

Commonwealth of Kentucky

EDUCATIONAL BULLETIN

**ACCREDITING STANDARDS
AND
COURSES OF STUDY
FOR
KENTUCKY
ELEMENTARY AND SECONDARY
SCHOOLS**

Published By
Department of Education
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Superintendent of Public
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FOREWORD

This bulletin has been prepared by the staff of the Division of Instructional Services, Bureau of Instruction, to provide in a more usable form the recently adopted Program of Studies and the Accrediting Standards of the State Board of Education. The work of the State Committees is so inseparably linked in projecting a total instructional program for the schools of Kentucky that both documents are incorporated in the one bulletin.

I acknowledge with much appreciation the intensive work of the State Committees and the special contribution of consultants at the state, district, and school levels. Also, a special word of appreciation is extended to the superintendents, the principals, and other central office personnel who participated in the state meetings and the eleven regional workshops for purposes of interpretation and to seek common understandings as plans are made for implementing the Program of Studies and the Standards for the 1959-60 school year. It is recognized that cooperative and continuous study is basic to the effectiveness of these programs.

The Foundation Program and the changing times in which we live, have focused attention on the importance of an adequate educational program for all the children and youth of Kentucky in a new and greater way than ever before in the history of this State. The accreditation program is a very important part of the cooperative effort of the state and local district to improve its schools. No longer are we concerned with minimum concepts only. The state and local districts are challenged to provide adequate schools for Kentucky and to provide all possible ways and means for encouraging and recognizing school improvement. To this end, the Program of Studies and the Standards for Elementary and Secondary Schools are provided as an invaluable means for defending our schools and pointing up the need for increased financial support by the citizens of Kentucky.

ROBERT R. MARTIN
Superintendent of Public Instruction

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AUTHORIZATION OF STATE ADVISORY COMMITTEES

On September 19, 1957, the State Board of Education authorized the appointment of three state advisory committees as follows:

1. Committee on Accrediting Standards for Kentucky Schools;
2. Committee on Program of Studies for Kentucky Schools;
and
3. Committee to Study and Review Prescribed Courses of Study in Terms of Needs of the Total School Program.

In a preliminary statement, Dr. Robert R. Martin, Superintendent of Public Instruction, called on the three committees, "to assist me, the Department of Education, and the State Board of Education in studying and recommending programs to deal with some of the needs and problems of the instructional program of the elementary and secondary schools in Kentucky. This action is another means of implementing the policy of my administration and of the State Board of Education in giving priority to the improvement of the instructional program for the benefit of the children of the Commonwealth. This action follows such innovations as reorganization of the Bureau of Instruction, area in-service teacher education program, team approach to system-wide evaluation, the annual AEK Conferences on Improvement of Instruction, and the appointment last year of three State Study Committees in Science Instruction, Citizenship Education, and Emphasis on Values."

Mr. Don Bale, Head, Bureau of Instruction, Department of Education, and Mr. James L. Patton, Head, Bureau of Vocational Education, Department of Education, served as General Consultants to the three Committees.

Advisory Committee on Accrediting Standards for Kentucky Schools

- Dr. Ellis Hartford, Chairman; Professor of Education, University of Kentucky, Lexington, Kentucky.
- Mr. William C. Embry, Member, State Board of Education, Louisville, Kentucky. (Deceased May 4, 1959)
- Mr. Jo M. Ferguson, Attorney General for the Commonwealth of Kentucky, Frankfort, Kentucky.
- Mr. F. L. Dupree, Businessman, Harlan, Kentucky.

- Dr. M. M. White, Dean, College of Arts and Sciences, University of Kentucky, Lexington, Kentucky.
- Dr. Ralph H. Woods, President, Murray State College, Murray, Kentucky.
- Dr. Henry G. Martin, Director, Elementary Training School, Eastern Kentucky State College, Richmond, Kentucky.
- Mr. Melvin Norsworthy, Assistant Superintendent of Fayette County Schools, Lexington, Kentucky.
- Mr. O'Leary Meece, Superintendent, Somerset Independent Schools, Somerset, Kentucky.
- Mr. Donald E. Elswick, Secretary; Director, Division of Instructional Services, Department of Education, Frankfort, Kentucky.

**Advisory Committee on Program of Studies for
Kentucky Schools**

- Dr. Adron Doran, Chairman; President, Morehead State College, Morehead, Kentucky.
- Mrs. J. E. Hernandez, Member, State Board of Education, Lexington, Kentucky.
- Dr. Thomas D. Clark, Head, Department of History, University of Kentucky, Lexington, Kentucky.
- Mr. Dero Downing, Director of Training School, Western Kentucky State College, Bowling Green, Kentucky.
- Dr. Joe F. Wilkes, Professor in College of Arts and Sciences, University of Louisville, Louisville, Kentucky. (Deceased)
- Mr. Maurice K. Henry, Middlesboro Daily News, Middlesboro, Kentucky.
- Mr. Alton Ross, Superintendent, Oldham County Schools, LaGrange, Kentucky.
- Mr. Wayne Ratliff, Supervisor, Floyd County Schools, Prestonsburg, Kentucky.
- Mrs. John H. Walls, Member, State Board of Education, Louisville, Kentucky.
- Mr. Claude Taylor, Secretary, Supervisor of Elementary Education, Department of Education, Frankfort, Kentucky.

**Advisory Committee to Review and Study Prescribed Courses of
Study in Terms of Needs of Kentucky Schools**

- Dr. J. Dorland Coates, Chairman; Director of Laboratory Schools, Eastern Kentucky State College, Richmond, Kentucky.
- Mr. H. D. Fitzpatrick, Jr., Member, State Board of Education, Prestonsburg, Kentucky.

- Dr. Morris B. Cierley, Director of University School, University of Kentucky, Lexington, Kentucky.
- Mr. Holland Rose, Superintendent, Marshall County Schools, Benton, Kentucky.
- Mr. M. R. Guthrie, Businessman, Louisville, Kentucky.
- Dr. Whitney Young, Administrator, Lincoln Institute, Lincoln Ridge, Kentucky.
- Mr. Fred Taylor Burns, Superintendent, Daviess County Schools, Owensboro, Kentucky.
- Miss Grace Weller, Assistant Superintendent of Hardin County Schools, Elizabethtown, Kentucky.
- Mr. W. D. Kelley, Assistant Superintendent of McCracken County Schools, Paducah, Kentucky.
- Mr. Ishmael Triplett, Secretary; Director of Division of Free Textbooks, Department of Education, Frankfort, Kentucky.

**Consultants to Committee on Accrediting Standards for
Kentucky Schools**

- Miss Virginia Ackman, Teacher, Frankfort High School, Frankfort.
- Mrs. Della Barrett, Principal, Crabbe Elementary School, Ashland.
- Mrs. Ruth Bentley, Librarian, Bush High School, Lida.
- Mr. Andrew Bird, Superintendent, Hart County Schools, Munfordville.
- Mrs. Hugh K. Bullitt, Principal, The Kentucky Home School for Girls, Louisville.
- Mr. J. D. Colliver, Principal, Bethel Elementary School, Bethel.
- Mrs. Claudia Dinwiddie, Teacher, Toliver Elementary School, Danville.
- Mr. H. L. Ellis, Principal, Ashland Senior High School, Ashland.
- Mr. Jesse E. Eversole, Teacher, Hazard High School, Hazard.
- Mr. John Graham, Director of Music, Bourbon County High School, Paris.
- Mrs. Bertha S. Hammons, Teacher, Bethel Elementary School, Jarvis.
- Rt. Rev. Msgr. Alfred F. Horrigan, President, Bellarmine College, Louisville.
- Mr. W. B. Jones, Principal, Somerset High School, Somerset.
- Rev. Leo Kampsen, Principal, Lexington Catholic High School, Lexington.
- Mr. Roy McDonald, Superintendent, Trigg County Schools, Cadiz.
- Mr. Mac G. McRaney, Director, Murray Training School, Murray State College, Murray.

Mrs. Lillie K. Peyton, Teacher, Sturgis High School, Sturgis.
 Mr. James Pursifull, Principal, Bell County High School, Pineville.
 Mr. William Reynolds, Teacher, Fern Creek High School, Fern
 Creek.
 Mr. John Ridgway, Superintendent, Lexington Independent Schools,
 Lexington.
 Mr. E. E. Rogers, Assistant Superintendent, Bullitt County Schools,
 Shepherdsville.
 Mr. John Robinson, Superintendent, Danville Independent Schools,
 Danville.
 Miss Sallie A. Robinson, Teacher, Lafayette Senior High School,
 Lexington.
 Miss Earlyne Sanders, Morehead State College, Morehead.
 Mr. Eugene Sebastian, Supervisor, Breathitt County Schools, Jack-
 son.
 Dr. Denver Sloan, Extension Division, University of Kentucky,
 Lexington.
 Mr. Frank Stallings, Principal, Hazelwood Elementary School,
 Louisville.
 Very Rev. Alfred W. Steinhauser, Archdiocese of Louisville, Louis-
 ville.
 Mr. Glenn O. Swing, Superintendent, Covington Independent
 Schools, Covington.
 Mr. J. P. Truitt, Teacher, Lafayette Senior High School, Lexington.
 Miss Lila F. Vaughn, Guidance Director, Fort Knox High School,
 Fort Knox.
 Dr. Pat Wear, Professor of Education, Berea College, Berea.
 Mrs. Foyest West, Teacher, Butler County High School, Morgan-
 town.
 Miss Azile Wofford, Associate Professor, Department of Library
 Science, University of Kentucky, Lexington.
 Miss Arline Young, Supervisor, Covington Independent Schools,
 Covington.
 Mrs. Robert Kelley, Teacher, Munfordville High School, Munford-
 ville (deceased).

Consultants to Committee on Program of Studies

Mr. J. C. Cantrell, Principal, Valley High School, Valley Station.
 Mr. Russell Below, Principal, Henderson High School, Henderson
 Independent District, Henderson.
 Mr. Jarvis Parsley, Principal, Bracken County High School, Brooks-
 ville.

- Mr. James Tichenor, Principal, Lloyd High School, Erlanger.
- Mrs. Julia V. Ewan, Principal, Kenwick School, Fayette County, Lexington.
- Mr. Al E. Anderson, Principal, Moyer School, Fort Thomas.
- Mrs. Mae D. Dixon, Principal, Valley Elementary School, Jefferson County, Valley Station.
- Mrs. Neva Flowers, Principal, Morgantown Elementary School, Butler County, Morgantown.
- Mrs. Mildred Tupman, Principal, James A. Caywood School, Kenton County, South Fort Mitchell.
- Mrs. Henrietta Harris, Principal, Leestown School, Fayette County, Lexington.
- Mr. J. W. Gregory, Superintendent, Lancaster Independent Schools, Lancaster.
- Mr. Joe Dennis, Superintendent, Woodford County Schools, Versailles.
- Mr. C. H. Farley, Superintendent, Pike County Schools, Pikeville.
- Dr. Omer Carmichael, Superintendent, Louisville Independent Schools, Louisville 8.
- Mr. Charles W. Hart, Superintendent, Franklin County Schools, Frankfort.
- Mr. Sedley Stewart, Superintendent, Lee County Schools, Beattyville.
- Miss Hester Johnson, Supervisor, Ballard County Schools, Wickliffe.
- Miss Frances A. Lashbrook, Supervisor, Owensboro Independent Schools, Owensboro.
- Miss Golda D. Pensol, Supervisor, Barren County Schools, Glasgow.
- Mr. C. W. Mathis, Director of Instruction, Harlan County Schools, Harlan.
- Mrs. Betty Brothers, Supervisor of Art Education, Board of Education, Covington.
- Mr. Garnet Walker, Teacher, Wayne County High School, Monticello.
- Miss Eudora South, Teacher of Music, Frankfort Independent Schools, Frankfort.
- Mrs. Kathryn Day Gordon, Teacher, Elkhorn School, Franklin County, Frankfort.
- Mrs. Mary L. Walker, Teacher, Marion Elementary School, Crittenden County, Marion.
- Mrs. Ayleene H. Whitehead, Teacher, Mt. Sterling High School, Mt. Sterling.

- Mrs. Pauline Adkins, Teacher of Home Economics, Elliott County, Sandy Hook.
- Mr. Arthur W. Corns, Teacher of Agriculture, Clark County High School, Winchester.
- Mr. James B. Johns, Teacher of Industrial Arts, Hazel Green High School, Laurel County, East Bernstadt.
- Mr. Denzil Halbert, Teacher of Physical Education, Martin High School, Floyd County, Martin.
- Rt. Rev. Msgr. F. N. Pitt, Archdiocese of Louisville, 151 So. Fifth Street, Louisville 2.
- Rev. John Elsaesser, Covington Diocese, 21-23 E. 11th Street, Covington.
- Mrs. Naomi Claypool, Head, Art Department, Morehead State College, Morehead.
- Dr. Jonah W. D. Skiles, Professor Foreign Languages, University of Kentucky, Lexington.
- Dr. W. S. Ward, Head, Department of English, University of Kentucky, Lexington.
- Dr. Vernon A. Musselman, College of Education, University of Kentucky, Lexington.
- Dr. Charles C. Graham, Department of Education, Berea College, Berea.

Consultants to Committee to Review and Study Prescribed Courses of Study in Terms of Needs of Kentucky Schools

- Dr. Kelley Thompson, President, Western Kentucky State College, Bowling Green, Kentucky.
- Dr. W. F. O'Donnell, President, Eastern Kentucky State College, Richmond, Kentucky.
- Mr. Heman H. McGuire, Superintendent, Carter County Schools, Grayson, Kentucky.
- Mr. Hubert Hume, Superintendent, Mason County Schools, Maysville, Kentucky.
- Mr. C. D. Redding, Superintendent, Frankfort Independent Schools, Frankfort, Kentucky.
- Mr. D. C. Anderson, Superintendent, Montgomery County Schools, Mt. Sterling, Kentucky.
- Mrs. Amanda Campbell, Teacher, Woodbine High School, Woodbine, Kentucky.
- Mr. Eddie Belcher, Director of Curriculum, Louisville Independent Schools, 506 West Hill Street, Louisville 8, Kentucky.

- Mr. Merle Howard, Director of Training School, Morehead State College, Morehead, Kentucky.
- Mrs. W. E. Cook, Librarian, Glasgow Independent Schools, Glasgow, Kentucky.
- Rev. R. G. Hill, Owensboro Diocese, Owensboro, Kentucky
- Miss Louise Whitefield, Supervisor, Hopkins County Schools, Madisonville, Kentucky.
- Miss Elizabeth Wade, Supervisor, Christian County Schools, Hopkinsville, Kentucky.
- Mrs. Claude Hightower, Supervisor, Todd County Schools, Elkton, Kentucky.
- Mr. Dennis Campbell, Principal Clay County High School, Manchester, Kentucky.
- Miss Grazia Combs, Principal, Combs Memorial High School, Hazard, Kentucky.
- Mr. Tony Raisor, Principal, Scott County High School, Georgetown, Kentucky.
- Mr. Owtis Ragland, Principal, Central Elementary School, Winchester, Kentucky.
- Mr. Carl Allen, Principal, Whitley City Elementary School, Whitley City, Kentucky.
- Miss Alice Harned, Principal, Boston Elementary School, Boston, Kentucky.
- Mrs. Minnie Rubarts, Teacher, Adair County High School, Columbia, Kentucky.
- Miss Dorcas Willis, Teacher, Bourbon County High School, Paris, Kentucky.
- Mrs. Moles Hamilton, Teacher, Hodgenville High School, Hodgenville, Kentucky.
- Miss Elsie Stephens, Teacher, Prestonsburg Elementary Schools, Prestonsburg, Kentucky.
- Miss Georgia B. Wear, Teacher, Murray Elementary Schools, Murray, Kentucky.
- Miss Francis Rice, Teacher, Adairville School, Adairville, Kentucky.

The following State Department Staff Members served as Consultants to one or more of the Committees:

- Mr. Earl Adams, Supervisor of Elementary Education, Division of Instructional Services, Department of Education.
- Mr. D. C. Anderson, Supervisor of Elementary Education, Division of Instructional Services, Department of Education.

- Miss Nella Bailey, Supervisor of Libraries, Division of Instructional Services, Department of Education.
- Mr. M. M. Botto, Assistant Director, Division of Agricultural Education, Department of Education.
- Dr. Kearney Campbell, Assistant Director, Division of Guidance Services, Department of Education.
- Mrs. Va. Ruth Chapman, Supervisor of Attendance and Pupil Personnel, Division of Instructional Services, Department of Education.
- Miss Louise Combs, Director, Division of Teacher Education and Certification, Department of Education.
- Miss Stella A. Edwards, Director, Division of Education for Handicapped Children, Department of Education.
- Mr. Donald E. Elswick, Director, Division of Instructional Services, Department of Education.
- Mr. Richard Lee Gentry, Supervisor of Health, Safety, and Physical Education, Division of Instructional Services, Department of Education.
- Mr. E. P. Hilton, Director, Division of Agricultural Education, Department of Education.
- Mr. Fred Martin, Director, Division of Trade and Industrial Education, Department of Education.
- Mr. William McQueen, Supervisor of Music Education, Division of Instructional Services, Department of Education.
- Dr. Curtis Phipps, Head, Bureau of Guidance Services, Department of Education.
- Mr. Orin Robinson, Assistant Director, Division of Trade and Industrial Education, Department of Education.
- Mr. Dan Shindelbower, Supervisor of Art Education, Division of Instructional Services, Department of Education.
- Mr. Sidney Simandle, Assistant Director, Division of Teacher Education and Certification, Department of Education.
- Mr. Roy G. Smith, Coordinator of Defense Education, Department of Education.
- Mr. Claude A. Taylor, Assistant Director, Division of Instructional Services, Department of Education.
- Mr. Sam Taylor, Supervisor of Secondary Education, Division of Instructional Services, Department of Education.
- Mr. Ishmael Triplett, Director, Division of Free Textbooks, Department of Education.
- Miss Mary Belle Vaughn, Assistant Director, Division of Home Economics Education, Department of Education.

