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EDUCATIONAL BULLETIN

**EVALUATING THE COMMUNITY
SCHOOL**

Developed by the Work Conference on Teacher Education
at the University of Kentucky, August 26-
September 1, 1944

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Superintendent of Public Instruction

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FOREWORD

The Work Conference, held at the University of Kentucky, August 26-September 1, 1944, was a part of a cooperative study directed toward making the school function more effectively in the life of the state and its people. This cooperative study, it is hoped, will result in bringing into the classrooms of the state teachers who can contribute more effectively to a functional school program. The plans developed during the conference represented another step in this study, which began in the spring of 1943 and will continue indefinitely.

The Work Conference at the University this year was significant in two ways: First, it represented all levels of education and all types of educational organization in the state's school system; and, second, the 107 persons participating agreed upon criteria by which a school which bases its program of activities upon the needs and resources of the people served can be evaluated.

The programs formulated by the seven cooperating areas will be published in a later bulletin. The evaluative criteria developed are published in this bulletin because they represent a high level of achievement in planning and because they may be stimulating to others who were unable to participate in the planning conferences.

This bulletin was prepared in the Bureau of Instruction, Division of Teacher Education and Certification.

JOHN FRED WILLIAMS
Superintendent of Public Instruction

September 15, 1944

INTRODUCTION

The Second Annual Work Conference of the Cooperative Study held at the University of Kentucky, August 26-September 1, 1944, chose as its theme "Characteristics of a Community School." The one hundred seven persons, who participated in this conference, employed two processes in attempting to arrive at significant characteristics of a community school — characteristics which reveal fundamental beliefs as to what kind of a program such a school should offer, beliefs concerning the effectiveness of a community school program, and beliefs as to what processes to use in developing a school which in reality is a community school — a school which develops maximum growth of all, which improves social living through democratic living, and which enriches and expands its program by relating it to the needs and resources of the community.

In order to develop a common concept of a community school, the work conference was organized into nine working groups. A chairman and consultant were appointed for each of these committees, and the other members of each committee were representatives of each of the seven college-county groups. Each committee selected one of the same nine phases of a community school which the college-county groups had considered in their study groups the first half of the conference. Each committee attempted to set up criteria which could be employed in measuring the extent to which a school is functioning as a community school in that particular phase. The groups selected their areas of work from the following nine major phases:

1. By what criteria will you decide whether the emphasis on self-realization is based upon needs and resources?
2. By what criteria will you decide whether the emphasis on the development of desirable human relationships is based upon needs and resources?
3. By what criteria will you decide whether the health, physical education and recreation program of a school is based upon needs and resources?
4. By what criteria will you decide whether teaching the fundamentals in the school is based upon needs and resources?
5. By what criteria will you decide whether the program for the development of vocational competencies is based upon needs and resources?
6. By what criteria will you decide whether the school is placing

emphasis on worthy home membership upon the basis of needs and resources?

7. By what criteria will you decide whether the program of character education is based upon needs and resources?
8. By what criteria will you decide whether the development of worthy use of leisure time is based upon needs and resources?
9. By what criteria will you decide whether the program of citizenship training is based upon needs and resources?

Each question was answered by a list of criteria agreed upon by the committee. A written report setting out the criteria in each of the nine areas was submitted. After the close of the conference, a committee was appointed to edit the criteria, and to organize them according to a unified pattern. These criteria, as presented in this bulletin, therefore, are the result of the thinking of the conference committees and further thinking of the special editing committee. That these lists of criteria may be meaningful, they are introduced with suggestions for their use by various groups of school personnel in the elementary, secondary, and college levels — teaching and administrative levels.

Announcement

Complete report of plans formulated by the college-county study groups will be published in a later bulletin.

SUGGESTED USES FOR THESE LISTS OF EVALUATIVE CRITERIA

It is said that when a school builds its program of activities upon the needs and resources of the community and the people living there it is a community school. I should like to add to this one more thing. I should like to add the idea of sharing or working cooperatively, and when I have done this my concept of a community school would be expressed as follows: A community school is a school in which teachers, pupils, and patrons working cooperatively build the program of activities upon the needs and resources of the community and the people living there.

