pulling harmoniously together, Pulaski County and Berea College will accomplish much within the next ten years.

RAYMOND WESLEY, County Superintendent
CHAS. C. GRAHAM, Coordinator

A PROGRESS REPORT ON THE EASTERN-BELL COUNTY COOPERATIVE STUDY

The purpose of this report is to give the progress of the Eastern-Bell County Cooperative Study of Teacher Education that has been under way since the summer of 1943. The major purpose of the study has been to develop a program designed to improve the quality of living in Bell County through the schools. While it is the consensus of opinion of the people connected with the study that progress has been made in developing better school and community relations in Bell County during the past two years, it is also true that there are likely many intangible elements of progress that cannot be easily measured or evaluated. Except in a general way, therefore, this report will not deal with the so-called intangible aspects of the experiment but will present "evidences of progress" that can, for the most part, be observed and verified.

The report is as follows:

There are Evidences that types of materials used in the learning program are improved:

1. An excellent beginning toward the establishment and expansion of a materials bureau has been made in the county.
 - a. An "Educator's Index of Free Materials" is available to teachers from the superintendent's office.
 - b. Magazines, bulletins, teacher's aids, free helps and suggestions for teachers, and other useful materials are assembled in the superintendent's office for the use of teachers.
 - c. Mimeographed lists of free and inexpensive materials are sent to teachers at the beginning of each year—original copies furnished by Misses Evans, Lee, and Wingo of Eastern Kentucky State Teachers College.
 - d. A small professional library of books on the "Community School", furnished by funds from the General Education Board, has been placed in the superintendent's office for the benefit of teachers.
 - e. In recent years a good beginning has been made toward the establishment of circulating school libraries. Since 1943, approximately one thousand volumes of chil-

dren's books have been purchased. In addition 160 copies of each of the following books have been purchased: "The Wishing Well", "Anything Can Happen", "Down the River Road", "Neighbors on the Hill", "Through the Green Gate", "Five and One-Half Club" and "After the Sun Sets"; also, forty copies of "Our America" and ten copies of each of the following: "Traveling New Trails", "Driving the Reading Road", "Experiencing New Trails", and "Progress on Reading Road".

f. For the first time in the history of Bell County, the Bell County Board of Education has bought pre-primers for use in the schools—fifteen hundred copies of "Rides and Slides" were purchased this year and will be available for the school year 1945-46.

2. Throughout the county, teachers are beginning to make more use of visual aids.

a. Many schools have pictures for schoolroom decorations; also picture books for the pupils.

b. All high schools have facilities for showing motion pictures and slides.

c. Many schools have maps which have either been purchased by the local school or furnished by the County Board of Education.

d. In the past two years, partly as a result of the Bell County Workshops, teachers have made and used reading charts, flash cards, number charts, color charts, phrase cards, experience reading charts, matching cards, and puzzles, clocks for learning to tell time, health and nutrition charts, phonic cards, and charts of local and state government.

e. Field trips are more widely used than formerly.

3. Community resources are used more frequently in teaching in many schools.

There are evidences that community agencies are used more effectively.

1. County health department.

a. Since 1942-43, the county health doctor and nurse have given 4085 typhoid immunizations, 2511 small-pox immunizations, 882 diphtheria immunizations, 106

whooping cough immunizations, and 580 tuberculin tests.

- b. Local county health officials make sanitary inspections of schools, give health talks, furnish free health bulletins, and give other instructions relative to problems of health.
- c. Through the cooperation of the local health department and the State Board of Health, all teachers (106) in the 1944 Bell County Workshop took the tuberculin test.
- d. The local health department has cooperated in the Bell County Workshops for the past three years as an agency of instruction.
- e. In the 1944 workshop a member of the State Department of Health, Miss Bessie Ball served as full-time staff consultant.
- f. Through the cooperation of the local health department, in the past three years, 36 crippled children have been sent to the hospital; 11 children have been furnished glasses through the cooperation of the Kiwanis and Lions Clubs of Pineville.

2. Extent to which the library is improved and used.

- a. Many schools have established libraries for the first time and many other schools have added volumes to an already existing library nucleus.
- b. An excellent beginning toward the establishment of a materials bureau in the superintendent's office has been made.
- c. During the school year, 1943-44, forty traveling libraries composed of twenty to thirty volumes each were furnished by the County Board of Education. Wood boxes in the form of suitcases were constructed for this purpose. These traveling libraries were taken from the superintendent's office, kept in the school for one month, returned to the office, and another set checked out. Because the wood boxes were heavy and unwieldy, and the choice of books provided in these small traveling libraries was not sufficiently varied, this procedure did not prove entirely satisfactory.
- d. As a result, a new procedure was set up during the

school year, 1944-45. All books formerly in the "suitcase" traveling libraries were catalogued in one central library in the superintendent's office. Teachers were allowed to check out books from this central library, keep them in their schools for a month, return them to the superintendent's office, and then check out other books. This practice proved much more satisfactory because it provided a wider selection of books and also avoided the use of the cumbersome wood boxes or "suitcase" traveling libraries.

- e. In addition, during the past two years, about eight hundred supplemental books have been furnished for the first three grades by the Save the Children's Federation of New York City. These books are catalogued in the central library and are checked out by the teachers for use in their schools.
3. Use of home demonstration and agricultural agent.
- a. These agencies have been used in the Bell County Workshops for the past three years.
 - b. The county agricultural agent organizes and sponsors 4-H Clubs in many schools. This work is closely integrated with the instructional activities of the schools. As a result of the splendid cooperation of Mr. Henry Pope, Bell County farm agent, 4-H Clubs grew from 15 clubs enrolling 565 pupils in 1942-43 to 32 clubs with 1253 members in 1943-44. Figures for 1944-45 have not been compiled, but best estimates available indicate that 4-H Club Membership for the past school year will show a large increase.
 - c. The home demonstration agent works through the schools to reach parents. Home Maker's Clubs have been organized in many communities, but no accurate figures are available to show the number of members for the past two years.
 - d. As a result of the war considerable emphasis has been placed on the production of food, victory gardens, and home canning.
 - e. Bulletins, pamphlets, and mimeographed materials are distributed.
 - f. For the past two years county-wide agricultural and school fairs have been held in which many schools have vitally participated.

4. Use of Colleges, state department of education, and nearby school systems.
 - a. Union College has participated to the extent that one faculty member has visited a number of schools in the county and took part in discussions before supervisory groups in a few sectional meetings during the school year, 1944-45.
 - b. Miss Louise Combs, Assistant Director of Certification, State Department of Education, visited many schools and participated in sectional supervisory group meetings in 1944-45.
 - c. The supervisor from Harlan County visited several schools in Bell County in 1944-45.
 - d. The helping teachers from Whitley County spent a day in the Bell County Workshop in 1944, principally as observers.
 - e. Eastern Kentucky State Teachers College, the sponsor of the study, has participated in many ways since the experiment got under way in the summer of 1943.
 - f. Mrs. R. L. Maddox, local representative of the Save the Children's Federation, has aided materially in the helping teacher program during 1944-45 by teaching music in 14 schools and by rendering additional types of services in the county. All sponsored schools receive \$25.00 annually from this federation.

There are evidences of lay interest:

1. Planning council was organized.
 - a. Before the experiment got under way in the summer of 1943, a group of citizens, representing every aspect of community life, came together for a discussion of the purposes of the study.
 - b. This group assumed responsibility for securing the cooperation of various agencies and interests in the county.
 - c. Several schools have set up local planning councils to assist the schools in raising extra money and in determining how money raised will be spent. The following schools have planning councils: Fonde, Harmony, Wallsend, Red Bird, Meldrum, Page, Bell County High School, Pruden, and Moss Chapel.

2. Several schools have recently organized local Parent-Teacher Associations.
3. Cooperation of local clubs and other community organizations.
 - a. The Pineville Lions Club has furnished glasses for several needy children upon the recommendation of teachers and county health department.
 - b. The Pineville Garden Club assisted in landscaping and planting shrubbery at the Bell County High School in 1943-44; also sponsored the Calloway one-room school by visiting and giving Christmas Party and treat for the pupils.
 - c. The Pineville Kiwanis Club helped pay the expenses of the T. B. Traveling Clinic in 1944; also furnished transportation to the hospital for several crippled children; and sponsored dental clinics.
 - d. The Junior Order United American Mechanics gave Bibles and flags to several schools.
 - e. The following religious organizations has sponsored a program of religious training in Bell County Schools: Pineville Presbyterian Church in 17 schools reaching 2300 pupils; Evangelical Church of Red Bird Settlement School in 4 schools reaching approximately 250 children; Methodist Church of Henderson Settlement School in 3 schools with approximately 350 children; Missionary Baptist of Clear Creek Springs in 3 schools reaching approximately 230 children; Missionary Baptist Church of Fonde in the Fonde School with 400 children; Missionary Baptists of Pruden in the Pruden School with 250 children; a total of 29 schools with approximately 3780 children in the county or over one-third of the total school census population of 8528.

There are evidences that new agencies have developed:

1. Several communities have cooperated with schools in developing school lunch programs.
2. A cannery is being established at Bell County High School to begin operation in 1945.

There are evidences of improvement in schools:

1. Use and appearance of school plant.

- a. Cabinets and shelves for books and supplies have been built in several schools.
 - b. One school has been wired for electricity.
 - c. Three schools have acquired and built lunchroom facilities.
 - d. The Bell County High School has installed indoor toilets.
 - e. An electric pump and water pressure tank have been installed at Balkan High School.
 - f. Eighteen new schoolhouses have been constructed, including one four-room consolidated building.
 - g. Thirty buildings have been painted on the outside, and 81 rooms of thirty-six separate old buildings have been painted on the inside through the cooperative efforts of teachers, pupils, communities, and the County Board of Education.
 - h. In addition, the Board of Education made and bought 122 teachers' desks, 69 tables, 588 primary chairs, and 300 tablet arm chairs.
2. Care of school property constitutes one of the most serious problems in Bell County. There is some evidence, however, that this situation is improving. For example, during the school year, 1942-43, approximately 1800 window panes were replaced in schoolbuildings; during the school year, 1943-44, about 1100 replacements were made, while for 1944-45, only approximately 200 window panes had to be replaced.
 3. Improvements in grounds have been made:
 - a. Fourteen schools have made definite improvement in grounds by:
 - (1) Planting trees and shrubbery
 - (2) Removing rocks
 - (3) Grading and smoothing ground
 - (4) Installing basketball courts, croquet courts, and soft ball diamonds
 - (5) Purchasing playground equipment.
 - b. Several schools have built walks and installed flag poles.
 4. Health has been improved.
 - a. Nine new wells have been drilled and more than fifty new pumps have been installed.

- b. Seven schools have made definite provisions for hot lunch programs with the help of federal aid.
- c. Approximately 50 per cent of the 90 schools in the county have adopted sanitary measures of handwashing and eating lunches together.
- d. Around 25 warm morning heaters have been installed.
- e. A great many schools have started the practice of chlorinating drinking water.
- f. Many new toilets have been built, and, in general, toilets are being better kept.
- g. The lighting of many rooms has been improved by painting inside.

There are evidences of community participation:

- 1. Community councils.
 - a. Each mining community has set up school committees.
 - b. There are several 4-H Club Councils.
 - c. Hot lunch committees are functioning in several school communities
 - d. Many schools have made some beginning toward the formation of community councils or committees.
- 2. Amount of community participation in school planning.
 - a. Several schools have received the cooperation of pupils and laymen in the improvement of buildings and grounds.
 - b. Approximately 75 per cent of all schools in the county have pie and box suppers, plays, carnivals, and the like, for the purpose of raising funds for school improvements. Laymen frequently cooperate in making the arrangements for these occasions. Without the active support of the general public, these activities would fail.
 - c. In several communities patrons have actually helped in painting school buildings and in improving school grounds.