Mr. Moss Walton, Supervisor of Secondary Education, Division of Instructional Services, Department of Education.

Mr. O. B. Wilder, Supervisor of Elementary Education, Division of Instructional Services, Department of Education.

Miss Mary Lois Williamson, Director, Division of Home Economics Education, Department of Education.

GENERAL PURPOSES OF STATE ADVISORY COMMITTEES

In appointing the Committees, the Superintendent of Public Instruction listed general purposes as follows:

Committee on Accrediting Standards:

1. To formulate desirable standards for an effective over-all school program for the children and youth of Kentucky.
2. To study present accrediting standards in light of need to include entire school system in accreditation program.
3. To recommend accrediting standards and a system of classification of schools on a comprehensive basis.

Committee on Program of Studies:

This Committee will study the curricular framework and patterns of educational experiences designed to best provide an adequate instructional program for children and youth of Kentucky from pre-school years through the high school. It will (1) study the present curricular offerings of elementary schools with a view to recommendations concerning future needs of the total school program, (2) study and recommend an effective transitional program to bridge the gap between present elementary and secondary school programs and which will comprise an essential part of the total school program, and (3) study present secondary school curricula and recommend an appropriate program of studies for a comprehensive high school as an integral part of the total school program.

Committee to Review and Study Prescribed Courses of Study in Terms of Needs of Kentucky Schools:

Members of the Department staff reported that school people have long recognized that prescribed courses of study have become inadequate in light of recent needs and changes. Accordingly, a new study was deemed necessary in light of experience of post war years and rapid progress in the improvement of instruction in outstanding school systems.

Each of the Committees will work closely with professional organizations and lay groups of people in the conduct of their studies and will utilize services of many consultants from various subject-matter fields and educational institutions.

COOPERATIVE STUDY OF STANDARDS BY LOCAL DISTRICTS AND SCHOOLS

At the second meeting of the State Committee, the following plans were suggested for getting the broadest possible participation of lay and professional people at the district and school level across the state.

1. Initiating the Study
 - a. District level—the superintendent of schools and central office staff requested to provide the organizational pattern and direction for local district study.
 - b. School level—the principal is requested to involve teachers and parents, and invite school and civic groups to study the Accrediting Standards and Program of Studies and make recommendations for improvement.
2. Scope of Study
 - a. Study and review the Accrediting Standards for Secondary Schools and determine desirable goals and/or standards for total twelve-grade school organization with special attention to the elementary level.
 - b. Study and review the existing State Program of Studies and make recommendations for improving the state program of studies for Kentucky schools, grades 1-12.
3. Organizing the Study at the District and School Level
 - a. A Planning and Coordinating Committee with broad representation from board of education, central office staff, the public, and individual schools.
 - b. District-wide Study Committees with more specific assignments depending on the size of the district.
 - (1) District-wide Program of Studies Committee for Twelve-grade Program.
 - (2) District-wide Standards Committee for Twelve-grade School.
 - c. Local School Study Committee and sub-committees by subject areas depending on size of school. (e.g. Twelve-grade Program of Studies, Standards for Twelve-grade School.)
4. Orientation

Complete understanding on areas to be studied and effective organization for study require sound planning and

good communication. Chairmen of Committees should give attention to general outline, provide and interpret all available data, encourage participation, and see that a report is prepared for presentation to the coordinating committee.

5. Resources

The following materials were suggested as possible sources of information which were available or obtainable by local study groups:

- a. Program of Studies for Secondary Schools, February, 1956;
- b. Minimum State Courses of Study for Grades 1-8;
- c. Accrediting Standards for Secondary Schools;
- d. Present Program of Studies for Kentucky Public Schools, Grades 1-12;
- e. Other studies from State Office;
- f. Materials from State and National organizations, e.g. ;
 - (1) Improving Education in Kentucky, Bulletin of Bureau of School Service, University of Kentucky.
 - (2) State Accreditation of High Schools (U. S. Office of Education).
 - (3) What Shall the High Schools Teach (ASCD, NEA).

The added suggestion was made that "all studies should take into account the legal framework and provisions for schools in the Kentucky Constitution and Statutes. Copies of Kentucky Common School Laws (for legal provisions, length of day, prescribed courses, etc.) are available in local superintendent's office. Also, a recent compilation of all **State Board Regulations** is a ready-reference source of present requirements and is available in local superintendent's office.

Inasmuch as the curriculum and standards for good schools are under continuous study by most school systems, it is suggested that this preliminary study be exploratory in nature and regarded more as an opinion survey with many people having an opportunity for expressing their viewpoints. The report on this preliminary study is requested by March 1. The task of compiling and reporting information in a usable form necessitates the use of an outline in the form of an opinionnaire to be supplied by the State Department of

Education in the near future. Also, districts and schools are requested to submit in any form other statements which are relevant to the topics for study."

Extent of Participation of Local Study Groups on Accrediting Standards

According to reports forwarded to the State Committee, approximately 50 per cent of the school districts of the state carried on an organized study of goals and standards for elementary and secondary schools. A summary of data submitted indicates that 2,650 school people and 800 citizens participated in 253 local meetings across the state. The extent of participation varied from 176 teachers and 202 lay persons in 28 meetings in one district and its schools to 2 teachers and 2 patrons in one meeting in the district with lowest participation.

COOPERATIVE STUDY OF PROGRAM OF STUDIES BY LOCAL DISTRICTS AND SCHOOLS

The initial meeting of the Program of Studies Committee was held December 11, 1957. The members of the committee pledged themselves to the development of a Program of Studies applicable to Kentucky Schools regardless of organizational pattern, and with emphasis upon the importance of each step in the twelve-grade process.

It was the feeling of the committee that, before any decisions could be made, consideration should be given as to how adequate the existing Program of Studies was, consistent with existing needs. As a method of procedure, the secretary of the committee, Mr. Claude A. Taylor, with the help of Mr. Ishmael Triplett, Director of the Division of Free Textbooks, was asked to arrange the existing Program of Studies in such form that the extent of offerings at each grade level was easily discernible. The secretary was also directed to send this material to each of the school districts and include a questionnaire that would reflect the thinking of the people concerning the adequacy of the current Program of Studies. Eighty-nine districts responded and the replies reflected the thinking of several thousand lay and professional people, including student groups.

The responses from the school districts were summarized and sent to the consultants to the committee for evaluation and reactions. The responses from the consultants were then placed in the hands

of small committees, headed by the staff members of the Department concerned with particular areas of the curriculum. The Advisory Committee directed that these small committees submit for consideration a proposed Program of Studies.

During this process of study of the program, the Advisory Committee met in deliberations on the following dates: December 11, 1957; March 31, 1958; May 12, 1958; January 9, 1959; and February 9, 1959.

The completed Program of Studies was authorized for submission to the Superintendent of Public Instruction as constituting the recommended Program of Studies by the Advisory Committee. This action was taken in Frankfort, Kentucky, on February 9, 1959.

The Committee to Review and Study the Prescribed Courses of Study in Terms of Needs of Kentucky Schools met in the Conference Room of the Department of Education, at Frankfort, Kentucky, on March 9, 1959. The Proposed Program of Studies as submitted by the Advisory Committee on the Program of Studies for Kentucky Schools was approved by the Committee to Review and Study the Prescribed Courses of Study.

The members present were Dr. J. Dorland Coates, Chairman, Dr. Morris B. Cierely, Mr. Fred Taylor Burns, Mr. W. D. Kelley, Miss Grace Weller, and Mr. Ishmael Triplett, Secretary. The members absent were Mr. H. D. Fitzpatrick, Jr., Mr. Holland Rose, Mr. M. R. Guthrie, and Dr. Whitley Young.

Accreditation of the Elementary School

Previous Accrediting Standards of the State Board of Education have been almost completely devoted to the high school. The only item in the former standards specifically referring to elementary schools was found in Standard II which read as follows:

"No high school shall be accredited when it is apparent that it is being operated at the expense of the elementary school, of which it is a part. The length of term shall be the same for the elementary school and high school. The average pupil-teacher ratio shall be approximately the same in the elementary school and the high school, and in no event shall the average pupil-teacher ratio of the elementary school exceed that of the high school by more than fifty per cent (50%). Adequate library service, supplementary

readers and teaching materials should be provided. The per pupil appropriation for the purchase of library materials for the high school shall not exceed the appropriation for the elementary school by more than fifty per cent (50%)."

As can be readily seen nothing is mentioned about qualifications of the elementary school staff, condition of school facilities, adequacy of program and instructional materials, services to be provided, elementary school organization, or over-all financial support.

The plan for the elementary school of eight or more classroom teachers is a significant part of the state's twelve-grade accreditation program. It represents an honest effort on the part of the committee to give status and recognition to a long-neglected level of education. The "extended" classification and "merit" recognition provide long-range objectives for the majority of elementary schools in Kentucky. It is imperative that the elementary school receive comparable support and services to the secondary school.

The enormity of the task of bringing the elementary school into an equivalent pattern of recognition makes it difficult to consider schools of less than eight teachers at this time. These schools will be included in the district plan of accreditation.

ACCREDITATION OF THE SCHOOL DISTRICT

A plan for recognition of the school district has been included to provide for an over-all appraisal of the total instructional program in a district. This represents a beginning toward recognition of the efforts of school districts to provide a balanced program. It will require, at least, a minimum of one year as stated in the standards before this phase of the accreditation program can be implemented. It is suggested that school districts continue present policies of system-wide appraisal or introduce the practice with an organized program best suited to the district.

PART I
ACCREDITING STANDARDS
for
KENTUCKY SCHOOLS
GRADES 1 - 12

INTRODUCTION

On June 23, 1959, the Kentucky State Board of Education, on recommendation of the State Superintendent of Public Instruction, adopted new Standards setting forth, in brief, local district responsibilities, and more specifically, requirements and goals for the total school program in Kentucky.

These Standards are the outgrowth of an extensive study by a state-wide committee over a two-year period of the unique problems and implications of classifying and accrediting schools. It is believed that the patterns for classifying elementary as well as secondary schools and the general principles set forth as "standards" reflect the significant growth and potential of the instructional program under the Foundation Law. At the same time, they reflect a reasonable balance between present limiting factors in education in Kentucky and desirable practices and programs which an increasing number of school districts and schools have indicated they want to achieve.

The multiple-standards approach requires schools in each classification group to meet certain general standards as well as specific standards based on needs and objectives as reflected in its instructional program. Ideally, the same quality of instruction is expected of each type of school. Within recognized limitations, the schools of Kentucky should provide breadth and enrichment of program and services consistent with needs and reasonable per pupil cost. For example, the provisional high school is expected to provide the same quality of instruction in the courses offered as the comprehensive high school with its greater obligation and expanded curriculum. The designation such as "provisional", is primarily a recognition of the extent of quality program offered as reflected in requirements for this group of schools. Any leeway provided represents efforts to make the standards operationally sound under existing conditions.

In achieving the goals of an adequate educational program it is believed that the immediate objectives and order of priority should be:

1. To strengthen existing programs and services;
2. To expand present curriculum areas and services to meet desirable standards;
3. To add desirable new programs and services as teachers and facilities will permit.

ADMINISTRATIVE PROVISIONS

1. Accrediting the Elementary School

For many years, Kentucky has provided standards for accrediting the high schools of the state. These standards directed only a minimum of attention to the supporting elementary school program. In an effort to upgrade the elementary schools of our state and provide more adequate educational opportunities for those children of elementary school age, the following criteria for accrediting elementary schools are set forth:

a. Schools to be accredited

- (1) Any elementary school with eight (8) or more teaching units shall be evaluated in terms of these criteria.
- (2) Those schools with less than eight (8) teachers may be approved by the State Board of Education.
- (3) Schools of less than eight (8) teachers which are operated by private agencies shall also be approved on an equivalent basis in terms of the general criteria.

2. Administrative Handbook

- a. The necessary report forms and procedures for use in the operation of the accrediting standards will be set forth in an administrative handbook.

3. Annual Reports

- a. The annual reports of all elementary and high schools shall be made on forms provided by the Department of Education according to instructions outlined in the handbook.

4. Transfer of Credit

- a. Credit earned in any accredited school shall be accepted by any other accredited school.

5. Establishment of New Schools

a. Public Schools

- (1) Present State Board of Education regulations that govern necessary procedures for the establishment of a new school with respect to approval of educational plan, proposed building plans, and by the Division of Finance are prerequisite to the establishment of any public school.

b. Non-Public Schools

- (1) The establishment of a new non-public school shall meet equivalent pertinent provisions for public schools and the sponsoring agency may request the services of the Department of Education to this end. The sponsors of the proposed school shall provide a program that will meet accreditation standards or the proportionate part for each year of initial program offered and meet all other provisions set forth in these standards. This shall require any non-public four-year high school to make plans in terms of a minimum enrollment of 75 pupils in order to be considered for any type of accreditation.

6. Compliance with Standards

- a. Classified schools that maintain standards shall retain that classification and be so designated in the annual listing. A school not in full compliance with standards shall be advised prior to any change of status.

Requirement I — STATUTORY LAW AND STATE BOARD OF EDUCATION REGULATIONS

KRS 156.160 (STATE) SUPERINTENDENT TO PREPARE SCHOOL BUDGET AND RULES AND REGULATIONS GOVERNING SCHOOLS, FOR ADOPTION BY BOARD . . . "(2) Minimum courses of study for the different grades and kinds of common schools, and regulations governing educational equipment of the schools; (3) Rules and regulations for grading, classifying and accrediting all common schools, and for determining the scope of instruction that may be offered in the different classes of schools, and the minimum requirements for graduation from the courses offered; . . . (6) Regulations governing medical inspection, physical education and recreation, and other rules and regulations deemed necessary or advisable for the protection of the physical welfare and safety of the public school children; . . . (8) Rules and regulations for approving private and parochial schools of elementary or high school grade, and commercial schools." . . .

A first step in seeking state accreditation or approval is compliance with pertinent provisions of the School Law, and administrative regulations of the State Board of Education. (See current Educational Bulletin entitled "Kentucky Common School Laws" and supplements.) Excerpts from major provisions relating to school program which are generally expressed as minimum requirements are listed in the left column. Interpretations and current needs and practices beyond the minimum are listed in the right column.

Kentucky Revised Statutes	Some Interpretations and Current Needs
KRS 156.445—Adopted Texts— "Only approved books to be used as basal texts."	The basal textbook program should be enriched by many supplementary texts.
KRS 158.030—Defines Common School and Specifies Age of Entrance— ". . . any child who is six years of age or who may become six years of age by December 30 following the opening of school may enter school provided that he enters within 30 calendar days of the beginning of that school year. . ."	The spring pre-school roundup, child guidance clinics, and parent conferences are essential to the efficient administration of Kentucky's permissive entrance age law. The school has an obligation to acquaint parents with the child's readiness for formal school experiences in a pre-school registration program.
KRS 158.060—School Month and School Day—"Six hours of actual school work shall constitute a school day. The daily session, including recesses and intermission shall not exceed nine hours."	The quality and extent of the educational program should determine the length of the school day within the statutory limits. Most schools in Kentucky exceed the minimum.
KRS 158.070—Term — "(1) The minimum school term shall be nine months."	An extension of the school term to permit a minimum of 175 days for classroom instruction under present law is highly desirable. A ten months term to permit additional days for instruction and to provide for pre-post-school conferences is the goal of many state-wide organizations.

KRS 158.080—Private Schools—
“The term of the school shall not
be for a shorter period in each
year than the term of the public
school provided in the district in
which the child attending the
school resides.”

This is another example of equiv-
alency provisions of the law
concerning educational program
and opportunities in non-public
schools.

KRS 158.140—Admission to High
School—“When a pupil in any
public elementary school or any
approved private or parochial
school completes the prescribed
elementary course of study he is
entitled to a certificate of com-
pletion. The certificate shall en-
title the pupil to admission into
any public high school. Any pro-
motions or credits earned in at-
tendance in any approved public
school are valid in any other pub-
lic school to which a pupil may
go. . . .”

Each district and school should
have written policies dealing
with promotions, retentions,
transfers, and requests for trans-
fers among accredited, approved,
and non-approved schools.