The community school concept should not replace other concepts but should amplify them. A community school is a school which teaches the fundamental subjects, preserves the cultures, magnifies skills. The community school adds something which gives meaning to these fundamental values. The very processes which make a school a community school are used in order that feeling and understanding may make people want to gain and retain the fundamentals, the cultures, and skills which make for success in life. These processes cover two important principles of democratic living: **first**, those who are to be affected by the school, work together in selecting goals and moving toward their realization, and **second**, the very process of working together places all who participate in a position of pursuing only those things in education which have meaning to them in living the good life.

One of the most difficult things faced by those who want education to improve life is to determine what measures to use. Shall we use improvement in people or improvement in things as our measure? It is the view here that in our programs of education we must focus our attention upon what is happening to people.

We can only select the things we hope to see in a well-rounded citizen and then try to set the stage so the things we want to happen can happen. Over the years we have, time after time, set down the things we want manifested in the lives of those people who are to live around us. We have set our schools up to help accomplish these things.

We say now that when teachers, pupils, and patrons working

together base the program of self-realization, human relationships, healthful living, teaching the fundamental processes, worthy home membership, developing vocational competencies, citizenship training, ethical character training, and preparation for leisure time activities upon needs and resources of the community and the people living there, the school is a community school.

You will come face to face with some people who will look with suspicion upon you when you say you would like to have a community school. Among these people will be those who have reached a high level in the educational world. In most instances you can be consoled by the fact that when they know what you mean by a community school they will change their suspicious attitude to one of approval. They want a good school; they know a good school is one which bases its activities upon the needs and resources of the community served by the school and the people—young and old—who live in the service area of the school; and when they know this is what you are talking about when you speak of community school, they will be on your side.

You must lead the people with whom you talk and work to get your meaning. A community school implies working together on problems and programs. At work and at play people who work together, play together, have the spirit of community action. When you find two, or three, or thirty persons working together, you have the community pattern. Community means sharing — sharing in work, in play, in success, in failure, in those things in which there is common interest. Community school means that the school belongs to the people served by it. The people work together in deciding what they want the school to do. This means that the superintendent of a school system works with his staff in planning and working the plan; that the principal of each school shares with superintendent, teachers, and parent the responsibilities and opportunities which come through planning the individual school program; that the teacher in each classroom shares with the principal, his fellow teachers, the pupils and their parents the obligations and the rewards which come from cooperative work. You will have to get these relationships understood if you have a community school and get support.

You will want to show that your community school reaches to the uttermost parts of the earth. You will want to show that you are not limiting the activities of the school nor your concepts to the needs and resources of the community in which the school is

located. You will want it understood that you are beginning your program by finding the total needs of the pupils who attend the school, needs which must be met if he lives happily and usefully in his own community, and needs which must be met if he is to share the responsibilities and blessings of county citizenship, state citizenship, national citizenship, world citizenship. You will be as sure, also, to let it be known that you want each person to know and be certain to use those resources around him in his own environment which can contribute effectively to wider citizenship. You will want to make sure that the community grows in size, bringing the resources of the state, the nation, the world to the doorstep of every child in the school.

You will want the child when he grows up to cast an intelligent vote; hence the problems of state and national government must be brought to him. He hears Chungking mentioned on the radio; "the common man," "one world," "New Deal," "free enterprise" come to him over the radio. He must know their meaning so he may act intelligently when these issues come up. You will know that the agencies to bring about these understandings are a part of the learning resources of the community. It is a large community, to be sure, but it is his community.

Measuring a community school. Many persons with whom you work will want to find evidences which show whether their school can be said to be a community school. They will want to know what they need to do to make their school serve the people. They will want to know how to build a program of activities upon the needs and resources of the children and the community. You will want to work with teachers and people in finding the evidences. You will want some standards or criteria by which you can examine the program.

The criteria for measuring the extent to which a school is a community school can be used. In this pamphlet certain criteria have been prepared and will become useful as a guide in evaluating any school in your system. These criteria were developed by a group of more than 100 persons in Kentucky, representing all types of positions in the schools of the state. Among the people who helped to develop them were one-room rural teachers, classroom teachers in large elementary and high schools, principals, helping teachers, supervisors, superintendents, college teachers in professional courses and subject matter fields, college deans, members of the State Department of Education, and others. This group worked cooperatively for five days on the problem of listing the things which show evidence

that a school is basing its program of activities on the needs and resources of the children and the community.