There are evidences of improvement in home living:

- 1. There is some evidence that school improvements influence the appearance, sanitation, and general spirit of the community. In some communities there are newly painted homes, new sanitary toilet facilities, and general yard and home beautification. There is also some likelihood

that the school may influence the diet of some of the people in the community.

2. It is the common opinion of educational leaders that the people of the county are slowly becoming more health conscious. One notices that some homes are being painted; yards and grounds are being improved, more homes are being screened. There is some evidence that more and more people are becoming interested in immunization against disease. As a result of the work of the County Agricultural Agent and home demonstration agent, victory gardens and home canning have increased thereby contributing a great deal to the general health improvement in the homes of the county. Many of these things are no doubt due to the influence of the war. They may be stimulated, also, by the work of the health department and other local agencies. No doubt, the schools have played a part in this improvement but it would be unfair for the schools to try to claim that they are entirely responsible for all the improvements in the matter of health and family life.

There are evidences of teacher growth:

1. Attendance at meetings has increased.
 - a. All teachers are required to attend county teachers' meetings.
 - b. It is the opinion of local educational leaders that general interest in teachers meetings has increased due to a different variety of meetings.
 - c. Most teachers in the county attend the annual meeting of the Upper Cumberland Education Association.
2. Participation in meeting has grown.
 - a. County-wide meetings
 - b. Sectional supervisory meetings
 - (1) Teaching demonstration lessons
 - (2) Discussions of demonstrations and other problems
 - (3) Making art work to carry back to their schools
 - (4) Developing a county-wide testing program
 - (5) Discussions on the use of outside agencies in school improvement.
3. Evidences of leadership are revealed by teacher proposals and plans:

- a. New ways to promote school libraries
 - b. New testing program for eighth grade promotion
 - c. Plans for improving school attendance
 - d. Suggestions to improve school plant
 - e. Better methods of instruction
 - f. Demonstration lessons.
4. Home visits are made.
- a. All teachers are given an opportunity to visit the homes of their communities when they take the school census.
 - b. All teachers are given another day especially for home visitation. Many teachers have taken advantage of this opportunity.
5. Membership in professional organizations has improved.
- a. All teachers in the county are members of the Kentucky Education Association and of the Upper Cumberland Education Association.
 - b. A few teachers belong to the National Education Association.
 - c. Some teachers belong to civic organizations.
6. Increased educational status is evident.
- a. In 1943, eighty teachers attended the Bell County Workshop and earned eight quarter hours of credit each.
 - b. In 1944, 106 teachers attended the workshop and earned eight quarter hours of credit each.
 - c. In 1945, sixty-three teachers attended the workshop and earned eight quarter hours of credit each.
 - d. In addition, during the winter of 1943-44, twenty-two teachers secured four quarter hours of credit by extension work from Eastern Kentucky State Teachers College; in 1944-45, twenty-three teachers took the course in the Teaching of Reading in Elementary Schools from Eastern and earned four quarter hours of credit each.
 - e. During the past two years around twenty-five teachers have gained additional college credit by attending college.
7. Teacher demands for new materials have increased.
- a. In recent years many more teachers are beginning to

come into the superintendent's office for teaching materials with the result that more teaching aids and materials are being given out to teachers.

- b. A conference of a cross section of Bell County teachers was held February 16, 1945, to devise a better testing program for eighth grade promotions.

There are evidences of pupil growth:

1. Growth in learning areas.
 - a. Tests in reading given in various schools in connection with the Extension Course in Reading and in the helping teacher program show some progress in reading.
 - b. Local educators express the opinion that pupils have grown considerably in several learning areas, but no data have been assembled to prove this belief.
2. Increase in citizenship practices and civic understanding is noticeable.
 - a. Increased pupil participation in helping to raise money in school communities
 - b. Pupil assistance in lunch programs
 - c. Bond and stamp selling campaigns
 - d. Participation in paper and metal drives
 - e. Increased membership in 4-H Clubs.
3. Attention to pupil's vocational tendencies has increased.
 - a. Recognition developing among school people of the need for more vocational training for pupils.
 - b. Some pupils also beginning to recognize the need for vocational training.
 - c. Department of Agriculture introduced at Bell County High School for the first time during the school year, 1945-46.
 - d. Typing and Shorthand courses offered at Bell County High School.
4. Pupil participation is pronounced.
 - a. Increased pupil activities in many schools
 - b. Participation in 4-H Club fairs
 - c. Student clubs
 - d. Pupil committees for the organization and management of work in the school
 - e. Pupil-teacher planning.

There are evidences of improvement in school enrollment and attendance:

1. School attendance has improved in some communities, especially among pupils in the lower grades.
2. Attendance has decreased in the upper grades in some schools on account of good employment and general relaxation of the labor laws as a result of the influence of the war.
3. The following table gives the total enrollment, total average daily attendance, and the total school census for the three-year period beginning in 1942-43:

| YEAR | Total Census | Total Enrollment | TOTAL AVERAGE DAILY ATTENDANCE |
|---------|-----------------|---------------------|-----------------------------------|
| 1942-43 | 9,593 | 7,431 | 4,284 |
| 1943-44 | 8,942 | 7,360 | 4,859 |
| 1944-45 | 8,837 | 7,127 | 4,655 |

4. Record keeping has improved.
 - a. Record keeping as a whole has improved.
 - b. College trained teachers generally keep good records, but few teachers without college preparation keep inadequate records.
 - c. Emergency teachers do a fair job of keeping records after they have had careful directions.

There are evidences of Administrative Improvements:

1. Pupil-teacher ratio is probably more equitable as a result of
 - a. Shifting a few teachers from schools with small enrollments to schools with more pupils
 - b. Adding rooms to several crowded schools in the county.
2. Bell County now operates all school transportation facilities.
 - a. Purchased three new and five used buses during the past two years.
 - b. Purchased two one-and-one-half ton trucks for hauling coal and general school supplies.
3. Six new cabinets, three desks, a typewriter, several shelves, and a bulletin board have been provided in the superintendent's office.
4. A full-time maintenance man has been employed.

5. A sinking fund has been established to pay off a bonded indebtedness. The sum of \$5,000 was set aside in this fund in 1943-44 and \$5,000 in 1944-45.
6. During the past three years \$26,000 of current floating indebtedness has been paid.
7. General record keeping has improved.
8. Helping teachers have been employed and used.
 - a. One full-time person was employed for 1944-45
 - b. Three part-time persons were employed for 1944-45
 - c. In addition, a member of the staff of Eastern Kentucky State Teachers College spent six weeks supervising schools in the fall of 1943-44 and two quarters or seven months in 1944-45.
9. Indirect lighting and venetian blinds have been installed in the superintendent's office.
10. The school term for elementary schools was extended from seven to eight months in 1944-45.
11. The administrative staff has improved professionally during the past two years as follows: The superintendent has earned 20 quarter hours of college credit; the assistant superintendent, 16 quarter hours; the attendance officer, 16 quarter hours; the helping teacher, 20 quarter hours—a total of 72 quarter hours for the entire office staff.

There are evidences that Conservation of Resources is emphasized:

1. Natural resources have been studied.
 - a. The workshops for the past three years have been stressed the importance of conserving natural resources.
 - (1) Nature study was emphasized in the 1943 workshop. One staff member devoted full time to this work.
 - (2) In the 1944 workshop the conservation of natural resources was stressed. One full-time staff member was assigned to teach in this field.
 - (3) The 1945 workshop continued to place emphasis on the need for teaching conservation.
 - b. Field trips to Kentucky Ridge Forest and other nearby ones for the purpose of studying conservation.
 - c. Three members of the Bell County School System

attended the Institute on Conservation, March 2-3, 1944, at Eastern Kentucky State Teachers College.

2. Human resources are emphasized.

a. For the past three summers the workshops have emphasized the need for conserving human resources.

(1) The 1943 workshop stressed health through the cooperation of state and local health departments.

(2) In the 1944 workshop a member of the State Department of Health served as a full-time staff consultant on health. In addition, a member of the Eastern faculty devoted full-time to foods and nutrition. Two other members of the State Health Department spent one day each at the workshop, one of these stressing tuberculosis prevention and control and the other person dealing with the general problems of health and sanitation.

(3) The workshop of 1945 continued the emphasis on health initiated by the previous workshops. In addition, a staff member from the State Health Department spent one week at the workshop and met with various groups to discuss the general problems of school sanitation and health. Dr. Wright, who is in charge of the Bell County Health Department, and Mr. Ed Smith, local sanitarian, met with various groups to discuss the various problems of general health and local sanitary conditions.

3. It is the opinion of the office force of the Bell County School System, particularly those engaged in the helping teacher program, that the teachers of the county are beginning to emphasize the conservation of natural and human resources in their teaching. As one visits schools, one observes such activities as the following: Units on bird life, insect life, plant life, trees, frogs, bees, farm animals and farm crops, rocks, soils, and minerals. In addition, one notices water chlorination, hand-washing facilities, scrubbing toilets, painting inside of toilets, scrubbing the inside of school buildings, health charts and units, oiled floors, sanding and refinishing seats and desks. One also observes organized instruction in health in which textbooks are used. In several schools comparisons are

made of the weight and height of children at the beginning and at the end of the school term. Several teachers have also shown enough interest in matters of health to bring several pupils to the County Health Department for physical examination and checkup. Several schools have also introduced hot lunch programs.

There are evidences of increased faculty participation:

1. Participation in workshops has been steady.
 - a. Eastern Kentucky State Teachers College has conducted workshops in Bell County for the past three years.
 - (1) 1943 workshop—five full-time faculty members and three part-time faculty members participated. Three additional faculty members spent one day each at the workshop.
 - (2) 1944 workshop—six full-time faculty members constituted the staff. Four additional faculty members spent one day each at the workshop.
 - (3) 1945 workshop—three full-time faculty members participated. One additional faculty member spent two days at the workshop.
 - (4) A total of twenty different staff members have participated in the workshops.
 - b. College departments represented in the workshops.
 - (1) Education
 - College staff members
 - Training School
 - Rural Demonstration School
 - (2) Art
 - (3) Music
 - (4) Social Science
 - History
 - Government
 - Sociology
 - Geography
 - (5) Health and physical education
 - (6) Administration
 - President
 - Dean
 - Registrar.

2. Participation in work conferences has continued.
 - a. Seven staff members participated in all the activities of the work conference held at Eastern Kentucky State Teachers College, August 26-31, 1943. In addition, many other faculty members took part in some of the activities.
 - b. The entire college staff took part in the Institute on Conservation held at Eastern Kentucky State Teachers College, March 2-3, 1944.
 - c. Seven staff members attended the work conference at the University of Kentucky, August 27-September 1, 1944.
3. Faculty Dinner, December, 1944.
 - a. Mr. W. M. Slusher, Superintendent of Bell County Schools; Miss Marjorie Chambers, Helping Teacher in Bell County, and Miss Katherine Evans of the college faculty described the Bell County program at the faculty dinner in December, 1944.
 - b. The faculty was stimulated a great deal as a result of this program.
4. Faculty visitation and work on problems in Bell County.
 - a. Dr. D. T. Ferrell, Coordinator of the Eastern-Bell County Cooperative Study, has made periodic visits to the county since the study got under way in 1943. In addition, he spent one week in the county in the late summer of 1943, meeting with the County Board of Education and other local groups and visiting schools. He has visited many schools in the county. He also taught a problems course in Bell County during the winter of 1943-44.
 - b. Miss Katherine Evans spent eight weeks as helping teacher in the summer of 1943. In addition, Miss Evans spent two quarters as helping teacher during the school year, 1944-45. She also taught a course on the Problems of Reading in the Elementary School during the fall and winter of 1944-45.
 - c. Dr. Noel B. Cuff, Professor of Psychology, is co-operating with a group of teachers in developing a county-wide testing program to determine eighth grade promotions.