KRS 158.170—Bible to be Read—
“The teacher in charge shall read
or cause to be read a portion of
the Bible daily in every class-
room or session room of the com-
mon schools of the state in the
presence of the pupils therein
assembled. . . .”

This activity becomes more mean-
ingful when it is a part of a
planned homeroom program and
in the light of this statute and
pertinent court decisions.

KRS 158.190 — Sectarian Books
Prohibited—“No book or other
publication of a sectarian, infidel
or immoral character, or that re-
flects on any religious denomi-
nation, shall be used or distri-
buted in any common school. . . .”

“. . . all public schools shall be
non-partisan and non-sectarian.”
All book and non-book printed
materials used in public schools
shall meet these requirements
and shall be purchased from
approved public school buying

KRS 158.200 to KRS 158.260—
Permissive code relating to re-
leased-time programs for moral
instruction.

KRS 158.270—Instruction as to
Nature and Effect of Alcoholic
Liquor and Narcotics—“(1) The
nature of alcoholic liquor and of
narcotics and their injurious ef-
fects on the human system shall
be taught in each of the grades,
four to ten inclusive, of the com-
mon schools. . . .”

KRS 158.280 — Instruction in
Conservation — “Instruction in
all phases of conservation and
preservation shall be included in
the curriculum of the public
schools of Kentucky; . . .”

KRS 159.010 — Age limits for
Compulsory Attendance

KRS 159.040 — Attendance at
Private and Parochial Schools—
“Attendance at private and paro-
chial schools shall be kept by the
authorities of such schools in a
register provided by the State
Board of Education, and such
school authorities shall make at-
tendance and scholarship reports
in the same manner as is required
by law or by regulation of the

guides or lists prepared or
recommended by the State De-
partment of Education.

Local boards of education are
encouraged to adopt policies con-
sistent with these provisions.

A planned teaching unit on this
material for grades four through
ten should be a part of the basic
course of study for health and
safety education. This instruc-
tion should also be an integrated
part of the secondary curriculum,
particularly in science, physio-
logy, psychology, driver training,
safety education, and citizenship.

Planned integrated pupil experi-
ences in conservation education
with stated objectives and or-
ganized scope and sequence is an
essential part of science and so-
cial science or core program.

No child is required to attend
school until he is seven years of
age.

This statute provides for uni-
form pupil accounting for all
pupils in attendance in both
public and non-public schools.

State Board of Education or public school officials. Such schools shall at all times be open to inspection by attendance officers and officers of the Department of Education."

KRS 159.160—Teachers' Reports to Superintendent — "The principal or teacher in charge of any public, private or parochial school shall report to the superintendent of schools of the district in which the school is situated the names, ages and places of residence of all pupils in attendance at his school together with any other facts that the superintendent may require to facilitate carrying out the laws relating to compulsory attendance and employment of children. The reports shall be made within the first two weeks of the beginning of school in each school year."

KRS 161.020 — Certificates Required of School Employees; to be Filed—"(1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, attendance officer, or other public school position for which certificates may be issued, or receive salary for services rendered in such position, unless he holds a certificate of legal qualifications

Compliance with the compulsory attendance law requires submission of reports by teachers on attendance of pupils in all schools.

The teaching credential is a requirement for all members of the teaching profession employed in the elementary and secondary schools. The primary responsibility for obtaining a certificate rests with the individual teacher. It is the responsibility of the superintendent of schools to make payment of salaries to only the school personnel who hold certificates for the position which

for such position. (2) No person shall enter upon the duties of a position requiring certification qualifications until his certificate has been filed or credentials registered with the board of education employing him."

KRS 161.170 — KRS 161.180 — KRS 161.200 — KRS 161.210 —
Teacher Responsibility for Course of Study, Pupil Conduct, Records and Reports.

It should be noted that these represent minimal regulations and most school situations will be implemented cooperatively and according to school policy.

Requirement II—PHILOSOPHY AND OBJECTIVES

The educational enterprise logically begins with sound beliefs and clear-cut objectives. Program, policies, and practices for a school district and its component schools require a frame of reference. Each school district shall develop its educational beliefs and objectives which reflect: (1) the needs of all children and youth; (2) the needs of a free society; and, (3) the values of the humane tradition.

- A. Within the foregoing frame of reference:
1. The school district and community shall develop cooperatively, and re-study at frequent intervals, a statement of educational beliefs and objectives in order to give unity, balance, and direction to the total school program.
 2. Each school shall develop cooperatively, within the framework of the district, beliefs and objectives to be achieved. The objectives shall be stated in terms of abilities and attitudes to be developed.
 3. Comprehensive supporting studies shall be made on a continuing basis for use by the district and each school and shall include:
 - a. holding power;
 - b. characteristics of pupil population — social, personal, educational — as revealed by organized testing, surveys and other means;

- e. curriculum;
- d. follow-up of drop-outs and graduates.

Summary reports of these studies will be made to the Department of Education on requests of the Superintendent of Public Instruction, but not less than each four years.

- B. Philosophy and objectives pertaining more specifically to the elementary school:
1. The school shall show evidence of having cooperatively developed and continuously revised a written statement of its educational philosophy and objectives.
 2. The school shall further show evidence that effort is being made on the part of the school staff to carry out the stated philosophy and objectives.
 3. Copies of the philosophy shall be provided for each staff member, and copies shall be on file in the offices of the principal and superintendent.

Requirement III—PUBLICS—SCHOOL—COMMUNITY RELATIONS

Relations between the school and the community are dual in nature—both for the school and for the community. Each, by the basic character of the relationship, possesses specific rights and certain responsibilities. Both the fulfillment of these rights and the execution of these responsibilities flow in both directions. For the rights of either to be abdicated or disallowed, or for the responsibilities of either to be disregarded or not fulfilled, will be to weaken or destroy one or both of the essentially complementary elements in the construction and continuation of a dynamic functional system of public education. The home, community, or state cannot prudently afford to allow this to happen—nor can the school—without the failure of each in its fundamental function, and without both causing failure in the essential purpose of public education.

Requirements for a dynamic program of school-community relations go beyond the usual statements employed in defining the quantitative aspects of the school program. However, in terms of desirable outcomes, it is possible to identify four major responsibilities which the district and school should accept. These are: Interpretation; Information; Cooperative Study and Evaluation; and, Community Services.

A. The district and the individual school shall take appropriate steps to:

1. Initiate and plan cooperatively a comprehensive and continuing program for interpreting the schools to the people. When segments of the community lack understanding and appreciation for a modern school program, a special effort should be made to improve community expectations of its schools and genuine concern for the rights of children and youth in a free society.
2. Use a variety of ways and means to inform the people about their school and education in general. This should be accomplished through use of all available media and an organized program of activities which has reasonable balance in bringing citizens to the school and taking the school to the community. The best "Information" program is a by-product of participation.
3. Provide frequent opportunity for citizens' groups to participate in curriculum study and cooperative evaluation of the total educational program.
4. Permit, within the framework of school board policies, use of its facilities and resources by community groups in social, recreational, and educational activities under the direct management and control of the school.

The most valid evidence of achievement of district and school policy may be found in the degree of participation on the part of citizens and the general public. A sound philosophy of school-community relations will far exceed the limits of calculated "public relations" or promotional programs, and reach a level of genuine acceptance of their mutual responsibilities by both professional and lay citizens of the school-community.

Requirement IV — PROGRAM AND SERVICES

A basic measure of a school system or an individual school unit is the adequacy of the educational program and services which the community has a right to expect for the children and youth that live in the respective population area. It is essential that responsible school personnel provide the educational opportunities to achieve the objectives of each level and to insure that these opportunities are realized by the pupil population.

The approval of a school and its acceptance by the public cannot be justified directly on enrollment. The qualities of program as determined by accomplishments are the valid indices of a good school. Therefore, the major criteria for the classification, accreditation, and recognition of schools shall be in terms of: (1) breadth of offerings according to state program; (2) depth or continuity of program within subject areas; (3) administrative provisions for possible differentiation in content and method through multi-level courses with sufficient enrollment of ninth grade pupils in a junior high school program and twelfth grade pupils in a senior high school program as listed in the sub-sections; and, (4) quality of instruction as revealed by status studies, measurement, and evaluation of educational outcomes through a systematic approach.

A. Standards for Program and Services—District Level

The school district shall maintain balance in and among its separate school units through: (1) consistent program and services; (2) equivalent teaching staff; and, (3) ample instructional materials for all schools in accordance with needs.

The adequacy of a local district's total school program is largely a summation of the effectiveness of each school unit. However, there are certain other essentials required to achieve desirable coordination, balance, comprehensiveness, continuity and articulation of program.

1. Effective Leadership—

The administrative and supervisory staff are responsible for initiating sound and continuous planning for a total school program. An organized program is set up for reviewing: purposes, long-range planning, programming, and appraisal practices.

2. **District Organization—**

The school district eligible to receive maximum financial and educational benefits through the Foundation Program shall meet minimum suggested standards for the district and non-isolated schools.

3. **Special Services—**

The school district through its own efforts or in cooperation with neighboring school districts shall provide for the needs of all exceptional children in its attendance area.

4. **System-wide Evaluation—**

At appropriate intervals, the school district in addition to partial evaluation by functions or separate school units, should make an appraisal of its total program. Ideally, this service should be performed by a citizens' group with professional assistance.

SCHOOL DISTRICT CLASSIFICATION PLAN

MERITORIOUS REPORT	An extraordinary form of recognizing outstanding or exceptionally excellent features and phases of the school program of the local district. A district might have no, one, several, or even all aspects of its work so designated in due course, provided efforts to improve continued even after reaching highest possible classification.	
SUPERIOR	Fully Accredited	All schools in top classification
STANDARD	Accredited	No more than 20% of children served may be in school units of classification below that of the district.
PROVISIONAL	Provisionally Accredited	No more than 10% of children may be served by schools of "Emergency" classification.

Note: The implementation of this pattern of district classification should be preceded by a period of self-evaluation by the districts prior to any request to the State Board of Education for such recognition. Further steps can be spelled out in future administrative policies after an adequate period of self-evaluation by districts and sufficient experience in the use of the new standards in individual schools.

B. Standards for Program—Elementary Schools

1. Program of Studies—

a. The school shall provide a curriculum which includes the following areas:

- (1) Language arts, including reading, writing, spelling, oral and written English, and literature.
- (2) Social studies.
- (3) Mathematics.
- (4) Natural sciences, including instruction in the conservation of natural resources.
- (5) Health, safety, and physical education, including instructional units as provided by State Board Regulations.
- (6) The fine arts (art, music, dramatics, etc.).

Provision shall be made in the planned program for large group activities. (Assemblies, dramatics, etc.).

2. Other Desirable Standards for a Good Elementary School Program

- a. There should be evidence of a close working relationship between the school and other agencies in the community working with children.
- b. There should be evidence that each teacher has freedom in planning her own program and at the same time it should be evident that the faculty members have devoted real effort to develop a common philosophy and shared insight into child development and related curriculum factors.
- c. There should be evidence of a well-planned, on-going in-service training program for the improvement of instruction and curriculum.
- d. School physicians and psychologists should be available to counsel with parents on problems of children.

- e. There should be evidence that mental tests given to groups are used discretely and that provision is made for individual mental testing before any important decision as to the child's ability is made.
- f. There should be a cumulative record kept on each child and these should give evidence of the fact that teachers know how to record information in a way that makes them valuable as case studies and that teachers make use of these records regularly in providing guidance for pupils and parents.
- g. The appraisal of teaching results should be made in terms of the behavior of children as well as in terms of what they know.
- h. There should be evidence that children are encouraged to explore and to pursue their interests beyond group assignments.
- i. There should be a carefully planned program for informing pupils and parents as to the educational experiences ahead for children after they leave the elementary school and this program should be a joint endeavor between the present school and the one which pupils will attend after promotion.
- j. Parents should be kept thoroughly informed of the progress of children by means of planned individual conferences with the teachers and by annual reports giving detailed information about the development of the pupil in physique, skill, knowledge, habits, social maturity and emotional development.

ACCREDITING CLASSIFICATION: ELEMENTARY SCHOOLS

<p>RECOGNIZED SCHOOLS</p>	<p>Merit List—</p> <p>An extraordinary form of recognizing outstanding or exceptionally excellent features and phases of the Extended school program, and in certain areas, the Standard school program. A school might have one, several, or even all aspects of its work so designated in due course, provided efforts to improve continued even after reaching the highest classification.</p>
<p>C L A S S I F I E D</p> <p>S C H O O L S</p>	<p>Extended—</p> <p>An elementary school that provides an enriched program of studies and other features beyond those required for "Standard" classification shall be considered for this special recognition group of schools. Program offerings to meet the exceptional or special needs and interests of all pupils represent the major extra feature. Opportunity for study in foreign languages, general shop, homemaking, arts and crafts, creative work, remedial programs, and the like, should be appropriate offerings.</p>
	<p>Standard—</p> <p>A school that meets substantially all of the criteria included in these standards. All criteria not otherwise specifically designated shall apply to this classification.</p>
	<p>Provisional—</p> <p>A school with certain basic deficiencies as measured by these criteria, and which are of a temporary nature.</p>
<p>OTHER SCHOOLS</p>	<p>Schools that cannot be classified according to these standards, but presumably meet legal provisions of school law may continue to operate on a temporary basis if approved by the State Board of Education.</p>

ACCREDITING CLASSIFICATION: SECONDARY SCHOOLS

<p align="center">RECOGNIZED SCHOOLS</p>	<p>Merit List— An extraordinary form of recognizing outstanding or exceptionally excellent features and phases of the school program in Comprehensive, Standard, and Selective high schools. A school might have no, one, several, or even all aspects of its work so designated in due course, provided efforts to improve continued even after reaching highest possible classification.</p>	
<p align="center">C L A S S I F I E D</p>	<p>Comprehensive— A school that attains, at least, minimum program standards as designated for this type of school and meets other requirements as set up for this classification.</p>	
	<p>Standard— A school that attains, at least, minimum program standards as designated for this type of school and meets other requirements as set up for this classification.</p>	<p>Selective— A school in the vicinity of another high school that serves an overlapping pupil population, is selective in enrollment and maintains a program in, at least, nine of the twelve curriculum areas, but meets all other comprehensive school requirements and compensates in depth of offerings for abridged breadth of offerings.</p>
	<p>Provisional — A school that attains, at least, minimum program standards and meets other requirements as set up for this classification.</p> <p>Provisional Emergency — A school conditionally accredited that maintains, at least, an "Emergency" program as defined in this section and meets substantially other requirements for the Provisional classification. Includes genuinely "Emergency" schools due to fire, disaster, etc. (public and non-public); "Temporary" schools due to new construction or conditions beyond control of board, (public); Small schools (non-public) able to offer only minimum program.</p>	
<p align="center">OTHER SCHOOLS</p>	<p>Schools that cannot meet emergency standards under Provisional requirements for whatever reason but which presumably meet legal provisions of school law may continue to operate if approved by the State Board of Education. In any case there would be no obligation to grant accreditation for work done in these schools. Classified schools would have the option of accepting their credits or of granting credit upon the basis of examination.</p>	

C. Standards for Program

1. Comprehensive High School

Program
Levels

a. There shall be a minimum of 3 senior class homeroom groups equivalent in size to other homeroom groups to provide for a minimum of 3 sections of multi-level courses in the common learnings should the school desire to use administrative grouping. Also, there shall be a minimum of 3 ninth grade groups in separate junior high schools. It is recognized nationally that 100 seniors and 600 pupils in grades 9-12 are necessary to make possible the full benefits of this type school.

Extent
of
Program

b. The comprehensive high school (grades 9-12) shall offer and enroll annually pupils in a minimum curriculum as specified with a minimum program from each of the 12 state-approved curriculum areas unless local surveys of pupil and community needs in the starred areas indicate that no pupils in the school are being deprived of essential learnings without positive efforts being made to provide for them.

Program requirements as to curriculum areas and minimum course offerings for the Comprehensive High School are outlined on the following page.

Areas of State Program of Studies	Minimum Course Offerings in Units Per Year*			
	6-Yr.	4-Yr.	Senior H.S.	Junior H.S.
English Language Arts	7	5	4	3
Social Studies	7	5	4	3
Mathematics	6	4	4	4
Science	6	4	4	3
Foreign Languages ¹	3	3	3	1
Fine Arts	6	4	3	3
Music (2) ; Art (2)	—	—	—	—
Vocational Agriculture**	3	3	3	—
Home Economics	3	3	3	3
Industrial Arts ²	5	3	3	3
Business Education	4	4	3	1
Health, Safety, and Physical Education	4	2	1	3
Trades and Industries (includes Distributive Education)**	3	3	3	—
Minimum total credits required	57	43	38	27

*Substitute "years" for units in 7th and 8th grades in 6-year program when units are not used.

**Can be omitted when local surveys indicate there is no need. Trades and Industries program may be offered in an area vocational school on a maximum half-day basis to supplement the offerings of the regular high school program.

¹Three units in one language or a minimum of two units in each of two languages.

²To be general shop and one unit in each of two other courses.

2. Standard High School

Extent
of
Program

- a. The standard high school (grades 9-12) shall offer and enroll annually pupils in a minimum curriculum as specified below with a minimum program from each of the 12 state-approved curriculum areas unless local surveys of pupil and community needs indicate that no pupils in the school are being deprived of essential learnings without positive efforts being made to provide for them.