Superintendents can use these criteria when working with principals, teachers and business groups. If you as superintendent want people to work with you, it is essential that they understand that you want something which they want. When you use these criteria as the basis of your conversations with them, they can see that you want the same things for their children which they want; namely, self-realizations, human relationships, health, fundamental processes, worthy home membership, vocational competency, citizenship, ethical character, worthy use of leisure. Not only will you help them to see that you have worthy purposes, but you have outlined for them the things which need to be done and they can understand what you are driving at.

You who are principals can use the criteria in planning with the teachers and patrons. The criteria under each major head can be discussed with them and ways of realizing the things called for can be worked out with the teachers and parents. Every person—teacher and parent—can find a place in which to work and will have a contribution which he can make.

You who are helping teachers will want some guide to which you can anchor your program of action. These criteria will help. Every school is measured, for the most part at present, by whether the child learns to read, write, spell, or solve problems. These measures are still as important (probably more important) as ever. There are fundamental values in education which must be procured for each child. You will want to be certain that every child learns to spell, speak correctly, write plainly, knows how to use numbers and number concepts, learns space relations through geography, learns the language of science, learns social relations through the social sciences, learns government, discovers his aptitude and has a chance to develop it, learns the language of art, of music, and learns to do all these things with high pride in his achievement. The criteria will help the teacher in bringing about these desired results by suggesting things to emphasize and things to do. You as helping teacher will help the teacher in the classroom to use these criteria in sharing with pupils and patrons the responsibility of bringing these things about.

You can use these criteria as a basis of developing score cards and check lists for measuring specific activities. You may work with teachers in listing the equipment found in a good one-room school; or you may work with them in listing the professional acts

of a teacher which indicate that he is a good teacher; or you may help the teachers in developing a check sheet for measuring healthful living in the school; or you may help the teacher in working with children in the school in listing the things that measure good school citizenship, or in listing the marks of a cultured person, or the marks of an educated person. In fact, the greatest use you can probably make of these criteria is to stimulate teachers to use them in a cooperation with their pupils and parents in developing further the evidences of a good school. Dozens of score cards based upon these criteria can be worked out in the fields of overt behavior. Pupils will want to make charts for measuring achievement in the areas of the subject fields. You as helping teacher will be on the alert to develop ways of using the criteria.

College faculties will find use for the criteria. You, as college faculty members who are concerned with the education of teachers, will readily see that these criteria could be used to stimulate teachers to build school programs around experiences and activities from which community schools would gradually and naturally evolve, as well as to measure the extent to which the present schools are functioning as community schools. Therefore, you faculty members, individually, may incorporate criteria into the in-service education of prospective teachers that they may be stimulated and better prepared to become leaders in community schools when they enter the profession. You may interpret these criteria to teachers and prospective teachers. You may guide them in their use and meaning through using them to measure the effectiveness of some actual school programs. Through this experience, you and they together may find ways of expanding these criteria as they are given here; or, you may discover other significant manifestations of the effectiveness of a community school. You will then add additional criteria which will measure these new discoveries.

The entire college faculty may want to study these lists of criteria as a cooperative learning experience. Through evaluating the criteria, the staff will reach common beliefs about a community school and on basis of these beliefs they may plan together a total pre-service program of education designed to give teachers the preparation, understanding, and feeling necessary for leadership in a school where the learning program is related to the lives of the children and adults in the community. The experience of the faculty working together on common viewpoints and understanding will tend to give a unity of purpose to your pre-service and in-service teacher education program.

CRITERIA BY WHICH IT MAY BE DETERMINED WHETHER THE EMPHASIS ON SELF-REALIZATION IS BASED UPON NEEDS AND RESOURCES

Basic Considerations

1. Maximum self-realization means total development of an individual to the highest degree possible in all areas of growth—mental, physical, social, spiritual, emotional, aesthetic, civic, and vocational.
2. When the child is respected, his abilities are released so that he can attain his maximum self-realization.
3. An individual attains self-realization as he lives democratically with his friends and associates.
4. The school's relation to the learner should change with his maturity so that more and more the learner is freed from direction by others and learns to direct his own continuing self-education.
5. A function of the school is to give each individual the opportunities and guidance for growth that are appropriate to his stage of development.
6. Every child, in order to develop a wholesome personality, needs to have a feeling that he is loved, that he belongs, that he is wanted, that he is appreciated, and that he can succeed.