- d. Miss May Hansen discussed problems of reading with a group of teachers in the fall of 1943.
- e. Several staff members have delivered addresses before county-wide teachers meetings and discussed problems with sectional groups of teachers.

There are evidences of change noted in faculty philosophy:

1. Several teachers who have participated in the Bell County Workshops have stated that they were changing or modifying the content of their courses.
2. Two new courses have been added to the offerings in education:

Education 19—Laboratory Course in Rural Education.

Education 39—Problems in Elementary School Supervision.

3. All staff members who have participated in the Bell County Workshops are sympathetic toward the study.
4. Tentative plans are being formulated to re-examine the entire curriculum offerings of the college, but this movement is probably not due entirely to the influence of the cooperative study. Other factors are also operating to produce this trend

W. M. SLUSHER, County Superintendent

D. T. FERRELL, Coordinator

A PROGRESS REPORT ON THE MOREHEAD-CARTER COUNTY COOPERATIVE STUDY

The community school represents a vision which has become a permanent program in Carter County. The vision has been only partially realized but it is a guide to advancement in education. Cooperation, the backbone of the community school pattern, has become a permanent part of every teacher's vocabulary, and has become the symbol which has promoted leadership on the part of the teachers and participation on the part of the patrons. Progress is noted in every phase of life in Carter County. The general community school program has been commended by the public and has been stimulated by the school officials. This program is in cooperation with the Morehead State Teachers College.

A comprehensive survey was made in every community in Carter County in order to discover the resources available. It will become a permanent part of the record, and will serve to guide the teachers in the use of resources in improving the school and community life. The survey attempted to discover the problems recognized by pupils and teachers. The survey was made by the teachers in the county.

The Carter County Health Department works hand-in-hand with the schools. The county nurse visits the schools every year examining the children. She vaccinates and inoculates the children against communicable diseases. Water supply is tested and chlorination is provided. Special cases are dealt with in clinics by the Health Department. Free transportation is furnished to take certain cases to specialists in Ashland. X-Ray services are offered at special rates to needy children. Glasses are made available to children whose parents are unable to pay for such services.

Library work has made such progress that the public has become aware of its importance. Thousands of dollars have been spent by the schools in the improvement of their library services. This interest has led to the development of a system of circulating libraries for the rural schools. To date 4,452 books, including 80 sets of encyclopedia, have been ordered. These books are to be distributed in cases.

The work of the County Agent has been outstanding in the school program. Four-H clubs have been organized and schools

have been assisted by him frequently in the development of this program. A home demonstration agent will be employed.

Parent-Teacher Associations have been organized in 24 communities in Carter County. These organizations have sponsored lunch rooms operated under the War Food Administration. They secured food and equipment for lunch rooms. Attendance was improved by this service as well as pupil achievement.

Playground equipment has been added to many playgrounds. These playgrounds have been used by all the people as recreational centers. Recreation is a problem due to poor road conditions. The schools have met the problem in part by purchasing moving picture machines, sponsoring plays, holding athletic meets, organizing clubs, holding community meetings, establishing Sunday schools, and by taking the lead in providing recreational facilities.

The county superintendent sent questionnaires to all teachers in the county in order to crystalize vital issues in the communities. He wanted general agreement on those issues involved in the adoption of an educational policy for the county schools. Seventy teachers returned the questionnaires. They were unsigned by request of the superintendent who wanted the free expression of the teachers. Of those who replied, 19 came from teachers in consolidated schools and 45 were from teachers in the small rural school. Tabulation of the replies indicated the problems upon which teachers had deep beliefs:

1. A nine month school term was suggested by 48 teachers
2. Forty-six wanted all schools to begin in September
3. Lunch rooms were wanted by 53 teachers
4. Forty-seven teachers wanted a community fair
5. Fifty-three believed that there should not be alternation of grades
6. All boys and girls should be required to attend school until they were 16 even if they have finished the 8th grade
7. Fifty-five agreed that the small schools should be consolidated
8. Fifty-eight thought circulating libraries were worth-while.

Two supervisors are to be employed in 1945-46 if their services can be secured. These will be assigned to helping teachers in the classrooms. They have special training for the work.

A Community School Score Card was developed by the teaching staff of the Carter County schools. This score card was used to evaluate the work of the schools during 1944-45. A plan was

worked out whereby a salary bonus was given to those teachers who made sufficient improvement in service of the schools to the pupils and the community. At the close of the year each teacher evaluated her work and turned the score card in. When all had been tabulated, it was found that 77 rural teachers had qualified for the Merit Bonus.

The score card served two purposes: It listed in objective form the things thought to be important by the teachers, in making a school serve the children; and it served as a guide to teachers in placing emphasis where it was thought to belong. The score card was a kind of experiment, but after using it in 1944-45, it is decided to develop it further for use in the years ahead. A questionnaire study shows that the use of the score card has been a success and that the teachers want its use continued.

Carter County employs 169 teachers including those in consolidated schools and those in small schools. The facts enumerated below represent only the small rural schools and are based upon the revelations of the score card:

1. Ten schools had an average daily attendance ranging above 95 per cent; 15 schools had a percentage of attendance ranging from 90 to 94; 17 schools range in attendance from 85 to 89 per cent; 15 schools ranged from 80 to 84 per cent; and only 21 schools fell below 80 per cent in attendance.
2. The score card showed that one school enrolled fewer than 90 per cent of the census pupils. Enrollment and attendance increased very much over previous years due to the initiative of teachers.
3. School buildings and grounds were improved and the schools were made better places where children may live and learn:
 - a. 66 schools had effective sanitation
 - b. 52 schools were painted outside
 - c. 77 stoves were polished
 - d. 59 floors were oiled
 - e. 50 built individual clothing racks
 - f. 64 schools reduced destruction of property
 - g. 70 schools mowed and cleaned lawns
 - h. 30 schools planted flowers and shrubs
 - i. 39 schools built walks
 - j. 40 schools whitewashed out buildings
4. Excellent educational devices were used more than ever before

- a. 47 teachers used phrase cards
 - b. 59 teachers used work cards
 - c. 46 teachers used action cards
 - d. In order to increase mathematical skills 67 teachers used addition cards, 60 teachers used subtraction cards, 57 used multiplication cards, and 45 used division cards
 - e. Maps were more extensively used
 - f. 52 schools used script alphabet cards and 33 used the manuscript cards
 - g. Workbooks were used in the grades in a large percentage of schools, including reading and arithmetic
 - h. Experience charts were developed in 35 schools
 - i. Standardized tests were given in 23 schools
 - j. 13 schools provided buses for use in science activities
 - k. Courtesy cards were employed in 32 schools
 - l. 39 schools had library corners
 - m. 5 books per grade were added to the libraries in 55 schools
 - n. Handcrafts were taught in a large percentage of the schools.
5. Supervised play was found in 67 schools.
 6. Hot lunch programs have been provided in 19 small schools. Eighteen parent-teacher associations have aided in this work. This program has not only provided children nourishing food but has actually increased attendance and raised the general tone of the school. The hot lunch program has been the means of teaching such things as time to wash hands, quietness and happiness at meal time, reverence, etiquette, posture.
 7. The schools have played a major role in helping the County Health Department take its health services to the people:
 - a. 54 schools have first aid kits
 - b. 32 schools have purchased incinerators
 - c. 57 schools had all children immunized against typhoid
 - d. 53 schools had teeth examined and many corrections made
 - e. 54 schools chlorinated each bucket of water
 - f. 42 schools purchased coolers with spigots
 - g. 61 schools saw to it that every child had a clean individual drinking cup.

8. Pupil organizations were developed:
 - a. 50 4-H Clubs
 - b. 14 Knighthood of Youth clubs
 - c. 2 Hi-Y clubs
9. Communities raised funds under leadership of teachers to purchase needed services for the schools. The amounts raised were as follows:
 - a. More than \$50.00 raised by each of 24 schools
 - b. \$40.00 to \$49.00 raised by 6 schools
 - c. \$30.00 to \$39.00 raised by 5 schools
 - d. \$20.00 to \$29.00 raised by 10 schools
10. Home bound children were reached by 33 teachers
11. The professional attitude of the Carter County teachers is outstanding:
 - a. They belong to the Carter County Teachers Association
 - b. They belong to the E.K.E.A.
 - c. They belong to the K.E.A.
 - d. They belong to the U.E.A.
12. Carter County teachers read professional magazines. Every teacher takes at least two.
13. Teachers are loyal to the program in Carter County. They made an aggregate of 1151 points out of a possible 1540 allotted on the score card in attendance at professional meetings.
14. Teachers of Carter County continue their education while in service, 27 earning additional college credit during 1944-45.
15. 36 teachers completed full terms without loss of time.

The Carter County school system and all the staff are dedicated to the task of basing the school program of learning upon the needs and resources of the children. They have put down in concrete form the things they think they should do to make the schools serve their purpose. What are these things? The score card which follows names the things and indicates the relative emphasis upon each item:

CARTER COUNTY COMMUNITY SCHOOL WORK SCORE CARD

SCHOOL, TEACHER

| | Points | Score |
|--|--------------|-------|
| I ATTENDANCE | (120) | ..... |
| A. Record Book | | |
| 1. Complete | (10) | ..... |
| 2. Accurate | (10) | ..... |
| 3. Neat | (10) | ..... |
| B. Monthly Reports | | |
| 1. Complete | (5) | ..... |
| 2. Accurate | (5) | ..... |
| 3. Punctual | (5) | ..... |
| C. Annual Percentage of Attendance (Points on only one) | | |
| 1. 95-100% | (30) | ..... |
| 2. 90- 94% | (25) | ..... |
| 3. 85- 89% | (20) | ..... |
| 4. 80- 84% | (15) | ..... |
| D. Percent of census enrolled (Points on only one) | | |
| (To figure: Divide the possible number of compulsory age in census by the membership as of the close of the second month, including homebound enrolled. Be sure to have census sheet correct when returned to the office, and make any other changes as they occur.) | | |
| 1. 98-100% | (21) | ..... |
| 2. 95- 97% | (15) | ..... |
| 3. 90- 94% | (10) | ..... |
| E. Annual Average Daily Attendance (Points on only one) | | |
| 1. 25-35 | (3) | ..... |
| 2. 36-45 | (6) | ..... |
| 3. 46-55 | (12) | ..... |
| 4. 56-65 | (20) | ..... |
| 5. 66-75 (or above) | (24) | ..... |
| II IMPROVEMENT OF BUILDINGS AND GROUNDS | (60) | ..... |
| A. Building | | |
| 1. Care: defined as "proper sanitation and cleanliness" | (6) | ..... |
| 2. Painting inside | (6) | ..... |
| 3. Stove and stove pipe polished | (6) | ..... |
| 4. Floor oiled when needed | (6) | ..... |
| 5. Individual clothing racks | (6) | ..... |
| 6. Prevention of destruction of buildings | (6) | ..... |
| B. Grounds—Beautification | | |
| 1. Mowing and cleaning | (6) | ..... |
| 2. Planting flowers and shrubs | (6) | ..... |
| 3. Building walks | (6) | ..... |
| 4. Whitewashing of outside buildings | (6) | ..... |

