

● Commonwealth of Kentucky ●

# EDUCATIONAL BULLETIN

---

---

---

---

A  
CONFERENCE  
REPORT  
DEPARTMENT OF EDUCATION  
COMMONWEALTH OF KENTUCKY  
FRANKFORT, KENTUCKY



Published by  
DEPARTMENT OF EDUCATION

ROBERT R. MARTIN  
Superintendent of Public Instruction

---

---

---

---

ISSUED MONTHLY

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

VOL. XXV      JANUARY, 1957      NO. 1

wc  
in  
of

ou  
an  
to  
we  
in

en  
th  
in  
Ke

## FOREWORD

"Advancing Education in Kentucky" is a challenging phrase, one worthy of the attention of all Kentuckians. It is our sincere hope that in the coming months and years this slogan will become the hallmark of educational improvement in the Commonwealth.

For too long Kentuckians have accepted a situation which placed our State near the bottom of the ladder education-wise. The enactment and financing of the Foundation Program makes it possible to work toward a new day in education. However, money alone is not enough; we must have the active support of interested citizens across the State in promoting and advancing education.

We hope that from this Advancing Education in Kentucky Conference will come a resolve to "go back home and tell the story." Through the organization of local groups of interested citizens and with the increased financial support available, we can create a new day in Kentucky education.

Robert R. Martin  
Superintendent of Public Instruction

TABLE OF CONTENTS

**PART I**

Remarks of Presiding Officer and Introduction of Keynote Speaker  
James L. Sublett, Asst. Superintendent of Public Instruction..... 4

Keynote Address of the Advancing Education in Kentucky Conference  
Robert R. Martin, Superintendent of Public Instruction..... 5

The Role of Higher Education in Advancing Education in Kentucky  
Frank G. Dickey, President, University of Kentucky..... 9

The Place of Evaluation in Advancing Education in Kentucky  
W. F. O'Donnell, President, Eastern Kentucky State College.....12

The Evaluation of Higher Education  
Miss Louise Combs, Director, Division of Teacher Certification  
and Teacher Training, Department of Education.....14

Local and State Study Committees in Advancing Education in  
Kentucky  
Ellis F. Hartford, Former Head of Bureau of Instruction,  
Department of Education.....20

The Place of Vocational Education in Advancing Education in  
Kentucky  
James L. Patton, Head, Bureau of Vocational Education,  
Department of Education.....23

In-Service Education as a Means of Advancing Education in Kentucky  
Adron Doran, President, Morehead State College.....25

The Program of Guidance Services in Advancing Education in  
Kentucky  
Curtis Phipps, Director, Division of Guidance Services,  
Department of Education.....27

**PART II**

**PANEL DISCUSSION**

Understanding the Vocational Education Program.....29

The Exceptional Child, Status and Outlook.....41

**PANEL DISCUSSION**

Advancing Education Through the Improvement of Instruction  
Don Bale, Head, Bureau of Instruction.....Moderator

Section I —Bureau of Instruction.....43

Section II—Principles of Supervision.....53

**PANEL DISCUSSION**

In-Service Growth as a Means of Advancing Education in Kentucky.....59

**PART III**

Strengthening the Internal Accounting Program  
Ted C. Gilbert, Head, Bureau of Administration and Finance,  
Department of Education.....67

Providing an Adequate System of Pupil Records Stanley Hecker, Director, Division of Records and Reports, Department of Education.....	70
---	----

**PART IV**

**PANEL DISCUSSION**

Teaming-Up for Evaluation of the Twelve Grade Program.....	72
--	----

**PART V**

Question and Answer Period

James L. Sublett, Presiding, Assistant Superintendent of Public Instruction.....	80
---	----

**PART VI**

**GROUP REPORTS**

Interpreting the A.E.K. Program to the Community.....	86
---	----

Closing Remarks

Robert R. Martin, Superintendent of Public Instruction.....	91
--	----

**APPENDIX**

Copy of Program, Advancing Education in Kentucky Conference.....	92
--	----

REMARKS OF THE PRESIDING OFFICER AND  
INTRODUCTION OF THE KEYNOTE SPEAKER

by

James L. Sublett,

Assistant Superintendent of Public Instruction

In recognition of your punctuality here this morning, I do hereby and without further delay, declare this Conference to be now in session.

I am honored to preside over a meeting that has attracted such a distinguished representation of educators and friends of public education in Kentucky. It is my firm conviction that a delegation such as this, devoted to the high purpose of advancing education in Kentucky, has, by its presence at this Conference, already illustrated that a new and brighter day is dawning for the boys and girls in the public schools across the State.

We have a Foundation Program for education in Kentucky; we must now look toward building upon that foundation, an educational structure of comparable statute to those of other States of comparable resources. The Conference to which you will devote your energies and your attention during the next three days is a step toward the construction of that program.

This Conference has come about through several discussions by various people, the outcome of which in every case has been the conclusion that the accomplishments and improvements that are already apparent need to be known, and that sound cooperative planning with emphasis on instruction should be the next step in the overall plan.

The phrase, "Advancing Education in Kentucky" will soon be heard more and more, and has been chosen as the theme for this meeting.

It is now my pleasure to introduce to you, the man who deserves the lion's share of the credit for this conference. He has demonstrated an ability to lead us toward a new age in public school education. It is with a great deal of pleasure that I present to you, the Keynote Speaker of this Conference, Dr. Robert R. Martin, Superintendent of Public Instruction.

KEYNOTE ADDRESS OF THE ADVANCING  
EDUCATION IN KENTUCKY PROGRAM

by

Robert R. Martin,

Superintendent of Public Instruction

Mr. Sublett, platform guests, administrators, supervisors, classroom teachers, board members, and members of the Congress of Parents and Teachers, I assure you that I am delighted to be here.

Mr. Sublett was most kind to me in his remarks, but I think that he gave me credit for something that perhaps should not be mine. The whole notion of this meeting comes from the realization that we *have* a new program and from the concern that all the school people and the friends of public education across the state have for it.

As I look at these people here on the platform and at you out there, I know that you are the people who have the ability, and the determination — that you are the people who have the will to accomplish a successful program for us. With that ability and determination — with that will to accomplish what needs to be accomplished in this most crucial year of public education in this state, we need only to formulate a campaign of progress and carry it through.

This is undoubtedly *the* crucial year in public education in Kentucky. It is potentially the greatest year for public education in the state — whether it will be, however, depends on you; depends on the 23,000 school teachers across the state, and upon the support they receive from administrators, boards of education, and upon the support they receive from the friends of public education.

But I believe that it is also a time when we should change a bit, our emphasis. We, for a generation, have been talking about the ills of education in Kentucky, and in a large measure, we have been successful. But on the other hand we have also provided the enemies of public education with a lot of good ammunition which they have used against us when they have attacked the public schools. I think now that the thing we need to concern ourselves with is that we have a 'going concern' in public education. The public is obviously more interested and enthusiastic with a 'going concern' than with an institution that is constantly on the verge of crisis or in the midst of crisis.

We can now talk about the improvements of public education, but we would be dishonest and certainly would not advance education if we did not at the same time talk about the additional needs of public education. Yet, we have to be sure that the tax-paying public in this Commonwealth understands what has happened to the tax dollar they have given us. As you have already heard, the Governor and the legislature have given us \$20,000,000 which we distributed last week in tentative allotments. This represents the largest increase, by far, in State-aid for public education at any time in the history of Kentucky.

You know that we don't lack for things to talk about — the things about public education that are good. To begin with, for the first time

in history, every child in this state will have a nine months school term. When you realize that last year there were twelve county school districts that had terms of less than nine months, then you realize what a great accomplishment this is in itself.

We, of course, know that we are going to have 350 fewer one-teacher schools this year than we had before. That means that for the first time, we are going to have fewer than 2,000 one-teacher schools. The one-teacher schools, of course, performed a great service in their day in this country, but all of us know that they are now completely outmoded. The antiquated nature of the one-teacher school is further evidenced by the almost impossible task of trying to get trained people to teach in the one-teacher schools. Undoubtedly there must be six or eight-hundred of them maintained for the foreseeable future because of isolation or road conditions. But we will consolidate the ones that can be consolidated and I, for one, am willing to give an increment in order that those boys and girls in one-teacher schools which must be maintained will have the services of qualified teachers at the same level as other boys and girls in the State.

We are going to have more adequate teacher salaries than we have ever had in this State before. Last year, the median average classroom teacher's salary was some \$2,350 more or less. We are thoroughly convinced that across the State, the median average teacher's salary will be some \$3,200. That is a great beginning — a great improvement; perhaps it is the greatest improvement we have ever been able to point to in any one year. But it is, of course, only a beginning. It just begins to pay teachers and school people the salaries to which they are entitled — it is a significant start.

We are going to have, by and large across the State, a supervisory program. We expect to relieve our Principals of teaching duties in order that they have more time to devote to supervision and instructional planning.

Teacher loads have been reduced insofar as it has been possible to do this by the addition of classrooms and by remodeling and rental properties. Our school districts have constructed a great many classrooms and a great many more of them are planning to construct additional classrooms under the capital outlay provision of the Foundation Program.

We are going to have more and better trained teachers in our schools this fall than we have ever had. Our Superintendents and Boards of Education are attempting to employ 1,500 to 2,000 more teachers than ever before and accordingly we have a shortage of qualified teachers — but conversely, the more attractive aspects of the teaching profession are definitely influencing many Kentucky teachers to stay in the State. I was highly gratified in Eastern Kentucky last Saturday morning to see some five or six teachers who have come back to Kentucky from Florida and other States to teach. As we move forward, we can certainly expect an acceleration of that process.

Our facilities for transporting Kentucky's school children have been expanded and improved. If the people of this State see fit — and I



ferverently hope that they do — to go to the polls in November and vote for the \$100,000,000 Road Bond Issue, our transportation problems will be tremendously alleviated. I am thoroughly convinced that good schools and good roads go hand in hand. I am committed to support the Road Bond issue and I believe that you should endorse it as the Department of Education has done. It is a completely non-partisan issue because it is a twelve-year program and it has tremendous implications for an improved educational program in this State.

Generally, I think the thing to which we can point with greatest pride is the rejuvenation in the esprit-de-corps — the spirit of our teachers. As I talked to three or four groups of our teachers last week, the thought came to me that I had never seen teachers so enthusiastically awaiting the beginning of the new school year.

We have a great program. Before you on this platform there is a panel who will discuss with you some of the ways and techniques that we propose to use to improve instruction. This afternoon, we will have another panel who will discuss with you how we can be sure that the people in the State understand our program and understand what has happened to it. We have come a long way in this State because we have been willing to advance with the public. The last four or five years have been highly significant in that we have called in the public and asked them to concern themselves with our schools and with the building of our schools. You know, it seems to me that we in the profession have passed through three phases in this matter of public relations. To begin with, we used to think that if people would just leave us alone, we'd do alright. We didn't want to be bothered with the public because they always had confidence that we would know the answers. Then we got past that and it became a matter of a "tell them" and "sell them" approach. Obviously, we didn't get very far with advancing education under those methods. When we began to work with the public in Kentucky, then we began to see results.

The shining result has been our Foundation Program, fully financed. But the Foundation program is essentially a financing program. We believe the time has come to consider instructional improvement and to attempt to find a new approach to this — a new slogan, if you will, which will point up the improvement of instruction, because money alone will not do very much unless we have the ingenuity, the business judgment, foresight, and the leadership to translate that money into services for boys and girls throughout the Commonwealth of Kentucky.

In closing, I think of a story I heard recently that illustrates what I have been trying to say about this Advancing Education in Kentucky Program better than anything I have said or could attempt to say.

A great many people have the mistaken notion that World War II began when Hitler's Germany invaded Poland, precipitating England's and France's entry into the war in defense of Poland under the stipulations of alliances. Actually, however, that terrible page in human history began much earlier, in 1931 with the Japanese invasion of Manchuria. In the year 1938, when Chancellor Hitler and Prime Minister Chamber-

lain met in Munich to discuss the fate of Czechoslovakia, the longsuffering Chinese people had already been fighting the Japanese actively and passively for several years.

Day in and day out, month in and month out, just as rapidly as they could consolidate their gains, the Japanese moved deeper and deeper into China. But in that great unarmed country there were thinkers; there were philosophers in China who were most concerned. They were concerned about the apathy of the people — the unwillingness to stand up against the invader. They called a meeting and discussed their perilous situation pro and con. Finally they decided that what they needed was a slogan — a rallying cry that would arouse the people to a renewed resistance against the onslaughts of the enemy. And after they made this decision they gave some thought as to who would be the best person to give them their slogan. Finally they sought out an old school teacher. They explained their problem. They asked him to give them a slogan. The old man looked up and pondered the request they had made. Finally he said, "No, you are mistaken. You do not need a slogan. What you need is a prayer, and I will give you a prayer." And he began, "Oh Lord, revitalize my China — but begin with me." Revitalize my China — but begin with me —

I hope that each of you this year and in the years to come will say that prayer with me as we say, "Oh Lord, revitalize public education in this State, but begin with me."

exce  
for  
in K  
caus  
some  
the

on t  
have  
colle

out o  
peop  
schoo  
wher  
that

I  
the 5  
educ  
peopl

I  
effect  
In G  
educ  
in col  
as Ox  
Work  
often

I  
to ou  
achiev  
new r  
across

B  
of hig  
Perha  
must  
done.  
a spec  
portar

I  
cernin

THE ROLE OF HIGHER EDUCATION IN ADVANCING  
EDUCATION IN KENTUCKY

by

Frank Dickey, President,  
University of Kentucky

I would like first of all to congratulate Dr. Robert Martin on the excellent and thoughtful educational leadership which he is providing for our Commonwealth. It seems to me that this Advancing Education in Kentucky Program is one which merits the support of everyone because instead of being in a position of begging and pleading as we have sometimes been in the past, we are now in the business of planning for the future.

I am particularly delighted that higher education has been included on this program because all of us are in this boat together. We cannot have strong elementary and secondary schools unless we have strong colleges and universities.

During the past several centuries practically every leader has spoken out concerning the relationships between democracy and education. Many people have been led to believe that if only every child could start to school earlier, stay in school a little longer, and graduate into a society where he could have the benefits of present types of adult education, that everything would be well with America and with the world.

But it is becoming increasingly clear that this is a sad illusion. In the 56 years of the present century we have had many times as much education as in the entire 19th century, yet we have already killed more people than were killed in any previous century and several combined.

It would almost appear that the more education we have, the more effective we are in killing each other. But be more specific if you like. In Germany, perhaps the most literate nation in human history, highly educated leaders methodically exterminated six and a half million people in cold blood. In England and France, the graduates of such institutions as Oxford and the Sorbonne muddled their way to Munich in a second World War. Here in America the graduates of our greatest institutions often times represent us in ways which embarrass us greatly.

I could no longer believe that just *more* education is the solution to our problem. More important than more education is the task of achieving a different kind of education. We must, in fact, conceive a new role and a new place for education and this task is one which cuts across all levels from kindergarten through our graduate schools.

But my purpose today is that of dealing with, specifically, the role of higher education — the future role of higher education, in Kentucky. Perhaps this is well because those of us involved in higher education must realize that we have some major re-thinking which needs to be done. Most of us are primarily interested today in teacher education and a special part of this program is to be devoted to this tremendously important area.

I should like to take just a moment or two to say something concerning the relationships of the institutions of higher education to teacher

education. Our institutions in Kentucky have long been famed for their contributions to teacher education and public education. I think that it is wise that we recognize the fact that Kentucky has been a pioneer in many educational, cooperative ventures. In our teaching, in the research program, and particularly in the service which has been rendered by the institutions of public higher education to the schools of our State, we have excelled. But we must be prepared in the next year to do even more because only through the cooperative efforts of all interested persons can we make the sort of progress about which Dr. Martin has been talking. During these next few years the institutions of higher education must strengthen themselves so that they can meet not only the onslaught of large increases in enrollment but also offer quality of an educational program not known in the past.

To do these things, the colleges and universities will need expanded staffs, larger budgets, and increased vision because we cannot afford to substitute quantity for quality in these days ahead. We already have a gigantic lag to overcome. Just as one type of example of this, we found that in a recent Gallup poll about thirty percent of the adult Americans polled were unable to identify at all such names as Beethoven, Napoleon, and Shakespeare. Ten percent of these people had no idea of who Columbus was and about two-thirds had never heard of Karl Marx, Aristotle, or Tolstoy. Eight out of ten had never heard of Freud and practically no one could identify Reubens. This cultural survey included Americans who had graduated from grade school, from high school, and some who had college degrees. Freud was described by one woman as a King of Egypt and Karl Marx was named as a movie comedian; Shakespeare was listed as the founder of the dictionary. In this quiz the answer didn't have to be very specific. If he or she said that Aristotle was a philosopher or that Shakespeare was a writer or a dramatist or a poet or a playwright or that Beethoven was a musician, he or she was credited with being able to identify the name.