Areas of State Program of Studies	Minimum Course Offerings in Units Per Year			
			Senior	Junior
	6-Yr.*	4-Yr.	H.S.	H.S.
English Language Arts	6	4	4	3
Social Studies	5	3	3	3
Mathematics	5	3	3	3
Science	5	3	3	3
Foreign Languages	2	2	2	—
Fine Arts (Music and/or Art)	3	2	2	3
Home Economics	3	3	3	—
Vocational Agriculture	3	3	3	—
Industrial Arts	2	2	2	2
Business Education	3	3	3	—
Health, Safety, and Physical Education	3	1	1	3
Trades and Industries	2	2	2	—
Elective Offerings	4	2	—	—
Minimum total credits required	46	33	31	20

Selective
School
Defined

- b. When two or more schools serve an overlapping pupil population, the school that is selective in enrollment and maintains a program in, at least, nine of the twelve curriculum areas but meets all other comprehensive

*If 7th and 8th grades are organized on self-contained classroom plan or minimum of half-day block plan, the unit requirements are the same as for 4-year program provided an adequate program is maintained in 7th and 8th grades.

school requirements and compensates in depth of offerings for abridged breadth of offerings shall be classified as a "Selective" high school.

3. Provisional High School

Extent of Program

- a. The provisional high school (grades 9-12) shall offer and enroll annually pupils in a minimum curriculum as specified below with a minimum program from each of the 12 state-approved curriculum areas unless local surveys of pupil and community needs indicate that no pupils in the school are being deprived of essential learnings without positive efforts being made to provide for them.

Areas of State Program of Studies	Minimum Course Offerings in Units*	
	6-Year	4-Year
English Language Arts	6	4
Social Studies	5	3
Mathematics	4	2
Science	4	2
Foreign Languages	—	—
Fine Arts (Music and/or Art)	2**	1
Vocational Agriculture	3	3
Industrial Arts	1	1
Home Economics	2	2
Business Education	2	2
Health, Safety, and Physical Education	2	1
Trades and Industries	—	—
Elective Offerings	3	3
Minimum total credits required	34	24*

*Alternations are permitted in third and fourth year courses which are not dependent upon prerequisites. These courses may be counted toward meeting program requirements but only courses offered each year can be counted toward meeting the 24 unit requirement.

**Music and Art shall be offered in 7th and 8th grades with minimum of 2 periods in each per week.

Emergency
Program

b. Any high school that cannot currently meet provisional standards for program may be approved on an emergency basis provided the school shall offer and enroll annually pupils in a minimum program from, at least, seven of the twelve state-approved curriculum areas and make satisfactory annual progress toward meeting provisional or higher standards.

Areas of State Program of Studies	Minimum Course Offerings in Units	
	6-Year	4-Year
English	6	4*
Social Studies	5	3
Mathematics	4	2
Science	4	2
Music and/or Art	2	1
Health, Safety, and Physical Education	1	1
Vocational Agriculture (2), or Industrial Arts (2), or Business Education (2)	2	2
Electives from above or other curriculum areas listed under provisional standards	3	3
Minimum total credits required per year	27	18

Requirement V — STANDARDS FOR ESSENTIAL SERVICES

The best program of studies can be seriously impaired by lack of adequate, essential supporting services. The services needed are both instructional and co-ordinate in nature. The co-ordinated services generally cut across several levels of the school program to make instruction more effective. The extent of the services provided by a district and a school should reflect needs and implement educational objectives at the district and school level.

*Alternations may be used as under Provisional.

A. The Elementary School

1. Library —

- a. The school shall provide adequate library facilities and services under supervision of a professional librarian.
- b. The annual library appropriation and expenditure shall be no less than \$1 per child to be spent on library books, periodicals, and non-book printed materials and supplies. (This shall not include supplementary textbooks).
- c. The library shall have a minimum of three books and comparable materials per child enrolled in the school.

2. Guidance —

- a. Guidance in the elementary school shall be focused upon the total growth and development of each child. Emphasis at this level is on meeting the physical, social, emotional, and intellectual needs of the pupil. The goals are primarily concerned with providing for each pupil the best possible climate in which learning can take place, helping each pupil to grow in his abilities to make disciplined choices, and to broaden and develop his interests.
 - (1) To provide effective guidance, each school shall have an organized program of guidance services as an integrated part of the total educational program.
- b. Guidance services shall include:
 - (1) Study of individual pupil problems through individual conferences, staff conferences, and case conferences;
 - (2) Testing children for readiness, maturity, and achievement;
 - (3) Counseling by teacher and other staff members for personal adjustment;
 - (4) Use of available referral resources on problems of special learning, health, mental health, and welfare; and,
 - (5) Provision for assistance to teachers on guidance problems, such as:
 - (a) Planning and conducting parent-teacher conferences and pupil problems;
 - (b) Interpreting and using test information;
 - (c) Observing and reporting pupil data;
 - (6) Maintenance and use of cumulative records.

3. Health —

- a. The school shall show evidence of complying with the requirements of the State Health Code (periodic pupil examination, adequate individual health records, required immunizations, and observance of regulations concerning safety of all personnel).
- b. The total school staff and pupil population shall exemplify good health practices. (Use of soft drink, candy, and other nic-nae machines on school property does not provide a good example).
- c. The school shall make adequate provision for a satisfactory lunch program, and recreational program for all pupils.

B. The Secondary School

1. Standards for Library Service —

a. Assignment and Load — Comprehensive High School

- (1) A full-time librarian shall be provided for any comprehensive high school up to 1,000 enrollment. Necessary clerical assistance shall also be provided to release the librarian from clerical and routine duties and give her time to assist teachers and pupils in using library materials.
- (2) When the library program or load justifies it, a full-time clerical assistant shall be provided for 750 pupil enrollment or above.
- (3) An additional full-time librarian and an additional reading room shall be provided when the seating capacity of the library exceeds 100 pupils. This shall be provided for each additional 100 pupil library load or major fraction thereof.

Standard High School

- (4) Full-time assignment in the library shall be required if the pupil enrollment exceeds 300 with a seating capacity of at least 15 per cent of the total enrollment.
- (5) For pupil enrollment of less than 300, the librarian shall devote at least one half of the school day to library service. If conditions require the use of the library as a study hall, the assigned pupils shall not exceed $\frac{2}{3}$ of the seating capacity. When the as-

signed pupils exceed 40, during any one period, a teacher, in addition to the librarian, shall be scheduled to assist in the supervision.

Provisional High School

(6) The time assigned for work in the library shall equal at least one half of the total school day. When more than 40 pupils are assigned to the library at any one period, a teacher, in addition to the librarian, shall be scheduled to assist in the supervision.

b. Other Library Regulations — All High Schools: For complete standards for library service, see SBE Regulations 46.010-46.055 concerning qualifications, appropriation, quarters and equipment, etc.

2. Standards for School Guidance Service —

Each high school (all classifications) shall have an organized and functioning program of guidance services.

a. Guidance services shall include:

(1) Individual counseling.

(2) Group guidance.

(3) Assistance to teachers and other staff members on guidance problems.

b. In order to provide adequate counseling, group guidance for students, and to assist staff members in their guidance responsibilities, each school shall make provision for the following guidance services:

(1) Pupil Record Services — A system of cumulative records shall be maintained and used in the guidance program.

(2) Information Services—Informational materials which shall be carefully organized and utilized by staff members and pupils through the guidance program shall include:

(a) Occupational information.

(b) Educational information.

(c) Personal-social information and materials.

(3) Counseling Services — Provision shall be made for individual counseling services for all pupils.

(4) Group Guidance Services — Provision shall be made for the use of group techniques whenever guidance objectives can be reached most effectively and efficiently through organized group activities.

(5) Placement and Follow-up Services — Provision shall be made for helping pupils enter the next phase of their educational program or to enter employment. Provision shall be made for the follow-up of students for adjustment and guidance purposes.

- c. Persons assigned guidance responsibility shall be justified through interest, training, and adaptability and personal adjustment. Persons devoting half-time or more to guidance duties shall possess the Provisional or Standard Guidance Counselor Certificate.
- d. Each school shall provide physical facilities, materials and equipment essential to carrying out the major aspects of the guidance program as outlined above.

3. Standards for School Health Services —

a. School District

(1) The school district must comply with the provisions of the School Health Code and submit an annual report to the State Department of Education.

b. High Schools (all classifications)

(1) Each high school shall comply with all provisions of the School Health Code including medical examinations, cumulative health record system, implementation of policies concerning inoculations and vaccinations, and a program of follow-up on correction of defects.

(2) Each high school shall have established policies and procedures for providing first aid services in cases of emergencies.

(3) Each high school shall provide a health guidance program for all pupils.

(4) Each high school shall cooperate with school districts and appropriate agencies in providing periodic inspection of buildings and facilities for health and safety hazards.

(5) Each high school shall maintain an organized program to insure medical examinations and adequate health safeguards for all pupils participating in athletic games.

4. Standards for Co-Curricular Activity Services —

a. Comprehensive High School

(1) The comprehensive high school shall provide a balanced activity program subordinate to and directly related to curricular activities and under the direct supervision of qualified personnel. These varied activities should be designed to provide maximum educational experiences and leadership opportunities for all pupils.

b. Standard High School

(1) Same as Comprehensive High School, except the scope of the activities should be in keeping with the extent of the curriculum offered.

c. Provisional High School

(1) Same as Standard High School.

Requirement VI — ARRANGEMENTS FOR PROGRAM AND SERVICES

The mechanics of scheduling and setting up administrative routines can facilitate or inhibit the teaching-learning process. Teachers and pupils stand to gain or lose immeasurably in proportion as individual concerns and needs of teachers and pupils are reflected in the mechanical aspects of providing for educational experiences.

The framework for program must be kept in proper perspective and serve as a means to an end — an effective instructional program. The good master schedule, effective administrative routines, adequate undisturbed class time, and a high degree of self-direction on the part of pupils are major safeguards for quality education.

A. The Elementary School

1. Administration and Supervision —

a. The elementary school shall be adequately provided for in administration and supervision as a separate school or part of a twelve-grade school.

2. Classroom Organization —

a. The school shall generally have one grade per classroom except when the need for a different organization can be demonstrated.

b. The general pattern of classroom organization shall be that of an individual teacher working with one classroom unit.

c. The educational activities carried on within the limits of the school day shall be scheduled generally in large blocks of time.

3. Class Load —

- a. In the primary grades, a school shall have an average enrollment of no more than thirty (30) pupils per teacher, and in no case shall a primary class exceed thirty-five (35) pupils.
- b. In the intermediate or upper grades, the classes shall average no more than thirty-two (32) pupils per teacher, and in no case shall an intermediate class exceed forty (40) pupils.

4. Exceptional Children —

- a. There shall be an organized program for caring for the needs of physically and mentally handicapped and gifted children either at the individual school level or through a system-wide approach.

B. The Secondary School

1. Instruction Time Per Week —

a. Comprehensive High School

- (1) All full credit courses shall meet for a minimum of 275 minutes per week. This requirement can be met by using the 60-minute class period (minimum 55 minutes net) meeting 5 times per week or the equivalent net time in a rotating schedule and an extended period meeting 4 days per week.

b. Standard High School

- (1) Same as Comprehensive High School, except non-vocational and non-laboratory classes may meet in minimum 50 minute (net) periods provided appropriate supervised study is maintained outside of class time and pupils have access to library materials.

c. Provisional High School

- (1) Same as Standard High School.

2. Class Size —

a. All Schools

- (1) The class size for all regular courses should not exceed 30 pupils. A class size under 10 will be considered prohibitive from the standpoint of cost and a class size over 35 in unit courses will be considered

excessive in terms of effectiveness of instruction and its effect on possible teacher daily overload (maximum 150 pupils per day).

3. Pupil Load —

a. All Schools

(1) The normal pupil load is 4 full-credit courses which may be supplemented by courses in music, art, and physical education which may meet on an alternate day basis and carry proportionate credit. Average and above pupils may carry 5 full-credit courses and a partial credit course at the discretion of the teaching and counseling staff when adequate records indicate the pupil can profit by it. Exceptions to this regulation shall be justified in terms of special criteria set up by the Bureau of Instruction. The minimum pupil load for regular pupils shall be 3 full-unit courses or equivalent.

4. Requirements for Graduation —

a. All schools shall meet the following minimum unit requirements for graduation:

Subject	1959-60	1960-61	
English	3	3	
Social Studies (including one unit in U.S. History)	2	2	*For pupils entering 9th grade in 1959-60
Mathematics	1	2	60
Science	2	2	
Health and Physical Education	1	1	**For pupils entering 9th grade in 1960-61
Total required	9	10	
Total elective	8*	8**	61
Grand total	17*	18**	

b. Any school district may set the local requirements beyond this minimum. Required courses should be distributed as uniformly as possible over the four-year period. Excessive requirements in the ninth grade should not force out desirable electives. Every effort should be made to provide for individual needs and to require best possible course selections by pupils. Curriculum areas

selected for study shall have desirable sequence and depth according to approved scheduling plan.

5. Pupil Requirements by School Organization (See Item 4 on preceding page) —

a. Four-year High School

- (1) A four-year high school (grades 9-12) shall maintain an approved four-year program of studies and meet minimum requirements for graduation specified in Item 4 of which not more than 5 units may be transferred from the ninth grade of an approved junior high school. The normal length of time required for completion is 8 semesters. Any reasonable plan for acceleration of gifted pupils shall be in accordance with a local district plan and a copy filed with the State Department of Education. The main purpose of an expanded program is enrichment.

b. Six-year High School

- (1) A six-year high school (grades 7-12) must maintain an approved six-year program of studies and meet other requirements specified above for the four-year high school. The normal length of time required for completion is 12 semesters.

c. Senior High School

- (1) A senior high school must maintain an approved three-year program of studies and meet other minimum requirements for graduation specified in Item 4 on preceding page, of which not more than 5 units may be transferred from the ninth grade of an approved high school. The normal length of time required for completion is 6 semesters.

d. Junior High School

- (1) A three-year junior high school must maintain an approved three-year program of studies in grades 7, 8, and 9.

- e. Any other organizational pattern with ninth grade or above shall be designated as an incomplete high school and subject to approval through the highest grade taught.

Requirement VII. — PERSONNEL

A. The School District

Goals and standards pertaining to personnel; to be achieved by the school district and all accredited schools.

1. General goals, system-wide and individual school in nature; major responsibility of administrative and supervisory personnel at district and school level.

The school district and each school:

- a. Personnel Policies — should operate with established written policies for school personnel. Copies of policies, and rules, and regulations to implement them, should be made available in a handbook or other printed form to all concerned. Within the framework of district policies, the school should develop cooperatively staff and pupil personnel policies and procedures, routines, curricula, schedules, and other helpful information and provide same in printed form for teachers, pupils, and parents.
- b. In-Service Education — should provide a broad program of in-service education for all staff members designed to upgrade the quality of teaching and to broaden and enrich the educational experiences for all pupils. A professional library and materials center should supplement the teachers' individual efforts to provide resources for professional growth. Planning, programming, and evaluating in-service education should be cooperative and continuous.
- c. Stability and Balance — should use all available means to attract and hold well-prepared teachers. Evidences of efforts to implement this goal are effective planning for recruitment, selection, employment, and orientation of teachers.
A desirable balance should exist in the district and each school with respect to new and experienced teachers, and backgrounds of experience — some members from the local community, some from other communities. When emergency teachers are required, a reasonable balance should be maintained between elementary and secondary schools.
- d. Professional Climate — should have a continuing responsibility to provide a climate conducive to harmonious relationships and high teacher morale. Lines of communication should be clearly established between school board and administrators and between administrators and professional staff. All staff members in the school shall as-

sume a fair share of the common duties and concerns for the total school program.

- e. Professional Advancement — should supplement state requirements for certification by encouraging all personnel with less than present requirements for their position to work toward meeting present preparation programs.
2. Special standards, individual and group, to be achieved by administrative and supervisory personnel, and regular and special teachers. Classification at the school level will be affected by the quality of the professional personnel.
 - a. All professional personnel affected by Kentucky Statutes and State Board of Education Regulations shall hold regular certificates for the position and meet all provisions as to assignment.
 - b. The district shall provide at least the minimum personnel (supervisors and directors of pupil personnel) called for in Kentucky Statutes.
 - c. All private and parochial school boards operating multiple school units shall provide centrally coordinated administrative and supervisory services equivalent to that required of public school districts.
- B. The Elementary School
1. Principal —
 - a. A school of eight (8) or more teachers shall have a principal who shall devote at least half-time to the principalship. Schools of over twelve (12) full-time teachers should have a full-time principal. The principal shall devote a significant part of his time to the improvement of instruction.
 - b. A principal who is new to the principalship shall have a certificate valid for the position, a Master's Degree, and three years of teaching experience (preferably elementary).
 - c. Adequate clerical help, other than pupils or teachers, shall be provided the principal.
 2. Regular Teachers —
 - a. Seventy-five per cent of the regular teaching staff shall have a minimum of a Bachelor's Degree and a regular elementary certificate. The remainder of the general

staff shall have a regular elementary certificate. To accomplish this level of quality, there shall be no evidence of discrimination against other schools in the district.