Specific Criteria

The school contributes to self-realization of the individual to the extent that:

1. The children are made to feel that their abilities and efforts are appreciated.
2. Commendation is given only when it is deserved, but certainly when it is deserved.
3. The opinions of the children are respected and valued by the teachers and other pupils.
4. Children are given freedom to learn through discovering things for themselves.
5. Children exercise the freedom to express themselves.
6. Children are reasonably free from fear and worry.
7. The children's needs, rather than books and what they contain, become the point of departure in the learning activities.

8. Children are experiencing, through a program of school living, mental, physical, social, and spiritual growth.
9. Learning materials are suited to the abilities, aptitudes and interests of the children.
10. Children are led to understand the resources and opportunities in the community where they live.
11. Health examination, and diagnostic tests are used as aids by teachers in understanding children.
12. Children's hobbies and interests are respected, and they are encouraged to follow them.
13. The materials in the textbooks are enriched by bringing the pupils in contact with the natural environment and the problems of living in the community.
14. The growth of children is aided through the use of community agencies.
15. People who have had unique experiences are brought in contact with the pupils in the school.
16. Children participate in making the school an attractive place in which to live and learn.
17. Children share with the teachers in planning the program of living and learning in the school.
18. Children accept their responsibility as school citizens by helping to protect school property.
19. Children participate in school government and accept some responsibility in making decisions.
20. There is evidence that the children are concerned with the maintenance of their physical health.
21. There is evidence that the children exercise reasonable care of their personal appearance.
22. Children make an effort to avoid the use of incorrect expressions.
23. Children have developed a high standard of courtesy.
24. There is definite evidence that every child has a sense of belonging.
25. There is evidence that the teacher is conscious of the abilities and interests of each child and has helped the child plan his work so that he may develop through his interest and aptitudes.

CRITERIA BY WHICH IT MAY BE DETERMINED WHETHER THE EMPHASIS ON THE DEVELOPMENT OF HUMAN RELATIONSHIPS IS BASED UPON NEEDS AND RESOURCES

Basic Considerations

1. The community school is interested in the growth of all members of the community.
2. Individual growth comes from within the individual. In co-operation with his fellows, each person must plan and work out the realization of his needs in his own unique way. This principle holds for groups as well as individuals.
3. By working together on the basis of common interest people learn tolerance and respect for the dignity and worth of others.
4. A program for improving human relations requires leadership. But this leadership should become increasingly dispensable. Its major function is indirectly to stimulate members of the community to determine their own needs and to find ways of obtaining better community life.
5. Only through this self-directed expression and activity can come continuous and permanent growth.
6. The community school serves not only the local geographical unit but increasingly extends its services to larger areas eventually including the whole world.

Specific Criteria

The school contributes to improvement of human relations to the extent that :

1. The community is increasingly aware of its needs.
2. Leaders are emerging from the community.
3. Opportunities are provided for persons with various levels of ability to develop leadership.
4. An increasing number of people feel interest in and responsibility toward community problems.
5. People of varying ages and from different economic, social, and cultural groups enjoy working and playing together.
6. Courtesy is extended naturally in the school, on the playground, in the home, and in places of business.

7. Common problems are discussed in a friendly, tolerant manner.
8. Friendly co-operation exists within the school and between the school and other schools.
9. Co-operation exists between the school and other agencies working for the good of the community.
10. The school and business and industry have harmonious working arrangements with reference to work experience and job placement.
11. Laws and group decisions are respected and observed.
12. Family life is stable.
13. Ideas, experiences, and materials are willingly shared by individuals and by groups in the school and elsewhere in the community.
14. The teacher recognizes herself as a part of the community and is so recognized by the community.
15. The community provides satisfactory living conditions for the teacher.
16. The teacher feels her responsibility toward the total growth of the child and toward the total school program.
17. The local community recognizes its relationship and dependence upon the national community and the world community.