III EDUCATIONAL DEVICES

120 Points Total.....

A. Flash Cards

- 1. Phrase Cards (1)
- 2. Word Cards (2)
- 3. Phonic Cards (1)
- 4. Action Cards (1)
- 5. Number Combination Cards (1)
- a. Addition (1)
- b. Subtraction (1)
- c. Multiplication (1)
- d. Division (1)

B. Maps

- 1. United States (1)
- 2. World (1)
- 3. Kentucky (1)
- 4. Globe (2)

C. Alphabet Cards

- 1. Script (1)
- 2. Manuscript (1)

D. Work Books

- 1. Reading
 - 1. First Grade (2)
 - 2. Second Grade (2)
 - 3. Third Grade (1)
- 2. Arithmetic
 - a. First Grade
 - (1) Number charts and games first semester (1)
 - (2) Workbook second semester (1)
 - b. Second Grade (1)
 - c. Third Grade (1)
 - d. Fourth Grade (1)
 - e. Fifth Grade (1)
- 3. Language
 - a. Second Grade (1)
 - b. Third Grade (1)
 - c. Fourth Grade (1)
 - d. Fifth Grade (1)
 - e. Seventh Grade (1)
- 4. History
 - a. Fourth Grade (1)
 - b. Fifth Grade (1)
- 5. Geography
 - a. Fifth Grade (1)
 - b. Seventh Grade (1)
- 6. Spelling
 - a. Third Grade (1)
 - b. Fourth Grade (1)
 - c. Fifth Grade (1)
 - d. Seventh Grade (1)

E. Experience Charts (2)

F. Library books on each grade level (five pts. each grade) (30)

G. Time Teaching Device (clock face) (1)

H. Toy Money (1)

| | | | |
|---|-----------|------------|--|
| total..... | | | |
| I. Tests | | | |
| 1. Reading Readiness | (5) | ..... |  |
| 2. Standardized | | | |
| a. Reading | (4) | ..... |  |
| b. Arithmetic | (2) | ..... |  |
| c. English | (4) | ..... |  |
| J. Hand Lenses | (1) | ..... |  |
| K. Others (Approved by Helping Teacher) | (1) | ..... |  |
| L. Tonette | (1) | ..... |  |
| M. Courtesy Devices | (2) | ..... |  |
| N. Attractive Reading or Library Corner | (4) | ..... |  |
| O. Hand Crafts | | | |
| 1. Weaving | (1) | ..... |  |
| 2. Sewing | (1) | ..... |  |
| 3. Clay Modeling | (1) | ..... |  |
| 4. Drawing | (1) | ..... |  |
| 5. Painting | (1) | ..... |  |
| a. Water colors or | | | |
| b. crayons | | | |
| 6. Woodwork | (1) | ..... |  |
| P. Games | (1) | ..... |  |
| Q. Songs | (1) | ..... |  |
| R. Counting Devices | (1) | ..... |  |
| S. Health Charts | (1) | ..... |  |
| T. Sand Table | (4) | ..... |  |
| U. Lunch Hour | | | |
| 1. A way provided for washing hands | (1) | ..... |  |
| 2. Posters showing times to wash hands | (1) | ..... |  |
| 3. Posters emphasizing quietness and happiness at meal time. | (1) | ..... |  |
| 4. Posters giving short prayers in which thanks are rendered at meal time | (1) | ..... |  |
| 5. Table Etiquette Posters | (1) | ..... |  |
| 6. Posters showing correct way to set table | (1) | ..... |  |
| 7. Food Charts | (1) | ..... |  |
| 8. Food Score Cards | (1) | ..... |  |
| IV HEALTH, SAFETY, AND SANITATION | 80 Points | Total..... | |
| A. First Aid Kit | (3) | ..... |  |
| B. Incinerator | (3) | ..... |  |
| C. Immunization | | | |
| 1. Typhoid | (7) | ..... |  |
| 2. Smallpox | (7) | ..... |  |
| D. Clinic | | | |
| 1. Eye | (2) | ..... |  |
| 2. Ear | (2) | ..... |  |
| 3. Tonsils | (2) | ..... |  |
| 4. Lungs | | | |
| a. Clinic or | | | |
| b. Hospitalization | (2) | ..... |  |
| 5. Special Schools | | | |
| a. Blind | (1) | ..... |  |
| b. Deaf | (1) | ..... |  |
| 6. Teeth | (2) | ..... |  |
| E. Lunch Program (Points given on only one type lunch) | | | |
| (With milk | (32) | ..... |  |
| Type A or | | | |
| (Without milk | (25) | ..... |  |

| | | | |
|-----|---|-----------------|------------|
| | (With milk | (20) | ..... |
| | Type B or | | |
| | (Without milk | (18) | ..... |
| | or | | |
| | Type C Milk only | (16) | ..... |
| F. | Safe Water Supply | | |
| | 1. Chlorination (each bucket) | (8) | ..... |
| | 2. Cooler with spigot | (4) | ..... |
| | 3. Clean individual drinking cups | (4) | ..... |
| V | SCHOOL PUBLICITY | 30 POINTS | TOTAL |
| A. | Monthly school news for the parents (May be typed, hektographed, mimeographed, or written out by pupils, in form of a school paper.) | (20) | ..... |
| B. | Monthly school news recommended by the Committee to be published in the county newspapers | (10) | ..... |
| IV | MISCELLANEOUS | 80 Points Total | ..... |
| A. | Local Organization | (30) | ..... |
| | 1. P. T. A. | (30) | ..... |
| | 2. 4-H Club | (10) | ..... |
| | 3. Knighthood of Youth | (10) | ..... |
| | 4. Boy Scouts or Hi-Y | (5) | ..... |
| | 5. Girl Scouts or Girls Reserves | (5) | ..... |
| B. | Amount of money raised in your community (Points on only one) | | |
| | 1. \$50.00 and above | (15) | ..... |
| | 2. \$40.00 to \$49.00 | (12) | ..... |
| | 3. \$30.00 to \$39.00 | (8) | ..... |
| | 4. \$20.00 to \$29.00 | (5) | ..... |
| C. | Homebound children (Do not count enrolled homebound children. If there are no home- bound children in your school district, select an aged person or a homebound child from another school district in the county.) | | |
| | 1. Help make life more cheerful for them by making booklets for them, sharing pictures, posters, old magazines, etc. | (1) | ..... |
| | 2. Send fruits occasionally | (2) | ..... |
| | 3. Remember them on all holidays | (2) | ..... |
| VII | PROFESSIONAL ATTITUDE | 110 POINTS | TOTAL..... |
| A. | Membership in profession organizations | | |
| | 1. Carter County Teachers Association | (1) | ..... |
| | 2. Eastern Kentucky and Kentucky Edu- cational Associations | (2) | ..... |
| | 3. National Educational Association | (2) | ..... |
| B. | Professional Magazines subscribed for and read regularly | | |
| | 1. Kentucky School Journal and N.E.A. Journal | (4) | ..... |
| | 2. The Instructor or The Grade Teacher | (6) | ..... |
| | 3. Wee Wisdom | (4) | ..... |
| | 4. Children's Activities | (6) | ..... |
| | 5. Other magazines (Must be approved by Committee) | (6) | ..... |
| C. | Professional and Educational Books read and reported | | |

1. The Community School in Action (This book may be substituted with another book or books dealing with the Community Schools. Any book substituted for this one must be approved by the Committee) (5)
 2. Your Community (3)
 3. So You're Going to Teach (2)
 4. Others (To be approved by Committee) (5)
- D. Attendance at Profession Meetings
1. In County
 - a. Conferences called by Superintendent (pro-rata) (5)
 - b. Conferences called by President Carter County Teachers' Association (pro-rata) (5)
 - c. Conferences called by others under authority of Superintendent (pro-rata) (5)
 - d. **Punctual Attendance** at all meetings called by Superintendent or authorized agents (pro-rata) (5)
 2. Outside County
 - a. Eastern Kentucky Educational Association Meetings
 - (1) One session of the general program (1)
 - (2) First sectional meeting in your field of work (1)
 - (3) Second sectional meeting in your field of work
or
Second session of the general program (1)
- E. Professional training since opening of school
1. Quarter hours of college earned as follows:
 - 1 quarter hour (2)
 - or
 - 2 quarter hours (4)
 - or
 - 3 quarter hours (6)
 - or
 - 4 quarter hours (8)
- F. Enrollment of your school in Spelling Bee (10)
- G. Complete and Accurate Community Survey Report (14)
- H. Teaching full term without loss of time (9)

NAME OF SCHOOL

I, the undersigned teacher of the above school, do hereby certify under oath this the day of, 19...., that the number of points marked on the dotted lines were earned by me in accordance with the rules and regulations set forth by the SCORE CARD COMMITTEE, and to the best of my knowledge and ability are correct.

HEMAN McGUIRE, County Superintendent
G. C. BANKS, Coordinator

A PROGRESS REPORT ON THE MURRAY-MARSHALL COUNTY COOPERATIVE STUDY

Realizing that it is difficult to measure progress on so objective a study as improving living through the schools of a county, this progress report of two years' work in Marshall County, the county cooperating with Murray College, is submitted. The county superintendent and supervisor feel that the specific evidences of progress which follow would not be seen had it not been for the various activities carried on throughout the two years of the study. In order that numbers given herein may be meaningful, perhaps it should be stated that there are 38 schools in the county.

Many materials are used in the learning program. A great deal of emphasis has been placed on the use of materials. The fact that many schools had money available previous to the study but had bought few materials provides rather firm basis for the belief that teachers, through the work done in the last two years, have become conscious of valuable teaching materials, have attempted to acquire some materials, and have become more resourceful in the use of what is about them. A beginning has been made on a Materials Bureau, but more office space will be necessary before it can grow rapidly. In three schools globes have been bought; six schools have established room libraries with lovely new books; three schools have acquired supplementary readers; three have bought art supplies; and fifteen schools have added other teaching materials such as maps, pictures, nature specimen, and posters and charts illustrating some phase of healthful living. There is definite evidence of better use of materials. Pictures have been mounted, bulletin boards made, book shelves built, cabinets erected. Great improvement has been noticed in the use of the Regional Library. Book selection has improved, requests for certain materials have increased, and attractive places have been arranged for the books used in many schools. Teachers are awakening to the fact that people can be of definite value to children's learning. Persons who can contribute in some specific way have been invited into the schools in many instances. Where there is electricity some movies, especially those having to do with land use, have been shown.

The wide resources of the Tennessee Valley Authority have been available to this county for several years, but it is felt that they have been used with greater understanding by the teachers since the study began.

Community agencies are used. From the beginning of the study the teachers of Marshall County have been guided toward the belief that they are only a part, though a vital part, of the great force which will raise the level of living in the county. They have seen that the church, the home, and all service organizations must form a unified program toward the same goal if there is to be sound improvement. The County Health Department has worked very closely with the teachers in the study. There is definite evidence that the teachers, parents, and children are more conscious of health conditions and have the desire to improve them. The immunization program for smallpox and diphtheria is making excellent progress.

A very fine working relationship exists between the teachers and the Agricultural Extension representatives. These workers have labored constantly during the two years alongside the teachers and superintendent to set up goals and ways of meeting them. They have attended community meetings and helped farmers discuss their many problems, and have provided excellent materials for use with children.

The State Department of Education has been used far more than ever before. Its representatives have helped to formulate goals and plans. Also, they have gone into the schools for more definite work with teachers and children. It seems safe to say that there is greatly increased knowledge among teachers as to what agencies can help in their program, and wider use of available help. The teachers were fortunate this year in having the splendid help of representatives from the Bureau of School Service of the University of Kentucky and from West Georgia College, Carrollton, Georgia.