Perhaps our greatest job in public higher education and the advancement of education in Kentucky is that of changing the values which many people hold foremost in their minds relative to college and university programs. As our society grows more complex and complicated we shall need more trained people. There have never been too many educated people in the world. Now we face the challenge of training enough merely to keep this ponderous and complicated machine moving efficiently. Our colleges must prepare a sufficient number of persons to man the important posts in our educational system. We must look to the time when we can provide a sufficient number of teachers for our Kentucky schools prepared by Kentucky colleges and universities. We must be prepared to train the educational leadership needed in these days ahead. And in addition to the need for preparing additional persons, we must face up to the task of strengthening the social structure of our nation so we can increase its mobility and adaptability to meet changing conditions.

As yet, too many qualified young men and young women right here in Kentucky find education and the choice of their life's work beyond

the possibility of realization. Too many barriers of race and creed still remain. Intolerance and bigotry have not been banished from the land. Here there is much for education to do. We must begin to think in terms of educational programs in our colleges and universities with a broad foundation which will give to every man and woman a full knowledge of humanities and the sciences. No longer can an engineer be well prepared until he understands the social, economic, and other problems of his world. In like manner, teachers must have a fuller understanding of these problems. Only people with an educated understanding of our strengths and weaknesses and with the will to make the improvements we need can guide us through these critical times.

I think you can understand my plea for a broader type of education, for I would want a definition of education to fit the time. Several weeks ago I suggested in my remarks to the August graduates at our commencement program that an educated man in today's world is one who is trained and conditioned to be an effective citizen. He will have been educated to contribute to the economic well-being to the limit of his creative and productive skill. He will have been educated to contribute to social stability by his understanding of the world around him and by his tolerance of the rights and opinions of others. He will have been educated to contribute to the moral stability of his nation by his acceptance and practice of fundamental principles such as personal honor and integrity, belief in a Supreme Being, and government by law instead of by men. And he will have been educated to contribute to the political stability by his reasoned, thinking approach to public issues and his ability to lead or follow with equal intelligence. It seems to me that if we keep some such definition in mind, we, as educators, will not think so much, then, in terms of graduating engineers or accountants or doctors or agriculturalists or lawyers or teachers, but rather as graduating men and women trained to be effective citizens of our democracy and of the world. Men and women ready and willing to assume leadership in a nation crying for more intelligent direction.

Higher education must be that part of our educational system which will prepare men and women for positions of leadership in our society. What the world needs to know at this juncture is that higher education is not just another four years of baby sitting. What the world needs to know is that our colleges and universities believe in quality education and the preparation of leaders for our society regardless of the profession or calling in life. This, my friends, is my thinking of the role of higher education and the task of advancing education in Kentucky.

THE PLACE OF EVALUATION  
IN  
ADVANCING EDUCATION IN KENTUCKY

by

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

I am, for a few moments, to discuss the place of evaluation in Advancing Education in Kentucky. My remarks will be brief because of the limitation of time imposed on me and in consideration of your patience. I wanted very much to reduce to writing everything that I intended to say on this occasion, but someone over at our place said the other day that a speech that is reduced to writing and read is like a kiss that is delivered by the boy to his favorite girl over a telephone. It is not as thrilling as it is when delivered personally, but it is more easily kept under control.

Now, there is nothing new about the need for evaluation, and the need for evaluation isn't confined at all to educators and educational institutions. A continuous program of evaluation of the administration, the policies, the procedures, the personnel of any organization is necessary if that organization continues or wishes to continue to move forward. And that is just as true of colleges and universities and state and local school systems as it is to those who go to great efforts to sell us the idea that we should look sharp and be sharp and whatever the rest of it is — any way, to call out — how are you fixed for blades.

Now, the worth of any idea or any movement or any organization is determined by the change that takes place as the result of our having accepted and implicated that idea or that movement. Evaluation in education in our state program is intended to aid in the achievement of the purposes which Colonel Martin has just outlined for us. Through the evaluation of the program we will discover the weaknesses of it and be in a position to do something about it. And if we don't evaluate them, the weaknesses may persist, as indeed they have persisted in many school systems.

We have had some experience in Kentucky in the evaluation of educational programs. The teachers' colleges of Kentucky, along with the American Association of Colleges for Teacher Education embarked upon a program of evaluation some years ago that has worked wonders for the institutions that are members of the Association and have participated in that evaluation program. Evaluation has been a mighty force in upgrading the teachers' colleges.

The evaluation has concerned itself with the training and experience of the faculty. The teaching load, the ratio between the number of teachers and the number of students, the size of the library, the personnel service, the laboratory schools and things of that kind and a study made on the campus in preparation for a visit by representatives from other colleges on the outside has produced a wonderful change in teacher education here in Kentucky — in fact, throughout the nation.

Now, we should determine from time to time in providing the services which the expanded program here enables us to provide, whether or not we are moving in the right direction and through the most effective channels. The job to be done is a tremendous job and is going to require the best possible contribution for every member of the team. It is not a question, my friends, of what is good and what is bad in the program, the techniques, the procedures, the objectives — not a question of what is good and what is bad — but it is a question of what is good and *what is not good enough*. Evaluation is a cooperative venture and every member of the team — the superintendent, the principal, the supervisor, the teacher — every member of the team gains something from this program through increased professional confidence. Of course, it involves human beings and no person should be left to feel in the carrying out of this program that any deficiencies revealed in the public school system that is to be evaluated would be held against the teacher or the superintendent or the principal. I say it is a cooperative enterprise involving human beings, and everybody should have a part in it.

Now, I think we need not be in a hurry about full implementation of this program. I know that Dr. Martin and his associates are eager to do everything possible to bring to full realization all the hopes and dreams of those who have so long worked for this Foundation Program. Former President Hutchins of the University of Chicago took a look at the presidency some years after he left there and he said that in his eagerness to make changes he moved rapidly, and he said, "if I had it all to do over I am sure that what I would accomplish would take a much longer time, but what I accomplished would last longer." So I think that we ought not yield to the temptation of yielding to pressure; to do all the job in the months ahead. It's going to take a long time to bring to full realization the values of the Foundation Program, as some of you have already discovered I am sure.

We don't want to be like the Australian Bushman who received a new boomerang and in his eagerness to get started with it he wore himself out in trying to throw the old one away. If we proceed thoughtfully and cooperatively and carefully to the implementation of the Foundation Program, it will mean a greater school system for the young people of Kentucky and a greater Kentucky.

## EVALUATION OF HIGHER EDUCATION

by

Miss Louise Combs, Director,  
Division of Teacher Training and Certification

Co-workers in education, as I discuss with you for a few moments the topic of evaluation of higher education, I really shall be emphasizing teacher education. In introducing the few remarks I have to make I want to emphasize as a backdrop to our theme, Advancing Education in Kentucky, the idea already suggested by Dr. Dickey and Dr. O'Donnell, that we are advancing human welfare.

That is the real spirit of education, of course. We know that education is a human business and that we are working with human beings. As a tribute to what the colleges have done along that line this year I want to point out that in the senior colleges and 17 junior colleges in Kentucky offering teacher education, a great thing has happened, and I find that this idea of service to humanity has played a part in that. The colleges have emphasized that this year more than ever before.

The figures last year indicated that only about 43% of the new teachers emerging from these colleges stayed in Kentucky to help us advance human welfare in Kentucky and this year 63% of the new teachers emerging from the colleges are remaining in Kentucky to help us improve human welfare in our own State.

The world needs and, of course, Kentucky needs education, and when we think of education I know all of us think of an education through which every human being is given an opportunity to develop to his maximum. We are thinking of an education that utilizes all community resources including the procedures of mass media. We are thinking of an education that provides a learning experience which will make a difference in the lives of all our boys and girls. And as the president of one of the universities said recently, the great American education is held aloft by two pillars, one of quantity and one of quality. That element of quality has been referred to both by Dr. Dickey and Dr. O'Donnell and teacher education is more and more concerned with a quality of education which will make such a difference in teachers that they, in turn, may improve the learning experiences they provide boys and girls.

That really is the whole essence of our program of evaluating the colleges. It is an exciting story and a long story so I will hit some of the high points; but I do want to share with you some of the very exciting things which have happened this year in the evaluation of the teacher education institutions across the State. This is the first year we have had an opportunity to engage in this procedure.

As Dr. O'Donnell mentioned, the American Association for Teacher Education led a study and evaluation of certain colleges in Kentucky during the past few years and those committees were composed of persons from outside Kentucky. Only those of us in the Division of Teacher Education and Certification were fortunate enough to be in on those



studies. We learned a great deal from those experiences. The University of Kentucky, through the Kentucky Association of Colleges and Secondary Schools, traditionally in Kentucky evaluated all the other colleges — all the colleges which were not members of the American Association of Colleges for Teacher Education. But just before the late Dean William S. Taylor of the University of Kentucky, passed away he exerted leadership which broke with tradition. Dr. Taylor gave us an opportunity to be in on the creation of the idea that the University of Kentucky or any university in a state should not be in the position of accrediting the other teacher education institutions.

He recommended that the Kentucky Association of Colleges and Secondary Schools announce to the colleges in Kentucky that accrediting privileges were being withdrawn. Since that time ten colleges in the State have raised their programs to the point that they have become members of the Southern Association. Three other colleges are in the process now of becoming members.

So that is one evidence of improvement. But if the University was not to accredit colleges, what would happen? Let me say this, that in our concept, accreditation is a process of applying a hallmark of quality to the institution, of identifying those areas in which points of excellence have been reached.

Accreditation is usually thought of as the process used by the voluntary agencies such as the Southern Association and the American Association of Colleges for Teacher Education but the same process is applied by a state agency (except in this case) we speak of the process as "approving" teacher education.

So we have gone through the process this past year of evaluating the teacher education institutions in Kentucky which were not already accredited by the American Association of Colleges for Teacher Education.

Then something happened in the whole accrediting process. The American Association of Colleges for Teacher Education also withdrew from accreditation and gave that function over to a newly created agency, the National Council for Accreditation of Teacher Education. It started work on July 1, 1954, and we think one of the greatest movements toward making teaching a real profession lies in the National Council for Accreditation for Teacher Education.

You might be interested in knowing that 9 colleges in Kentucky are not only accredited by the Southern Association but are accredited by the National Council for Accreditation of Teacher education. When we followed Dr. Taylor's suggestion of working out a plan whereby the University would not be accrediting colleges, but the State Department of Education would be "approving" colleges for offering teacher education, we had to devise a plan and as is our habit, and we think it is a good professional habit, we sought the committee way, so we called upon many organizations to help us devise a plan for evaluating the teacher education institutions in Kentucky. We teamed up on evaluation in order to lift the level of the preparation being offered to our teachers. I was a

little fearful, frankly, as the Department of Education had never evaluated teacher education institutions before in the way we were going to, but every institution in Kentucky indicated that it, too, wanted to improve. So they accepted the procedure in wonderful spirit and we gave each institution an opportunity to name two or three people on the committee. We asked people from our own Department of Education. We had several persons who had been working in the in-service program and they were well equipped to serve on the committee. We asked the Kentucky Education Association to assist. We called on public school superintendents, public school teachers, many staff members from the colleges, and in nearly every instance one of the deans served as chairman. That helped us tremendously to get the evaluation off on a sound footing.

I want to talk a minute or two about the process we used in the evaluation. The whole purpose was to provide an experience through which the college faculty members and the administrators together could look at themselves and decide through that process what their strengths were, what their points of excellence were, and what they needed to do to improve in the future. It has been very exciting and we used the process of sitting down and talking with the faculty members and the administrators. By the time we reached the last evaluation another exciting thing happened. We said to the college faculty members in this last institution we evaluated, 'we know that if we do a good job of this, you will come up with some of the same recommendations for improvement that we would make.' That was quite a challenge. They became interested in that, so we decided that as we met each sub-committee and talked about how to improve teacher education we would give that local sub-committee an opportunity to make a recommendation to itself. When we were ready to make the final report, in every one of those seven committees one of the same recommendations had been made which the committee made, which meant that the process had been successful to the point that the college people could make their own recommendations to themselves for improvement.

We looked at the program in seven areas and we did that for several reasons. First, we had worked with 500 people across the State to get them to say with us, "What are the areas in teacher education which ought to make a difference in the preparation of a teacher." They came up with seven areas. Secondly, the National Council for Accreditation of Teacher Education was doing the same thing, and at the same time, although we had no communication with the National Council, it identified the same set of areas, but, of course, went deeper into them than we had an opportunity to do at home. So we felt perfectly secure in using the standards of the National Council for the Accreditation of Teacher Education. Those seven areas were: (1) Administration; (2) Objectives of Teacher Education; (3) Faculty preparation; (4) Curriculum; (5) Student Personnel; (6) Professional Laboratory Experiences; (7) Library Facilities.

We explored each of the various areas with faculty members. In Administration, for example, our committees were concerned with whether

or not the administration was organized in such a way that it would make possible the carrying out of those objectives, and whether or not the administration was such that it gave everybody on the faculty an opportunity to have a part in developing the policies, and then whether or not the responsibility was so fixed that somebody was responsible for carrying out those policies.

In the area of Objectives, our team was tremendously concerned about whether or not the total faculty of the college, the professional staff members and academic professors — whether or not they had really identified the competencies that they were trying to develop in teachers. For instance, if a teacher is a director of learning, and surely that's the role she plays, has the college identified competence in that area? If a teacher is a guidance counselor, and surely she is, can competence in that area be identified? If a teacher is a link between a community and a school, can competence be identified in that area and so on.

Then in the area of curriculum we were interested to see whether or not there was a committee working continuously on revising a curriculum in tune with the needs of public school teachers.

In each area there were pertinent questions asked, and the total college faculties accepted that experience in the proper spirit. As a result, recommendations were made to the college for improvement and suggestion was made that each year, (in some instances every two years and in some instances every three years), the college should submit a 'program of progress report' to indicate what had been done to carry out recommendations which they and our State committee had made. We now know that the program is on-going and every day some college communicates with us and asks us if services can be provided to help hold a work conference for all the faculty working together or to work with them on admission policies, or on professional libraries.

I really think we have touched the point of no return so far as the point of evaluation is concerned because there are too many committees under way and too many conferences being called and too many requests being made by the colleges for us to feel any other way but that our colleges are moving forward to help prospective teachers be the kind of people that the Foundation Program calls for. We are going to provide the kind of learning experiences that the people want.

The people are interested now, of course, and we are identifying ourselves with that interest and we know that we can move forward in teacher education with the profession and the public united. About 150 of you have helped already and for that we are deeply grateful.

## THE EVALUATION OF THE 12 GRADE PROGRAM

By

Mr. Don C. Bale, Head  
Bureau of Instruction

On a chart in the rear of this room you will find listed various approaches to Advancing Education in Kentucky, you will notice the evaluation of the twelve-grade program included.

We have heard Dr. O'Donnell explain the importance of evaluation. We have listened to Miss Combs describe the importance of evaluation to colleges. If evaluation is important to a college then certainly it is time for those of us concerned with the twelve-grade program to give some thought to this most important subject.

We have been evaluating certain phases of our program for many years. Our secondary schools have been evaluated in terms of standards, but primarily only for the purpose of accreditation. Many school systems have evaluated certain phases of their elementary schools, but very few school systems across the State have given consideration to the evaluation of the total school program.

Successful businessmen take inventories periodically as a means of evaluating business. Surely, we believe that schools should follow the same pattern. We may not be able to show concrete results as to debits and credits, but we can determine whether progress is being made toward our objective, the physical and mental development of all of the children. We believe that the time has arrived in Kentucky for us to consider an evaluation of the total school program, because we believe that all children should have twelve years of successful school experiences and in no instance should we condone the practice of operating one phase of the school program at the expense of another.

When we realize that in our hands lie the destinies of all children in grades one through twelve, we can draw no conclusion other than that a total evaluation is worthwhile. We can only succeed, however, with this approach if all consider it basic to the improvement of instruction. We can only succeed if our procedure is developed on a cooperative basis with the local school district, the State Department of Education and other interested agencies participating. We can only succeed if it is based on program rather than preconceived standards; if it is designed to improve the total instructional program rather than certain phases of the program; if evaluation leads to an identification of deficiencies and suggests the next steps to be taken to remedy those deficiencies, and if it is continuous and is planned by all concerned. If we have this philosophy in evaluating a total school program, then I am sure this approach is the one we are looking for.

I think we know that in order to improve our school system or to improve instruction, especially, we should have some means of measurement to define where we are at present. When we have found that measurement and the people are satisfied with certain items listed in the instructional program, and consider them to be valid and of such

nature that they will stimulate plans for future growth, then we can hope that parents will be invited to share the responsibility of planning for improvement in those areas where evaluation indicates the need.

Using this type of appraisal, citizens will begin thinking about the school program and about the needs of the school in their own community. So the approach of a twelve-grade evaluation is three-fold in nature. First, it will combine the evaluation of present practices with the best educational knowledge and thought of today. Second, it will determine the kind of school that we need for the particular community and it certainly will encourage democratic leadership to a large extent. Third, it will help us determine programs that can be made with the use of our criteria and the development of the whole school program. We want the benefit of your criticism and your contributions which we are sure that you can make in helping us to set up a twelve-grade evaluation program.

We know the instrument to be used in this evaluation must be the result of cooperative thinking on the part of school people, if it is to bring about the desired results. This instrument must be developed in the light of established objectives and based on the idea that any change we are going to make in our program will be made in keeping with real educational needs. We want to develop an instrument designed to assist you in improving your school services, and we certainly do not want to develop an instrument designed to criticize your district for its deficiency.