**CRITERIA BY WHICH IT MAY BE DETERMINED
WHETHER THE HEALTH, PHYSICAL EDUCATION
AND RECREATION PROGRAM OF A SCHOOL
IS BASED UPON NEEDS AND RESOURCES**

Basic Consideration

1. Since good physical and mental health are essential for happiness and efficiency, it is the primary obligation of the school to promote healthful living.
2. Since the results of the army tests of both men and women show that the present health status of American youth is unsatisfactory, the ordinary health program of the public schools has proved inadequate.
3. An adequate health and recreational program must develop desirable attitude and habits, as well as provide useful information.
4. It is as important to know how to play as it is to know how to work.
5. A wholesome recreational program provides an opportunity for all people in the community to spend their leisure time profitably.

Specific Criteria

The community school contributes to health, physical education, and recreation to the extent that:

1. The health program causes the community to be conscious of needed health services and to utilize those that are available.
2. The teachers and pupils in the school are immunized against common communicable diseases suggested by the State Board of Health.
3. The school and community cooperate with the Health Department in discovering the physical condition of pupils and in correcting their deficiencies.
4. The school has found and used the information available from the Health Department and from other sources in determining the conditions in the schools and the community that affect health.
5. The school uses the buildings and grounds as teaching situations in the health program.

6. The school and community contribute to the planning, providing, and keeping of the building and grounds attractive so as to contribute to mental and physical health.
7. The school attempts to locate community health problems and helps its people see how to overcome them.
8. The community is being made conscious of its health problems and participates in solving them.
9. The school lunch program is educational in that it is used to develop good habits in the choice of foods, the spending of money, and eating practices.
10. The dietary practices of the pupils and their families are known and provisions are made to help them improve.
11. The pupils and the people of the community participate in a food production and preservation program in relation to health.
12. The facilities in the community (hospitals, dairies, canneries, etc.) that relate to health are used by the school as teaching situations.
13. The kind of emphasis that is placed on individual health habits of pupils brings about better health practices.
14. The health and recreational program contributes to better school attendance and efficiency in learning.
15. There is evidence that the physical activities and the recreational program of the school carry over into the home.
16. The people of the community participate in providing and in using the recreational facilities of the school for the entire year.
17. The pupils and teachers plan to provide wholesome play.
18. All pupils participate in the physical education and recreational program of the school.
19. The school cooperates with and uses the services of other community agencies and organizations working in the fields of safety, first aid, health and recreation.

CRITERIA BY WHICH IT MAY BE DETERMINED WHETHER TEACHING THE FUNDAMENTALS IN THE SCHOOL IS BASED UPON NEEDS AND RESOURCES

Basic Considerations

1. The fundamental processes include more than the "three R's". They include many other skills among the most important of which is the ability to think.
2. Basing learning experiences upon the problems and resources of the community is an effective way of teaching the skills.
3. The school should help locate community needs, solve community problems and develop community resources. One way to accomplish these purposes is to relate the skills to actual situations existing in the community.
4. Basing learning experiences upon local community problems is an effective approach to understanding problems of national and world importance.

Specific Criteria

The fundamental processes are taught effectively in the community school to the extent that:

1. The problems and illustrations used in teaching the fundamental processes are drawn from the life of the community.
2. The materials and activities used in teaching the fundamental processes are appropriate to the interests, abilities, and needs of the learners.
3. The learners themselves realize the need for learning the fundamental processes.
4. The skills are used naturally and effectively.
5. In studying community problems and resources the learners are conscious of acquiring the fundamental skills.
6. Drill in the fundamental processes is purposeful and enjoyable.
7. The skills acquired in school are sufficient to enable the learners to meet their need for successful living.
8. The learners are aware of the facts and principles involved in a particular learning experience and know how to use them in solving other problems.
9. The learners make increasing use of the skills acquired.

**CRITERIA BY WHICH IT MAY BE DETERMINED
WHETHER THE SCHOOL IS PLACING EMPHASIS
ON WORTHY HOME MEMBERSHIP UPON
THE BASIS OF NEEDS AND RESOURCES**

Basic Consideration

1. The family respects each of its members as an individual in cooperative living.
2. The family provides housing, clothing, and food necessary for healthful living.
3. The family shares with community agencies the responsibility for health instruction, recreational activities, and spiritual and cultural growth.
4. The family earns, spends, and saves together.
5. The family contributes to the social, economic, and civic life of the community—local, national, and international.