There are evidences of lay interest. A County Planning Council has been organized and is functioning. It has twenty-five members who are grouped in five subcommittees to work on the problems of rural electrification, land use, roads, telephones, and education, recreation, and health. This council is made up of representatives from the schools, the County Agent's Office, the Health Department, the Farm Bureau, and professional and business men of the county. An activity being conducted at present is the holding of ten classes in ten areas on land use.

As a direct result of the study one P.T.A. and five community improvement organizations have been set up.

In addition to the agencies previously discussed the program of improved living in Marshall County through improving living and teaching in the schools has been taken to the Lions' Club, the Progress Club, and the Woman's Club, all of which have shown an active interest.

New agencies have been developed. No new agencies have been developed as a result of the study. There are now four canneries in the county and many farmers belong to a tomato cooperative, but this would have happened as a result of the work of the Vocational Agriculture program. However, it is felt that the study will contribute to the increased use of the canneries and may lead the people to desire other improvements for rural living.

Physical improvements have been made in schools. Possibly greater emphasis has been placed on providing a lovely place for children to live while at school than on any other phase of improving living. Facts which follow will indicate that some definite growth has been achieved. There has not been sufficient time to find if these improvements are carrying over into the homes. Three school buildings have been painted on the outside; fifteen buildings have been painted on the inside; six buildings have been repaired; five have installed shades and curtains; and a large percent, nearly all, have painted furniture. Also the grounds have received attention. Fourteen schools have planted shade trees; ten have set out shrubs, and seven have set out flowers and improved lawns in other ways. Two schools have installed hand operated force pumps; three have added first aid kits; and four have built screened lunch cabinets.

These improvements have been made by teachers, children, and parents planning together which, we believe, is the only way a school serves and becomes a vital force in the community. None of these things would have happened, the superintendent believes, without the study and the stimulation it has given to teachers and patrons.

Many specific instances might be given here. A small nursery of shrubs to be used in the community has been started at one school. One school building in particular was in a pitiful state of repair. A teacher who believes in people solving their problems began working with parents and children. The result is a newly painted repaired building with new doors in light oak, lovely light

blue walls, new shades, order and cleanliness, a book corner, a science corner, and happy children who together own a school.

Community participation has increased. In the foregoing paragraphs on physical improvement in schools the participation of laymen is stressed. At least six community councils have been set up as a result of the study. In one school a council is planning the construction of a building for a lunch room and the growing of a garden. Other councils are planning installation of indoor toilets, laying of a new floor, and inside painting.

There has been improvement in home living. Though the study is too young for many things to have happened in homes it is felt that in two ways progress is evident. More people are conscious of the importance of proper sewage disposal; and there is more interest in proper diet and immunization.

Teacher growth is evident. Necessarily many meetings have been held during the study. There is evidence of teacher growth in the increased attendance and interested and willing participation in all activities. Although there has been a great turnover in teachers, leadership has been developed. There is definitely a greater professional spirit. Most teachers have done professional reading; a few will register for residence work on some college campus; all welcome visitors and helpful suggestions; and the majority have at least widened their viewpoint and field of vision. There is 100 per cent membership in the KEA and FDEA.

Pupil growth is observable. The only measure set up to determine pupil growth is observation by the supervisor and superintendent. Teacher turnover has been a handicap, and it is felt that any statement made would be unreliable. There are evidences of better citizenship practices and clearer understanding of the responsibilities of a citizen. Pupil participation in planning and carrying out the activities of the school day has increased noticeably.

School attendance and enrollment have improved. There has been a possible loss of 25 per cent enrollment due to completion of Kentucky Dam—as of September 1, 1944, 78 per cent of the children in the school census were enrolled. This is about the same as the per cent enrolled in surrounding counties. Under normal conditions some improvement in attendance and enrollment could be seen. The percentage of attendance has improved but there is no way of knowing whether or not the study has been responsible.

Administrative improvements have been made. A helping

teacher has been employed, but it is probably that this would have happened if the study had not been conducted.

Conservation of resources has been emphasized. Conservation has been a constant topic of study for the full two years; however, since it is a slow process the best results cannot yet be seen. Erosion has been stopped on one school yard. Group meetings of teachers and patrons have been held; there is fuller participation in the Agricultural Extension programs; there is increased use of films and other materials; and greater use has been made of people who can contribute something of value. Certainly in the field of health and the conservation of human life there is increased interest. Only years will tell if this study and the unified efforts of many such groups have been successful in conserving and improving the gifts of nature.

College faculty participation has increased. In the two years of the study twenty college faculty members have participated, some to a greater degree than others. In addition to the president and dean these represent the following departments: Education, Home Economics, Agriculture, Social Science, Training School, Art, and Regional Library. Three of these staff members have spent a great deal of time in the schools, others have served on advisory committees, attended conferences, and worked directly with teachers in workshops and study groups.

It is felt that those people who have gone into the county have returned to the campus more fully aware of problems in that part of the service area of the college. Likewise, it has been of value to see the needs of teachers and attempt to determine how, in the training period spent on the campus, these needs can be met. Possibly the greatest contribution which the study will make will be to help those who are responsible for the training of teachers to plan in such a way that teachers will leave the college with broad general education and an insight into the basic needs of people plus the professional ability to direct the educative experiences of children so that they will recognize their common problems and work together to solve them.

Grand progress has been made. When a check is made against goals set up for work in 1944-45 as listed in **Planning An Action Program for Schools** published in October, 1944, the following achievements may be listed:

1. Health, Physical Education and Recreation.
 - a. A planning council has been organized with a sub-committee on this phase.

- b. Home Economics and Agriculture teachers, Health Department personnel, and Agricultural Extension representatives have been utilized.
 - c. Some playground equipment has been made.
 - d. One deep well and two pumps have been installed.
 - e. Four lunch cabinets have been screened and one new lunch room is being built.
 - f. All schools have handwashing facilities and sanitary drinking facilities have been improved.
 - g. Teachers have studied the total health program.
 - h. The home survey has been tabulated and studied.
2. Worthy Home Membership.
 - a. Teachers have certainly increased their understanding.
 - b. Parents have increased their participation in the schools.
 - c. Schoolrooms have been greatly improved.
 - d. Problems of an economic nature, health, and improved standards of living have been discussed in community meetings.
3. Worthy Use of Leisure Time.
 - a. The use of films has been increased.
 - b. Community recreation has been held on several occasions.
4. Citizenship Training.
 - a. An in-service program has been carried on in which ways of developing democracy in the schools have received emphasis.
 - b. There is increased pupil participation in the affairs of the school.
 - c. Community meetings have been centered on problems in the community.
5. The Fundamental Processes.
 - a. An in-service program of nine discussion meetings, visitation, and conferences has been carried on. In addition a supervision program has been carried on.
 - b. A beginning has been made toward the establishment of a Materials Bureau.
 - c. Better use is being made of the Regional Library.
 - d. Goals for a total education program have been discussed.

- e. Materials have been discussed and some have been acquired by a number of schools.
6. The Development of Ethical Character.
 - a. An in-service program with this as a phase of study has been carried on.
7. Vocational Competency.
 - a. There has been increased use of people in the community in the school program.
 - b. Adult classes have been held to study conservation and its relation to the economic situation of the county.
 - c. Children and parents have become more aware of the county's problems and how they affect them economically.

One phase of cooperation may be illustrated by the statement which follows. This statement was made by the State Coordinator of the Cooperative Study of Teacher Education after a visit to Marshall County to study the program:

“Superintendent Rose of Marshall County and his supervisory and teaching staff have accepted the fact that the quality of learning is closely related to the quality of living. This group of educational leaders are making significant beginnings in getting this point of view accepted by the children and parents. If children need fruit, there must be fruit trees. If any kind of food is needed, it should be produced. It is recognized that the school must lead into the direction which the people need to go.

More than 150 citizens and teachers spent a day in November at the Gilbertsville School in studying ways and means of making the school help in improving the quality of living. The people took part—and I mean the laymen. The outline below represents the basis of the discussion. The items in this outline had been suggested by the staff and some lay leaders prior to the meeting. This outline represents some of the objectives of the school program in Marshall County expressed in down-to-earth language. The plan sets out concrete things which are needed to be done. It represents what is now under way. **The important part is that it is Marshall County's program now in action and one which they all profoundly believe can be accomplished.**

I. Homes

- A. Paint every three years
- B. Adequately screen each home

- C. Provide adequate lights
- D. Secure some type of refrigeration
- E. Improve the lawns by planting trees, flowers, grass and shrubs
- F. Make provision for fullest possible use of electrical power
- G. Build for attractiveness inside the home

II. Health

- A. Provide a safe and adequate supply of drinking water
- B. Build sanitary toilets
- C. Immunize against smallpox, diphtheria and typhoid, and distribute information about other diseases
- D. Eradicate breeding places of mosquitoes and flies
- E. Develop understanding and attitudes toward the practice of proper health habits and safety
- F. Provide proper diet for all members of the family
 - 1. Eat some food every day from each of the seven groups
 - a. Green and yellow vegetables, beans, celery, lettuce, greens, peas, carrots, pumpkins, sweet potatoes, and yellow peaches
 - b. Oranges, tomatoes, grapefruits, lemons, pineapples, strawberries, and cabbage
 - c. Potatoes, other vegetables and fruits, beets, cucumbers, lima beans, onions, radishes, kraut, turnips, apples, bananas, berries, raisins, cherries, grapes, peaches, pears, and prunes
 - d. Milk and milk products such as cheese
 - e. Meat, poultry, fish or eggs, dried peas, dried beans, peanut butter and nuts of all kinds
 - f. Bread, flour and cereals (whole grain)
 - g. Butter and fortified margarine with added Vitamin A
 - h. Energy foods such as sweets
 - 2. Produce adequate food for the family
 - a. Home fruit garden
 - (1) At least 12 fruit trees
 - (2) Six grape vines
 - (3) Berries, 100 vines (dewberries, raspberries)
 - b. Family garden

- (1) Grow 1/10 acre for each member of the family
- (2) Grow as many as 15 varieties
- c. Poultry
 - (1) Keep 5 laying hens per person
 - (2) Provide 45 dozen eggs per person per year
- d. Dairy
 - (1) Keep at least two cows
 - (2) Provide 250 quarts milk and 40 pounds butter per adult
- e. Meat supply
 - (1) Provide 100 pounds pork per member of family
 - (2) Provide 25 pounds beef per person
- 3. Provide storage for family food supply such as cellar, basement, closets, sawdust boxes, sunken barrels, frozen locker, hilling up, etc.
- 4. Preserve adequate foods for year round needs of family
 - a. Vegetables—60 quarts canned, 10 bushels stored from the following: beans, beets, corn, cabbage, carrots, greens, onions, parsnips, Irish potatoes, sweet potatoes, peas, squash, soup mixture, turnips, tomatoes
 - b. Fruits, 42 quarts canned

III. Soils

- A. Control erosion and improve the soil by
 - 1. Seeding cover crops on cultivated land and lespedeza fields
 - 2. Applying lime
 - 3. Applying phosphate
 - 4. Terracing land where needed
 - 5. Practicing contour cultivation and strip cropping

IV. Livestock

- A. Improve quality by using purebred sires
- B. Provide 10 months pasture
- C. Control diseases by testing, vaccination, and sanitary practices
- D. Provide ample water and salt

V. Crops

- A. Increase strawberry acreage

B. Study the desirability of other crops for this locality

VI. Recreation

- A. Provide good reading materials such as daily papers, books, magazines
- B. Secure a radio
- C. Become interested in some hobby such as games, music, reading, radio, hunting, etc.
- D. Foster community social and recreational programs
- E. Plan for fullest use of Kentucky Park
- F. Educate for safety on the lake

HOLLAND ROSE, County Superintendent
RUBIE SMITH, Coordinator

A PROGRESS REPORT ON THE UNIVERSITY OF KENTUCKY. GREEN COUNTY COOPERATIVE STUDY

For the past three years the College of Education of the University of Kentucky has cooperated with Green County in the program of school and community improvement sponsored by the State Department of Education. Three workshops have been held in Green County during the summer months, and College of Education faculty members have given help throughout the school years. Local and state agencies also have participated in the program. The following report gives some of the results of the cooperative program.