We want this twelve-grade evaluation to be one that you will be willing to accept — to be developed in such a way that a superintendent will want to be first and we hope that you will think of the Department personnel as people who are willing to work as a team with you to help you improve your total program, and at no time would we want you to think of us as a team of inspectors looking for something wrong. If this basic philosophy is accepted, then I am sure that the team approach to evaluating a twelve-grade program will deserve a place in improving education in Kentucky, and it will continue to be on the side of what's right.

LOCAL AND STATE STUDY COMMITTEES  
IN ADVANCING EDUCATION IN KENTUCKY

By

Dr. Ellis F. Hartford,

Former Head of Bureau of Instruction.

(On leave from the University of Kentucky)

I will take just a minute to say what naturally follows from some of the presentations that have been made. Naturally, all of us are concerned that our people — the parents of the children, the people who pay the taxes, the people whose aspirations really are served by the schools in which we teach — have a chance to realize those aspirations and to have their children approach the goals and purposes which they deem important.

It's perfectly clear from every bit of evidence that we have that the way to improve permanently the educational programs of Kentucky is to work with the people. That's clear from our history in Kentucky. You will recall if you studied our history that the first three tax bills in Kentucky for the support of education had to be passed over a reluctant legislature by referendum of the people and when the people told the legislature to lay the tax on them, they did that in the mid 1840's, the mid 1850's and 1884.

They went to the people in the educational legislature of 1908 and of course the 'new' school code in the early thirties and twice in the later forties to adopt amendments concerning the equalization principle, and then last of all when 5,225 of the community leadership of Kentucky, people serving on committees, studied and addressed themselves to the task of adequate financing and decided that we should amend our Constitution, and provide for a sounder support so we could have schools from the Big Sandy to Mills Point that would be fit for our children. Every evidence, historically and recently, indicates that we cannot build in any permanent fashion except by working with our people.

Well, let us assume that we do the kind of evaluation that we think we know how to do. We have a lot of background and evidence. We have a lot of experience in the evaluation of the teacher institutions. We can use the same principles Mr. Bale outlined. But let's assume we do that, and then we educators have convinced ourselves, and then where are we? We still have the job of working with the people who are going to make the decisions, and they will make some decisions very soon — within the next year.

A Legislature will be well on the way toward addressing itself to its work. Now, we have plenty of evidence that indicates to us an intelligent, sound approach to implementing the findings of our evaluations. That is, to work with the people in doing it. So one big aspect of the emphasis of the advancing of education in Kentucky is that there should be in your community, and at the state level, a system of committees studying the problems of education that appeal to the interest and the

concerns of the people. Don't ask us just how many committees to have or just what they should be working on. Let your good judgment and that of your colleagues in the community decide that.

Certainly we can make a lot of suggestions. Everybody who has looked at the problem knows that our schools are notoriously weaker in science offerings today than they were in 1939. Everyone knows that few of our schools are doing a decent job in challenging and meeting the needs of our gifted children. That's clear, and if any group wants to start cutting its teeth on some real problem, start with that. Are we really teaching citizenship understandings, and skills in our schools? Or are we going through some dreary, monotonous, repetitious kind of procedure that may result in mediocrity? Or are we working on attitudes and real understandings and appreciations and the kind of commitments that would mean that our youngsters would go to the future Koreas at least knowing why it is important for them to make such a commitment.

That is the kind of challenge that ought to be before us — the kind of challenge that maybe, if we realized it, begins to meet some of the needs that President Dickey pointed out in his plea for quality in a new content of education.

Well, how to get that across to the people of Kentucky — there is no way other than that the people of Kentucky study, address themselves to you, and convince themselves. The smartest thing we could do would be to spend a good deal of energy as superintendents, as supervisors and principals, (with the leadership of our P. T. A.'s and our boards of education) in setting up groups of people who would be willing to work. The ideal in Kentucky next year should be that the 22,000 teachers join hands with at least that many parents in studying some problem or other; some aspect or another of the instructional program. I am not talking about finances or that sort of thing. We are giving a proportionate amount of our time to that. The kind of money that makes the mare go in Kentucky — we all know about that. We have to have it. But now, what about the children and the quality of their experiences? Let's get the parents to studying those things.

Our plan has been that as soon as we have launched some of our evaluative studies in enough districts, our supervisors and our in-service consultants who have been working through the colleges will be available to the school leadership to help you set up such study groups. When we have enough of a pattern, we will constitute through the Superintendent of Public Instruction and the State Board of Education, state committees that will be the guiding groups for some of the local committees. For example, in the field of science we are already committed, actually, because of a project which The Kentucky Science Teachers' Association, a small dedicated group that science teachers have formed. That committee may well become the nucleus of the State Committee which will work with all the local committees who want to work on science — and heaven knows how we need science in Kentucky schools for the benefit of our children who must live in a world that requires science in order to understand it and control it and direct it to human ends in the future. We are committed to a State Committee

already to continue the emphasis upon realizing moral and spiritual values to all that the school does. We are committed informally, but connected none-the-less to a state committee for emphasis upon citizenship practices throughout the schools — effective citizenship practices — one with an approach which realizes that children are living as citizens of a school community all the time and can be learning from those experiences. And we will go on to others — conservation education, language arts or whatever the needs of our schools turn out to be and the wishes of our parents turn out to be in those respects.

I could go on here to great lengths. I have a speech here if anybody wants to read it, but I thought I would take two minutes to talk about what is perfectly obvious to you; tell you that the Department's Bureau of Instruction and Bureau of Vocational Education, are very anxious to help you emphasize this matter of working with parents in community leadership, to study how we can improve our schools — I mean the instructional programs of our schools, and we want to work with you on it. We will try to set up the kind of machinery we need to get that kind of emphasis promoted and carried on for the next year and a half.



THE PLACE OF VOCATIONAL EDUCATION  
IN ADVANCING EDUCATION IN KENTUCKY

By

Mr. James L. Patton, Head  
Bureau of Vocational Education  
Division of Agricultural Education

Fellow workers, it is impossible to build a strong vocational program in Kentucky unless it is tied and anchored to a strong school system. In order that we might get an understanding of some things that might enable us to have a stronger vocational program, I wish you would consider with me some of the following things.

I believe it would be wise if every faculty group connected with the school system would sit down together and discuss the purpose of the school system. Why are you employed? What is the purpose of the system? Do we have the same purpose that we had fifty years ago? Or are we tied to an onward marching age? Are we recognizing the needs of people in this generation? Are we conscious of the needs of children? Have we purpose enough in just teaching a curriculum?

I know the vocational people recognize their purpose; the english teacher recognizes her purpose; probably the history teachers and the citizenship teachers know their purpose, but we need to be a little bit more conscious of what is the purpose of the school itself. That can best be done by getting together and consciously outlining what you believe as a group is the purpose of the school. Now you cannot separate that purpose from the needs of the community. The health, the recreation, the citizenship and the civic and occupational needs of that community have to be recognized, in the over-all purpose. After you have discussed your purpose, you should come to some general understanding as to philosophy — what you believe is a good program of education for the school. I know vocational people have their philosophy; english teachers have theirs, and all the other teachers have their separate philosophies. But it is a good idea to have a philosophy of your school system. The vocational education philosophy should take into consideration the great, unused laboratories in your community. You have great business enterprises in your areas that have never been used by the school system. The greatest chemistry and physics laboratory in America is in the coal mines of this State, but high schools will exist right beside a coal mine and never recognize its importance as a great laboratory.

Practice in citizenship is going on in the community, but because it is not mentioned in the citizenship book, the teacher never sees the great value of citizenship that is going on outside the doors of the school.

So if we are to make our schools really functional in this State, to make the taxpayers proud of this \$20,000,000 investment, we are going to have to build a lot of bridges from school over to the community and Dr. Hartford has mentioned some of those bridges. But the most important bridges that you can build are the bridges of curriculum construction that reach the needs of youth.

I took physics, I took Chemistry, I took plane geometry and trigonometry, and so help me I never had a teacher who told me in their instruction that it was connected with life; that physics had anything to do with the industrial world or that chemistry was tied very close to the industrial world, or that mathematics made it possible to build dams and construct highways. So the time has come that we cannot ignore any more the great needs of the masses of the population and expect taxpayers to continue to vote for additional funds for education.

Now to go forward vocationally, there are some understandings we should have. We should recognize that vocational education is by the nature of its organization — an expensive part of education. It's expensive because it is specific in nature; it's expensive because there must be an application made of that which you are taking or else it's not vocation. It's expensive because you must have small classes in order to do an effective job. But what we need more than anything else is team planning. The Superintendent and the principal should plan with vocational people; and it shouldn't go out there as a vocational program but should go into the community as a school program. In following up on the farm it shouldn't be the "ag" teacher going on the farm, but it should be the school going on the farm through the "ag" teacher. That is, if the principal is wide awake, energetic and enthusiastic in planning school programs that meet the needs of rural youth.

We in vocational education recognize that people must be first citizens and then vocational leaders.

We cannot ignore adult education. We must recognize in this technical age that in agriculture, home economics and government (in all its phases), we have got to educate the total population if we are to keep in step with modern society and be able to solve the problems which that society brings upon us. So when we are thinking about a strong vocational program we are thinking about a strong school program. We are thinking about a school program in which we have principals who have a philosophy that is anchored in the needs of youth. We are thinking about superintendents that have a vision to plan on ahead or have sufficient practical judgment to gear a program to where the people are and use the resources of the people and the community and lead them along toward that visionary program which we desire to establish.

IN-SERVICE EDUCATION AS A MEANS OF  
ADVANCING EDUCATION IN KENTUCKY

By

Dr. Adron Doran, Pres.,  
Morehead State College  
Morehead, Kentucky

Two laws the General Assembly has adopted received very little attention because they were not given to dramatization. One was the law dealing with the State Board of Education, the authority to name the kinds of certificates and the qualifications of the individual who would be certified. The other is the program providing for state-wide in-service experiences for teachers. I think they are closely tied together and one is the complement of the other.

We have thought for a long time that education is a continuous process, but we are just now getting around to combining all of the forces interested in continuing education beyond the pre-service level.

The state of Kentucky as the legal agent has a responsibility and has assumed it through the State Department of Education for providing experiences for teachers in service. The institutions of higher learning have had that responsibility, have recognized it and have done what they could about it over a long period of time; but not until now have we gotten around to this program. Certainly one way of Advancing Education in Kentucky, by combining all our forces for erasing whatever duplication that may have existed in the early years and using the resources of the State Department of Education and the institutions of higher learning to work with the local school districts in providing an in-service training program and setting up the environment and climate within which the total staff can work together.

The colleges have not had enough funds to do the job in their respective area. The Department of Education has not had enough funds to do the state-wide job that was needed. But in taking the funds that the colleges have and the funds appropriated to the State Department of Education, we think that in the coming year and in the years which lie ahead that it can be done to the satisfaction of all.

There are one or two objectives in this program that I should like to point out very briefly so that when the services of the State Department of Education and the college are made available, you will know whom you are calling on and why and what kind of services they have to provide for you.

First, both the college and the State Department of Education are responsible in this total area. Now this cooperative arrangement is designed to improve and strengthen the relationships between the services of the State Department of Education and the State Colleges in the improvement of instruction through in-service education, or education to the teachers while they are in service.

Second, to effect appropriate relationships to in-service and pre-service programs of teacher education by involvement of college and

local school staffs in efforts to keep abreast of new developments in learning theory and curriculum process. So many people who go out in the field come back to the colleges and say, "If we had just had this kind of experience while we were in pre-service training we could have done so much better when we got into service."

Thirdly, to improve teacher preparation by bringing into the pre-service programs the findings, experiences, and needs revealed in in-service cooperative experiences.

Fourth, to provide a direct and unified attack upon the problem of up-grading teachers in the areas of greatest need. We all know that despite the fact that teachers in general have probably the highest training level we have experienced in Kentucky, there are certain areas in which greater attention should be given toward helping these individuals in service because they have not been fortunate enough to have a higher level of academic training.

Finally, to assist the college in providing follow-up service to its students who enter teaching and to serve school systems which participate in this cooperative program.

So as Miss Combs said to you there is a consultant in in-service education, an employee of the State Department and the colleges, assigned to each college campus; at Murray, Morehead, Western and Eastern, who will be available to you in those areas, and then one who is assigned to a particular area, working out of Frankfort with the State Department of Education.

It is a happy opportunity that we have to join together in this movement to Advance Education in Kentucky through in-service experience for these teachers.

ments in  
o go out  
had this  
uld have

the pre-  
ed in in-

problem of  
now that  
nest train-  
n areas in  
individuals  
e a higher

vice to its  
ch partici-

in-service  
lleges, as-  
estern and  
n one who  
the State

this move-  
experience

## THE PROGRAM OF GUIDANCE SERVICES IN ADVANCING EDUCATION IN KENTUCKY

By

Dr. Curtis Phipps, Director  
Division of Guidance Services

Within recent years guidance has become one of the most common words in the vocabulary of education. In our present educational thinking, most educators agree on certain fundamentals. Namely, individuals due to environmental and hereditary factors vary in mental, physical and educational characteristics. Within the last generation, the child's environment has become exceedingly complex. Public education must keep pace with the rapid social and industrial changes that are constantly taking place. Through the guidance program we first discover the pupil as he is; second, we try to help him understand his interests and abilities; third, we try to help develop them to the highest possible extent; fourth, we endeavor to relate them to life goals, and fifth, we try to enable the individual to reach a state of self-direction.

The guidance program penetrates every aspect of school life. It implies close cooperation among all members of the official school family. While the step to accord guidance services a prominent place in the educational movement in Kentucky is not the man-bites-dog type of news, I believe you will agree with me that it has tremendous and far-reaching implications for education. There is every evidence that you are ready to incorporate guidance into the school curricula. There is, perhaps, no concise definition of guidance that would be acceptable to everyone here. Thus, guidance may better be defined in terms of services which complete or comprise our guidance program. Guidance is a service rather than a subject. It is closely integrated and basic in the total program of the school. As a basic program, guidance services should be available to all pupils. I think we will agree to that.

Now our question is, how to initiate a program of guidance services, or how to expand and enrich existing programs.

A full-grown guidance program is not developed the day the Guidance Counselor is employed. It is an important step, but guidance services began with the recognition of the need for guidance and the acceptance of the guidance point of view as fundamental to the instructional program. It begins when teachers recognize that they have personal responsibilities toward individual boys and girls. Classroom activities are a means rather than an end. This is not to imply that guidance is synonymous with good teaching. We hear that too much. Neither is it to imply that guidance is incidental. What, then, is the guidance point of view? The educational philosophy on which guidance is based gives attention to meeting the needs of the individual. The school is the environment. It is a climate in which each pupil should get assistance as well as opportunity in his development. The philosophy of guidance holds the recognition of individual differences as basic to the development of an adequate curriculum.

What will guidance services do for the total school program? Two or three specifics will serve to illustrate the over-all contribution. Would not guidance services decrease the drop-out rate? A great many leave school because they cannot see the value of education to them. Would not guidance services improve personal, social, educational and occupational efficiency so that high school graduates would not change jobs an average of seven times in a period of 10 years, as one recent study revealed? In short, guidance services help students to resolve problems that may impede learning efficiency and school progress.

Who has responsibility for guidance? In terms of effectiveness, guidance will in large measure depend on the active support and participation of the entire faculty. For efficiency of guidance services, as for any other phase of the curriculum, final responsibility rests with the principal. Each of the following is in a position to contribute to the guidance program: The school board; the coordinator of guidance services; the guidance counselors; classroom teachers; specialized persons in the community such as doctors, dentists, business and professional persons; local organizations; and parents.

What are the steps in initiating guidance services? Bear in mind that procedures may vary from school to school, but the following four broad steps are suggestive:

1. Determine the need
2. Determine resources—Personnel, space, budget, etc.
3. Select an interested committee
4. Make a beginning with whatever resources you have.

Many guidance activities can be performed by the classroom teacher. In fact, most guidance should be done by the classroom teacher and the homeroom teacher. Especially is this true for the elementary school. The guidance counselor, if there be one, and I look to the day when a well-trained guidance counselor is available for boys and girls in every school, should coordinate the program and render technical assistance to teachers. Most guidance is with normal children, not in the solving of serious maladjustment problems. The teacher and counselor with limited training must recognize his or her limitations in working with emotional problems and refer them to the proper person for assistance.

Perhaps it would be well to emphasize that guidance is extremely important in the elementary school years. It may be too late to do any very effective guidance by the time a boy or girl is in high school unless a start has been made earlier. Guidance, then, should be thought of as a long-term, continuing process through every level of the child's school life.

This one final word: *Visualize* a complete guidance program, make a start as best you can *now*, and remember "a man can eat a steer, steak by steak."

## PART II

### PANEL DISCUSSION

#### UNDERSTANDING THE VOCATIONAL EDUCATION PROGRAM

Moderated by

James L. Patton, Head,  
Bureau of Vocational Education  
Department of Education

Fellow workers, we have met here this morning to consider some of the things that are fundamental to the building of a stronger vocational program in Kentucky's schools.