3. Special Teachers —

- a. Special teachers shall have a degree and a regular certificate qualifying them for the area in which they are teaching.

C. The Secondary School

Requirements for
Principal and
Assistant Principal

Preparation
Certification
Assignment
Duties

Comprehensive

1. The Principal

- a. shall hold a Master's Degree and meet current certification requirements.
(Does not apply to a prin-

incipal currently employed in the school and certified under old standards. See "Professional Advancement" section).

- b. shall devote full-time to the principalship with a minimum of 50 per cent of time in the area of improvement of instruction.

- c. shall have full-time clerical help other than teachers and/or pupils.

Standard

- d. shall have a degree plus 15 hours graduate work and meet current requirements for the provisional principalship certificate.
(Does not apply to a principal currently employed in the school and certified under old standards. See "Professional Advancement" section).

- e. may teach no more than 2 periods and devote a minimum of 50 per cent of time to the improvement of instruction.
- f. shall have non-teacher clerical help commensurate with duties.

Provisional

Same as requirements for Standard with this addition, g. may devote one half-time to teaching.

- 2. The assistant principal shall have a minimum of a baccalaureate degree and meet current requirements for a regular principalship certificate and perform such duties as may be assigned, including administrative duties and supervision of instruction. The assistant principal must devote at least 50 per cent of his time to the improvement of instruction.

Comprehensive

- 3. Regular Classroom Teachers
 - a. shall have a minimum of a baccalaureate degree.
 - b. shall hold a regular teaching certificate based on current certification requirements
 - c. shall teach in major or minor or area of concentration.
 - d. have a maximum of 150 pupils per day or 750

Requirements for
Regular and Special
Secondary Teachers

Preparation
Certification
Assignment
Teacher Load

pupil-hour periods per week. Study hall supervision shall count as 50 per cent of classroom instruction. Large blocks of time should be converted to 60-minute periods; or, when six-year or junior high schools are operated on self-contained classroom basis, the maximum teaching load shall be 30 pupils per day.

4. Special Unit Teachers —
 - a. have a minimum of a baccalaureate degree.
 - b. have a regular secondary or special certificate based on current certification requirements.
 - c. shall teach in major or minor or area of concentration.
 - d. have a teaching load or pupil assignment consistent with effective teaching and attention to individual differences.

Standard

5. Regular and Special Teachers
 - a. have a minimum of a baccalaureate degree.
 - b. have a regular secondary or special certificate based on current certification requirements.
 - c. shall be assigned in major or minor areas for a minimum of 50 per cent of day.

- d. Not more than 15 per cent of total classes in school shall be staffed by teachers with less than a minor and only when conditions demand and satisfactory annual progress is made toward satisfying full requirements.

Provisional

- 6. Regular and Special Teachers
 - a. Same as requirements for Standard with this change in item "d" above, 25 per cent for 15 per cent.

Requirement VIII—PLANT, EQUIPMENT, AND INSTRUCTIONAL MATERIALS

School plant planning begins with a proposed educational program which reflects all the needs of the school district and its pupil population. The school plant is adequate to the extent that it provides needed space and facilitates an effective instructional program. Good instruction requires that the school plant measure up in these ways:

- 1. Provide adequate and well-arranged space and safeguard health and safety of occupants.
- 2. Provide facilities for program needs for the separate curriculum areas and essential services.

In addition to the above physical aspects, the final measure of efficient schoolhouse planning is the degree to which the building and its equipment both invites and lends itself to proper use and care in fulfilling the demands of a good instructional program.

A. General Standards

- 1. All school buildings shall meet or exceed minimum standards established by appropriate agencies in the state as to standard space and health and safety requirements.

Building Adequacy

Program
Facilities

Facilities
for
Services

Maintenance
and
Operation

School
Environment

New buildings, additions, and remodeling shall meet minimum standards established by the State Board of Education.

2. Before a secondary curriculum area or an elementary school program can be approved, the facilities shall meet or exceed standards as established by the State Board of Education. Minimum space requirements, special equipment, and instructional materials are required for approval of the following special areas: art, music, physical education, industrial arts, home economics, vocational agriculture, laboratory sciences, and shops. Adequate instructional materials shall be provided for elementary classrooms consistent with the financial support-level maintained in the high school.
3. Space requirements, equipment and materials for all services, both elementary and high school, shall meet minimum standards established by the State Board of Education.
4. The school district should establish plant and equipment maintenance schedules and minimum standards for operation of school plant including qualifications for custodians. The school shall cooperate with the local board of education in its efforts to provide a wholesome and inviting school environment by establishing and carrying out a preventive maintenance and operation program as a part of its total citizenship and school improvement plan.
5. The school shall establish and maintain high standards for functional use and care of all school property. Pupils, teachers, and citizens have a joint responsibility for providing a wholesome and stimulating physical environment. The buildings and grounds shall be kept clean and sanitary. Evidence of continuing abuse of facilities, lack of custodial

care, and poor citizenship practices generally shall be taken into account by first warning the school of these weaknesses.

Equipment
Inventory

6. The school shall establish an accounting system for all equipment and supplies and maintain a continuing inventory. Requisitioning and purchasing of supplies and equipment shall follow the local district plan or well-established administrative practices.

B. Standards Pertaining More Specifically to Elementary Schools

1. Buildings and Grounds—

a. New buildings

- (1) New elementary buildings shall be designed in such a way as to make it possible to offer an adequate program in all of the curriculum areas. Adequate provisions shall be made to house a program in art, music, and physical education. Plans shall include a separate central library, lunchroom, gymnasium-auditorium or adequate multi-purpose room.

- (2) It is recommended that new school buildings be planned to accommodate an enrollment of no more than 800 pupils.

b. Old buildings

- (1) The school shall show that the building is being remodeled and improved where necessary to accommodate and facilitate learning for elementary children.

c. Custodial service

- (1) Adequate custodial service shall be provided in order to maintain the buildings and grounds in a clean, safe, and attractive manner.

2. Instructional Aids—

- a. The school shall have an annual appropriation and expenditure of a minimum of \$1 per child for instructional supplies, in addition to the library appropriation, to be spent through an organized program. This fund shall be used to purchase music and art materials, maps, globes, and such other supplies as are deemed essential. (If an adequate audio-visual aids program is provided, additional special appropriations will be necessary).

- b. In addition to the books provided by the state textbook program, there shall be a sufficient number of supplementary readers to meet the needs of an organized developmental reading program.
- c. Criteria for "extended" school program shall include a variety of instructional aids and their effective use by the teachers.

xtbook
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PART II
COURSES OF STUDY
for
KENTUCKY SCHOOLS
GRADES 1 - 12

INTRODUCTION

KRS 156.160 prescribes the responsibility for the preparation of Courses of Study for the schools of the Commonwealth as follows:

"The Superintendent of Public Instruction shall prepare or cause to be prepared and submit for approval and adoption by the State Board of Education: . . . (2) Minimum Courses of Study for the different grades and kinds of common schools, and regulations governing educational equipment of the schools."

On June 23, 1959, the Kentucky State Board of Education on recommendation of the State Superintendent of Public Instruction, adopted the Courses of Study presented herewith.

This Program of Studies consisting of Courses of Study for twelve (12) major curriculum areas is the outgrowth of an extended study involving several thousand Kentuckians consisting of student, lay and professional groups. In September, 1957, the Superintendent of Public Instruction appointed a state-wide committee to make recommendations concerning the Courses of Study for Kentucky Schools. An extensive study involving local school districts and numerous state-wide consultants resulted in the final report that was made to the State Superintendent and then to the State Board of Education.

The following significant points were repeatedly emphasized by local study groups, consultants and the state committee:

1. Courses of Study should be developed in such a way that emphasis would be upon a strong educational program at every grade level in the students' development.
2. The availability of broad educational opportunities for students in the program of studies must be provided to meet the needs of the great diversities existing among students. In order to accomplish this, not only must the offerings be broad but the grade placement of courses must be flexible.
3. Courses of Study should be developed in such a way that regardless of the organizational pattern of the school, similar course opportunities would be available to students at each grade level. It follows that as curriculum areas are enriched

through elective offerings, the extent of offerings in a given curriculum area could vary greatly from school to school.

The Program of Studies serves as the broad base from which a local school system can develop its own curriculum in terms of the needs in that particular situation. This process places a great responsibility upon the local leadership. This leadership must exercise great care in the choice of subjects offered and the planning and scheduling of the courses. Poor scheduling can negate broad opportunities in offerings as far as individual students are concerned; students may find themselves in a situation where the effect upon them is the same as courses being required and very narrow course opportunities available. Poor scheduling can also result in one area of the curriculum being in direct competition with another area.

The new Program of Studies provides the broad base of opportunity for students; local school officials have a great responsibility to arrange the needed opportunities wisely in keeping with available trained staff, facilities and the size of the school being operated.

The purpose of this publication is to provide some interpretations that will assist local school leaders in the implementation of the program. Each area of the curriculum is presented in a separate section with descriptions of new courses, extent of credit for high school purposes, and other pertinent information. Subjects designated for "first textbook purchases" for the elementary grades and required courses for the high school are designated by (*), optional and elective courses are designated by an (x). It should be noted that two specific courses are required at the high school level; one (1) unit in United States History and one (1) unit in Health and Physical Education.

The National Defense Education Act provides for aid to local school districts for the development of programs in the areas of Modern Foreign Languages, Mathematics, and Science. Each local district should make arrangements to utilize to the fullest the aid that is available under the provisions of this Act. Staff members of the Department of Education are available and anxious to help local districts develop these curriculum areas.

ENGLISH LANGUAGE ARTS

SUBJECT	GRADE												Maximum Units of Credit ¹	Recommended Length of Course		
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.	
Reading	*	*	*	*	*	*	*	*								
Handwriting	x	x	x	x	x	x	x	x								
Spelling		*	*	*	*	*	*	*								
Language		*	*	*	*	*	*	*								
Literature	*	*	*	x	x	x	*	*								
Fundamentals of Read.									x	x	x	x	½			x
Comp. and Lit.									x	x	x	x	4	x		
Public Speaking									x	x	x	x	1			x
Dramatics										x	x	x	1			x
Journalism										x	x		1			x
Creative Writing										x	x		1			x
Honors English											x		1	x		x

¹Applies to grades 9-12 only.

MINIMUM COURSE OFFERINGS IN ENGLISH IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	7	5	4	3
Standard	6	4	4	3
Provisional	6	4	....	....
Prov.-Emergency	6	4*	....	....

*Alternations are permitted in third and fourth year courses which are not dependent upon prerequisites.

DEFINITION OF NEW SUBJECTS

The Language Arts program is composed of the subjects listed above. A description of two new courses is as follows:

Fundamentals of Reading: A course designed to offer developmental reading experiences as an extension of the student's previous skills program for average to superior students and/or a remedial program for any student exhibiting reading deficiencies.

Honors English: This course is designed to offer an extended opportunity for gifted students and those students who intend

to enter college. Under proper arrangements, the course may be offered for advanced college placement. The content of the course should include intensified experiences in English usage, both oral and written, with interpretative and creative experiences and/or depth experiences in the field of literature including an introduction to literary criticism.

COURSE AND PROGRAM REQUIREMENTS

Elementary: The elementary Language Arts program includes Reading, Spelling, Handwriting, Language and Literature. Reading should be offered as a developmental program in grades 1-8. Literature is offered as an enrichment program and to enhance the development of basic skills in language usage, spelling, handwriting and reading. It seems desirable to organize the Language Arts experiences for the elementary child by large blocks of time rather than presenting each subject in an isolated manner.

Secondary: Three units of English are required as a part of the requirement for a student graduating from the high school. A careful study of the courses should be made and a minimum program for each student planned according to his needs and ability. Courses are available to meet the needs of gifted students. Honors English can be offered as a fifth year of English or it can be offered as a level of the regular fourth year English program, if the school has the program organized by difficulty levels.

Fundamentals of Reading should make available the opportunity for the individual student to improve his reading competency regardless of his level of achievement. Obviously this course would need to be organized in different ways from time to time in keeping with the needs of the groups of students involved.

The specialized courses are arranged in such a way that the special needs and aptitudes of students may be met and developed. For example, Public Speaking is suggested as a possible offering at any grade level—grades 9-12. This makes it possible to develop a strong speech program in a school. The development of “difficulty” levels within courses in sequential order is also possible under the grade placement scheme suggested for the specialized courses.

FACILITIES

Adequate space so that each student may work as an individual is absolutely essential in the development of the Language Arts program. Sufficient rooms for such activities as round-robin debates, speech events, etc., are necessary. A stage with facilities for spectator participation is desirable. Duplicating facilities are desirable to expedite many activities in the Language Arts program. Many of these facilities are normally available in the usual school plant and it usually is a matter of the proper planning and utilization of the facilities at hand.

A good library facility is absolutely essential in the development of the total Language Arts program regardless of the grade level involved. Special equipment to implement the reading program is desirable; however, such equipment should be purchased only when a trained teacher is available to utilize such equipment and materials.

EDUCATIONAL OUTCOMES

The Language Arts program constitutes the organized body of experiences that provides the opportunities for the individual to achieve desirable competence in communicating with his fellows. It makes it possible for the individual to avail himself of the written record of the culture both past and present and thus interpret his heritage. Therefore, it is the responsibility of the school to provide the best possible Language Arts program for each individual student in terms of his needs and ability. Less an opportunity than this is contributing to the down-grading of the citizenry of the district, the state, and the nation.

SOCIAL STUDIES

SUBJECT	GRADE												Maximum Units of Credits	Recommended Length of Course			
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.		
Unified So. Studies ¹	x	x	x	*	*	*	*	*									
Related So. Studies	x	x	x	x	x	x											
Geography			x	*	*	*	*										
Ky. Geography								x									
History				*	*	*											
Ky. History							*										
Guidance								x	x								
Government									*								
U.S. History									*			*		1		x	
World Geography										x	x			1		x	
Ancient-Med. History										x				1		x	
Citizenship										x				1		x	x
Modern Hist.											x			1		x	
World History											x			1		x	
National and Reg. Hist.												x		1		x	x
Social Psychology													x	1		x	
Economics													x	1		x	
Advanced Gov.														x	1	x	x
Problems of Amer. Life														x	1	x	x
Inter. Prob.														x	1	x	x
Sociology														x	1	x	x

xElective

*First priority for elementary free textbook purchase—required at high school.

¹In grades 4-8, either Unified Social Studies or Geography and History combination may be followed.

²Applies to grades 9-12 only.

MINIMUM COURSE OFFERINGS IN SOCIAL STUDIES IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	7	5	4	3
Standard	5	3	3	3
Provisional	5	3	....	....
Prov.-Emergency	5	3	....	....

DEFINITION OF NEW SUBJECTS

The Social Studies represent those areas of human learning dealing with man and his development, his environment and the adaptations he has made to it, and his relationships with others of his kind. These learnings include History, Geography, Social Psychology, Economics, National and International Relations, Sociology, and other similar areas.

Beginning with grade 4, Social Studies texts become part of the first priority list for statefree textbook purchase. In grades 4-8, the Unified Social Studies, a composite course cutting particularly across History and Geography subject matter lines, may be substituted for certain of these subjects. In grades 4-6, the Unified Social Studies may substitute for History and Geography; in grade 7, for Geography; and in grade 8, for U. S. History.

The Related Social Studies are primarily an enrichment program of social studies readers for grades 1-6, dealing with historical events, geographic influences and other social and economic understandings and principles.

In grade 7, Kentucky Geography has been added as a companion course for Kentucky History. These two courses may have textbooks requisitioned in the proportion best suited for the school district on the same plan as Reading and Literature in grades 4-6.

National and Regional History, a new course for grade 11, may deal with the histories of nations, possible regional areas, or continents as the local district determines the need for such a course.

COURSE AND PROGRAM REQUIREMENTS

Two units of high school credit in the Social Studies are required for graduation. One of these credits must be earned in U. S. History. The other unit may be selected from any of the course offerings including a combination of one-half unit courses. Credit should not be given in both World History and Modern History since there would be a great amount of duplication at the tenth grade level. While not a state requirement, it is recommended that a course in Advanced Government be available for all students in grade 12.

FACILITIES

In most instances, regular classrooms will be adequate to house the Social Studies program. A good library is essential. Many supplementary materials are needed in order to provide an adequate program in the Social Studies. In addition to supplementary books and other printed material, there is a need for film strips, films, maps, and globes as well as other teacher-pupil aids.

EDUCATIONAL OUTCOMES

The Social Studies program is the program through which the

child learns of the past and its contributions to our way of life. It also is the area of our curriculum which focuses attention upon the development of good citizenship. The end result of the program should be a person with an understanding of current problems at local, national, and international level, and one with a feeling of responsibility toward assuming a role wherever possible in working toward a solution of those problems. The Social Studies program should make the person familiar with his world-wide environment, and teach in general the problems of man in other areas of the world.