There are evidences that types of materials used in the learning program are improved. A materials laboratory, located in the county superintendent's office, contains many types of materials including textbooks and free and inexpensive publications by the federal government and various state departments. All the materials on food, clothing, and housing prepared for the Sloan Experiment in Applied Economics are available in this library. The books on foods (published by the Bureau of School Service, University of Kentucky) were used in the special attempt to improve dietary conditions among school children in 1944-45.

Visual aids used during the past year included health films from the TVA and from the State Health Department, which were shown to parents as well as to children. "Informative Classroom Units," on file at the superintendent's office, are available to all teachers. These units consist of such aids as pictures, maps, and lesson plans.

Community resources have been made a part of the instructional material of the schools. Soils in all parts of the county were tested, and the results were made a basis for study of soil improvement. Pupils visited farms in their communities to see the results of methods of soil conservation. The pupils of several schools visited nearby farms to learn about care of chickens. Several groups of children visited farms in central Kentucky. The trips were carefully planned, and the children used the experience as a basis for study of the needs of their own locality.

There are evidences that community agencies are used more effectively. Green County health authorities have cooperated with

the county schools. Children are given a physical check-up every year. Immunizations, X-ray clinics, and special physical examinations are a part of the public health program. In the past three years especial emphasis has been placed upon physical examinations of teachers.

The public library in Greensburg has increased its holdings of children's literature during the past year.

Although the county has no home demonstration agent, the county agent is very active in his cooperation with the school program. Membership in 4-H clubs, which are organized jointly by the county superintendent and the county agent, has increased nearly 100 percent in three years. Projects sponsored by 4-H clubs last year included poultry, tobacco, corn, and calves; in connection with the poultry projects, the Sloan materials were used as readers and reference books. A state 4-H club worker gave demonstrations on school lunches and midmorning lunches. In many schools raw vegetables were served for midmorning lunches in place of the usual less nourishing food brought from home.

In addition to the help obtained from the University of Kentucky through the Bureau of School Service and the Agricultural Extension Division, Green County has had the benefit of consultations with various faculty members of the College of Education. As a result, a club was organized by parents, children, and teacher of one school. This club met monthly last year; the school was wired at one meeting in order that moving pictures about farming might be shown. The director of the 1944 workshop, in her follow-up program, visited many of the schools and helped establish the "reading corners" which now are a feature of all the schools of the county. Dr. Taylor, Dean of the College of Education, and Dr. Jagers, of the State Department of Education talked to the Rotary Club in promotion of the county school program.

The State Department of Health sent a representative who showed children and teachers how to test the lighting of schools. A representative of the food conservation committee gave a demonstration in diet in the workshop of 1944 and later spoke to the Rotary Club on nutrition.

There are evidences of lay interests. The Green County Planning Council is composed of 12 elementary teachers, five mothers, six local business men, the editor of the local paper, and the county health nurse. This council, which has been in existence three years, comes together in called meetings as the need arises. Faculty members of the University of Kentucky have met with the council

to help develop plans for the county's educational program. The council is a result of plans made by representatives of Green County and of the University of Kentucky for the program in the conference held during the summer of 1942.

Some local schools are centers for community clubs. One such club meets each month at the school. The school grounds have been cleaned and improved, a road has been built around the school, and an outdoor fireplace has been constructed. The fireplace is used by pupils and by parents.

There are evidences that new agencies have developed. The cannery located on the school grounds in Greensburg is used by people from all parts of the county. Teachers bring pupils to the cannery for demonstration work. Several schools have processed food for use in school lunches.

During the past two years the Soil Conservation Agency has provided materials for use in schools and has furnished consultants for meetings in the schools and with parents. Representatives of this agency assisted at the 1945 workshop.

There are evidences of improvements in schools. During the past three years all schools in the county have been painted, inside and outside. In about one-third of the schools, children did the inside painting. Ten schools have added cisterns, the water from which is purified before it is used. All schools have water containers inside the buildings; the children use individual drinking cups.

A number of schools have built shelves for lunch storage and racks for wraps. Two schools have changed from wood-burning stoves to coal heaters.

One school has been wired for electricity and several others have made application for wiring to be done as soon as the materials are available.

Every school in the county has at least one table and four chairs for informal grouping. Five of the schools now have carpenters' tools; the boys of one school made footstools to give to their mothers for Christmas. Three schools have sewing machines. Children of one of these schools gave a party for the mothers, using aprons, luncheon cloths, and other articles made by the children.

School grounds have received much attention. Roads and paths to toilets have been built. Playground equipment has been added. At one-fourth of the schools children have made swings,

seesaws, and other small equipment. Many schools have outdoor volleyball and basketball facilities.

Half the schools in the county have planted native shrubs on the grounds, using information secured from the county agent. One school has made definite plans for sowing grass, and a number of others are developing plans in connection with a study of soil conservation. Erosion of school grounds is being checked. In some cases, gutters are being installed. The children and teacher of one school laid tile to carry away excess water; other schools are planning to do this next year.

There are evidences of improvement in home living. Several families in the community have added rooms to their houses. Some have painted their houses, put on siding, and installed sanitary toilets. A few storage tanks have been installed to supply water for home use. There has been a decided increase in the number of families requesting tests of water supply.

Immunizations against communicable diseases have increased. Three-fourths of the school children have had typhoid and smallpox immunizations, and one-fourth have been immunized against whooping cough and diphtheria. The county health nurse, besides cooperating in the school health program, also gives suggestions to mothers on prenatal problems.

The canning program in the county has helped many families improve their diet.

There are evidences of teacher growth. Teachers' meetings are held on Friday rather than Saturday. All schools of the county close at noon for these meetings. The attendance at these meetings is 100 percent. In addition, the county organization of teachers meets at intervals, on an average of once a month. All Green County teachers are members of N.E.A., K.E.A., the district educational association, and the Green County Teachers' Organization. The county superintendent attended N.E.A.

Teachers' meetings are conducted in such a way that all teachers have opportunity and encouragement to participate. Frequent round-table discussions are held.

Green County teachers were unanimous in desiring a five-week workshop for 1945, rather than a two-week conference. In the past three years, each teacher in the county has earned at least 10 hours of credit in summer workshops. The practice of making college and university facilities available in the teachers' own localities was responsible for this increase in the educational status of the county's teaching force.

Home visits by teachers have increased. Three years ago there were practically no home visits. In the past year more than 50 percent of the teachers visited each pupil's home at least once. The chief purpose of these visits was to stimulate attendance.

A plan of intervisitation allows each teacher to observe the program of another school once a year. One-third of the teachers have visited the training school at the University of Kentucky. Observations in the training school were followed by conferences with University faculty members.

As a result of such conferences and of summer study, the teachers have requested additional reading materials for their pupils and themselves. Twelve sets of supplementary readers were added last year to the materials bureau. These readers rotate among the schools. Ten volumes of children's poetry also were added. The new books were selected from lists supplied by University representatives. A professional library for the teachers was begun in 1944. The 20 volumes and others to be added will be used as background for discussion in teachers' meetings.

There are evidences of pupil growth. Pupils' requests for books and other materials have increased. Many children now check out books for use during the summer months.

Opportunities for pupil participation in activities and in planning are provided. Children have helped improve and beautify their schools and school grounds. In about 10 schools the pupils sanded and painted the desks. In all schools pupils helped arrange the furniture for best vision and light.

Many children have made science collections from the school environment. Many schools entered an essay contest in soil conservation.

There are evidences of improvement in school attendance and enrollment. School enrollment in Green County increased from 1,672 in 1944 to 1,687 in 1945. The increase may be attributable to teachers' efforts.

Cumulative records of pupils are being kept in several schools. Formal reports to parents have been replaced by letters.

There are evidences of administrative improvements. The county superintendent has doubled the time devoted to supervision, visiting each school at least twice a year. This supervisory service is available to teachers at their request. The number of such requests has increased.

There are evidences that conservation of resources is emphasized. The county as a whole is very conscious of conservation

problems. The County Board of Education meets with the Soil Conservation Committee (composed of five farmers from the county) to study plans for the county. A representative of the TVA spent one week at the 1944 work-conference and two weeks at the 1945 conference as consultant on the conservation and use resources.

There are other evidences of progress. The 1945 workshop resulted in plans to emphasize the following specific areas during the school year, 1945-46:

1. Checking the water supply
2. Improvement of lighting
3. Tests of vision and hearing (in cooperation with the County Health Department)
4. Correction of defects found in vision and hearing tests
5. Securing cooperation of parents to improve nutrition and attitudes toward food
6. Improvement of the school lunch program, with emphasis upon milk, raw vegetables, and foods processed at the community cannery
7. Encouragement of increased use of the community cannery
8. A program of school yard beautification
9. A study of soil conservation
10. Introduction of additional recreational activities, such as games, folk dancing, singing, dramatization, choral speaking, and story telling
11. A nondepartmental program of social studies in the middle and upper grades throughout the county

The 59 workshop participants used the farm shop to construct school equipment. Six of the teachers canned food at the cannery to serve for school lunches next year.

Among other activities were the study of manuscript writing, the construction of wall charts, and practice in the use of industrial arts materials.

The county agent and the soil conservation agent gave advice to individual teachers on problems of landscaping and erosion control. Other visitors to the conference were consultants from commercial book companies, who gave demonstrations in the teaching of reading and explained the uses of the state-adopted readers on all levels.

The parents of children in the demonstration school met at the school to consider the problem of nutrition. These meetings will be continued and reports of the results will be given to the teachers who participated in the workshop.

Each participant worked on individual problems in addition to the problems common to the schools of the county. The teachers were stimulated to find their own problems and to find ways of meeting them.

There is quoted below a report concerning cooperation. It was made by the State Coordinator of the Cooperative Study of Teacher Education after participating in the program:

"COOPERATIVE PLANNING FOR GREEN COUNTY SCHOOLS

"Leadership in education is most effective when the leader shares the responsibilities with those with whom he works. The measure of the effectiveness of leadership is the extent to which the followers are strengthened in their ability to plan and work independently. Leadership recognizes the abilities of people and uses these abilities in achieving objectives. The leader shares his views and shares in the views of those with whom he works. One of his chief aims is to locate abilities and valued experiences among those with whom he works, and he shares with them the responsibility of making plans and working the plans. I saw good leadership manifested in Green County Schools.

"Miss Nona Burress plans with the teachers and citizens in the county. I had the pleasure of meeting with the citizens, the board of education, and the teachers. On the evening of March 23 Miss Burress was invited with me to meet with the Rotary Club of Greensburg. The members lived in Greensburg and out in Green County. The superintendent had maintained such relationships with these club members that they felt that what went on in Green County schools was their concern. Through the county agent, they extended to Miss Burress an invitation to share with them the problems she faced in making the schools in Green County contribute more toward the improvement of the quality of living. The topic of the dinner meeting was the schools and their problems. The superintendent asked the club to work with her on these problems and received a hearty pledge of cooperation.