We are becoming increasingly aware that there is a growing tendency on the part of administrators and vocational people themselves to think of vocational education as being separated from the normal school program. This tendency is detrimental and if allowed to persist, could present itself as an obstacle to educational progress.

We have a panel here this morning and we don't have all the answers. We have a long way to go, but we are trying to develop a philosophy, which will break down this barrier that is hampering the improvement of our over-all educational program.

On my left over here we have E. P. Hilton, the Director of Agricultural Education; Miss Mary Lois Williamson, the Director of Home Economics Education and Dr. Curtis Phipps, Director of Guidance Services. Dr. Phipps' Division is in the Bureau of Vocational Education. That Bureau and the Bureau of Instruction are working as a team in the Department of Education to set an example for the people of the State. Then we have Leonard C. McDowell representing industrial arts; and Fred Martin, Director of Trade and Industrial Education. So if these people will take over — this will be informal — we will jump right into the real things that are important in building a strong program of Vocational Education. Mr. Hilton, suppose you start us off here.

#### Mr. E. P. Hilton:

Thank you, Mr. Patton. I think one of the first things that we should bring out is that vocational education is specific. The needs in vocational education are not the same for everybody. Needs in agricultural education are different from those who might go in for a trade field, for instance. We hear often that no longer do we need to train people for the farm; that they are leaving the farm. It is true we have fewer farmers today than we did ten years ago and that decrease might continue for a few years yet. Now, about 13 out of every 100 people nationally that are employed, are employed in farming. In Kentucky, it's about 30 out of every hundred. These 13 people out of every hundred produce the food and fiber for our use. Some people estimate that ten people out of every 100 can do the job. But the need for training people in vocational agriculture is greater today than it ever was before. Back when I was a boy and when many of you were children it was a family

proposition — father and son working together behind the team and there were few agricultural instruments used to conduct our farming programs.

Today farming is a highly specialized business — highly mechanized, and those who are to succeed in farming must not only be mechanically inclined, and know how to operate farm machinery effectively and efficiently, but they must be physically able as well. They must also know the economics of farming. So it takes a highly trained and a highly specialized person to be successful in farming. There is today throughout the nation certain areas of our country which are called the depressed income areas. Eighty-three of Kentucky's 120 counties are in those areas. Fifty-six of those counties are seriously depressed low income areas, and they are rural areas for the most part. It has been demonstrated and we have proof that through vocational education we can raise the income of those people. That means high school boys, boys who are just out of high school (whom we call the young farmer group), and adult farmers. Most of our teachers in the Veteran Program (most of you are familiar with the program which has been conducted for the past ten years) have more than doubled, and sometimes trebled, their income on the farm because of reorganization, study, and the vocational training program in which they were enrolled. That's the type of program we need for our people — for those who are to continue in farming — a highly stepped-up, intensive program for vocational education.

Some of you say that some of my boys who go through the vocational training program do not farm. That is true. A study shows that about 50% of those boys who have had vocational agriculture actually farm. But you must remember that about the best training a boy can get for the many occupations related to farming, such as the fertilizer industry, the machinery industry and so forth, is through this vocational training program in agriculture. If he is to service agriculture he must know something about agriculture. He must know something about the needs of the farmer and what it takes to satisfy those needs. The need for the training in vocational agriculture is greater today than it was ten years ago and in the future it's going to be still greater because the farmer must compete with the other phases of our economy in living standards, income and all the other things that go with it; we can't have a healthy economy in our country without agriculture.

**Mr. Patton:**

Miss Williamson, is there any difference in the needs of home economics and the needs of agriculture?

**Miss Mary Lois Williamson**

Well, there are many differences and I would like to throw out this question, "Is there a need for home economics in your total school program?" You have to be the person who answers that, but before answering, it seems to me that I should mention a few changes in our economic and social conditions that seem to be affecting family life.

The very first thing I would like to point out is that today thrift is no longer or at least seems to be no longer a virtue. Consumption



becomes a virtue today. We are living in an economy that produces more, urges people to buy more, pays them more to buy it with, and teaches them to demand more; and our economy has provided us with an instrument with which to pay for it — the installment plan.

There is another change which I think is very significant and has a very definite effect upon family living and that is the way our work has changed. It used to be mostly physical work, but today work is making decisions. We are not exhausted from physical work; we are exhausted from being time-bound. Pressure is what tires us today. In fact, we do more physical work in our leisure hours than in our working hours. That has some effect upon family living.

Another condition that seems to be affecting family living is that we have many, many new products to work with — many products that we have no experience with. In fact, today we can't wash our clothes as we used to with the same results. We have to know something about the fabric. We have to know something about handling that particular product. Then when we begin to look and see what is happening to the labor force, we find that today 37.7% of all women are in the labor force; 42.5% of this labor force comes from city women and 29% are from the rural, non-farm women, and 5% rural farm. Another factor that has a very definite affect on family living is the now great mobility of our population. From 1940-1950 in the United States the population increased 14.5%. As Mr. Hilton said, there was a decrease in the farm population of 23.6%. But there was an increase of 43.2% in rural non-farm people. There is no such thing as isolation of country people from city influences today. We are becoming more alike every day. The problems of the farm family are very similar to the problems of the city family. One-half of the country's rural population now live within one hour's automobile ride to a city of a hundred thousand or more. How is that affecting our families? What does it mean in terms of having a home economics program? Do these things raise any problems in connection with family living? My friends, I should think the answers are positively obvious.

**Mr. Patton:**

Mr. McDowell, what about industrial arts and general shops as based on the needs?

**Mr. Leonard McDowell:**

The first thing we should get clear is why is industrial arts' a phase of general education, on the platform here in a panel with vocational education which is specific education. We have found in this State, as in other states, that the industrial arts program from the state-level works more efficiently if we work closer to trade and industrial education.

They are different in some respects and they have some similarities. We use the same type of laboratory. We use much of the same equipment, but our objectives are entirely different. I found that in recent surveys that the objectives are not too clear in some of the minds of our superintendents', principals', and teachers'. I found out that there were

a lot of people who are wanting industrial arts programs but they label them, "vocational programs."

An industrial arts program is not a vocational program. If you want to get a definition of industrial arts, it is a phase of general education dealing with industry. It has to do with organization, materials, operations, processes, that type of thing. It's a general education subject. It isn't for the purpose of making a carpenter; it isn't for the purpose of making a machinist — that's vocational education. It's for all boys and girls in the schools. There are no objectives in industrial arts that state that it's just for boys, and we have schools in the State now that have girls enrolled who are doing a fine job in this phase of general education — that of dealing with industry.

What he is trying to do should be as clear in the Industrial arts teacher's mind as it is clear in the history teacher's mind what he is trying to do. He knows what his objectives are. It should also be the Principal's and Superintendent's responsibility to know what the Industrial Arts Teacher's objectives are.

Many times you will find that the teacher is interested in having the principal come back and talk with him, even if it's a mere thing of asking him a question about his program. He needs that type of supervision — somebody that's interested in him. I have gone to many schools in this State where the industrial arts teacher is working alone — strictly alone, and he will welcome you with open arms because he has somebody he can ask a question of. He hesitates for one reason or another to go to his school principal. I don't know why that is, but he does in many cases. I have gone to the school principal with the teachers and talked over some of the problems of industrial arts teachers and I have found that once the principal gets together with the industrial arts teacher and becomes more familiar with his program and his problems, a better relationship results.

In the development of an I-A program, the most important consideration is a qualified instructor. Hiring a cabinet maker to teach I-A is as ridiculous as hiring him to teach English or anything else. A History teacher can't teach industrial arts, no more than an instructor in industrial arts can teach a class in history.

**Mr. Patton:**

Is there much of a need in Kentucky for a program? What does your survey show?

**Mr. McDowell:**

In this State last year, we found that 140 of the school districts in the State had no program whatsoever in industrial arts. That's not schools—*that's school districts*. We had about 235 teachers of industrial arts in the State, of course who had shop programs. Eighty schools in the State had programs of industrial arts. If we are going to meet the needs of children in today's schools we must include industrial arts.

**Mr. Patton:**

How many school districts want a program if they can find a teacher?

abel  
want  
tion  
per-  
t. It  
e of  
and  
state  
have  
ation

**Mr. McDowell:**

I found out there were approximately 95 school districts — 95 of the superintendents in the State today would like to have programs in industrial arts. They gave mostly the reason why they couldn't have one — lack of money for equipment or a lack of qualified personnel. I believe that possibly the lack of money has eased up some. We are still short on personnel. We lose a great many of our trained teachers as we do in other categories, to other states; many times they take jobs outside the profession.

arts  
ne is  
e the  
e In-

**Mr. Patton:**

aving  
thing  
uper-  
hools  
rictly  
obody  
go to  
cases.  
over  
d that  
r and  
better

Mr. Martin, what is the situation in Trade and Industrial Education?

onsid-  
I-A is  
istory  
indus-

**Mr. Fred Martin:**

It's long been recognized that the economy of any nation, state, or community is dependent upon two major factors; namely, the raw materials that are available and can be produced and the ability of the people to convert these raw materials. That is the role of the industrial education program, primarily to train people to convert natural resources; to prepare the machinery; to build the machinery; to carry on the conversion processes. Certainly there is a very important role for agriculture.

I don't intend to talk about agriculture, but producing the food and fiber is essential to the economy of any country. Certainly the economy is dependent to a very great extent upon the balance that is maintained between agriculture and industry. Now take our own State today. As we all are very much aware, a rapid industrialization trend is taking place. More industry is moving into the State, demanding more trained people to man these industries. Filling that demand is part of the role of the trade and industrial education program.

I like to think in another way of the need for industrial education for the youth of today. We all recognize that one of the primary concerns and needs of youth is an economic one. Youth desires to be economically independent. That one factor, I believe statistics will show, is one of the chief reasons for the drop-out rate in our secondary schools today. There again is where a very important role is played by the industrial education program in preparing young adults for entrance into ample and productive employment. The ability of the people of America to produce which has been brought about through training has given this nation one of the highest standards of living the world has ever seen. That carried over into the social — not only economic — but the social and cultural aspects of our way of life today. So the main job of industrial education is to train people to produce and manufacture and process the products that are essential to our way of life.

t does  
ricts in  
t's not  
ustrial  
ools in  
eet the  
arts.

find a

There is one philosophy I hear voiced from time to time. We hear this word "automation," more and more — it implies that no longer are skilled people needed to man the machines of industry because anybody could push a button. Very frankly, I can't adhere to that philosophy whatsoever.

We have not yet reached the age, in this atomic age, this day of automation, that somebody can just push a button and turn out machines or design or create the machines that are necessary to do the job that must be done. Skilled craftsmen must still design and build. I don't know when we will ever reach the age that we can just push a button and turn out the complicated machinery we need in our transportation, our production lines as we know them today.

**Mr. Patton:**

Dr. Phipps, you've heard these people talk and that leads us to the problem of the selection of students who should pursue certain types of programs. Dr. Phipps is a guidance expert and he has a guidance program already wrapped up with a blue ribbon around it. If you want it, all you have to do is come to Frankfort. You had better get your order in early.

**Dr. Phipps:**

I want to first say that if you believe that, stand on your heads. I think Mr. Patton has emphasized yesterday and today the fact that vocational education is part of the total school program and I might say that guidance is not just vocational guidance. Guidance, even vocational guidance, involves much more than just the three things of finding out interest, aptitudes, and placing those people in occupations for which they have interest and aptitudes. There is so much more to it than that. Such things must be considered as economic background, opportunity, personal qualifications, social adjustment, various things like that. These form a process over a period of time.

**Mr. Patton:**

Mr. Hilton and Mary Lois, will you both comment on the selection of students on the basis of the differences between home economics and agriculture.

**Mr. Hilton:**

Selection decisions for students in vocational agriculture should not be too difficult. Only those who have opportunities to farm or to carry on a supervised farming program are eligible for entrance into vocational training. This is a training for vocation. I am not saying that the student shouldn't have some agriculture but it may not be vocational agriculture. Vocational agriculture is training for proficiency in farming and in order to do that he must have a farm as a laboratory.

**Miss Mary Lois Williamson:**

Mr. Hilton, every once in a while we get accused of being a little different from agriculture, and sometimes they ask us why we don't have a program just like agriculture. The simple fact is that in Home Economics, we feel that every girl is a potential homemaker and needs training in the responsibilities and activities involved in homemaking. That is the primary purpose of homemaking.

Since the girl is a member of the family at the present time and has designs to be a homemaker in the near future, training in homemaking is a very important part in her high school education.

**Mr. Hilton:**

Would you say that, even though she goes into the professions?

**Miss Williamson:**

I certainly would. Most of us — most of the women in this audience have a dual responsibility. They have homemaking as well as a career.

**Dr. Phipps:**

The only thing that has limited a girl from taking home economics is an interest in taking it.

**Miss Williamson:**

That's right, and many times she doesn't realize that she has an interest because she has been told that it is very unimportant and anybody can do that kind of thing, but I think that some of the conditions that were pointed out earlier show that we are living in a new world and have a new way of life. The answers of yesterday are not going to take care of our problems today.

**Dr. Phipps:**

The very fact that the instructor works so closely with home economic students and the agriculture students, provides a very fine opportunity for guidance by a teacher. This close relationship is a very fine opportunity for the student as well. In addition to that, I think Miss Williamson touched on these two things; that is, opportunity for personal adjustment and for social adjustment. Those are big factors in the lives of teen-age boys and girls.

**Miss Williamson:**

The greatest objection in home economics on the part of students seems to be an idea that because they cannot sew a fine seam, they won't get a good grade and, therefore, they feel that that's the only thing they can get out of it.

**Mr. Martin:**

Mr. Patton, I would like to ask Mr. Hilton a question, if I may. You stated awhile ago, Mr. Hilton, that less people are needed in farming now and you also stated that we need more agriculture training. How do you reconcile the statements?

**Mr. Hilton:**

Those who farm must be trained if they are to compete in the economy today — the fact that there are fewer of them increases their responsibility to do a better job.

**Mr. Martin:**

You mean, more agricultural training for the few who are taking agriculture?

**Mr. Hilton:**

Right.

**Mr. Patton:**

About how much is invested in a farm?

**Mr. Hilton:**

About \$40,000 is invested in a farm for an average farmer who makes a decent income. He must gross about \$10,000, the economists tell us, if he is to have a decent standard of living. If he's going to make that farm produce he must know how to farm. That includes the mechanical phases of it as well as the production phases, the marketing phases and all phases that go with farming. It requires training. It isn't done overnight. You take them through four years of high school, through four years of young farmer program and then take them into the adult farmer program in order to produce that efficiency on the farm.

**Mr. Martin:**

Can you tell me the number of agriculture programs you had last year and year before last?

**Mr. Hilton:**

We had 218 departments of vocational agriculture last year and 252 teachers. The number of departments are increasing but the number of teachers are decreasing because of the needs of the young farmer and adult farmer programs and the consolidation of schools making larger departments. Two years ago all of our departments were one-teacher departments. Last year we had 39 multiple teacher departments and one three-teacher department.

**Mr. Patton:**

You mean you can't use a "bull-tongue" philosophy in a tractor age?

**Mr. Hilton:**

Unless you want to have what we call subsistence farming at a low, depressed income where we would not have money to buy clothing for children to go to school; buy the health services that are needed. Unless you want a peasantry developed in our agricultural economy today we've got to be trained.

**Mr. Patton:**

Does the superintendent have any responsibility in this program?

**Mr. Hilton:**

Definitely. It's the school's responsibility — the school's program, and if the school is to get the kind of program they need, then we must make it possible for them to do this job. Must find the time for the teacher to get on the farm to do the on-the-farm instruction; also to see that that phase of the work is carried out.

**Dr. Phipps:**

Let me ask Miss Williamson and Mr. Hilton these questions. Do you think this information the teachers get when they go out and visit the homes would be of value to the other teachers in their instructional programs?

**Miss Williamson:**

I think it would be. I know that in some instances teachers and principals have indicated that it has been very helpful to have the in-

formation gained from the home passed on to others. Now I would like to say this, that we are not going out there to inspect these homes and find out all the ills and such things as that. We would like to know something about the condition out there and the relationships of members of the family, some of the problems as the parents see it and such things as that rather than just going out and saying that everything is dirty or clean or they are having a family feud. That is not the kind of information that we get, because it's not the kind we want.

**Dr. Phipps:**

Knowing something about the home is very important in guidance, don't you think?

**Miss Williamson:**

Yes, indeed. In fact, we can't work in home economics very successfully without it and that is why in the organization it is necessary for a conference period to be provided for the home economics teacher to work with that girl individually on her problems.

**Mr. Hilton:**

Dr. Phipps, I think something was brought out here yesterday worth repeating — that the teacher of agriculture or the teacher of home economics who goes into the home is taking the school into the home. I think the reverse is true, and then as they come back to the school they should bring back the home to the school so there will be a two-way communication there.

**Mr. Martin:**

Mr. Patton, our philosophy for trade education, particularly at this stage, is that it can be done effectively only by a concentrated method. From an economical standpoint it would be impossible to provide this in every high school in the state since the bare minimum for a machine shop program would be in the neighborhood of from \$25,000 to \$45,000.

**Mr. Patton:**

What do you think of this philosophy of having one trade in a high school and another trade in another high school — I understand that is being done in some states.