Specific Criteria

The school contributes to worthy home membership built upon the needs and resources of the community to the extent that:

1. A clean, comfortable, colorful, workable school home is planned and created.
2. Home improvement is stimulated by the school environment.
3. Wholesome and appetizing food is planned, prepared, and served in an attractive setting at school.
4. Eating habits are improved at home.
5. The services of specialists in food and nutrition and of capable homemakers are used in the school lunch program.
6. Many recreational activities are planned and carried out.
7. Needed equipment, within the range of their abilities and resources, is made for the home, school and community by children and adults.
8. Children are neatly and appropriately dressed.
9. A total health program is developed and supported cooperatively by parents and the school.
10. Common funds of the school groups are managed by children, under wise guidance.
11. Desirable attitudes toward work and the use of money are developed through experiences in earning and spending.

12. Ways of making a living are discussed and experienced by children.
13. Democratic living in the school is reflected in cooperative living in the home.
14. Children's natural curiosity and desire for self expression are treated with respect and understanding.
15. Children indicate a deep religious sense by the respect they are developing for any human being—kind thoughts, kind words, kind actions toward mankind at home and over the entire world.
16. Children are being prepared for marriage and parenthood.

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CRITERIA BY WHICH IT MAY BE DETERMINED WHETHER THE PROGRAM OF CITIZENSHIP TRAINING IS BASED UPON NEEDS AND RESOURCES

Basic Consideration

1. The development of good citizens is a primary obligation of a democratic society.
2. Citizenship consists of attitudes, ideals, and standards of conduct, as well as of specific habits.
3. Citizenship is best acquired like everything else through participation in the meaningful experiences.
4. The child learns to be a good citizen in the state and nation by being first of all a good citizen in the home, the school, and the community in which he grows up.

Specific Criteria

The community school develops good citizenship to the extent that:

1. It provides for democratic participation necessary to acquire a full understanding and appreciation of what it means to be a good citizen in a democratic society.
2. It provides for democratic participation in caring for and improving public property.
3. It provides for democratic participation in selecting, procuring, and using instructional materials and equipment.
4. It provides for democratic participation in understanding, planning, and evaluating important social relationships involving pupils, parents, teachers, and the community at large.
5. It provides the child and the community with the opportunities for appreciating and accepting the duties and responsibilities as well as the rights and privileges of democratic citizenship.
6. It provides the child and the community with the rich and varied experiences required to understand and to attack intelligently the current problems in cooperative living, such as conservation and improvement of natural and human resources.
7. It takes advantage of every available opportunity to insure that good citizenship receives adequate social recognition.

**CRITERIA BY WHICH IT MAY BE DETERMINED
WHETHER THE PROGRAM OF CHARACTER
EDUCATION IS BASED UPON NEEDS
AND RESOURCES**

Basic Considerations

1. An educated person without character is a social liability.
2. Ethical character is manifested by conduct which conforms to accepted moral standards.
3. Morality is human conduct viewed from the standpoint of its social consequences.
4. Character education is likely to be more effective when it takes place in relation to actual situations as they arise and in connection with regular school work than when handled as a special subject. Every teacher is a participant in the program of character education.

Specific Criteria

The school is contributing to the development of ethical character to the extent of :

1. Every teacher and other school official accepts responsibility for and takes advantage of every opportunity for character development.
2. Individual guidance is given to the pupils according to their needs.
3. Pupils as individuals and as groups under wise guidance make decisions relative to behavior.
4. Instructional materials are provided that will contribute to good character development.
5. Opportunities that serve as learning experience in the development of character are recognized and provided.
6. Behavior patterns not acceptable to the group and to society are recognized as possible symptoms of maladjustment of the individual and are dealt with in such a manner that desirable character is an outgrowth of the experience.
7. All institutions and agencies in the community cooperate with the school in its attempt to make character an outcome of the program.
8. Teachers and pupils give due appreciation to good behavior and disapproval to behavior which is not good.

9. The pupils take pride in high quality of work no matter which child produces it.
10. The teacher is not satisfied when any child fails to do his best.
11. The pupil recognizes that accuracy in work causes him to be trusted.
12. Praise is given only when deserved.
13. There is a sense of reverence in pupils.
14. There is a wholesome optimism in pupils and teachers.