"At 10 o'clock the following morning I met with the county board of education. The board sat in session for about two hours. The purpose of the meeting was to discuss ways and means whereby the board of education and the superintendent might improve the services of the school. I never saw a better relationship. Each member was profoundly interested. The superintendent shared with them the problems she faced, and frankly asked their judgment about solutions. Each board member sensed the fact that the superintendent respected his point of view on the problems. There seemed to be a kind of partnership which was the outgrowth of mutual sharing, mutual understanding, and a sincere recognition of the fact that each member had valuable experiences which could contribute to the solution of problems. The board of education properly recognized the superintendent's ability as an educational leader and gave her the power to exercise her functions as a leader. It was all due to the fact that leadership was based upon a program of sharing.

"In the afternoon about twenty Green County teachers joined the superintendent in a planning conference. In the audience, also, were men and women who were not teachers, including a farm agent, a banker, a farmer, and housewives. The occasion was to plan the program of the workshop to be held in Green County during the month of June. The teachers represented a cross-section of the Green County rural school staff.

"Every teacher present was asked to enter into the discussion, and most of them did. The banker, the farmer, the county agent, the housewife took part as if the project was their project and the schools their schools. There was no lack of freedom in discussion

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"Green County is an excellent example of working together. Superintendent and teachers shared in listing the problems, shared in suggesting solutions, shared in thinking about evaluations. The superintendent showed teachers that she thought the schools were their schools and that they should have the freedom to help make them good schools. Every teacher and patron who shared in the planning was made stronger."

NONA BURRESS, County Superintendent
MAURICE F. SEAY, Coordinator

A PROGRESS REPORT ON UNIVERSITY OF LOUISVILLE AND THE LOWELL SCHOOL AND VALLEY SCHOOL COOPERATIVE STUDY

The University of Louisville works with the Lowell Elementary School in Louisville and the Valley High School in Jefferson County. Reports from these schools were prepared by the principals. Dean J. J. Oppenheim is coordinator.

I. JAMES RUSSELL LOWELL SCHOOL

Evidences of Community Participation. James Russell Lowell is an elementary school with 30-40 children in nursery (4 teachers); 80 in kindergarten (2 teachers); 60 in ungraded department (3 teachers); 350 in primary department, grades I-III (10 teachers); and 250 in intermediate department, grades IV-VI (8 teachers).

It has the services usually provided by metropolitan cities, e. g. Health—Dentist, doctor, nurse, etc.; Safety—local fireman for drills, etc.; Welfare—Community Chest agencies, etc.; Education—local branch library.

Under the Board of Education, the business director cares for building, grounds, etc.—the assistant superintendent of Instructional Supplies provides materials and equipment of all types recorded on principal's annual requisition. Supervisors of Health, Physical Education, Safety, Art, Music, Methods, Curriculum, Audio-visual procedures and Library, Attendance and Home Visitation, etc. give direction to progress.

The Community-School Council of Highland Park is made up of members of Catholic and Protestant Churches, business firms, parents, and teachers. The P.T.A. has a paid membership of 771.

Members from the two groups have sponsored the follow-through committee groups in consultations guided by the teachers.

The industrial plants, retail firms, and the P.T.A. through contributions are making it possible for the school to be fully provided with the best audio-visual equipment—sound-movie machine—opaque projector, etc.

One committee has provided a victrola and is giving stimulus to work in Music Appreciation.

Parents of many of the 106 sixth-grade pupils (3 teachers) united with them in understanding newer methods of teaching and acquiring a taste for better radio programs, records, and players in their homes; in making trips to Philharmonic Concerts, Making Music Series, a Chinese Concert sponsored by a Jewish Organization, and Art Exhibits for appreciation of the fine arts and at the same time gaining an understanding of the conduct side of their children as individuals in a group; in encouraging more extensive reading and better selection of magazines, etc., through attendance to libraries and class lessons; in providing Christmas and Promotion parties; in assisting and supporting the rich recreational program at the Community Center (next door to school) provided by the City Welfare Department, as well as the Waste Paper and Clothing Drive and "Projector" and War Funds.

The children, parents, and teachers of the fifth grade section of three classes laid the foundation for the betterment of Health in Highland Park. They had practical class lessons, with adults participating, in care of teeth, hair, shoes, sleep, etc. Almost 100% of the children brought their tooth brushes, glasses, powder, combs, towels, wash-cloths, mirrors, etc. When the children and many of their parents felt they knew the "correct way", their equipment was taken home for "habit forming" there and later returned for "check" lessons.

In like manner, the second, third, and fourth-grade section (8 classes) carried through practical work in reference to Food and Rest, with the result that homes in big percent have improved in selections of food for their children at school and at home, and proper clothing and environmental conditions for naps and rest at night.

The four first grades and two kindergartens carried through a detailed health program that reached many in the entire school. Committees of mothers planned for and aided doctor, dentist, and nurse in the school; secured vaccinations, toxoids, and eye corrections from private doctors and the clinic for many whose mothers were employed.

They secured funds for victrola records and library books for recreatory reading; sponsored the pupil-planned circus, etc., and provided a number of parties for these little ones.

Special Committees studied the need for the formation of desirable habits for good citizenship. They prepared a detailed list under five headings: (1) Habits of Courtesy and

Consideration; (2) Habits of Self-Reliance and Self-Control; (3) Habits—Social and Moral; (4) Habits of Work; and (5) Habits of Health.

A list was sent into every home. In big percent these were signed and returned with additional habits listed which the parents wished to have emphasized.

This committee at its final meeting decided as one feature in next year's program to hold a Parent's Workshop.

The ungraded classes (3 teachers) carried through the following: Children and parents of the youngest group checked the value of different types of food and proof that nutrition is controllable through a six-week's study in the feeding and care of three white mice bought in New Jersey. This proved an outstandingly effective climax to the drive for healthful diets for each and every child in the school. The experiment was shared with all (all twenty-three classes and adult members of many homes).

The teacher of the middle division of the ungraded classes is Director of Safety for the school. The P.T.A. officers and chairmen of rooms and more than one hundred parents joined in the Safety Crusade. Each of the twenty-three classes gave demonstration lessons planned by the children, parents, and teachers, and climaxed the series with a delightful program by Lt. Lee Allen Estes of Frankfort, Kentucky.

The last month was devoted to the study of Vacation Safety. Printed copies of these lessons were sent to all homes in the community.

The older group of the ungraded section through contact with a number of retail stores received more than \$200.00 for the waste paper thus secured. The school and P.T.A. are justly proud of this fine contribution. The faculty is happy over the great, great step these youngsters have taken toward finer citizenship through their great success in being of great value in the scheme of things in the life of the school.

Improvement in Home Living. In checking results in the work detailed above, there is positive evidence of noticeable improvement in the personal habits of all members of many of the homes in care and improvement of housekeeping, in the selection of food, and in attention to health by private doctors and dentists. The general clinic (at the Recreation Building next door to the school) and the KEEP WELL BABY CLINIC (held bi-monthly in the school) are

well-attended. Subscriptions to daily newspapers and good magazines have more than doubled since 1941.

Real interest is shown by attendance to the many programs of Adult Education held at the school, library and recreational hall. PARENT-STUDY clubs, local, city, and state P.T.A. meetings, etc., are well attended, the school P.T.A. often winning recognition for the largest representation.

Evidences of Teacher Growth. Many civic meetings have been attended by nearly 100% of the faculty (radio workshop held by WAVE, juvenile delinquency conferences, University of Louisville Round Table discussions, etc.)

The six teachers of kindergarten and first grade held conferences with 90% of the parents of the 200 children concerning habits, attitudes, scholarship, and health. Many like conferences were held in the school and homes for pupils of the older classes. In this the visiting teacher made a great contribution.

The faculty holds 100% membership in local, state and national educational associations, rating high in attendance at meetings. Several faculty members belong to college clubs and teachers' honor societies. The one teacher who does not hold a B. S. is working toward it this summer. Most of the others are working toward M. A. degrees.

Evidences of pupil growth. Results of Standard Tests, directed by Bureau of Research, or by the teachers individually, definitely indicate advancement in achievement in the subjects of the curriculum. While the estimating by the teachers is subjective, they report that classroom situations reveal not only greater initiative and participation by most pupils, but greater independence in reading, music, and art, as well as in planning and conducting matters of routine.

Evidences of Changes Noted in Faculty Philosophy. Continuously conscious of training in the habits of SHARING and in THINKING OF OTHERS in a given group, the teachers have come to prepare daily programs in pairs, or in grade sections, sharing their research, plans, and materials. In turn the children and homes are sharing their interesting possessions, and experiences from which all may benefit. All interesting summary lessons in health, science, fine arts, etc., are shared with other classes and with parents.

Lowell's watchword is PREVENTION. Teachers and

children are thinking in terms of it. Incidents similar to the following are frequent:

- A. A pupil wrote an analysis of his bicycle accident in which his arm was broken—his poor thinking, his suffering, his absence from school, the cost to his home—and REQUESTED that he show his arm and read his letter to every class in the school to PREVENT others from doing as he had done.
- B. A father REQUESTED permission to describe an accident which might have been prevented in the big plant where he is employed.

Incidents of this type reveal the pointing of the way in the PREVENTION of many things which prove detrimental to the individual, the group, the community, or the city at large. Disciplinary troubles are lessening. When they appear they are more easily adjusted, due to the better "common understanding" and co-operation between the home and school.

The faculty believes, with emphasis on SHARING, on THINKING OF OTHERS, and on DETERMINATION TO PREVENT through looking ahead, it is setting better situations for the development of citizens with a higher sense of social relationship—citizens happier and more contented to meet life as it should be lived day by day.

ADA G. BACHE, Principal

II. VALLEY HIGH SCHOOL

A building program which lasted from September to February prevented us from developing some of the activities which were on our agenda last year and which we had hoped to continue this year. A wing was added to each end of the building and for many weeks the open ends gave way to dust and wind and rain and there was much noise from welding and carpentering. On some days classes had to go into study it being impossible to conduct instruction or discussion. We tried to overcome this handicap in a measure by allowing more field trips, by more reading, by participating in a radio program over WGRC, by forums in the community clubs, and by attending historic movies and concerts. Ultimately these new wings are a contribution to a wider curriculum as they gave us a well-equipped sewing room, a music room, a visual education room, a biology lab and a new kitchen.

The music department has made many trips out into the

community to serve at funerals, weddings and to put on programs of sacred music as well as singing at the hospitals and Ft. Knox. The Junior Red Cross made toys and dresses for the Children's Free Hospital, utility bags, scrap books and favors for Nichols Hospital and the Honor Society entertained the convalescents at Nichols on two occasions at South Park Club with dinner and evening entertainment. The Home Economics department worked with the P.T.A. in a bazaar and various suppers and furnished food at the regular meetings.

The building program has slowed the use of the building as a community center but the recreation program has in a large measure compensated for this loss. The summer program is in full swing with a swimming pool, a trained teacher is in charge of handicraft and art and also in music and drama. Volley ball, soft ball, baseball, tennis and croquet and horse-shoes are supervised and leagues and tournaments have been planned. This program will continue throughout the winter, the appropriation coming partly from the Fiscal Court and partly from the Jefferson County Board of Education and the community.

In the social studies the students have done home planning, made budgets to comply with the present family group, had panel discussions on family relationships, made maps and charts to show population, occupations and world supplies, as well as those of our own community. Biographies of great men have been studied. Great interest was shown in the Presidential election; campaign speeches on the radio were listened to and a straw vote on sample ballots figuring out pluralities and majorities was taken. Slides from the U. of L. were borrowed to teach conservation of natural resources and together with the agriculture class the students surveyed a hillside for contour, planting and terracing. The Local Board of Health furnished material for community health. For three weeks we had no janitor; the students set up a council appointed committees and cleaned classrooms, put in coal, kept the fires and conducted a clean floor campaign.