**Mr. Martin:**

In our philosophy that is preposterous. You lose too many of the assets of a true industrial education program.

**Mr. Patton:**

Are the trade schools to serve the technically minded young man the same way that colleges do to the professions?

**Mr. Martin:**

Definitely. I think of the trade school more as a means of terminal education rather than a high school program. I think that is the general pattern or direction being taken throughout the country.

**Mr. Patton:**

Mr. McDowell, what should the high schools do? If they are not going to have the vocational program, what kind of program should they have?

**Mr. McDowell:**

They should have an industrial arts program. Industrial arts is concerned with the occupations, materials, operations, processes and problems that arise from the industrial society.

**Mr. Patton:**

Will you give us some examples of types of programs that could be in operation?

**Mr. McDowell:**

There are two types that should be offered and three types that could. It depends on the size of the schools. If you have a one-teacher program, it should be a program whereby the most experiences can be given to the pupil who is enrolled in the shop. We'd call this type of program, a one-unit shop.

Where you have schools with 2, 3 or 4 teachers, the program can be more intense. It's a general-unit type shop. In this type of program, you would have several related areas functioning at the same time.

**Miss Williamson:**

How would you decide whether you had a general shop or a one-unit?

**Mr. McDowell:**

It would depend on the number of teachers probably. There are more reasons why we should have a comprehensive general shop class in a one-teacher department because it would provide wider experiences to the pupils who are enrolled.

**Mr. Hilton:**

In other words, you are saying that industrial arts is exploratory. You give them a chance to try their hands in all the fields.

**Mr. McDowell:**

Yes. Then when they have tried their hands if they are not adapted to the shop work at all, then they should go into something else. It is a fine class for guidance. Those interested in shop or particularly adapted to shop work or interested in drawing, should possibly go into the trade and industrial field.

**Mr. Patton:**

What about an industrial arts teacher repairing all the chairs?

**Mr. McDowell:**

That's done. We have such shops as that in the state I regret to say. That's not the purpose of an industrial arts shop any more than it is to bring a calf into an English class.

A point I want to make is this; other than students having the physical characteristics and the ability to work at the trade which they want to enter, our philosophy on trade education is simply this: that a



pair of skilled hands are just as important whether they are adjusting the timing on an automobile or operating on a human being in a hospital someplace — they must be directed in either case by an intelligent brain.

**Mr. Patton:**

We agree with that. Now you can see what a problem I have — dealing with all these experts. What have you got to say, Dr. Phipps? I'm expecting you to put a leveling influence on all of us.

**Dr. Phipps:**

If that's what you expect, perhaps I'd better do it. I think all that had been said is good, but I also think that a good guidance program, good guidance techniques, trained people — people who are conscious of the need for selection is of extreme importance in getting people into the program who should be in — and that not only applies to vocational education but it also applies to the so called academic program. It's important that there be reference to information from the home that could go into a permanent folder, or record — cumulative — this is extremely important. Tests should be used — not just a one-shot test, not just one time discovery that a person has aptitude for using his hands; a one-time test is no criteria necessarily that the person has the other mental capacities that he will need for success.

**Mr. McDowell:**

Mr. Patton, there's one thing that I would like to say here, before we close this panel. You might get the impression that we think vocational training is the answer to all our problems. Vocational education without sound formal education cannot be effective. We can't do the mechanical work that Fred Martin was talking about; we can't do a good job of farming unless we know our English and Mathematics fundamentals. So we are stressing the formal, stronger education program, as a part of vocational education.

**Mr. Patton:**

In way of a summary, I would like to have the panel give their opinions of just what should a Superintendent expect from a good strong Program of vocational education.

**Miss Williamson:**

From the standpoint of Home-Economics it seems to me that we should have improved homes and family living and also along that same line better adjusted individuals.

**Mr. Hilton:**

We should expect from your vocational agricultural program, one that mobilizes the resources of the community into the instructional program and we should expect from that, boys who are in classes to be trained in vocational agriculture. We should expect civic-mindedness; they have responsibilities as leaders in their community.

**Mr. McDowell:**

The good program in Industrial Arts should instill in the person who takes that program, an aesthetic appreciation in good craftsmanship.

He ought to know something about consumership; he should have some of the basic skills and manipulative processes, and he should know something about working together with people he'll have to work with on other jobs, and he'll learn how to get along with other boys in the informal atmosphere that you'll have in the good shop program.

**Mr. Phipps:**

I just want to say this: A program should meet the needs of certain segments within the schools; otherwise some of those needs will not be met, there will be more drop-outs, than otherwise might be had. There should be an increased understanding between the school and the community; that is, closer contact with the community. We should strengthen the entire school-community relationship.

**Mr. Patton:**

I believe I can sum this discussion up by saying that your vocational program will be only as broad as your philosophy, your determination, your ability to organize, your concept of education, your ability to see the needs of community life and also your vision to see into the future to plan a program that will reach from school over into community life.

**THE EXCEPTIONAL CHILD**

**THE STATUS OF THE EDUCATION  
OF THE EXCEPTIONAL CHILD**

.....Dr. Ellis Hartford

**THE OUTLOOK FOR THE EDUCATION  
OF THE EXCEPTIONAL CHILD**

.....Miss Stella Edwards

**THE STATUS OF THE EDUCATION  
OF THE EXCEPTIONAL CHILD**

Dr. Ellis Hartford

I had hoped to spare this audience the burden of listening to me again. I, like the soldier in Korea who wrote his wife and told her to quit writing him all those nagging letters and let him enjoy this war in peace — like him, I would enjoy sitting out there and listening to all this excellent information without the thought of having to mount this platform myself. Miss Williamson was telling us a moment or two ago about the problems of living under pressure in this day and age, and we in the Department of Education can certainly appreciate what she meant.

But, very briefly I want only to mention a thing or two about the status of the services the Department has to offer in this matter of educating exceptional children; Miss Edwards will then give you some of the highlights of the program as it is set up now.

Frankly our education for exceptional children has been reduced in staff by changes and we have been trying to build up and augment it to take on the new responsibility, which is ours by law and by the day of need and opportunity in Kentucky schools.

I suppose that many of you school people are like I have been — rather unsophisticated and naive in outlook upon the need and the opportunity for Kentucky to assume its responsibility for meeting the needs of all of its children. We've talked about it for a long time but we haven't yet fully accepted that philosophy, nor have we tried to augment and implement it. We will not accomplish that until the needs of the exceptional child are fully met by the acceptance of that responsibility in the community of course, that in turn will be dependent upon the kind of leadership we exercise in the community.

Now our division has been struggling manfully with that and is now on the verge of a day when those struggles will bear fruit. Our law now provides for it; we have provision for the extension of the number of units devoted to that this year and we hope that two years hence we'll move forward into a fully adequate program; meanwhile we've got a lot of things to do to get ready.

Now Miss Edwards will speak briefly about the outlook for the education of exceptional children. We're entering a time when we are able to do something about it, and she's going to talk about highlights of this year.

**Miss Edwards:**

Thank you, Dr. Hartford. The units for exceptional children — one thing that I'd like to point out at the first — are not ASIS units. They are provided under a separate section of the Foundation Law. These units at the present time, (this year), total 120 units allotted. We have tentatively approved 119.7 — so that if you have two or three handicapped children in your district, let out a yell and maybe we can give *you* those three-tenths. These units are based on the recognition of a need for them; i.e., the number of children in your local school — finding those children is your responsibility. We in the department are glad to come out and assist you in planning to find these children, to find out what types you have — whether physically or mentally handicapped for example — whether you need a special class, home instruction — perhaps even a special school.

At the present time there are thirty-five districts that have some type of instruction for handicapped children. This ranges from home instruction programs, classes for mentally handicapped, for the physically handicapped, hospital instruction and so on. As I said, your first need is to find these children. So far, in Kentucky, the number of exceptional children being handled by the local school district is very small; we believe that this year there has been growth — that the programs that are coming into existence will prove that, as they go in, and as a result of these units, the total school programs will be improved. If you will look at it this way, there is an implication for the improvement of instruction over-all, because when you find these handicapped children and put them in special units, you remove them from your classrooms which in all probability are already crowded.

You give these children the best aids that you can and you find a teacher who is well qualified to deal with these problems. As I said, this year we have 120 units — for the next year we have an allotment of 135; we realize that fifteen is a small number to increase in a year's time but we feel that with these fifteen we can build a good strong program for these handicapped children.

If you, in your community have found the need — have found the children for whom you want to plan toward the establishment of a classroom unit, contact us and we will be very glad to help you. There is another service that we have that I would like to briefly tell you about and that is the services of a supervisor of hearing. Now this supervisor will come into your district and work with these children. Our division administers a fund from a private agency that purchases hearing aids for indigent children after they have been medically examined and have had a hearing-aid evaluation. We approve these purchases. We also have a service which makes available textbooks with large type-face for children who have visual handicaps and who have to stay in regular classrooms. If you contact us about that we will be glad to explain it.

ADVANCING EDUCATION IN KENTUCKY  
THROUGH THE IMPROVEMENT OF INSTRUCTION

**Section One**

Panel — Bureau of Instruction

Don Bale, Head, Bureau of Instruction .....Moderator

**Participants**

Sam Taylor, Supervisor of Secondary Education

Moss Walton, Supervisor of Secondary Education

Mr. C. T. Ward, (then) Supervisor of Pupil Personnel

Donald Elswick, (then) Supervisor of Curriculum Development

Richard L. Gentry, Supervisor of Health, Safety, and Physical Education

**Section Two**

Panel — Principles of Supervision

Don Bale .....Moderator

Sarah Belle Wellington, Principal, Kennedy Elementary School, Louisville

O. B. Wilder, Supervisor, Elementary Education, Department of Education

Ruby Carter, Supervisor, Harlan County

James Alton, Principal, Vine Grove High School

Luther Jones, Principal, Lafayette Jr. High, Lexington

Tony Raisor, Principal, Scott County High School

**Mr. Bale:**

Don't worry about the number of people here — we're not going to talk as long as you might think.

This phase of the program is designed primarily for principals with emphasis on supervision. And of course I think that we all agree that supervision though perhaps not less important this year than it has been before, is certainly important to the extent that provision under the Foundation Law states that a Principal is supposed to do a certain amount of supervision.

Now the Principal is a pretty important person. He has a dual responsibility. He is an administrator and he is a supervisor. Sometimes it is rather difficult to know where administration begins and supervision ends. In fact I'm sure that they overlap and certainly good administrative policies actually improve the instructional program.

We have two teams here this morning — an administrative team and a supervisory team. These people are going to discuss certain phases of the program that are more or less administrative in nature; and then we are going to try to give you some of the big principles of supervision. Things that all of us can do that will enable us to have a better instructional program.

First, we're going to talk about some important procedures for Principals to follow to bring about a better program in an administrative way. Such things as philosophy and objectives in a school system; the

importance of organization; (all this to the improvement of instruction), the relationship of instruction to good attendance; the role that the Principal has to play in developing his curriculum, and then, how to improve, or why we should improve, certain phases of our program.

Now we're going to have only one phase represented along that line — that's physical education; but I think we all know that that one has been neglected far too long so that may be a good one to work on. And then, the role of the Elementary Principal — these are segments of the program; these people are going to discuss those phases in order to help give us a better picture of how to really set the program up so that the people at the top can help us in the matter of supervision. Mr. Sam Taylor, how important is the idea that a school should develop a philosophy and certain objectives for running that school?

### **PHILOSOPHY AND OBJECTIVES**

**Sam Taylor**

Without preliminary deliberation, I'd like to enter into the few thoughts along that line that I have. I don't think that it is necessary for me to really say how important it is. To have a definite philosophy and some common objectives to guide our approach and to guide our activity toward trying to provide the kind of educational program that we most need in the lives of our children, has always been thought of by educators as being paramount to a successful and realistic schools program.

The Kentucky State Board of Education has provided in its standards for accrediting high schools, a section which directs that every high school throughout the State study its pupil personnel and get the facts concerning its pupils; on the basis of that, formulate a philosophy to guide its direction. And then on the basis of the facts that you find when you study the needs of your students, prepare and provide for them a course of study and the experiences that will be of most use to them in the course of their lives.

I'd like to read this regulation for the purpose of making one or two generalizations: Number 1, entitled, **PHILOSOPHY AND OBJECTIVES—**

“All High Schools shall have a written philosophy or statement of educational objectives developed by the faculty under the leadership of the school administration and based upon the adopted policies of the State, of the Board of Education, and of the needs of the students in the community. Frequent evaluation shall be made by the school to determine the extent to which the educational program measures up to the philosophy and objectives.”

Then there is another one which is closely associated with this and which as far as I'm concerned, I think could be considered a part of Number One. It is number six, which deals with the job of the Principal, and it reads:

“The Principal in an accredited high school shall devote a sufficient amount of his attention and a portion of his time to supervision and he shall spend a part of each day in visiting

classes and in promoting activities which are designed to improve the instructional program. In order that he may do satisfactory, effective work in the area of supervision, no Principal in high school shall be permitted to teach more than twenty periods per week. A statement of the Principal's supervisory report shall be filed each year as a part of the schools annual report."

Now this applies, as you know, strictly to the high school organization with purpose, intent, and direction to *all* schools whether they are elementary or high school. These are the two regulations of the State Board of Education pertaining to our High Schools that they fail most to meet.

I was interested in how well the schools were meeting these regulations some few months ago and I made a little evaluation to see how well they were doing. My study was made on one of our supervisory regions in South Eastern Kentucky and in that number of schools (142) in thirty-two counties — representing the richest and the poorest here's what our summary showed:

Of the 142 schools in the region, 106 of them are questionable as to the effective study of pupil needs; while it is recognized that some good work is going on in this area in most of the schools. But these schools failed to meet the standards enough to be given credit for it. To make it worthwhile, fair factual surveys must be conducted in an effort to find the pupil's needs including follow-up study, testing services and the like and then with this factual information, draw a plan outlining what the South believes should be done to meet the needs of pupils. Then as far as the supervisory program is concerned, of the 142 schools studied, only 58% of them did enough work in this area to be entitled to credit for the supervisory program.

You can see, in this area we have a great deal of work to do. Now that shouldn't discourage anyone because if we work as a group we can certainly do that job. We have right now about 560 high school Principals in the State of Kentucky and added to that we have quite a few elementary school Principals. Within a few years from now, we'll have over a thousand school Principals giving practically full time to the educational program, so if we all work together as a team, we can certainly go forward in this particular area and there is no need to hesitate. I have never known any other way when we have a job to do except to go to work. Now I know it's easy in a Department of Education to tell someone else what to do, and maybe even how to do it, but I thought of what I would do if I were out there in your place. I believe that I would do it like this: I would make sure, first of all that I have the right kind of human relations with my staff; that's the most important thing to begin with. After I was sure of that I would draw up a set of objectives and my philosophy to guide my program; then when I did that, I would make an evaluation to see how well the practice that was going on in my program at this time meets these objectives and this philosophy — on the basis of that, I would write a plan which would meet the requirements of these two State Board regulations. Now with that I believe that I have said enough.

**Mr. Bale:**

I'm sure we all have a philosophy and certainly in this crucial year it behooves the Principal to sit down with his teachers and the people in his community and develop a philosophy of education for his schools. If he already has such a philosophy developed then it might be a good idea to look at that philosophy again with the idea of revising it. There's another thing that is also important as far as the efficient function of the school is concerned — just how important is organization this particular year, Mr. Walton?

## **THE ORGANIZATION OF SCHOOL PLANNING**

**Moss Walton**

**Mr. Walton:**

Mr. Bale, organization, of course, has always been important. This year, I think that it takes on added significance because after all this is our year to show the people that the additional funds allotted to Public Education will be well spent. I think that since most of this money will be going into teacher's salaries that we definitely have a job at hand in that we show marked improvement in our instructional program. It makes no difference what kind of school you have; it must have organization of all of its resources in order to function effectively.

We have a variety of schools in Kentucky. Some of you are Principals of elementary schools, high schools, segregated schools and integrated schools. These all present particular problems but at the same time all of them have certain things in common. I will not presume to tell you how to run your schools. All I want to do this morning is to re-emphasize some of those things that we all recognize that must be done. We need, I think to take another look at our practices and try to keep abreast of the times and see whether or not these can not be sharpened up and improved upon. In the matter of organization, we must consider all of the resources at our command. Whether or not those resources are adequate. I recognize that we have many instances where the physical plant is not adequate, there are many schools where we do not have the type of teaching personnel that we would like to have. But we still must have schools and we must make the very best of what we have at our command. So all these physical and human resources must be welded together and organized in such a manner that will take into consideration the best possible combination of all the available resources to make the best educational program possible under the existing conditions.

In that light, I believe that we need to consider just for a few minutes this matter of schedule making. I know that that gives the Principal lots of headaches. But I don't think that the Principal should be burdened with all of that work. I think that the approach to this problem is one that Mr. Taylor just said, a team approach — that is, that faculty consideration should be given in the making of a classroom schedule; I think, further that the faculty should be brought into the actual planning of a school program. Too often, we assume these things because it is the easy way to do it. We don't take the time or have the patience, maybe, to bring in these people and let them have their say and as a



year  
people  
schools.  
good  
there's  
on of  
par-

result, we have a superimposed schedule. A program of studies that may give considerable 'kick-back'. Using the faculty in determining what the program will be helps to improve our relations with them and gives them an opportunity to see that they are a vital part of the school and its operation.