**CRITERIA BY WHICH IT MAY BE DETERMINED
WHETHER THE DEVELOPMENT OF WORTHY
USE OF LEISURE TIME IS BASED UPON
NEEDS AND RESOURCES**

Basic Consideration

1. A function of the school is to provide opportunities for children and adults to acquire skills and techniques which will enable them to pursue satisfying leisure time interests in home and community.
2. Hours of relaxation may be carefully guarded and wisely used when an individual has developed skills in leisure time activities.
3. Enjoyment of leisure time activities is conducive to emotional growth and poise.
4. Ability to relax through satisfying experiences in leisure time is conducive to health and happiness.

Specific Criteria

The program for leisure time needs in a school is effective to the extent that:

1. There is evidence that the teacher has the means of enjoyment of leisure time.
2. Children have the opportunity to play, know how to play, and take advantage of the play time.
3. There is abundance of recreational reading material and a large percentage of the children use it.
4. There is provision for recreational reading by adults in the community and a large percentage of them take advantage of the school library.
5. There are opportunities for children and adults to engage in creative activities, such as, singing, painting pictures, modeling, carving, construction, writing poems and stories.
6. There are opportunities for children and adults to make things, such as, candy and cakes, dresses, hats, quilts, curtains, model boats, airplanes, books, maps, gardens.
7. Children are encouraged to make collections, such as, stamps, books, pictures, minerals.

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8. There is opportunity for children to listen to music, and to play musical instruments.
 9. There are tools which children may use to make and to repair furniture and school equipment.
 10. There is acceptance on the part of the community of the fact that leisure time activities are essential and should be provided.
 11. There is opportunity for hobby shows in which children and adults take part.
 12. Where there is a gymnasium, it is used by all the children and is available to out-of-school people in the evening.
 13. There are group activities such as, community singing, orchestra, band, folk games, operettas.
 14. There are such clubs as 4-H, Scouts, art, hiking, and photography.
 15. There are organized games suited to needs of children.
 16. There is opportunity for staging plays.
 17. Every child in school is happy.
 18. There is no juvenile delinquency.
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**CRITERIA BY WHICH IT MAY BE DETERMINED
WHETHER THE PROGRAM FOR THE DEVELOPMENT
OF VOCATIONAL COMPETENCIES IS BASED
UPON NEEDS AND RESOURCES**

Basic Consideration

1. The average person spends approximately one-third of his productive life in economic or vocational pursuits.
2. Through or from one's vocational activities he must provide for himself and those dependent on him the necessities, comforts, and conveniences of life.
3. Vocational efficiency determines in no small way the efficiency and satisfaction in other life activities.
4. Occupational adjustment presupposes that the training program contributes to the needs both of the individual and the community.
5. Vocational training should be adopted to the needs and resources of the community served.
6. In-school vocational training should be offered in the light of adequate guidance of youth.
7. Command of fundamental processes, health, character, and a sound philosophy of life are basic to vocational competency.
8. In the future, youth will tend to remain in school until vocations are ready to use them.
9. Since vocations, the economic life of a community, and individuals change and since not all people graduate from high school, there must be vocational training for persons out of school.

Specific Criteria

The community school develops competencies to the extent that:

1. It makes a *continuing* study of the vocational pursuits of its students. (The students should help in making this study.)
2. It acquaints the students with occupations by means of
 - a. Course in occupations
 - b. Vocational conference
 - c. Exploratory courses
 - d. Trips to observe occupations, and interviews with workers in various occupations

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 3. It provides counseling service to students, aided by
 - a. Cumulative records
 - b. Intelligence tests
 - c. Aptitude tests
 - d. Vocational-interest blanks
 - e. Trained counselors
 4. It provides specific vocational training in the fields most frequently entered by the students.
 5. It provides opportunities for work experience.
 6. It provides vocational training for persons out of school.
 7. It develops command of fundamental processes and the ability to think clearly in the vocation.
 8. It rates high as evaluated by criteria dealing with health, ethical character and desirable human relationships, since these are basic in vocational competency.
 9. There is evidence that there is a conscious effort to vary experiences so that interests and aptitudes may be discovered in the early school years.
 10. Any program for development of vocational competencies places emphasis upon interest and aptitude.
 11. There is evidence throughout the school that work with the hands is respected.