In science such projects as the making of a fire extinguisher for home use, the making of a thermometer and a barometer, field trips, interviews with people who made chemistry their life work, a visit to the Speed School at the U. of L., visits to the Louisville Filtration plant and to a neighboring garage demonstration lessons by the teachers of the different high

schools of the county were given. A new biology lab has been added, heretofore we have been using the chemistry and physics lab for all science classes.

In the agriculture department field trips have been made to pick beans, shuck corn, make sorghum, to inspect pure bred cattle and tobacco crops, to study land and terracing. The FFA boys attended the FFA convention in Lexington, visited dairies at Berea and Eastern, the Dixie Stock Farm at Lancaster, sent delegates to the Farm Bureau at Louisville and entered the Courier Journal contest in an essay on Land Conservation. A freshman boy won a \$25.00 bond. The boys built 15 classroom tables for the ag class room, canned fruit for the cafeteria, learned to fire the boiler and operate the cannery, studied diseases of poultry, bought and repaired a hammer mill and have learned the uses of many new tools including electric welding which were acquired through the State Department of Education. The shop has been open two nights a week with a paid mechanic besides the "ag" teacher to help any who wish to bring his farm implements for repair. Each boy is required to carry on some home project such as home improvement, cash crop, animals, feed poultry. The cannery has been widely used by the people of Louisville as well as the community of Valley and many cans of meats and vegetables have been canned for overseas consumption. The boys made a weekly contribution to the local newspaper The Kentucky Gazette.

Our department meetings for the purpose of developing a better curriculum have gone along just the same; also the meetings with the high school supervisor and the teachers of the various high schools. The exchange of ideas and discussion in these meetings have been very stimulating. Our guidance program particularly has been helped by them.

Our 25 commercial graduates passed the Civil service exam and are all in good jobs. They have done work for the different supervisors and people in the community, and mimeographed the Annual, student publication year book. A bookstore with all supplies besides the text books is managed entirely by commercial students as well as the accounts of the school cafeteria.

There have been the general socials, dances, sale of war bonds, salvage drives—all developing the feeling that the

students belong to this school and are doing something worthwhile about their membership here.

A visit of Dean Threlkeld with a group from the University stimulated interest in the teaching profession. An F.T.A. group was formed in our school with 26 members known as the Valley Chapter in our charter. I sponsor this group myself and it is very interesting.

The U. of L. sent us four senior medical students who examined 287 students. Each student received a copy of the result of his examination; many followed the advice given them and consulted a physician to remedy health conditions.

JULIA R. FAHEY, Principal

A PROGRESS REPORT ON THE WESTERN-HOPKINS COUNTY COOPERATIVE STUDY

We are learning to utilize resources in our teaching. Teachers of the county are finding new aids that heretofore have not been used. Not only do the various schools take advantage of all materials available, but the county office has promoted a Materials Bureau. Mrs. Woodward, Secretary and Treasurer, is very resourceful in obtaining bulletins, pictures, maps, etc. Some of our schools have projectors and sound equipment. Others are planning to obtain them. The school is learning to use community resources for teaching and thus tie the learning program more closely to community living.

Community agencies are used. The County Health Department works with each school in its immunization and sanitation program as well as its health education program. A doctor, two nurses, a sanitary inspector, and a laboratory technician constitute the Health Department.

None of our communities have separate libraries, but we are trying to make a school library a combination of school and community library.

Our excellent agricultural and home demonstration agencies work nicely into the program. Clubs and project work is being carried on in schools, especially those without an F. F. A. chapter.

We have been fortunate in having the help of Western Kentucky State Teachers College in our program. Various teachers have been with us as advisors and leaders in workshop. During the past year we profited from the supervision of Dr. Mary I. Cole. She also conducted a workshop that has added greatly to our program.

We have had some contact with the State Department, and we are looking forward to more help from this source. The contact we have had has been very useful.

The lay public is interested. Our teachers have been encouraged to plan with the patrons and the patrons have been responding well. Some of our community planning has resulted in amazing progress. One of our smallest high school councils planned and carried out a \$3,500.00 project. This project was the construction of a building for a cannery.

Over a period of three years we can list the following projects that have been carried out as a result of community planning:

- a. Three canneries
- b. One building for lunch room
- c. Eight lunch programs started
- d. Sixteen buildings painted on inside
- e. Outside beautification
- f. Libraries improved
- g. Adult classes
- h. Playground equipment purchased
- i. Two pianos purchased
- j. Additional playground purchased
- k. Pictures, maps, books, etc. purchased

In all of the larger units and in many one-teacher schools there are active Parent-Teacher Associations. Various clubs such as the Kiwanis Club and Women's Clubs are working with the schools.

We have no cooperatives in the sense that shares are held by patrons of the community. We have very good participation in cooperative effort to obtain things needed for school and community. It has been through cooperation of patrons, teachers, and pupils that improvements listed above and others have been made.

Homes are improved. It is difficult to measure the influence that this program has had upon the homes, but we could list the following improvements as definite results:

- a. Easier and better food preservation
- b. New ideas and improved tastes in housekeeping
- c. Better devices for household and farms
- d. More outside beautification
- e. Better repair service in farm shops
- f. Adult education continued
- g. Improved social opportunities
- h. Greater civic spirit

Teachers continue to grow professionally. We believe that we can see a decided improvement in the attitude of teachers toward their work. The following points of improvement are noted:

- a. Take greater interest in meetings and experiences of other teachers
- b. No lack of participation in discussion
- c. Willing to be leaders in communities

- d. Enjoy home visits
- e. Are continuing to go to school. We have many teachers doing graduate work.
- f. Know that they have an important place in the life of the communities.

Pupils grow. The program has greatly broadened the areas of learning for the pupil. By living and working as a citizen of the community while in school, he develops a poise that might not be found in a different type of school. Attention is given to his vocational tendencies. His opinions are given consideration.

School attendance is improved. We have noticed that those schools most active in our program also have better attendance. We have also noted that the attendance of certain pupils with a poor record in the past has greatly improved. Of course it follows that fewer pupils fail.

Administrative improvements are evident. First among improvements along this line would come the work of Dr. Mary I. Cole as Supervisor. Every effort will be made to continue her good work. The conditions of the time prevent a definite statement that teacher tenure has improved but it would follow that such is the case when teachers have greater interest and have a feeling of security in their employment.

Western participates. Western Kentucky State Teachers College has made its entire faculty available. We have had with us during the past two years nine faculty members, and the President has visited on several occasions.

There are changes in faculty philosophy. Although there has been no attempt by the teachers to state a group philosophy, there seems to be agreement on these points:

- a. The school should reflect the best of community life and be the center for improvement of living conditions
- b. The school should meet the needs of all children who are to become citizens and earn a living
- c. Good attitudes among patrons, teachers, and pupils are essential to a good school and community program
- d. The community school is for adults as well as for children
- e. The very process of planning and executing by patrons, pupils, and teachers is a good thing within itself in that it is educational and develops good attitudes. The end is good because it provides better schools than the tax dollar buys and improves community life

- f. Democracy can best be taught in a democratic atmosphere
- g. An active school is desirable.

The spirit of one of the Hopkins County Schools is illustrated by the following statement made by the State Coordinator of the Cooperative Study of Teacher Education after spending some time in the county:

"COMMUNITY SCHOOL SPIRIT AT HANSON"

What makes a school a community school? A good answer is that it is a school concerned with the improvement of the quality of living in the area served by the school. What is the first evidence that a school is improving the quality of living of the people it serves? The first essential is that all the teachers in the school, under the leadership of the principal, are sincerely concerned about pupil growth and they lead the pupils in such a way that the pupils sense life-meaning in what they do.

While Hanson School in Hopkins County is just beginning actually to reach beyond the border of the school plot to serve the community at large, I believe it is approaching, at this time, the first essential. A day spent in Hanson convinced me that the school, to a marked degree, has the community school spirit in its teachers and pupils. This is evidenced by the fact that as I came in continuous contact with pupils and teachers at work, and pupils and teachers at play, I found a relaxed ease, and absence of strain in their relationship developed to a high degree.

I was a first grade teacher in a room of 40 little children. The teacher, at the time I was in the room, was working with a group of about 10 children on reading. She was absorbed, as were the children in what they were doing. She and her small group were apparently unconscious of what was taking place among the 30 pupils who were in the room. The 30 pupils not under the immediate direction of the teacher were busy, at least, most of them were, doing useful and interesting things that had meaning to them. They were not still; on the other hand, they were moving about when they needed to move.

Ordinarily, a pair of rabbits in a pen in a classroom could be distracting and could make for disorder. That was not true in this classroom. Jenny and Johnny, a pair of rabbits were a part of the personnel and equipment in the room. They were interesting—very much so—to the children, but they were not a distraction. One child worked a minute or two, for example, with Johnny under his arm. Two children quietly told me about rabbit town built up in one corner of the room and pointed out the names and pictures of the rabbits who lived in the rabbit town.

The group under the immediate direction of the teacher stopped for a moment and said "hello" to a brilliant Kentucky Cardinal who had perched himself on a telephone wire just outside the window of the room. They said "hello" in bird language. The other 30 pupils saw him too and stopped momentarily and watched him.

These instances are cited because they appeared not to be show materials; on the other hand, I was impressed by the fact that life as it was lived for the moment by people from birdland and rabbitland was easily made a part of the life the children themselves were living at the moment.

During the entire day I do not recall that any teacher or the principal corrected a child. If I went into the 6th grade room, I

found the teacher and a cluster of pupils talking or working. If I went into the farm shop, I found a citizen repairing some of his machinery. If I went into the Future Farmer's Club room, I found a quiet, comfortable chair in which to relax, a friendly grate fire, and I saw a room that was peaceful.

In the assembly I saw row on row of pupils listening and applauding the program which was being conducted by high school boys and girls. If I went into the library room, I found pupils working without any teacher supervision. The atmosphere was such that I always looked to see what teacher was in charge.

When lunch was served in the cafeteria, girls from the home economics classes worked with the adult women in keeping pupils and foods moving. Every person everywhere—in corridors, in assembly room, on the playground, in the cafeteria, and in the library—was orderly.

This kind of atmosphere cannot be developed in a day. It cannot be developed where teachers do not sense child worth. It cannot grow when teachers and pupils fail to share the responsibility for the school program. It can exist where the principal is a person who shares responsibility for school planning, where teachers respect pupil opinion and share the responsibility of the school with the pupils.

Hanson has taken steps to reach all the people as rapidly as possible. A wider use of the farm shop by farmers, the development of a regional cannery and the gradual development of other types of cooperatives can and, I believe, will be built upon the spirit which now exists at Hanson.

The school has not achieved full stature as a community school, but it has developed the major essential, namely, belief that a school in order to justify its existence must make definite contribution to the improvement of the quality of living of the people it serves. The pupils, teachers and citizens must share this belief and use it as a spur to action. I like the school. I'll like it better as it moves up the road it seems to have chosen. Mr. Adams is the kind of principal to lead the kind of teachers whom the superintendent and board of education have employed."

It may seem that from the statements made above that we are satisfied with our schools, but such is far from the truth. We know we are far from the ideal. If we have any pride in our program and its progress we do not stop with pointing to our position now. We must also point to our position a few years ago. So may we conclude this report by saying that we would be judged by our progress rather than by our present position.

H. W. WILKEY, County Superintendent
HORACE McMURTRY, Coordinator