**Mr. Bale:**

Mr. Ward, will you enlighten us regarding the relationship between instruction and average daily attendance toward the Advancement of Education in Kentucky?

**Mr. Ward:**

Mr. Bale, Ladies and Gentlemen — Attendance is a natural thing for the thousands of children that are enrolled in our schools throughout the state. A small minority of the school population not attending school present us with our problems in this consideration.

For too many years we have thought that it was the duty of the Pupil Personnel Director and the courts to improve attendance. Yes, for too many years we have thought that if we could just take one man to court that it would put the fear of the Lord into all the people who are violating the attendance law and we would immediately have good attendance. This is not true and it has not been true in the past. If we are to improve attendance in Kentucky, it must be done by team work. The team must be composed of the Superintendent, the Principal, the Guidance Director, the Supervisor of Pupil Personnel and all other people connected with the school including the Janitor.

I believe that the first duty of a Principal is to initiate procedures that will bring about more efficient handling of attendance cases. Someone was telling me the story of a teacher, who lived next door to a child, the child was absent three days — she reported to the attendance officer that the child was illegally absent. He called upon the family and found that the child was sick. Now we will have to overcome things of this nature. I believe that within every school we should have a committee to work on attendance from day to day, to work on the problems of children because they are the things that cause non-attendance. Take a look at the boy who is failing in school — take a look at the boy who is socially maladjusted — take a look at the children who do not play with a group and you will find there the children who will finally become truants. The key person in any attendance program is the teacher. She can make or break your attendance. As some of our Directors say, the teacher can drive them out faster than they can get them in.

minutes  
pal lots  
urdened  
is one  
ty con-  
edule; I  
lanning  
se it is  
atience,  
nd as a

Every child has a right to do something successful in a classroom. If there is nothing he can do, he has the right to miss school. And let me repeat that — Every child has a right to do something successful in a classroom. And if he can't find that thing, then he has a right to miss school. He should feel that he needs to be in school, that he must be there to do his job. The job of the teacher is to bring the maximum growth of every child to a sound program for the group. She can make the school so interesting and important that the child will not want to miss. One of our better Directors tells this story of her efforts to improve

attendance in her district. She said she had struggled along with a boy for some four or five years who was retarded. Each year, the teacher either wanted to drive him out of school or promoted him in order to get rid of him. But finally he came to one teacher who saw his problem. She immediately recognized that he could not do the work of the fifth grade class. The thing that she found for him to do that brought him some measure of success was to ring the bell each morning, each recess period and at noon. The boy began to like school, he didn't learn so much maybe out of his books but he learned to be a better citizen. And I say to you that your job as Principal is to find the bell that Johnny can ring and if you find that, then you will improve attendance in Kentucky Schools.

**Mr. Bale:**

I think we will agree that the Principal has a dual responsibility as far as the curriculum is concerned. He is an Administrator but he should also be a Supervisor. Just how important is the role of the Principal in curriculum development this crucial year, Mr. Elswick?

**THE CURRICULUM—BASIC TOOL FOR IMPROVING INSTRUCTION**

**Donald E. Elswick**

**Mr. Elswick:**

Mr. Ward has given us a real challenge, he says we must find something for that youngster to do and that is the purpose of the curriculum because within it are included nearly all the experiences that the child has under the direction of the school. Therefore it's important that we organize with that in mind.

First of all then I would say that the Principal must set up an organization for the study of the curriculum. I would like to place emphasis on curriculum improvement this year rather than the long range goal of curriculum development. We have a frame work under which you will start to school this week or next week. That is more or less set at the present. Therefore, within the framework we have, let's improve the offerings we're giving those youngsters this year by providing some type of curriculum study group. I would like to suggest that we have at least four levels of curriculum study in Kentucky. First, we must start at the local level. This is a grass-roots thing. It belongs in the school. Next, we want to approach it from the system-wide basis and then we want regional studies and lastly, State curriculum planning. So these four approaches to curriculum will help us get the job done. We don't have time to wait for any one of these groups to do the job alone. Again, the Principal is the responsible leader of his school. With his teachers he will set-up the guide line for curriculum improvement. He will provide the climate or the atmosphere for curriculum study. He will provide flexibility in that study group. He will provide the necessary incentives to get the job done and finally he will see that the group has the essential materials with which to work.

A professional Library is an important thing if we are going to study curriculum. There is also need for cooperative action, that will be stressed

by other people on the panel — the need for the community school idea in Kentucky — the need for a comprehensive program for education in Kentucky. These are challenges we must meet.

When we include the cooperative approach, we look to teachers for leadership in curriculum study. We look to other school personnel and even pupils and parents and other citizens have a responsible job to do when we study the curriculum. A brief frame work that we might keep in mind is simply these three questions — (1) What should we teach our boys and girls? (2) How shall we teach it? (3) How well are we teaching it? When we find the answers to those three questions, we will have gone a long way to improving curriculum and providing the type of educational experiences that boys and girls need in Kentucky.

A good starting point for curriculum development is identifying the problems in the schools attempting to solve those problems. Finding a problem and doing nothing about it will not get the job done. Problems are of two types — Pupil problems, which are symptoms of a poor program and it is the cause of these symptoms which need attention, — some of these are, low achievement, lack of pupil adjustment, lack of pupil interest in school, poor attendances, failures, retentions, and drop-outs. The second type is — curriculum problems in Kentucky. Some of those problems are, inadequate offerings in some schools, poor quality of learning experiences, what some people call “watered-down” courses that do not achieve the objective that they should achieve for the youngster — then there is inadequate teaching-learning materials and lack of scope and sequence in some of our studies. In conclusion, let me say that we must attain goals *this year*; we cannot set long range goals and wait for next year to see them come to pass. Teachers that work on curriculum like to see results. Attacking curriculum problems cooperatively will definitely result in improved teaching practices and improved pupil experiences.

Principals can help remove barriers to curriculum improvement. Some of these barriers are, fear of change, inertia if you will, insecurity of teachers, lack of time, lack of facilities and lack of leadership. Now the Principal is the logical person to help remove these barriers. The principal is also responsible for seeing that we have constant appraisal or evaluation of this program of curriculum development. Every day, every year, everything we undertake should be evaluated in terms of its effectiveness, based on the stated objectives that Mr. Taylor talked about. Are we achieving the things we set out to achieve? The curriculum must be directed in that way. Implementation is a necessary part of evaluation, the evaluation is never done, it is never completed until we put the ideas into practice.

**Mr. Bale:**

Of course the Principal has the responsibility to improve all phases of his program but it would be impossible for us to discuss more than one phase. Since physical education has been neglected throughout Kentucky, I think it would be well for us to take three or four minutes as the case may be to see what a principal can do to improve the physical

education program, and how this can help him to improve his total program. Mr. Gentry, I understand that under the Foundation Program physical education must be a well balanced program in order to meet the standards. Now what can the Principal of the school do to make it possible for him and his school to have a well balanced physical education program.

### **ACHIEVING THE WELL-BALANCED PHYSICAL EDUCATION PROGRAM**

**Richard L. Gentry**

**Mr. Gentry:**

Mr. Bale, first, I would like for the Principal to understand the need for physical education in the curriculum. If he can admit this need and incorporate it as a part of his philosophy, then we are already off to a good start.

Good health along with physical education is an important factor in the success of individuals and nations as well. We have had a physical education program in our schools — at least we have called it that, but it hasn't really been a physical education program. We need, as Principals and as Teachers, to examine that program to see if we are meeting the needs and doing the job that we should be doing. Mr. Bale mentioned the well balanced and well rounded physical education program. That is what we would like to attain — what we must attain for those that want to meet the requirement for a special unit in physical education. Pupils have varied capacities and abilities. A well-balanced and well-rounded physical education program is one that will meet these differentiations. It would include activities for the handicapped; it would include recreational activities; and it would include other activities in the following general areas: rhythmic activities; individual and dual sports; team sports; group games and relays; gymnastics and tumbling; swimming and water safety. The Principal can and should call on his Superintendent and together they can do a few simple things even this year that will improve their physical education program.

I have listed about six things that I believe would be easy to do. One of these is to provide properly certified teachers of physical education. Men teachers for boys and women teachers for the girls. They should plan with parents, Nurses, Dentists, and Physicians for a physical examination of all students. Then follow up on it. Another thing the Principal can do is, provide for the proper scheduling of physical education classes and equalize the teacher load. Too often the physical education program has been burdened by numbers. A Principal can, with the Superintendent, provide for a budget for maintenance of physical education equipment and supplies. Then too, he can help maintain proper relationship between the physical education program which includes all students and, the athletic program which is a limited extra-curricular activity. We need to get an understanding of and between these different programs in our school so it will go a long way toward improving relationship between staff members. Then of course it should be the continuous duty of the Principal and Superintendent and others as they

interpret the entire role of the school to the community that they should promote a public understanding of the aims and objectives of physical education.

I think the public has some misconceptions and I believe the Principal is charged with the responsibility of correcting them.

**Mr. Bale:**

We have been discussing, primarily, responsibilities of High School Principals. Now what is the role of the Elementary Principal including his instructional abilities, Mr. Claude Taylor?

**Mr. Claude Taylor:**

Under the provisions of the Foundation Program Law, the Elementary Principalship is emerging as a leadership function in the improvement of instruction. Previously, except in several urban areas, the so-called Elementary Principal has been a full time classroom teacher. Now under these circumstances, it has been almost impossible for that person to do very much to improve instruction except in the fringe areas. Under the Foundation Program Law, state funds are allocated for the Principalship on the basis of an arrangement of the Principal's time so that he devotes at least half of his time to the improvement of instruction.

Now, it is the responsibility of the Principal to assume the role of leadership in improving instruction. That being the case I would like to pose several questions that seem to me to be very pertinent in attempting to exercise this role. Principals have said to me and to many other people, how do we operate? How do we move in this business of serving as a Supervisor? I would like to suggest that first, any Principal needs to look at the school program, think about whether or not it is geared to the age level of the children being served. I would like to expand that idea somewhat but time does not permit. Another question that is certainly very pertinent in the Elementary School as well as the Secondary School is this: Are the practices and procedures in the Language Arts Program in keeping with recognized educational practices? Are they in keeping with what research and the recognized practices demand? Are the experiences in arithmetic, in keeping with recognized educational practices? Do children have many and varied experiences that will help them in their social development within the limits of the recognized practices for the age groups involved? Do children have the opportunity to participate in assembly programs both as an audience and as actual participants? Do children have the best possible Library experiences within the limits of the facilities at hand? Then what are the possibilities of expanding or improving those facilities. Mr. Gentry, is there an organized physical education program in this elementary school? If so, what opportunities do children have within the limits of that physical education program — what opportunities do they have to develop good health habits. In other words, are they living health as well as talking about it? What opportunities do children have to participate in Music and Art? Is the climate such that the children have the opportunity to assume responsibilities for themselves? Do they have the opportunity to do things and thus develop the attitude that this is "our" school, not

"your" school? Finally, are the potential strengths of the staff members being utilized to the greatest benefit of the children involved? And how effective is the school using the community resources at hand for instructional purposes?

Now as a Principal surveys the multiplicity of problems that exist and in seeking the solutions, he and his staff need to seek all the help that they can get. I'd like to say that it seems to me that within the limits of the staff a great deal of help can be found that will enable us to accomplish a great deal.

I'd like also to suggest that we utilize our college facilities to the very fullest, and that we join hands and associate ourselves with other Principals. There are organizations set up within the State that would help us to do that. Our Elementary Principal's organization has just that type of organization with the primary purpose of improving the Principalship, and the helping of all Principals to a greater competence.

## SECTION II

### PRINCIPLES OF SUPERVISION WORKING WITH THIS FACULTY

**Mrs. Sara B. Wellington, Principal, Kennedy Elementary School  
Louisville, Kentucky**

**Mrs. Wellington:**

This meeting has been most enlightening to me. I was very much interested in the vocational portion this morning because many long years ago I used to teach Public School Music and when I heard this morning that no one should teach Industrial Arts unless he had majored in that field, it reminded me of an early experience. The first year that I taught, they could not find anyone else to teach shop so along with my music, I had a shop class. I must not have been a very good shop teacher because no one ever asked me to repair the tables and chairs.

I've heard so many things by the first section this morning that it reminds me of a definition that I heard of a Principal. A Principal is a person who is too dumb to be a Teacher and too smart to be a Superintendent. Our purpose at this conference, the improvement of instruction for the boys and girls in Kentucky, is indeed a big step in Advancing Education. The subject that I would like to discuss is the developing of the potentials of the people who are working with us to help improve our instructional program.

I believe that a faculty of a school is very much like a family. And I would include in that family, not just the teachers but also the custodian, the bus drivers, the lunchroom workers, and everyone who is considered school personnel. Each one has potentiality. Who can tell you more about how a school operates than the janitor. He doesn't have to appear in a class but at the end of the day he knows the type of instruction that is going on. Who can tell you more about whether your citizenship program is working than the bus drivers. We must take those people along with us. Yes, we need a philosophy of education but my philosophy isn't worth anything unless it is my total school's philosophy. We need cooperation if we do a job that is worth doing. We can certainly have a cordial, business like relationship in schools. Teachers and children must enjoy school rather than endure it. We can differ in a professional manner without personal conflict. How about the teachers who have done college work this summer. They come back to school full of enthusiasm and they would like to do something different in their classes. Maybe they've had their desks in rows and they learned at Summer School that it would be a good idea to put them in circles or to have a reading group. Then what happens if we have a different opinion? Are we developing potentials in teachers? Are we helping to improve instruction? Isn't it supervision of instruction when we make that teacher feel that she can do some experimentation in her classroom. In this case, I don't think most of the Principals would dislike having the chairs in rows. But what about the Janitor—it's lots easier to sweep in a room where the desks are all in a row. He

doesn't have to move the desks. With just a little effort we can handle that situation to the satisfaction of everyone.

Let's go along with that teacher and help that teacher to develop. Teachers have problems—problems that are personal problems and we can help them a great deal by just listening to those problems. Look at the teachers my age who are having to get used to their "bifocals" and "store teeth". Those are *real* problems. And certainly if that teacher is uncomfortable and has no one to tell it to, then instruction for those few days is certainly not going to be on the up-grade. Teachers are going to be just as interested in professional organizations as the Principal. Teachers are going to feel that Moral and Spiritual values should be included in the total school program if the Principal feels that way. Teachers are going to believe that integration will work if the Principal feels that way. *We have to set the pace.*

We have solemn obligations every school year that just sort of scares me and right now I'm really scared. We have an obligation to these new teachers that are coming into our schools. I can remember the first year I taught. I taught all day and cried all night. The only consolation that I had at the end of the year was when the Principal called me in to evaluate my work and said "Well, I want to tell you. You've caused that other teacher to work harder than she ever worked in her life." Now, we have an obligation to this little new teacher—we have an obligation to see her through, and we have an obligation to the teacher who has been in our schools a number of years. Sometimes we think that our teachers are lethargic but they really aren't. Each year we have the same problems and we think—can we work them out? I heard a little story about a fellow that went in to see the Doctor the other day. His hands were swollen, they had been swollen last summer—the Doctor said to him, "Have you ever had this before?" and he said "Yes, I have." and the Doctor pulled his glasses down over his nose and said "Well, you have it again." Our problems are like that, too, and we'll have them again and again. Our leadership is judged by the way people grow and by the way teachers are willing to work under many different kinds of conditions but we must give them the help and the direction that they need. If we should have democratic leadership then we must actively practice it and not talk it. Teachers need guidance but they like to be and should be self directed.

## **A PLACE FOR EDUCATIONAL CASE HISTORIES**

**O. B. Wilder, Supervisor of Elementary Education**

**Mr. Wilder:**

Since the Foundation program now makes it possible and desirable for many reasons for the Principal to spend a great part of his time in supervision, it is necessary and highly desirable that the Principal spend part of that time in acquainting himself and acquainting his staff with the children.

Heretofore, it has not been possible except in unusual cases. In light of all the things which have been said by the Panel Members here today in connection with what the Principal should do to improve the



total program, none of that would be truly effective unless the Principal and his staff *knows and understands the whole child*, the conditions from which he comes, and the influences and the attitudes which have been working upon him since he was born and which have made him what he is now.

Due to a previous experience some years ago I had in working in a school system where there was a cumulative system of records, Mr. Bale has asked me to bring something to you today as to the value of those cumulative records in the instructional program, the Guidance Program and in the total job of teaching the total child. I borrowed for the occasion an actual cumulative folder from a school. This was selected entirely at random from among about 500 inactive folders. I had hoped to go through this folder and tell you exactly what is in it; to give you some good idea of what you might do in your own system to begin establishing cumulative records systems for the entire school. However, due to the time that will not be possible. Let me say in general that everything of significance which you can gather about the child should be put into this folder and kept from the time he enters school until the day that he leaves. That included of course, permanent records, all kinds of tests and examinations, records of special problems, guidance conferences with the teacher and any other thing of significance which you might include. I am sorry I can't go into detail with you about it because of the time. Those of you who are specifically interested, I should be very happy to talk with you personally and show you this folder.