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August 27 - September 1, 1944

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1. Jesse E. Adams, Professor of Education
2. Mrs. Jesse E. Adams, University Training School
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4. E. N. Fergus, Professor of Farm Crops; Agronomist
5. Edith G. Grundmeier, Nutrition Teacher
6. Ruth Haines, Art and Inst. in Elementary Education
7. L. E. Meece, Assoc. Prof. of Educational Admn.
8. Ethel L. Parker, Home Economics
9. C. C. Ross, Educational Psychology
10. Ruth Sneed, Home Economics Education
11. Ronella Spickard, Home Economics Education
12. William S. Taylor, Dean, College of Education

Green County

13. Nona Burress, Superintendent County Schools
14. Stanley DeBoe, Vocational Agriculture
15. Mrs. Paul Froggett, One Room School Teacher
16. Mrs. Carmon Robertson, Teacher One Room School

Eastern Kentucky State Teachers College—Bell County

Eastern

17. Ben Ashmore, Teacher of Math., Richmond H. S.
18. R. A. Edwards, Principal Eastern Training School
19. Laura Katherine Evans, Rural School Supervisor
20. D. Thomas Ferrell, Assoc. Prof. of Education
21. May C. Hansen, Elementary Education
22. W. C. Jones, Dean
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Bell County

24. Marjorie Chambers, Helping Teacher
25. J. F. Knuckles, Assistant Superintendent
26. W. M. Slusher, Supt. County Schools
27. Charles Taylor, Attendance Officer
28. Mrs. Zelma VanBever, Welfare Worker

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Murray

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30. Annie Ray, Supvr. Elementary Education
31. Fred Shultz, Department of Education
32. Rubie E. Smith, Critic 6th Grade—Training School
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Marshall County

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35. Holland Rose, Superintendent Marshall County

Western Kentucky State Teachers College—Hopkins County

Western

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37. Lee Francis Jones, Head, Department of Education
38. W. Ross McGehee, Teacher Education
39. Horace McMurtry, Department of Education
40. Bert R. Smith, School Administration
41. N. O. Taff, Head, Department of Economics

Hopkins County

42. Auvergne Carneal, English and Math, Teacher
43. Compton C. Crowe, Assistant County Superintendent
44. Mrs. Flossie C. Schleher, 7th and 8th Grades

Morehead State Teachers College—Carter County

Morehead

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46. Emmett Bradley, Asst. Professor of English
47. Thelma Evans, Critic 5th Grade
48. Romie Dustin Judd, Head, Department of Education
49. Warren C. Lappin, Dean
50. G. B. Pennebaker, Biology Teacher
51. Elizabeth Roome, Critic Teacher 3rd Grade
52. E. L. Shannon, Biology Teacher
53. W. C. Wineland, Head, Dept. of Math. and Physics
54. Thomas D. Young, Art Teacher

Carter County

55. Max E. Calhoun, Principal, Grayson Schools
56. Norbeth Coleman, Teacher of Home Economics
57. Heman H. McGuire, Superintendent Carter County
58. Mrs. Fred Mays, One room school teacher
59. Pearl Newsome, Principal, Clark Hill
60. D. W. Qualls, Principal Olive Hill School
61. Herbert Webb, Vocational Agriculture
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Berea

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66. Gladys V. Jameson, Instructor—Music Department
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73. Orville L. Swearingen, Attendance Officer Pulaski County

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Jefferson County**

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83. Mrs. Julia R. Fahey, Principal, Valley School
84. Mrs. Marguerite Lockhard, Teacher, English, Civics, Art

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State Department of Education

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92. Mary Bell Vaughan, Asst. Supervisor Home Ec. Education
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103. Grace Tietje, Supervisor, Carrollton, Georgia
104. Ed. McCuiston, State Supervisor Negro Education, Little Rock, Arkansas
105. T. M. Stinnett, Director, Division of Teacher Ed., Little Rock, Arkansas

Others—McCreary County

106. Theresa Hacker, Helping Teacher
107. Roxie Hunt, Helping Teacher