MATHEMATICS

SUBJECT	GRADE												Maximum Units of Credits	Recommended Length of Course			
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.		
Arithmetic	x	x	*	*	*	*	*	*									
General Mathematics							*	*	x					1	x	x	
Algebra I ¹									x					1	x		
Algebra I										x				1	x	x	
Algebra II									x	x	x			1	x		x
Arithmetic										x				1	x		
Plane Geometry									x	x	x			1	x		
Plane-Solid Geometry ²												x	x	1	x		x
Solid Geometry												x	x	1/2			x
Trigonometry												x	x	1/2			x
Adv. General Math.														x	1	x	x
Adv. Mathematics														x	1	x	x
Math. Functions														x	1	x	x

¹Algebra I in eighth grade is a non-credit course offered for advanced placement.

²Not to be offered to students taking separate courses in either Plane or Solid Geometry.

³Applies to grades 9-12 only.

MINIMUM COURSE OFFERINGS IN MATHEMATICS IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	6	4	4	4
Standard	5	3	3	3
Provisional	4	2	....	....
Prov.-Emergency	4	2	....	....

DEFINITION OF NEW COURSES

Arithmetic has been added to the first and second grades for the elementary school. The purpose of this addition is for text-

book purchases. Now schools wishing content material in Arithmetic for these grades may be able to secure them through the Free Textbook Division of the State Department of Education. The first course in Algebra has been placed as a possible offering in the eighth grade. For those schools which are able to administer special aptitude and ability grouping of pupils, it is now possible to offer Algebra in the eighth grade as the mathematics course for a special group of students exhibiting the need for such a course. When offered to eighth grade pupils, it will be a non-credit course with the advantage of advanced placement in later courses.

Besides the placement of Algebra in the eighth grade, other liberations in grade placement of subjects include: (1) Algebra II and Plane Geometry in the ninth, tenth or eleventh grades, (2) Solid Geometry and Trigonometry in the eleventh or twelfth grades.

Two new courses may be added for possible placement in the twelfth grade. These courses are: (1) Advanced Mathematics and (2) Mathematical Functions. These two courses are designed primarily for those students of high mathematical aptitude needing advanced courses in Mathematics. However, the one entitled Advanced Mathematics may also be used to serve the needs of students who need an additional course to meet graduation requirements. Also one course combination, Plane-Solid Geometry is suggested.

Advanced Mathematics is a general term which may be applied to any number of courses to meet a wide range of pupil needs in additional mathematics. For Example:

It may be a course in **Basic Mathematics** to meet the needs of a group of pupils which need the second unit of mathematics for graduation. In this case, it will follow General Mathematics placed in the ninth grade or Arithmetic placed in the tenth grade to complete the two units required for graduation. When offered for this purpose, it should be highly correlated to the **specific needs** of the pupils to be served. Suggested content: arithmetic, elementary geometry and algebra, history of mathematics, the role of mathematics, important mathematical concept, number scale, elementary logic, common and decimal, fractions, percentage, life insurance, bonds, etc. In order to facilitate the scheduling of a special group of pupils

with mathematics in the last year of high school, the content of this course could be essentially (1) Arithmetic following General Mathematics or (2) General Mathematics following Arithmetic.

It may be a course in **Advanced Algebra** (following intermediate Algebra II) which would approach a first course in college Algebra. Suggested content: equations (quadratic, lineal, fractional, system of lineal) variations, inequalities, deductions, theory of equations, permutations, combinations, factoring, exponents, roots, fractions, binomial theorem, graphs, ratio and proportion, and logarithms.

It may be a course in **Plane Analytic Geometry**, an advanced sequence in a planned program with the logical prerequisite. Suggested content: brief study of the coordinate system sketching curves from their equations, parametric equations, elementary concept of calculus and its application to all of this content.

It may be a course in **Elementary Theory of Statistics**. Suggested content: arithmetic mean, geometric mean, median, mode, standard deviation, skewness, linear, correlation, applications with emphasis on assumptions and interpretations.

It may be any other course to meet the needs of a special group of students. The primary objective is to meet a **SPECIFIC NEED**.

Mathematical Functions: This is a course in higher mathematical concepts correlated and applied to practical problems in areas or activities in life which are found today in our modern complex society.

The suggested course in Plane-Solid Geometry may be considered for accelerated pupils in a course using all these materials where one of the elements will be correlated, integrated, to supplement the other element and vice-versa. It is a plan where much more content can be placed in one course thus saving much time on the part of the pupil.

COURSE REQUIREMENTS

For students entering the ninth grade in 1959-60, one unit of Mathematics is required for graduation. For students entering the ninth grade in 1960-61, two units of Mathematics will be required for graduation.

This Course of Studies in Mathematics with its flexible char-

acter providing for multiple grade placements and possible course arrangements and order of sequence is adaptable to almost any organization or need in the wide-range of schools, large or small, found in the state. The quality of program will depend on many other factors such as: (1) a highly trained and devoted **instructional personnel**, (2) **favorable physical surroundings** including a desirable **classroom** where both teachers and pupils can work in an atmosphere of freedom toward a common objective of the school, (3) necessary **equipment and instructional supplies**, (4) a reasonable amount of **pupil preparation** outside of school hours, (5) effective **guidance** on the part of the teachers and administrators in adjusting the pupils to proper courses and programs including a well planned and accomplished program in the elementary school.

FACILITIES

For suggestions on needed physical facilities see, Sections 4.15 to 4.233 of "A State Plan For Strengthening of Instruction in Science, Mathematics and Modern Foreign Language" under Sections 301.304 of Title III Public Law 85.584, adopted by the State Board of Education, December 9, 1958.

For equipment and supplies, see the sections that deal with areas together with the list of materials and equipment for mathematics that accompany this document. A copy of all these may be found in the local school superintendent's office.

SCIENCE

SUBJECT	GRADE												Maximum Units of Credit ¹	Recommended Length of Course	
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.
Elementary Science	x	x	x	*	*	*									
General Science								*	*	x			1	x	
Biology										x	x		1	x	
***Introduction to Chemistry-Physics													1	x	
Chemistry											x		1	x	
Physics												x	1	x	
Aviation Education												x	1	x	
Adv. Physical Science												x	1	x	
***Advanced Physics												x	1	x	
***Advanced Biology												x	1	x	
***Adv. Chemistry										x	x		1	x	
													x	1	x

¹Applies to grades 9-12 only.
In elementary schools, the (x) denotes subjects for which textbooks are

not required; the (*) indicates first priority for textbook purchase. See Introduction.

The above placement for elementary science is in keeping with the prescribed state course of study and makes possible the broadest use of state textbook funds for all grades. It is suggested that science experiences in the primary grades be included on an integrated basis with an increasing emphasis on enrichment. Formal science experiences according to the districts' planned program should be introduced in the fourth grade and definite plans made for its inclusion in this grade and subsequent grades.

All secondary science offerings are full-unit courses. Credit of $\frac{1}{2}$ unit should be granted only on an emergency basis or when guidance and counseling services indicate that a continuation of the course would not be in the best interests of the pupil; however, any $\frac{1}{2}$ unit earned may be counted toward graduation requirements.

MINIMUM COURSE OFFERINGS IN SCIENCE IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	6	4	4	3
Standard	5	3	3	3
Provisional	4	2	....	....
Prov.-Emergency	4	2	....	....

GENERAL PROVISIONS FOR THE SCIENCE AREA

- (1) Every effort should be made to insure that the course of study for all science offerings include as many laboratory experiences as minimum standard facilities will permit. Enrichment of courses should be provided through a variety of commercial, environmental, and free and inexpensive materials.
- (2) Science students at all levels should become acquainted with scientific methods and with broad underlying concepts of science.
- (3) Laboratory experiences in which the student can discover scientific principles rather than merely verify those given him by text or teachers should be provided.
- (4) Annual appropriation for each science taught should be adequately budgeted, and accurate inventory of equipment, supplies, and materials made at the end of each year.
- (5) Planned scope and sequence of experiences should be established.
- (6) Orientation to advanced courses should be emphasized.
- (7) Maintain contact with scientific advances of society, and industrial research.
- (8) Secondary teachers should aid and support the elementary science program.
- (9) Provisions should be made for the identification of science-talented students and an academic inventory for seniors in each school.
- (10) A program

of guidance for sciences with adequate testing program — national, state, and local norms should be operative. (11) There should be a follow-up of graduates with three or more years of science.

GENERAL OR SURVEY COURSES

General Science (9)

Advanced Physical Science (12)

(Suggested prerequisite: Science (9))

Aviation Education (11-12)

COURSE REQUIREMENTS

These courses should embody a thorough study of the basic principles of science. A high level of participation in laboratory work individually is desired in the instructional plan.

FACILITIES

Space, materials, and equipment to meet minimum state requirements should be provided. A demonstration desk is an essential item of equipment.

OUTCOMES

Adequate understanding of basic scientific principles to enable an individual to participate actively in the modern scientific age.

SPECIFIC LABORATORY COURSES

Biology (10)

Chemistry (11)

Physics (12)

COURSE REQUIREMENTS

Planned scope and sequence with laboratory experiences considered an integral part of the course plan.

FACILITIES

Space, materials, storage, and equipment to meet minimum requirements. (Consult National Defense Act list). Laboratory equipment to provide for small group experimentation. (2-4)
Supporting library and material services.

OUTCOMES

Knowledges, values, attitudes consistent with a scientific age.
To maintain contact with and develop an awareness of the progress of science and industry.

ADVANCED SCIENCE COURSES

***Introduction to Chemistry and Physics (10)

***Advanced Biology (10-12)

***Advanced Chemistry (12)

***Advanced Physics

These courses are recommended only for science-talented students in a school equipped to offer an advanced science curriculum.

COURSE REQUIREMENTS

- ***1. Offered in Advanced Science curriculum only.
- ***2. Advanced laboratory facilities and equipment.
- ***3. Only highly qualified students should participate.
- 4. Individual as well as small group laboratory experimentation.
- 5. Independent research.

FACILITIES

Materials and equipment to meet state requirements for advanced courses. Acceptable modern laboratory facilities. Adequate library resources.

OUTCOMES

An opportunity for the academically talented, and scientifically inclined students to have the advantage of a more advanced course of study in the sciences.

FOREIGN LANGUAGE

SUBJECT	GRADE												Maximum Units of Credit ¹	Recommended Length of Course	
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.
French			x	x	x	x	x	x	x	x	x	x	4	x	
Spanish			x	x	x	x	x	x	x	x	x	x	4	x	
German			x	x	x	x	x	x	x	x	x	x	4	x	
Latin							x	x	x	x	x	x	4	x	

¹Applies to high school only.

MINIMUM COURSE OFFERINGS IN FOREIGN LANGUAGES IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	3 ¹	3 ¹	3 ¹	1
Standard	2	2	2	....
Provisional	....	....	....	....
Prov.-Emergency	....	....	....	....

¹Three units in one language or two units in each of two languages.

DESCRIPTION OF COURSES

Content of foreign language course in elementary schools should be designed to meet local needs and demands, and should be developed with advice and approval of State Department of Education. Only schools with qualified personnel and adequate facilities should attempt such a program. The Audio-Oral approach should be emphasized.

Modern Foreign Language: Beginning courses in modern foreign languages at the high school level should include the following content:

Short unit presenting an overview of the country, its people and their social history; an introduction to the general characteristics of the language as evidenced in oral reading and speaking by the teacher; word knowledge and pronunciation through word recognition, phonetics, drill; translation; elementary reading and speaking with emphasis on the Audio-Oral approach.

Second year courses should be designed to present a thorough review of the content of the first year course, and upon this foundation, to expand the elementary knowledge and skills which the student has acquired, into a practical facility in speaking, reading and writing in the language. The content should further strengthen his knowledge of the fundamental forms and construction, idiomatic usage and appreciation of the language—both as a terminal course and as a foundation for more advanced study.

Third and fourth year courses in modern foreign languages should develop a comprehensive knowledge of the language. Practice, exercises and experiences which help the student to “think” in the language. Practice and exercises should include: conducting the class entirely in the language being studied; frequent written work in the language; oral reading, dramatic productions; reading the literature; etc. Experiences should include: foreign language clubs; personal and business correspondence with the country of the language; visiting and living among people using the language in the United States, bordering countries or abroad. Instruction in the fundamentals should continue with: study of all grammatical forms; vocabulary development; spelling; translation; and idioms.

COURSE REQUIREMENTS

Latin: A beginning course in Latin should include the following content: a unit on the history of the language itself and the ancient people who used it; a unit on Latin as the linguistic foundation of the modern Anglo-Saxon and Romance Languages; development of a basic knowledge of the language sufficient to give the student an understanding of the growth and generic meaning of the vocabularies of English and other modern languages. Advanced courses in Latin, in addition to providing a more extensive knowledge of the fundamentals of the language, should afford aesthetic appreciation of Latin cultures and peoples through reading of the literature and learned writings.

FACILITIES

Must meet minimum requirements established by State Board regulations. Desirable facilities may include: a room adapted to the use of electronic equipment such as recorders, playback apparatus, listening booths; recordings, etc.

Library materials suitable for enriched teaching are essential to a good foreign language program.

DESIRABLE OUTCOMES

Modern foreign language: Facility in speaking, writing and translating the language; ability to "think" in the language being learned; and an understanding of the country, its people and their customs.

FINE ARTS

*MINIMUM COURSE OFFERINGS IN FINE ARTS IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	6	4	3	3
Standard	3	2	2	3
Provisional	2	1	....	....
Prov.-Emergency	2	1	....	....

*See Accrediting Standards for specific offerings in music and/or art.

MUSIC

SUBJECT	GRADE												Yearly Cr. Allowable	Maximum Units of Credit ²	Recommended Length of Course		
	1	2	3	4	5	6	7	8	9	10	11	12			Yr.	Sem.	
	Gen. Music	x	x	x	x	x	x	x	x	x	x						1/2	1	x
Choral Music					x	x	x	x	x	x				1/2	2	x	
Instr. Music					x	x	x	x	x	x				1/2	2	x	
Mus. Hist. and/or Appreciation										(x) ¹	x	(x)		1	1	x	x
Theory of Music										(x)	x			1	1	x	
Conducting Vocal										(x)	x	(x)		1	1	x	x
Conducting Instrum.										(x)	x	(x)		1	1	x	x

¹(x) Indicate possible alternative to grade indicated x

²Applies to grades 9-12 only.

DEFINITION OF SUBJECT AREA AND DESCRIPTION OF COURSES

General Music, Choral Music, and Instrumental Music as recommended are intended to be primarily general education with the limited credit indicated. However, it is the foundation for those who may expect to become professional musicians and teachers. A string program may be expected to be included in the instrumental area when conditions permit.

Music History and Appreciation, Theory of Music and Conducting are intended for students who have special interests and ability and may enter college as music majors. These courses will carry full credit and be comparable to other full credit courses. Music History and Appreciation may be taught together or as separate courses. An understanding of History of Music as related to the development of our culture, and the development of a response to music would be considered more important than the assimilation of mere facts.

Theory of Music should be functional, and creative, but within the understanding of the particular high school group. This course should serve to bridge the gap between the usual high school experience and the college theory course.

Conducting (see Music Education Bulletin, Vol. XXVII, No. 6) is expected to go beyond the acquisition of mechanical skill. This should be a learning experience related to musical styles and approach to musical learning. The conductor is a teacher.

COURSE REQUIREMENTS

The music program is based upon a sound elementary program. It should be developed first. Elementary classes are prerequisite to introduction of choral and instrumental courses. Music History and Appreciation may be open to all high school students. Experience in choral or instrumental music is required before Theory or Conducting may be taken.

FACILITIES

Band, orchestra and chorus will ordinarily require larger rooms than the regular classroom. Risers should be provided for larger groups when at all possible. Elementary music may be taught in the classroom with classroom teacher participating.

DESIRABLE OUTCOMES

The student should develop a response to and an appreciation of good music through creative musical experiences. He should broaden his understanding of the interrelationships of all educational experiences in our changing culture and acquire such skills and musical understanding as are necessary for continued development in the creative arts.

For additional information refer to Bulletin on Music Education, Vol. XXVII, No. 6, June, 1959.

ART

SUBJECT	GRADE												Yearly Cr. Allowable	Maximum Units of Credit ²	Recommended Length of Course	
	1	2	3	4	5	6	7	8	9	10	11	12				Yr.	Sem.
Art	x	x	x	x	x	x	x	x								
General Art I										x	x	x	x	1 ¹ or ½	1	x
General Art II										x	x	x		1 ¹ or ½	1	x
Specialized Art I													x	1	1	x
Specialized Art II													x	2	2	x

¹These courses may be organized on the regular 275 minutes per week basis and thus carry a full unit of credit for the year or they may be organized so that the class would meet an average of 2½ hours per week for a two year period. The latter organization pattern might more nearly meet the needs of students with a general interest in Art; the former organizational pattern might more nearly meet the needs of the student interested in a concentration in Art.

²Applies to grades 9-12 only.

DEFINITION OF SUBJECT AREA AND DESCRIPTION OF COURSES

The art program includes experiences in graphics, drawing and painting, three dimensional art, design and crafts. The development of art appreciation is stressed throughout the twelve-grade program.