## **THE ROLE OF THE PRINCIPAL IN CHILD GROWTH AND DEVELOPMENT**

**Miss Ruby Carter**

**Miss Carter:**

The Principal's role in working with teachers to better understand children will be one of leadership. The Principal sets the tone, his dealings and attitude toward child development are reflected by his daily deeds, and by the type of school program he has initiated to meet the needs of the boys and girls.

Children must feel secure; they must feel that they belong; they need to be appreciated and they need to have a feeling of success. This can be accomplished only if the Principal understands the fundamentals of child growth and development.

One of the ways often used with a group of teachers in studying about children is to begin with the small, local concrete problem. Sometimes in an Elementary School it could be reading or attendance. Often at the High School level, it is a behavior problem. As the Principal meets and probes into the problem, he begins to get vital information. And if he seeks the advice and counsel of his faculty, he will have all the necessary facts to solve the problems.

A Principal should create an interest among the faculty to study and gain in-sight into the growth and development of children by using child development films; by having discussion groups, workshops, study

groups, making available professional literature, doing scientific research and encouraging membership in professional organizations. The publications of these organizations are full of child development articles.

The classroom is a laboratory where we learn to apply theories for learning, growth and behavior. In evaluation of schools, we need to have some tools for measurements. We need similar tools in studying the individual personalities and potentialities of the children we teach. Guidance experts can help us but we can help ourselves too, by taking the time and effort to become interested in the child as an individual. This in turn, improves pupil-teacher relationships and as we focus on our children, we become more aware of the potentialities of each one—that we can work with him to develop and learn how to use his life for something worthwhile.

In closing, I would like to read from an article by Frank Hubbard. He says "One of the most common handicaps named by Principals themselves is that they do not have time for systematic study and other activities designed to stimulate growth." Now this is like saying that one does not have time to eat or sleep. Eating and sleeping restore the physical resources of man.

Self improvement activities restore originality, creative thinking—without one type of restoration the body dies, without the other, professional leadership dies. And, in either case the Principal becomes a Mummy.

#### **LAY PARTICIPATION AND DEVELOPMENT OF SCHOOL PROGRAM**

**James Alton**

**Mr. Alton:**

For a number of years, we have attempted to inform the people in our school district of every important move that we have tried to make in our school. How we have gone about that is quite a lengthy story but, over the years, we have found that one of the best ways to do that in our community is simply by at first discussing the problem with the particular individuals that are going to be concerned. For instance, if we are going to make a change in our schedule, we discuss it with the teachers concerned first; then we try to discuss it with a few of the parents that might be concerned (who may have children within the class), then we try to put it out on the community as a whole.

Every year, we buy a mailing permit through our Post Office and on a number of occasions we mail letters out to all the Boxholders in the community, explaining the move that we are contemplating. In our particular community, Boxholders are about three times as numerous as parents who have children in school. We give everybody an opportunity to understand what we're trying to do and I think since we are going into a new program here in Kentucky in which a lot more money is being spent by the public in general, we are obligated more and more to get our total program before the total community; give that person who doesn't have any children in school at all but is paying quite a bit of a tax load, an opportunity to express himself. We have found over the years that if we can get people to express themselves, even though

they may oppose us, they will go along with the final decision and in many cases support it.

## **THE ROLE OF THE PRINCIPAL IN THE SELECTION OF MATERIAL**

**Mr. Luther Jones**

**Mr. Jones:**

We still have too many teachers in our schools that might be termed "two by four" teachers. That is a teacher who teaches the material found in the "two" covers of a textbook with the "four" walls of a school room and that's about it.

The function of the Principal as a Supervisor often backfires because quite often the Principal poses as an expert in all fields of endeavor and his efforts quite often are termed as meddling rather than helpful to the teacher but there is one line of endeavor in which every Principal can be successful. That's in assisting the teacher in every way possible, to provide the necessary material and tool with which to enrich and improve the instructional program in her room.

Time obviously will not permit me to go into the various and sundry details of this. There is the Library Program, of course, which can be greatly helped by the aid of your Parents, and your P.T.A.'s in many instances; material centers may be set up in your schools; an unlimited amount of free material is available; the Principal should consider the advice of the teacher in ordering films and film strips, whether they are free or not. He will work with his teachers, he will furnish the leadership to inspire and guide them in the selection of adequate, supplemental teaching materials to enrich the program and do the job that we hope to get done.

**Mr. Bale: "How can a Principal establish and maintain Professional Relationships"**

**Mr. Raisor**

**Mr. Tony Raisor:**

Mr. Moderator—as the time is limited, I will just give you an outline of what I have. Being last, I can just about say *Amen* and that would be it. First, you should know the philosophy of your Board of Education and your Superintendent. The Superintendent is the guiding light and we all look to him. The Principal should know his teachers and by all means, Mr. Principal, let the teachers know you. Lets don't get up into a little shell and say I can't get to him. So let the teachers know *you* and *you* know your teachers. And next of importance is know your student body.

I have been fortunate in that because I'm in a position where I can visit every home in which I have a student. So, that has been a great advantage to me and to our faculty. Cumulative records have already been discussed and they are important to the professional relationship between the Principal and other representative segments of his school. The next thing is the democratic process and we all believe in that but we don't put it in force. The next thing, is always take time to listen

to that problem the teacher has. Now they all have problems and let's listen to them. Now you might say—Oh! let it go, it will work itself out. But it helps a lot if the teacher feels you contributed to its solution. The next thing, is faculty meetings. One way, Mr. Principal, that you can kill the professional spirit of your faculty is having a long, drawn out faculty meeting from which there are no results. Now I think you will all agree with that. Short faculty meetings, kept to the point and last, but not least—distribute responsibility. You know the abilities of your teachers. Don't let one person carry all the load—you are not only imposing on that teacher, but you may be insulting another one who has just as much on the ball.

**Summing Up—Mr. Bale:**

**Mr. Bale:**

We have discussed the importance of working with the Local Faculty, Child Growth and Development, Lay Participation in Planning the Program, the Importance of Selection of Materials, and Maintaining and Establishing Professional Relationship.

We consider these the five big areas in a Principal's Supervisory job. We know there are many others and we want to work with Principal's and Supervisor's to help improve the instructional program. I certainly know that this challenge is not only to the Principals and to the Supervisors but all of us connected with Education. And I can think of no better challenge than the one left for us by Horace Mann; he said,—“Whatever the cause *may*\* be, whatever the cause *can*\* be that requires all of the toil and the sacrifice that the human hand and the human heart can endure, the most important cause is the cause of Education.” Thank you.

\*Editor's italics.

## PANEL DISCUSSION

### IN-SERVICE GROWTH AS A MEANS OF ADVANCING EDUCATION IN KENTUCKY

**James L. Sublett,**  
**Asst. Superintendent of Public Instruction**  
**Presiding**

**Mr. Sublett:**

Dr. Martin pointed out yesterday that this year in Kentucky, school districts were trying to employ about 2,000 additional teachers. Most of those teachers, for all practical purposes, did not exist.

It is true that more graduating teachers stayed in Kentucky this year as Miss Combs reported and that is encouraging, however, the serious problem of staffing our schools is one that we shall have to face for the next ten years. It is evident that we cannot depend upon the colleges alone to supply us with graduate teachers to fill our needs.

One method of attacking this problem is by up-grading those people presently in service who are not fully qualified. Kentucky has had for some years, an excellent In-Service Training Program aimed toward improving the quality of instruction and level of preparation of teachers presently in service.

Recently that program has been expanded and a panel will now discuss before this conference some of the aspects of that program.

Miss Louise Combs, The Director of The Division of Teacher Training and Certification will act as moderator and will introduce the panel to you. It gives me a great deal of pleasure to present to you at this time, Miss Louise Combs.

**Miss Combs:**

Thank you, Mr. Sublett. We sent out to you a short time ago, a questionnaire in which you were to indicate those positions you thought you would fill by the opening of school. Your responses to those questionnaires indicated to us that you still needed 350 teachers but that you hoped to have them filled by the opening day of school.

That is the kind of spirit that will see us do the things we have pledged ourselves to do over the next few years. On D-Day in 1944, when the command passed from General Eisenhower to Colonel Taylor, the latter gave the battle-plan from his quarters saying, "The gates are open—somebody must lead the way". We, too, must lead the way—to help build into our schools, the quality of learning experiences which everybody wanted when the Foundation program was created.

We have made an educational "break-through" just as the allied forces made a military "break-through" at Normandy—we made it by exerting a united effort.

That's what we'd like to talk with you about this afternoon. The United Approach to the Improvement of Instruction.

The elements of this United Approach toward improved instruction are first, the 34 colleges pledged to pre-service preparation and in-service preparation of teachers; secondly, the 221 public school systems, and

third, the State Department of Education. By working together and utilizing all of the resources of these various elements, we can make improvement more rapidly than ever in the past.

The coordination of the elements in our United Approach could be achieved in several ways. One way is through using the services of the five In-Service Consultants seated with me here on this platform. They can help you create the climate and set the tone for the improvement of instruction.

They are, Mrs. Mary Marshall who is working out of the State Department at Frankfort; Mrs. Ethel Barnard who is cooperatively employed by Western Kentucky State College and the State Department of Education and is located on the campus at Western; Mr. Eugene Russell who is similarly employed on the Campus at Murray State College; Mr. Harry Banks, similarly situated at Eastern Kentucky State College; and Mr. Frank Vittetow, who is cooperatively employed also and located at Morehead State College; Mr. William Sanders, Supervisor of Certification, who is in our office, also works with these consultants very closely. The Assistant Director in the Division of Teacher Training and Certification is Mr. Sidney Simandle who is in the audience. These people make up the staff whose services are available to you.

We know that there is an advancing interest by the part of administrators in the In-Service growth program. I should like to have this panel begin with a comment regarding this feeling of interest as they have experienced it at the local level. Mr. Banks, what is your reaction to this?

**Mr. Harry Banks:**

Well, being relatively new, from the limited experiences I have had thus far, I have found that the Teachers and the Administrators in the School systems are very enthusiastic about the program and most of all they apparently have a feeling that we are just as interested. They are interested in the services that we offer and seem pleased that we are willing to work with them in developing a furtherance of this In-Service Training Program.

**Miss Combs:**

Have you been out in the systems working with the total staffs since you began working with the program?

**Mr. Banks:**

Yes, I have. I have worked closely with them and helped in planning and setting up committees to work in the local system.

**Miss Combs:**

Frank, what's your reaction to this; the whole feeling about our responsibility to improving instruction?

**Mr. Frank Vittetow:**

As I see it there are definite trends emerging as a result of the In-Service work that has been underway in the State for some five or six years. If I may, I would like to list five or six.

When this program started there were many systems that actually had an "autocratic" type of instructional program; by that I mean, it was decided by one or two persons. Since that time we have seen that the team approach has been utilized more fully, and by team approach, I mean a program formulated by total staffs from Kindergarten on through grade 12. Too, we are seeing that a better climate is being established among and between faculty members. Now that might seem rather trivial to some of you who possibly have been doing that for a long time but actually this climate, or this permissiveness, in order to become a fact, requires frank and realistic effort. Another thing that we are seeing, especially with our administrators, is the delegation of more and more of their authority. They are seeing that the day is just not long enough for them to do all the jobs that are necessary. This development is primarily a result of their having more and more confidence that the staff itself, as a team, can find an answer. When I first started to work on the program, I was perhaps, too full of youthful enthusiasm. I wanted too many answers too early—similarly so with some systems. They do not give the staff the time to grow and develop and find its own way—its direction; as a result problems sometimes were not met and solved that could have been through delegating them to other competent people on the staff.

**Mrs. Ethel Barnard:**

One of the nice things that I have discovered is the interest of the College Professors. I have been asked by them to get on the "Band Wagon" and out in the field. They are very much interested in the programs.

**Miss Combs:**

Eugene, how do you feel about it?

**Mr. Eugene Russell:**

Well, today for example, Superintendents and Supervisors that I have seen and worked with have talked with me enthusiastically about the program. I have had so many questions fired my way that I am beginning to get to the point where I don't know if I can get there from here or not, but you know, it just works itself around and all the pieces fall together and you've got a nice straight, clear-cut road. I've been working less than a month and already my schedule is nearly full for the next two months. I believe that illustrates—not just interest alone, but an active "do-something" interest.

**Miss Combs:**

Mr. Sanders,—

**Mr. Sanders:**

As you know I am not out in the field and I stick pretty close to Frankfort but many of the Superintendents see fit to bring their problems directly to Frankfort instead of writing or calling about them. We like that when it's possible for them to do so. Today when a Superintendent comes in concerning Emergency Certificates, instead of just try-

ing to get someone to fill the position, we spend some of our time discussing their instructional program—what progress can be made and what progress has been made in the past to improve instruction in their area. Today, you can see a great deal of results from that. There is not a system in Kentucky that will not have at least one Supervisor for the coming school year and most of you in the future will implement that by hiring still others when you see the results that it can bring to your system in improving instruction and helping your teacher with his problems. Teachers need help—this program gives them that help.

**Miss Combs:**

Mr. Sanders, do you see any evidence from the reports which come in from the Superintendents of plans for safeguarding instruction? Do you see any improvement as you look at those reports compared with the ones at which you looked a year or two ago?

Many of the reports that come across my desk today have numerous sheets of mimeographed material reporting on the In-Service program for the past year. The last year's accomplishments therefore are much larger and expanded over any previous year by far and the indication for the coming year due to the enlargement of our staff out in the field is that this will be a banner year for the In-Service program in Kentucky.

**Miss Combs:**

Mary, do you have a comment to add to that?

**Mrs. Mary Marshall:**

Well, as I sit here and listen to the reports that these people are giving and thinking over some of the experiences that I have had for the past two or three months, it reminded me of the last Basketball game I participated in some years ago in which the "fat" girls were playing the "lean" girls; (of course, I was helping the fat girls).

We had one star player on the "fat" side whom three of our opponents were holding. She came over to me and said, "When we call time out Mary, for goodness sake say something to the referee about these people holding me." And I said, "I'm sorry Blanche, I can't because I'm holding everybody I can catch". It seems to me that we have so many new and exciting things going on now in the school systems in the state of Kentucky that it is almost impossible for us to catch up with all of them and I think that Mr. Sublett made a good statement when he said that vitality has been added to our program for the expansion of better coordination with the Colleges and by having the new staff members added, perhaps we can catch up with each other more. During August, we have been engaged in planned pre-school conferences all across the State. Other conferences have been held in addition to these which In-Service staff members did not attend. That is evidence of how fast we are learning together to work in a united way in improving instruction.

**Miss Combs:**

Mr. Banks, when may we take days for planned In-Service Conferences?



**Mr. Harry Banks:**

Miss Combs, in recognizing the value of the In-Service Teacher Education Conferences, the State Board of Education makes a provision for planned conferences to be held on school days. The following are some of the ways systems may have planned In-Service conferences in keeping with the regulation. First, two days prior to the opening of school in 1956-57; secondly, one day any time during the year provided the District Association meets for only one day; third, any two days during the school term in the event the school term has ended before the Spring KEA Convention; fourth, one or two days during the time of the KEA Convention if the Superintendent and staff so choose. However, the fourth method is not recommended, since it is important that teachers attend the KEA Conventions. However, in the event, the system does not take the two KEA days, those two days may be devoted to plan In-Service Conferences. Now this list by no means is comprehensive and there are many other ways to arrange for In-Service Conferences including, for example, after the regular school day of 6 hours, or by extension of the school term beyond the nine months to make possible a calendar of In-Service Activities prior to regular opening date during the year; or following the close of regular teaching term or, for that matter, any time beyond the "call of duty"; on Saturday, in the evening or on one or more of the four legal holidays which the school chooses to observe. Now those are suggestions of course.

**Miss Combs:**

Mary, I wish you would help us crystalize our thinking on what we really do mean by In-Service Teacher Education Program—What is the philosophy on which we build?

**Mrs. Marshall:**

By In-Service Training, we simply refer to a system that enables teachers to further develop after they have begun active service in the profession. These In-Service conferences can be organized for any educational purpose and to consider any educational question.

Our philosophy is based on the deep conviction that In-Service does not need to operate according to a set procedure or pattern—that to be effective it can't, because each school district has unique situations for In-Service consideration; and on the realization that every good teacher wants to become still better—better informed, better prepared, better equipped, and better satisfied.

To that, I would add this: we believe that educational leadership is not just the responsibility of the Superintendent and the Principal. The classroom teacher should be a potential leader too. In-Service training give us all a chance to work together toward united leadership.

**Miss Combs:**

Mary, how are the college personnel brought into the In-Service Activities?

**Mrs. Mary Marshall:**

Because our program emphasizes continued educational growth, the colleges are indispensable to it. They provide us with resource material;

make available their professional personnel for planning; provide facilities and through their Education Departments help us coordinate the program. Just as the teacher's training does not end with pre-service preparation, neither does the college's who granted that teacher a degree. The colleges are vitally interested in In-Service training and without that interest and cooperation, the program could not function.

**Miss Combs:**

Frank, you have had some experience in working with total school staffs and thereby have seen the types of problems that are considered. Could you identify for us two or three of these?