General Art I: This course would be introductory and exploratory in nature. Units from each of the six art areas would be presented.

General Art II: Students will have an opportunity to advance to a higher level of understanding and achievement in the six areas introduced in General Art I.

Specialized Art I and II: Students who have completed General Art I and II would have the opportunity to do specialized work in the art areas.

COURSE REQUIREMENTS

A course in General Art shall be prerequisite to Specialized Art.

FACILITIES

The regular classroom provides adequate space for the successful completion of most of the art activities in the elementary school. There are some projects, however, which require more space; this space may be found in other sections of the school such as the gym, the stage, or on the school grounds. Scheduling and maintenance of these added facilities would be a problem but with a little effort an equitable arrangement could be reached that would insure equal opportunities for all teachers. The high school art room houses the many activities which form the art program. These activities include various processes which have definite space and equipment needs. These needs have been identified under the following headings: pupil work space, space for special equipment, storage space for materials and tools, storage space for students work, water source and cleaning space, adequate lighting, sufficient electrical service, and adequate tack boards and chalk boards. Each need which has been identified is indispensable to a well functioning art program, therefore, every consideration should be afforded them as art room layouts are made for future buildings and remodeling plans are prepared for present structures.

DESIRABLE OUTCOMES

Pupils, because of their art experiences should be more creative, confident, and happy individuals. They should have a deep

appreciation of the creative efforts of man through all time. They should have a foundation of understandings and skills which will make continuing development in the creative arts possible.

HOME ECONOMICS

SUBJECT	GRADE						Maximum Units of Credits	Recommended Length of Course	
	7	8	9	10	11	12		Yr.	Sem.
Vocational Home Economics (which includes the following areas) ¹							Maximum credit in vocational home economics is 4 units.	Recommended length of courses is on an annual basis.	
Foods			x	x	x	x			
Clothing			x	x	x	x			
Housing			x	x	x	x			
Home Management			x	x	x	x			
Family and Social Relations			x	x	x	x			
Health and Home Nursing			x	x	x	x			
Child Development			x	x	x	x			
Non-Vocational Home Economics ²	x	x	x	x	x	x	4	x	

¹Home Economics 9 and 10 must be organized to include all of the above areas of homemaking.

Home Economics 11 and 12 may be organized to include all areas, on an advanced basis, in each grade level or may be organized so that certain areas are taught in Home Economics 11 and other areas in Home Economics 12. The units of instruction included in Home Economics 11 and 12 courses must be on an advanced basis.

²Non-vocational courses on the 9th and 10th grade levels should also be organized to include all areas of homemaking. Courses on the 11th and 12th grade levels may be organized to include certain advanced areas in Home Economics 11 and other advanced areas in Home Economics 12.

³Applies to grades 9-12.

MINIMUM COURSE OFFERINGS IN HOME ECONOMICS IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	3	3	3	3
Standard	3	3	3	....
Provisional	2	2	....	....
Prov.-Emergency	....	....

DEFINITION OF SUBJECT AREA AND DESCRIPTION OF COURSES WHEN NEEDED

The purpose of programs of vocational home economics is to prepare individuals for the responsibilities and activities in-

involved in homemaking and in family well-being. This includes instruction in the different aspects of homemaking, home projects carried on by individual students, and visitation to the homes of pupils by the teachers. The different aspects of homemaking included in instruction are: Child Development, Clothing and Textiles, Family Relationships, Foods and Nutrition, Health and Home Care of the Sick, Housing, and Management. Home projects provide opportunity for pupils to put into practice under guidance the class instruction in their own homes. Visits to the homes of pupils by the teacher of home economics are essential in a vocational program in order to become acquainted with the needs of pupils enrolled in classes and of prospective pupils, and to give guidance to and evaluate home projects.

Chapters of Future Homemakers and New Homemakers of America are also a part of many home economics programs and their activities supplement the classroom instruction through providing leadership experiences and additional opportunities for developing individual and group initiative in planning and carrying out activities related to the home.

COURSE REQUIREMENTS

Home Economics 9 is a prerequisite to Home Economics 10 courses, and Home Economics 10 is prerequisite to Home Economics 11 and 12. In both Home Economics 9 and Home Economics 10 courses, all aspects of homemaking are included. Home Economics 11 and 12 courses may be offered on alternate years and may be planned so that certain areas are taught on an advanced basis in Home Economics 11 and other areas taught in Home Economics 12. In each course, students are expected to plan and carry out home projects.

A minimum of two years of home economics must be offered in approved vocational programs of home economics.

FACILITIES

The facilities shall meet the criteria for a unit in vocational home economics under the Foundation Program.

DESIRABLE OUTCOMES

Improved practices in personal, home and family living.

INDUSTRIAL ARTS

SUBJECT	GRADE												Maximum Units of Credit#	Recommended Length of Course			
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.		
Intro. Indus. Arts							x	x									
General Shop										x	x	x	x	1		x	
General Drafting										x	x	x	x	1		x	
Gen. Woodworking										x	x	x	x	1		x	
Gen. Metalworking										x	x	x	x	1		x	
Gen. Electricity										x	x	x	x	1		x	
Power and Trans.										x	x	x	x	1		x	
Graphic Arts										x	x	x	x	1		x	

*Applies to grades 9-12 only.

MINIMUM COURSE OFFERINGS IN INDUSTRIAL ARTS IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	5	3	3	3
Standard	2	2	2	2
Provisional	1	1		
Prov.-Emergency	2 ¹	2 ¹		

¹See alternate subject areas permissible as listed in Accrediting Standards.

DEFINITION OF SUBJECT AREA

Industrial arts is a phase of general education which includes the study of industry, its organization, materials, processes, products, occupations, and those basic problems of a changing society that is ever increasing in industry and technology. Industrial arts is the general education phase of industrial education and is considered to be of value to all boys and girls.

Introductory Industrial Arts: It is recommended that industrial arts be established on a separately organized basis beginning in the seventh grade.

The term "separately organized" meaning that specially designed facilities should be provided to meet the activity requirements of the course and also that the instruction should be conducted by a qualified industrial arts teacher.

Administratively, the Introductory Industrial Arts course can be set up in one of several ways: (1) The subject may meet on a full time basis (five periods per week) during either the

seventh or eighth grades or during both, (2) The subject may meet on a half-time basis, alternating periods during the school week with another half-time subject in the curriculum. This would be equivalent to two and a half hours per week. In this instance, the subject would be pursued continuously through the seventh and eighth grades, and (3) Students may be assigned to industrial arts for a semester at a time (five periods per week) during the seventh and again in the eighth grade. Where large numbers of students are to be served, this method will probably be more expedient insofar as the organization of the industrial arts department is concerned, since the over all student load for a given time is less; therefore, less facilities are required for the storing of materials and projects.

Although Introductory Industrial Arts is pursued through two grades, it is usually treated as one course in content. This is accomplished by taking half of a designated number of units (usually four to eight) during the seventh grade and taking the other half of the units during the eighth grade. Being introductory in nature, the units included in the course should deal with the elementary phases of industrial arts and those crafts that are applicable to the maturity of seventh and eighth grade students.

General Shop: This course is intended to introduce exploratory industrial arts at the high school level. It has been defined as a course having units of instruction in three or more unrelated areas of instruction. For example, a metals unit, a woods unit, an electricity unit, etc. With the exception of General Drafting, this course should serve as a prerequisite to the other industrial arts courses in the high school curriculum. Consequently, grade placement wise it should predominantly serve students in the ninth and tenth grades. If many eleventh and twelfth grade students elect to take this one course in industrial arts, a separate section of the course should be organized in order to maintain some degree of homogeneous grouping.

General Drafting: This course will serve most effectively as an elective for students in the eleventh and twelfth grades. For those students whose vocational plans include collegiate preparation for one of the mechanical professions, General Drafting may be their only elective from the industrial arts curriculum. In this case, General Shop, the introductory high school course, should not be required as a prerequisite.

General Woodworking, General Metalworking, General Electricity, Power and Transportation and Graphic Arts: These courses are essentially second year courses in the industrial arts curriculum. For the student, this type of course affords him the opportunity to elect a degree of specialization above and beyond the exploratory unit experienced in the course in General Shop. The second year courses are differentiated from vocational training in that they continue to be exploratory in nature, offering a wide range of activities even though they are confined to one general classification of material. Thus a General Metals course will provide experiences in sheet metal, machine tools, foundry, welding, etc.

FACILITIES

See criteria in ASIS Bulletin, State Department of Education.

AGRICULTURE

SUBJECT	GRADE						Maximum Units of Credit*	Recommended Length of Course
	7	8	9	10	11	12		
Vocational Agriculture I			x	x			1	x
Vocational Agriculture II			x	x			1	x
Vocational Agriculture III					x	x	1	x
Vocational Agriculture IV					x	x	1	x
Non-Vocational Gen. Agriculture	x	x	x				1	x

*Applies to grades 9-12 only.

MINIMUM COURSE OFFERINGS IN VOCATIONAL AGRICULTURE IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	3	3	3	....
Standard	3	3	3	....
Provisional	3	3	....	....
Prov.-Emergency	2 ¹	2 ¹		

¹See alternate subject areas permissible as listed in Accrediting Standards. Vocational Agriculture is offered only in grades 9-12. General Agriculture is not a vocational subject and may be offered in grades 7, 8, or 9.

Each course of study is built on the farming in the community in which the high school is located. The study of farm crops and farm animals is usually included in the 9th and 10th grades. Soils and farm management are usually included in the 11th and 12th grades. Farm mechanics is included in the course of study in each of the four years.

COURSE REQUIREMENTS

High schools offering vocational agriculture should offer a four-year program. No high school will be approved to offer

less than three years of vocational agriculture. When only three years of vocational agriculture are offered, it must be in the last three years. Courses offered must be based on the farming in the community in which the school is located and must include farm mechanics in each year of the program. Persons enrolled shall carry out a supervised farming program under the supervision of the teacher of vocational agriculture. In high schools with low enrollment in vocational agriculture, the 9th and 10th grade classes in vocational agriculture may be combined and Agriculture I and Agriculture II offered in alternate years. Likewise, 11th and 12th grade classes may be combined and Agriculture III and Agriculture IV offered in alternate years.

FACILITIES

Each school offering vocational agriculture shall provide a classroom together with tables, chairs, library, and equipment suitable and adequate to carry out the program. A well-equipped farm mechanics shop of adequate size to carry on instruction in farm mechanics shall be provided.

BUSINESS EDUCATION

SUBJECT	GRADE						Maximum Units of Credit*	Recommended Length of Course	
	7	8	9	10	11	12		Yr.	Sem.
General Business	x	x	x	x			1	x	x
Typewriting I ¹				x	x	x	1	x	
Secretarial Office Practice (to include Typing II)					x	x	1	x	x
Economic Geography				x			1/2		x
Business Arithmetic				x			1	x	x
Bookkeeping I				x	x	x	1	x	x
Bookkeeping II				x	x	x	1	x	x
Shorthand I					x	x	1	x	
Shorthand II					x	x	1	x	x
Salesmanship						x	1	x	x
Commercial Law					x	x	1/2		x
Business English and Spelling					x	x	1/2		x
Distributive Education					x		1/2		x
Consumer Education					x	x	1	x	x
Business Economics						x	1		x
Advanced Business Practice						x	1/2		x

¹1/2 Unit for personal typewriting only.

*Applies to grades 9-12 only.

MINIMUM COURSE OFFERINGS IN BUSINESS EDUCATION IN UNITS PER YEAR

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	4	4	3	1
Standard	3	3	3	....
Provisional	2	2	....	....
Prov.-Emergency	2 ¹	2 ¹		

¹See alternate subject areas permissible as listed in Accrediting Standards.

Since we are living in a world of business, our schools are expected to provide a learning environment that enables all youth to understand and appreciate the basic economics operating in this country and in other parts of the world.

Administrators and business teachers need to give much thought to the enrichment of the Business Education curriculum. Larger schools may want to offer more than one curriculum in Business Education. Students desiring typewriting for their own personal use should be limited to a one year course. Business Education classes shall meet for 55 minutes net or a total of 275 minutes per week. Schools operating on less than 55 minute periods (net) will need to schedule additional time in order to provide the 275 minutes per week.

DEFINITION OF SUBJECT AREA AND DESCRIPTION OF NEW COURSES

General Business — 7th and 8th grades: General Business may be moved down to 7th and 8th grades in an effort to meet the needs of gifted children — at the same time give junior high pupils a more thorough grasp of basic business principles and practices. In the 7th and 8th grades, emphasis is placed on business interrelations of home, school and community.

Advanced Business Practice: This course differs from General Business in that it is a study of business organization and management, the study of business as an institution rather than how business services can be applied on an individual basis.

COURSE REQUIREMENTS

Comprehensive High must offer a minimum of 4 credits. Standard High must offer a minimum of 3 credits. Provisional and Provisional-Emergency High must offer a minimum of 2 credits.

FACILITIES

Business Education rooms — location, number of class rooms, size of rooms, furniture and equipment should be in keeping

with requirements, specifications and suggestions made by State Department of Education in Business Bulletin, November, 1956.

Special emphasis should be given the Office Machines room which should contain transcribing machines, long carriage typewriter, electric typewriter, spirit duplicator, drawing board, stencil type duplicator, calculators, adding machines, paper cutter, filing units and standard typewriters. Audio-visual aids should be provided.

DESIRABLE OUTCOMES

The small high school should offer a number of general business courses that benefit all the students of the school.

- (a) Should include general everyday business information needed to become competent, efficient, functioning members of a community.
- (b) A year's course in bookkeeping that emphasizes record keeping for personal use, types of records kept by farmers, small businesses and the fundamental principles of bookkeeping. The program should offer courses in selling, consumer economics, and a sufficient number of classes in typewriting.

Larger schools can offer more than one curriculum (a four or five way business curriculum such as bookkeeping, secretarial, general clerical, merchandising and general business).

HEALTH-SAFETY-PHYSICAL EDUCATION

SUBJECT	GRADE												Maximum Units of Credits ²	Recommended Length of Course		
	1	2	3	4	5	6	7	8	9	10	11	12		Yr.	Sem.	
Health	**	**	*	*	*	*	*	*								
Safety	**	**	*	*	*	*	*	*								
Phys. Ed.	**	**	**	**	**	**	**	**	**							
Health ¹	**	**	**	**	**	**	**	**	**							
Anatomy and Physiology									x	x	x	x	½			x
Driver Ed.													1	x		x
Phys. Ed.										x	x	x	½			x
									x	x	x	x	4	x		x

²Required subject for which no textbook is adopted.

¹Safety is included in Health and as an integrated subject in the total school program.

²Applies to grades 9-12 only.

**MINIMUM COURSE OFFERINGS IN
HEALTH-SAFETY-PHYSICAL EDUCATION
IN UNITS PER YEAR**

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	4	2	1	3
Standard	3	1	1	3
Provisional	2	1	....	....
Prov.-Emergency	1	1	....	....

DEFINITION OF NEW SUBJECTS

Anatomy and Physiology: This course consists of the fundamental principles of human physiology with emphasis on the functioning of the body systems and anatomy of the human body with emphasis on the skeleton, muscles, and nervous system and their function. It is primarily designed for pre-nursing and pre-medical students. It is not an advanced course in Health Education.

Driver Education: A one semester course consisting of a minimum of 54 clock hours of "classroom instruction" and an average minimum of 6 clock hours per student of "behind the wheel" instruction.

COURSE AND PROGRAM REQUIREMENTS

Elementary: Health instruction is required in grades 1-8. Safety instruction is an integral part of the Health Instruction program. Physical Education is required daily of all students grades 1-8.

High School: The Comprehensive High School must offer a minimum of two units in the area of health, safety, and physical education. The standard, provisional, and provisional-emergency high school must offer a minimum of one unit in the area of health, safety, and physical education. Each student must earn a minimum of $\frac{1}{2}$ credit in health and $\frac{1}{2}$ credit in physical education as a graduation requirement. Full credit should be given for courses in physical education which meet standards for personnel, program, and facilities. Minimum credit may be assigned at the ratio of $\frac{1}{2}$ regular credit.

Detailed standards for the elementary and secondary program of health, safety, and physical education are available from the State Department of Education, Division of Instructional Services.

FACILITIES

Health: Facilities, equipment, and instructional materials should be provided to all administrative levels for a balanced program in health education grades 1-12.

Driver Education: A school conducting an approved course must provide an automobile properly equipped and insured, and other aids, devices and material necessary to provide for an effective program.

Physical Education: Adequate teaching stations both indoor and outdoor shall be provided before a program can be approved. Equipment and supplies must be provided in keeping with the needs of the instructional program.

EDUCATIONAL OUTCOMES

Evidence of the development of (1) desirable health habits, attitudes, and practices, (2) good safety habits, (3) skills and habits that promote safe and courteous driving, and (4) body coordination, physical fitness and efficiency, knowledge of sports skills, and desirable attitudes.

TRADE AND INDUSTRIAL AND DISTRIBUTIVE EDUCATION*

SUBJECT	GRADE		Maximum Units of Credit ¹	Recommended Length of Course	
	11	12		Yr.	Sem.
Electrical Trades			4	2	
Machine & Metal Trades	x	x	4	2	
Plumbing & Pipe Trades (n)	x	x	4	2	
Woodworking & Building Trades	x	x	4	2	
Automotive Trades	x	x	4	2	
Trowel Trades (n)	x	x	4	2	
Printing Trades (n)	x	x	4	2	
Service Trades (n)	x	x	4	2	
Sheet Metal and Air Conditioning Trades	x	x	4	2	
Distributive Education (n)	x	x	4	2	
Drafting and Commercial Art (n)	x	x	4	2	

*These courses will be offered only in area vocational schools and in conformance with criteria as established for vocational trades and industries and distributive education programs.

School officials have the obligation to explore the availability of opportunities in the area Trade Schools and seek arrangements for such services for their students.

¹Applies to grades 9-12 only.

**MINIMUM COURSE OFFERINGS IN
TRADES AND INDUSTRIES IN UNITS PER YEAR**

Type of School	6 Year H.S.	4 Year H.S.	Senior H.S.	Junior H.S.
Comprehensive	3	3	3	....
Standard	2	2	2	....
Provisional	....	....	....
Prov.-Emergency	....	....	....

R
for H.S.

APPENDICES

APPENDIX I

Form used in local district study:
(Accrediting Standards)

Suggested Local School and District Reporting Form

Cooperative study of adequate program for recognition and approval
of Kentucky Schools by State Board of Education.

District of _____ Person _____
local school _____ reporting _____ Date _____

Extent of participation: Number of school people — Lay people — Number of meetings —

FINDINGS AND RECOMMENDATIONS

(Use extra pages as needed)

- I. What are desirable goals and minimum standards for recognizing and approving elementary schools as an important and integral part of a twelve-grade school program?

(Note that at present there is no pattern of standards that applies to elementary schools. There are, however, certain requirements and regulations that do apply as follows: certification of teachers, standards for elementary libraries, Standard II in high school Standards, general statutory laws, State Board Regulations, and Foundation Law — copies of these should be available in your school or central office.)

- II. Refer to present Standards and give your group's reactions and recommendations, in numerical order, for each of the present fifteen standards for secondary schools. (List additions, deletions, or modifications of all or parts of the Standards as reflected by your group.)

III. Summarize your findings for elementary-secondary schools into a combined twelve-grade program of recognition and approval for all schools in the state.

List here your suggestions as to what should be included in a desirable set of **standards** for the entire twelve-grade school program of Kentucky. (Your suggestions will be most helpful to the Committees as you look at every phase of our schools, for example: your beliefs about education, environment for learning, teachers and other personnel, adequacy of instructional program, buildings and facilities, pupil personnel services, school and community relations, etc.)

IVa. What are desirable standards for summer school programs? (Evaluate present summer school standards and make suggestions to Committee for quantitative and qualitative standards for elementary and secondary programs considered equivalent to regular program.)

IVb. What are adequate provisions for granting high school credit for correspondence study? (Evaluate present regulations as in IVa.)

SCHOOLS: Please forward to your county office.

SUPERINTENDENT: Please mail (by March 15) combined reports to D. E. Elswick, Secretary, State Accrediting Committee, Department of Education, Frankfort, Kentucky.

APPENDIX II

SUMMARY OF RECOMMENDATIONS

Revision of Program of Studies Kentucky Schools

Grades 1-12

School District _____ Superintendent _____ Date _____

Number of participants contributing to this summary:

Lay citizens _____ Professional personnel _____ Students _____

It is imperative that we take a good look at the state program of studies for Kentucky Schools. Our schools are attempting to provide a program of education for all the children. This is in keeping with the purposes of education under our democratic system.

Under this philosophy, we need to provide the opportunities to meet the needs of the gifted student, the average student and the slow learner. We also have the obligation to offer a great diversity of courses to meet the needs of students wishing to enter the professions, the technical fields, the fine arts field, etc. It is quite evident that a state program of studies should be comprehensive and flexible in order to provide the framework for individual schools to design curricula to meet the needs of students in the several school districts of the Commonwealth.

Please make suggestions concerning the major areas of the curriculum listed below. The following questions are suggested as guides: (1) What course offerings should be deleted from the present program of studies? (2) What course offerings should be added? (3) What rearrangement in the present program is desirable? (4) *What are the minimum desirable course offerings in a given subject area?

Make your suggestions in the space provided on the following pages. Each principal should submit a report from his school to his superintendent. The superintendent and the supervisors are requested to summarize the reports from the various schools and submit one report on this form to the secretary of the committee by March 15, 1958. (Use extra pages as needed).

----- LANGUAGE ARTS -----

*This question has particular reference to the high school, grades 9-12.

----- MATHEMATICS -----

----- SOCIAL STUDIES -----

----- SCIENCE AND HEALTH -----

SCIENCE

HEALTH, PHYSICAL-SAFETY EDUCATION

----- FOREIGN LANGUAGES -----

----- FINE AND PRACTICAL ARTS -----

FINE ARTS

PRACTICAL ARTS

----- BUSINESS EDUCATION -----

----- VOCATIONAL EDUCATION -----

AGRICULTURE

HOME ECONOMICS

TRADES AND INDUSTRIES

The superintendent should send a summary from his district by March 15, 1958 to Claude A. Taylor, Secretary, Program of Studies Committee, State Department of Education, Frankfort, Kentucky.

**SUGGESTIONS FOR POSSIBLE MODIFICATION OF EXISTING
SUBJECT MATTER CURRICULUM**

Please list any suggestions for curriculum reorganization such
as broad fields, intergrated, correlated or core curricula.

APPENDIX III

Minimum State Courses of Study

For Grades One Through Twelve

The elementary subjects for grades 1 through 8 are listed by grades within subject areas on the following table. The present elementary courses of study consists of 162 subjects. The State Board of Education placed 62 of these subjects on the priority list for textbook purchases. School districts may select 4 subjects per grade from the other 100 subjects for school program enrichment. Textbooks for these subjects may be purchased whenever funds are available.

The high school subjects for grades 9 through 12 are listed by grades and subject areas on the following pages. The present high school courses of study consists of 133 different subjects. For these 133 subjects school districts should adopt textbooks. As a rule local adoptions for all the subjects means less work for the state and county and independent school districts.

The elementary and high school subjects have been arranged into 4 adoption groups. Textbooks for one adoption group are listed and adopted annually for a period of 4 years.

Several additional subjects, which are not now an integral part of the Minimum State Courses of Study, upon the recommendation of the Superintendent of Public Instruction and the approval of the State Board of Education, may be offered by the school districts. These subjects are listed on page — in the second explanatory note.

MINIMUM STATE COURSES OF STUDY FOR GRADES ONE THROUGH TWELVE
(As approved by the State Board of Education — June 23, 1959)

Subject Areas	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Language Arts ¹	*Reading *Literature Handwriting	*Reading *Literature Handwriting *Spelling	*Reading *Literature Handwriting *Spelling *Language	*Reading Literature Handwriting *Spelling *Language	*Reading Literature Handwriting *Spelling *Language	*Reading Literature Handwriting *Spelling *Language	*Reading or *Literature Handwriting *Spelling *Language	*Reading or *Literature Handwriting *Spelling *Language
Mathematics ²	Arithmetic	Arithmetic	*Arithmetic	*Arithmetic	*Arithmetic	*Arithmetic	*Arithmetic *Gen. Math.	*Arithmetic *Gen. Math. Algebra I
Social Studies	Rel. Soc. Studies or Uni. Soc. Studies	Rel. Soc. Studies or Uni. Soc. Studies	Rel. Soc. Studies or Uni. Soc. Studies or Geography	Rel. Soc. Studies *Uni. Soc. *Geography & *History	Rel. Soc. Studies *Uni. Soc. *Geography & *History	Rel. Soc. Studies *Uni. Soc. *Geography & *History	Guidance *Uni. Soc. Studies or *Geography *Ky. History Ky. Geography	Guidance *Uni. Soc. Studies or *U. S. History *Government
Science	Elementary Science	Elementary Science	Elementary Science	*Elementary Science	*Elementary Science	*Elementary Science	*General Science	*General Science
Foreign Language ³			French Spanish German	French Spanish German	French Spanish German	French Spanish German	French Spanish German Latin	French Spanish German Latin
Health, Safety, And Physical Education ⁴	Health Safety Ed. Phys. Ed.	Health Safety Ed. Phys. Ed.	*Health Safety Ed. Phys. Ed.	*Health Safety Ed. Phys. Ed.	*Health Safety Ed. Phys. Ed.	*Health Safety Ed. Phys. Ed.	*Health Safety Ed. Phys. Ed.	*Health Safety Ed. Phys. Ed.
Fine Arts And Music ⁴	Art Gen. Music	Art Gen. Music	Art Gen. Music	Art Gen. Music	Art Gen. Music Choral Music Inst. Music	Art Gen. Music Choral Music Inst. Music	Art Gen. Music Choral Music Inst. Music	Art Gen. Music Choral Music Inst. Music
Practical Arts And Business Ed.							Gen. Agri. Gen. H. Ec. Intro. Ind. Arts Bus. Ed.	Gen. Agri. Gen. H. Ec. Intro. Ind. Arts Bus. Ed.

(*) Subjects given first priority for textbook purchases.

(1) Reading in grade one includes *Pre-Primer, *Primer, and *First Reader.

(2) Algebra I offered to gifted children upon the approval of the State Board of Education.

(3) Foreign Language offered under same conditions as Algebra I.

(4) Textbooks not required for Health and Physical Education and for Choral and Instrumental Music.

**MINIMUM STATE COURSES OF STUDY
FOR GRADES ONE THROUGH TWELVE
(Grades Nine Through Twelve)**

Grades	Subjects and Subject Areas	Grades	Subjects and Subject Areas
	1. Language Arts	10	Introduction to Physics and Chemistry
9-12	Composition		
9-12	Literature	11-12	Chemistry
9-12	Public Speaking	11-12	Physics
9-12	Fundamentals of Reading	11-12	Adv. Physical Science
10-12	Dramatics	11-12	Aviation Education
11-12	Creative Writing	10-12	Advanced Biology
11-12	Journalism	12	Advanced Chemistry
12	Honors English	12	Advanced Physics
	2. Mathematics		5. Foreign Language
9	Algebra I	9-12	Latin
9-11	Algebra II	9-12	French
9-11	Plane Geometry	9-12	Spanish
9	General Mathematics	9-12	German
10	Arithmetic		
11-12	Solid Geometry		6. Health, Safety and Physical Education
11-12	Trigonometry		
12	Advanced Gen. Mathematics	9-12	Health
12	Advanced Mathematics	9-12	Safety Education
12	Mathematical Functions	9-12	Physical Education
	3. Social Studies	10-12	Driver Training
9	Citizenship	11-12	Anatomy and Physiology
9-10	World Geography		
9	A & M History		7. Fine Arts
10	World History	9-12	Graphics
10	Modern History	9-12	Drawing and Painting
11	U. S. History	9-12	Three Dimensional Art
11	Economics	9-12	Art Appreciation
11	Social Psychology	9-12	Design
11	National and Regional Hist.	9-12	Crafts
12	Problems of American Life		
12	Advanced Government		8. Music
12	Sociology	9-10	General Music
12	International Problems	9-12	Choral Music
	4. Science	9-12	Instrumental Music
9	General Science	10-12	Music History and/or App.
9-10	Biology	10-12	Conducting Vocal and Instrumental Music
		11-12	Theory of Music

BUS. ED.
 Subjects given first priority for textbook purchases.
 in text includes pre-Primer, Primer, and First Reader.
 Algebra I offered as alternate course for students
 who are unable to complete Algebra I.
 Textbooks listed in this column are suggested substitutes for
 those listed in the preceding column.

APPENDIX IV

History of Accreditation in Kentucky

KRS 156.160 prescribes the responsibility for the accreditation and classification of the schools of the Commonwealth as follows:

"The Superintendent of Public Instruction shall prepare or cause to be prepared and submit for approval and adoption by the State Board of Education: . . . (3) Rules and regulations for grading, classifying and accrediting all common schools, and for determining the scope of instruction that may be offered in the different classes of schools, and the minimum requirements for graduation from the courses offered."

The policy providing for the accreditation of high schools began in Kentucky in 1896. The University of Kentucky, in order to determine the eligibility of students to enter the University without entrance examinations, provided for accreditation of high schools that met certain conditions for accreditation. The policy was adopted by the University faculty on recommendation of a faculty committee on entrance requirements. The standards thus established by the University, eventually were accepted by other institutions of higher learning in the state as a basis for the admission of students to these particular institutions. As time went on, this process became very complicated and involved.

Later, the Kentucky Association of Colleges and Universities established a Commission on Secondary Schools. The function of this Commission was to meet annually and review for approval, applications of secondary schools seeking accreditation. The purpose of the accreditation program was to grant approval to eligible schools, thereby providing for the admission of graduates of accredited schools to college without entrance examinations. The recodification of the school laws in 1934 made the State Board of Education the legal authority for classifying and accrediting high schools. The Commission on Secondary Schools of the Kentucky Association serves as an advisory body.

A list of accredited schools is published each year, usually in the May issue of the State Department of Education's "Educational Bulletin." The list is required by law.

In addition to the State's policy, approximately one-third of the high schools are approved for membership in the Southern Association of Colleges and Secondary Schools, in accordance with its accrediting standards. This work is done by a Central Reviewing Committee of the Regional Association on recommendation of a State Reviewing Committee of the Association.

APPENDIX V

Educational Bulletins*

Published by Department of Education

The following bulletins available from the State Department of Education offer resource help in planning the Instructional Program:

Date	Title
July 1959	Art Education
June 1959	Music Education
April 1959	A Report of the Conference on Education of the Handicapped
March 1959	Education for the Gifted
Feb. 1959	Curriculum in Space Age — Conference of 12-13-58
Jan. 1959	A Report of the Third Annual Advancing Education Conference in Kentucky
Nov. 1958	Planning School Plant Construction
Sept. 1958	Guidance Services in Kentucky's Program of Education
Aug. 1958	Civil Defense Curriculum Guide for Kentucky Schools
Feb. 1958	A Report of the Second Annual Advancing Education Conference in Kentucky
Jan. 1958	Moral and Spiritual Education in Kentucky
Nov. 1957	In-Service Conferences for the Improvement of Science Instruction
Aug. 1957	The Parent-Teacher Association in Civil Defense
July 1957	Pre-School Education in Kentucky
June 1957	Planning and Developing the Elementary Physical Education Program
April 1957	Library Service to Kentucky Schools
March 1957	The Pupil Personnel Worker in Kentucky's Program of Education

*Upon publication, a copy of each bulletin is sent to the superintendent of the school district. Therefore, copies of most of these bulletins will be found in the office of the superintendent of schools. In many instances, copies of bulletins relating to curriculum areas will be found in the principal's office. The limited supply of the bulletins on hand necessitates that copies be sent out only when the material is not already available in the local school district.

Date	Title
Jan. 1957	A Report of the First Annual Advancing Education Conference in Kentucky
Nov. 1956	Business Education Handbook
Sept. 1956	Principles and Standards in Composition for Kentucky High Schools and Colleges
Jan. 1956	Kentucky in Books, Pamphlets and Films
Sept. 1955	A Program of Health Services for Kentucky Schools
Aug. 1953	A Proposed Program of Accounting for Extracurricular Activity Funds in Kentucky Schools
July 1953	Basic Health Course for Secondary Schools
June 1953	Industrial Arts for Kentucky High Schools
May 1953	Highway Safety and Driver Education
July 1952	Functional School Libraries: Quarters and Equipment
Sept. 1951	Kentucky Source Materials and The State Constitution
Aug. 1951	Promising Practices in Kentucky Schools
May 1951	Unit Teaching in Elementary Schools
Feb. 1951	Getting the Primary Reading Program Under Way
July 1949	The Exceptional Child
Jan. 1948	A Physical Education Program for Kentucky High Schools
June 1947	Getting the Intermediate Reading Program Under Way
Aug. 1946	Handbook of Audio-Visual Materials for Kentucky Schools

Pamphlet: Maps, Globes, and Charts

APPENDIX VI

State forms used as a partial basis in accrediting elementary and secondary schools are as follows:

Form Number	Name of Form
IS-1	Annual High School Report
IS-2	District Organization Report
IS-3	Annual Elementary School Report
IS-4	General Supervisor's Report
IS-6	Principal's Report
IS-8	School Lunch Director's Report
IS-9	Guidance Director's Report
IS-11	Industrial Art Teacher's Report
IS-20	Director of Pupil Personnel Report
IS-21	Visiting Teacher's Report
IS-30	Physical Education Teacher's Report
IS-31	Driver Education Teacher's Report
IS-40	Art Education Teacher's Report
IS-50	Annual School Library Report
IS-60	Music Education Teacher's Report

Forms for Application and Approval of Programs for Exceptional Children

Annual Reports of Vocational Services:

1. Teachers of Vocational Agriculture
2. Teachers of Home Economics
3. Teachers of Trades and Industries and Distributive Education

MINIMUM STATE COURSES OF STUDY FOR GRADES ONE THROUGH TWELVE

LIBRARY
UNIVERSITY OF KENTUCKY