**Frank Vittetow:**

During the past 3½ or 4 years that I worked in Western Kentucky and at the conclusion of that work period—I made a summary of types of activities that systems have in Western Kentucky. During that period of time, we had some 400 total staff conferences. During the first year of my working with that particular section of the state, the types of problems defined were of a different nature than those that were considered three years later.

Some of those problems were such things as—the Grading, Promotion and Attendance problems; the same systems then moved to objectives in later years; like development of the curriculum, or study of the curriculum. Total staffs there, working together learned that what they defined as problems in their first conferences were not really problems at all—but were only “symptoms” of problems.

**Miss Combs:**

Mary, after you have worked with a total staff in a system, how are the results translated into the classrooms—how do we find evidences that something good really happens and that the Conference might make the difference?

**Mrs. Mary Marshall:**

Well, I can give one example—for several years in Lincoln County and Stanford we have had Local and Regional Conferences on child growth and development; as a result of these conferences (and they were concerned with what was happening to children in the Primary Grades) the Principal and Mr. Roberts, the Supervisor, and Mr. Milburn, the Superintendent, plus college consultants, got together with the parents and worked out a re-organization of the primary grades into a continuous growth plan whereby they changed the promotion practices.

**Miss Combs:**

Are there any indications that some systems, through total staff conferences, are starting a practice this year that the system hasn't done before? Have you a comment about that, Mr. Banks?

**Mr. Harry Banks:**

Yes, there are quite a few systems that are considering new practices. One that comes to my mind as an illustration is a system I worked with

which held a two-day pre-school conference. They were concerned primarily with reading, schedule-building, and fulfilling course requirements.

Out of the deliberations of this total staff conference, several committees were formed to deal with each phase of their problems and they, in turn, planned for follow-up activities. Basically, these teachers, in committees, were helping to develop a means of evaluation. They were not identifying new *problems*, but, they had developed a new way—and I think an effective way—of *dealing* with them.

**Miss Marshall:**

I was asked last night after dinner to work with a group of teachers on Friday. That was a good evidence of inter-group activity brought about by this program which is already underway. It was a group of high school teachers who are interested in the teaching of reading, that interest is a result of total staff working together on a problem.

**Miss Combs:**

You mean then that the high school teachers working together reached a decision that reading is a problem which requires the attention of everybody in the school?

**Miss Marshall:**

Yes. The point is simply that everyone recognized that reading was a problem but until they came together at a planning conference, there was nothing done on the problem. After coming together and working together and recognizing that a mutual problem exists then the teachers, working and planning together, can aim toward solutions. There are examples of this going on in various parts of the State now. In Russell County, just last week, the home ec. teacher made plans to work with rural school teachers, and the elementary teachers in the consolidated schools there on a program of school visitation. This was a similar working-together program where everyone involved shared together information that they secured from visitations. This avoided a duplication of effort. The point is, that we can all work together on problems regardless of the level with which they are concerned and that this group planning, group thinking can achieve more toward the solution of problems than many other commonly used techniques.

**Miss Combs:**

You mean then, that by actively working together, elementary and high school teachers not only become more aware of each others problems but can, in fact, aid each other in the solution of their individual problems.

I think that is very true. People sometimes tell us that teachers will not improve themselves unless we set certification standards and send them back to school. However, we have had a deep conviction that if we could work with teachers on things they are interested in, it would provide an incentive for them to want additional course work—both on and off campus. We can now see evidence that supports that

thinking. Today, a thousand emergency teachers become fully qualified each year. Certainly, the plan of issuing emergency certificates and paralleling that with our In-Service program has been an important factor in achieving this. It's a good plan because you helped us formulate it. It has motivated many teachers to go on for advanced degrees. You know, I myself, started out on an emergency certificate a long time ago. Mr. Sanders, how does the number of certificated teachers this year compare to the number last year?

**Mr. Sanders:**

The number is down quite considerably. To date the reports of Superintendents all over the state have indicated only 1,630. That's considerably below last year's figure and in addition to that, numerous ones of you have indicated since you have been here in Louisville that unqualified teachers have fulfilled some of their requirements and I am sure that some of you will lose some of these qualified teachers. We hope you will examine and keep in mind that there are roughly 2,000 more teachers this year than last year.

### PART III

#### "STRENGTHENING THE INTERNAL ACCOUNTING PROGRAM"

By

Mr. Ted Gilbert, Head,  
Bureau of Administration and Finance

#### "PROVIDING AN ADEQUATE SYSTEM OF PUPIL RECORDS"

By

Dr. Stanley Hecker,  
Division of Records and Reports

#### "STRENGTHENING THE INTERNAL ACCOUNTING PROGRAM"

By

Mr. Ted Gilbert, Head,  
Bureau of Administration and Finance

We in the Bureau of Administration and Finance are delighted to attend and participate in a meeting of this type—a meeting designed and called purposely to deal with matters related to improving instruction.

The Bureau of Administration and Finance has a minor role to play in it in a sense but we are, none-the-less intensely enthusiastic to see emphasis being placed on what, after all, is the important part of any educational program.

We sincerely believe that unless illustrated practices are designed and dedicated to the improvement of instruction that those practices are no good. This afternoon, I am going to touch briefly on a phase of the administrative program which is directly related certainly to the instructional program that our schools are offering to the boys and girls of Kentucky. Later on, Dr. Hecker will deal with a second phase that is equally important.

I want to speak briefly regarding the matter of strengthening the internal accounting system in the local school district. Perhaps, I should say that I want to deal with the "infernal" accounting problem and maybe that would get me more to the point.

In 1935, Mr. Sam Alexander who at that time was a member of the staff of the Department of Education, completed a thesis. I think it was in conjunction with his work on a Masters Degree. In this thesis, he dealt with a phase of internal accounting which he called "extra-curricular activities." In our terminology, we now refer to these as "activity accounts". At that time, he said that we had more than \$3,000,000 involved in the activity accounts of various school systems in the state. I dare say that if it were \$3,000,000 at that time, we would easily have in the neighborhood of \$5,000,000 in those accounts today.

Many school systems of just ordinary size have up to \$10,000 and \$12,000 involved in the funds of various activity organizations in their high schools and the elementary schools. Many of us have read and

heard of instances where school systems have been split wide open and morale totally, or almost totally destroyed by failure to properly account for the activity funds in schools. In this area, therefore, the efficiency of the internal accounting system has an important role to play in regard to the instructional program.

I remember so well a few years back, a remark made by one teacher about his Principal. He was talking with another teacher in the system when the latter made a comment like this: "I wonder what happened to that \$2,000 we made on the school's Spring Festival." In answer to that came this remark: "I don't know but the Principal is driving a new car."

Now it was a remark that wasn't meant to be malicious—it was stated for a joke. But I've always recalled it with wondering how well that Principal might have defended himself in the face of an actual accusation if the use of those Spring Festival funds was not noticeably apparent. No matter how innocent, that Principal could have placed his integrity and professional future in jeopardy had he not been able to readily account for the disbursement or disposition of the money in question.

There was a time, when centralized activity fund accounts were strictly a matter of choice and we have many school systems that have long made it a practice of accounting for student activity funds. Even now, however, when it has been established by opinion of the Attorney General that the local Board of Education is responsible for accounting for these funds, and in the face of repeated reminders from the Superintendent of Public Instruction and the State Board of Education to the effect that they *must* be accounted for—even now, some systems are failing to keep accurate records of these funds. Those schools and their administrative officers are derelict in their duty.

We hope to be able to expand our auditing staff in the Division of Finance in order that we can provide closer scrutiny in the auditing of these internal accounts.

I would like for you to consider with me now, some procedures that we feel are sound in the organization of your internal accounting system. Since the funds involved in internal accounts are most often the primary concern of teachers and students, it would be well for us, as administrators, to make available to the teaching staff and to those students who are concerned, information about, and an understanding of, the method of accounting for all student activity and other internal accounts.

It is our considered opinion that the best system for operating an internal account is by using the "Cash Basis". Under this method, only cash income and disbursements are considered, and in which purchases are permitted only in those instances where cash payments can be made for them.

Certainly, any system of internal accounting should include the issuance of receipts by the central treasury to persons depositing money into the central fund, and all disbursements should require proper authorization by the agencies represented.

The Principal, by the nature of his position, should not be the person handling the central account. The Principal is responsible for the over-all program. There should be some person on the staff who is designated as the Treasurer because he has the aptitude and the inclination to do the job. He should be allotted time during the day to do this job.

In addition to the central fund treasurer, each student organization should have an efficient and conscientious treasurer who fully understands the internal accounting system.

Finally, there should be periodical reporting by the central fund treasurer on the status of the internal accounts—(preferably this report should be submitted monthly), and a date for closing the activity accounts should be established near the end of the school year and at that time, participants in the program should be fully informed regarding the status of their respective accounts.

The Internal Accounting System as I have outlined it, is described in detail in a Department of Education Bulletin based on Mr. Alexander's research on Internal Accounting, and that Bulletin was mailed to the school districts soon after it was published. If you cannot locate your copy, we will make them available so long as our supply lasts.

We are firmly convinced that an organized, understood, and efficient internal accounts system holds a definite relationship to the facilitation of an over-all improved instructional program.

## "PROVIDING AN ADEQUATE SYSTEM OF PUPIL RECORDS"

By

Dr. Stanley Hecker, Director  
Division of Records and Reports

There are many pupil records that we are required to maintain in order to provide needed information about pupil personnel in Kentucky Schools. That those records must be kept, and kept accurately, is not questioned, and by and large they are being maintained properly in most of our school districts.

Today, I want to deal primarily with the most important record as far as you, and I, are concerned—that is the Teacher's Register of Attendance.

This year, that record has assumed its great importance by virtue of the fact that the Foundation Program is now based on average daily attendance and not on "census".\*

\*(Editor's note: Formerly, State funds were allocated on the basis of the number of pupils in a district whether or not they were in school in that district.—funds are now disbursed on the basis of average daily attendance.)

There is only one source of average daily attendance—that source is the Teacher's Register. Because it is just as important to us as it is to you, we have been in the process of "auditing" last year's Teacher's Registers for the purpose of determining ways it can be improved; and by "ways", I refer to both the format of The Register itself *and* practices that are being used in filling them out.

The men who have been assigned the monumental task of auditing these records are the same men whom Mr. Gilbert referred to when he talked about auditing internal accounts, so you can see, for that reason that it is a slow process. But they will be around to every school district and from their reports, we have already determined several things that need to be changed. With your permission, I will summarize them.

- (1) Do not use a ball-point pen, or a pencil in keeping records.
- (2) Use the register to record attendance—not for club dues and fees owed on lockers, etc.
- (3) Periodic check by the Principal or Director of Pupil Personnel to determine that the instructions in the front of the register are being followed.
- (4) Some teachers apparently do not realize that the four "5 day periods" on each page do not refer to specific calendar days.
- (5) It should be made definitely clear to all school personnel involved that a "transported pupil" is,—“a pupil who lives one, or more, miles from school and is transported by school bus.”\*

I want to briefly elaborate on the last two of these. The four "5 day periods" on each page of the Register refer to the 1st, through 20th day of our twenty-day school month. Directors of Pupil Personnel certainly are well enough informed to set these up and they should check with

\*Editor's quotes



individual teachers to insure that they are doing it correctly. We should bear in mind that this year, we are operating on a minimum 180 day school year with a minimum 6 hour day. Now that means six clock hours per day except in the first grade—which may, upon approval, of the Bureau of Instruction, operate on 3½ hours per day. In that 180 days, four legal holidays are authorized according to your choice except that these must be observed on the actual dates of the legal holidays selected; i.e., you can't observe Labor Day on the Friday following Thanksgiving in order to get a two day vacation during that time.

If extra days are desired, obviously the over-all school term should be long enough to take these and still get in the required 180 days.

We should also take note of the fact that in order for a child to be counted as present—he must be in school and attendance is kept in the morning and afternoon; you can have half days of presence or absence but the record must be kept daily, be kept neatly, and carefully. Obviously with the tremendous importance that this record has assumed, it will require closer scrutiny now. We will check these very carefully.

In regard to number five (5) above, I just want to emphasize that a transported pupil must ride the bus. Our audits thus far have shown quite a few schools to which **everybody** is transported. These schools must be quite isolated but we are curious about them and I can guarantee that we are planning to visit them to see whether or not their 17 or 18 year old high school people are really leaving their flashy cars at home.

When our audits are completed, I'm sure they will verify the need to revise the format of the Register and also determine other ways in which this most important pupil record can, and should be improved. Using this record as a basis for the amount of state aid necessitates that we be extremely careful in recording ADA and transported pupil figures.

I believe that is all I have to say right now. Thank you very much for your attention.

## PART IV

### PANEL DISCUSSION

#### TEAMING UP FOR EVALUATING THE TWELVE-GRADE PROGRAM

Dr. Ellis Hartford, Former Head,  
Bureau of Instruction

Mr. James L. Patton, Head,  
Bureau of Vocational Education  
Co-Chairmen

#### Participants:

- Dr. Curtis Phipps .....Director of the Division of Guidance Services
- Mr. Fred Martin .....Director of Trade and Industrial Education Division
- Mr. Sidney Simandle .....Assistant Director of the Division of Teacher Training and Certification
- Mr. Don Bale .....Director of Instructional Services
- Miss Mary Louis Williamson.....Director of Vocational Homemaking Division
- Miss Stella Edwards .....Director of the Division of Education for Exceptional Children
- Mr. E. P. Hilton .....Director of the Division of Vocational Agriculture

#### Mr. Sublett:

May I take just a moment before we begin on this last day, to express on behalf of the various sponsors of this conference, our sincere and deep appreciation for the very fine spirit that has been exhibited throughout by the participants.

I think we have had a very successful meeting. I told Mr. Prather while we were coming up on the elevator that the proof of the success of any conference is in the number of people who come back on the second and third day. We have just about as many here today as we did when the conference was opened.

We are grateful but with that, I know you have found this to be an interesting meeting by your presence here for its duration.

After this session, we are going to break into a number of groups wherein you are to discuss the topic: "*Interpreting the A.E.K. Program to the Community*".

We've talked "around", and hinted about a new approach to evaluating school programs. This idea of a new approach to evaluation will be made apparent in the comments of the panel you see here this morning. It is an idea embodying the evaluation of a total school program—the 12 grade system-wide evaluation.

These people are experts in this area, and without further comment, I now turn the meeting over to them.

**Dr Hartford:**

Our good Assistant Superintendent has called us a group of experts. According to my definition, we're not. As I remember it the definition of an expert was a so and so from out of town. Well, we're right among our own folks and in our own place and working right here in Kentucky where we belong and for that reason we're not experts.

The truth of it is, we are here under no faults, pretense or assumptions—we are here as one of you, as school people; working with school people to address ourselves to what is a pertinent and perennially important problem, namely; assessing how well we are doing, taking account of our situation and planning for the intelligent next steps.

That's all there is to it. Evaluation is a normal, natural part of life. A lot of it has to go on in our family; a lot of it goes on in our staff; a lot of it goes on in your deliberations and it goes on around the dinner or supper tables of our communities.

I remember when this first came to my attention. I was a young teacher in West Kentucky being paid all of \$115.00 a month; (I had already been teaching some, or I wouldn't have gotten that much). One of our Board Members at that time stopped me on the street and said, "Ellis, you know what our schools is a 'doin' wrong'?" "Well," I said, "Mr. R., probably a good many things but what did you have in mind?" He said—"They are teaching our boys and girls that they have got to leave here in order to get something. They are teaching them to go to Gary and Whitey, Indianapolis and Evansville." I didn't have sense enough, experience or wisdom enough, to really appreciate it but later when I studied the findings of the regionalist and learned something about the rural structure of the south; learned something of our problems and so on, I realized that this man, one of the spokesmen of the people, a board member, was doing a very accurate evaluation of the school program.

That's going on all the time. We want to be able to use that; we want to be able to direct that; we want to be able to work with that kind of evaluative process that is going on in our communities all the time. Indeed, we want to have a cooperative, continuing, "cool" type of evaluation with our communities using all the competency of our staff all the time. That includes, of course, the help that we can get from the State Department, our institutions of higher learning, and the school systems. I heard a funny story, but a true one, that might illustrate our purpose. This has to do with a sure enough person—a Methodist preacher, who preached for 40 years down in West Kentucky. He happened to be waiting for a train at a little metropolis over in Eastern Ohio County called Rosine. While waiting for a train, time passes rather slowly at those little stations; that was particularly true before the days of news-stands and modern conveniences. That being the situation, a man who was under the influence of some the stimulants they have down there, walked up to him and said, "Well Friend—where are you going?" This old minister, drew himself up and said, "Brother, I've been on my way to heaven for 40 years." The drunk looked him over

and said, "Let me say this preacher, if you have been going 40 years and you've gotten no further than Rosine, you're not getting very far."

Now we have got to do some evaluating and find out whether we are at Rosine or at Horse Branch or further up the line. And first of all, we've got to know where we're going.

That brings us to the subject matter of this panel.

**Mr. Jim Patton:**

When we think of evaluation, we naturally think and should think of the improvement of instruction. It is only a technique by which you measure your instructional program. In evaluating a school program, you certainly have to keep in mind all of the contributing factors that would make it possible for the teacher to do a good job.

Such factors would include administrative policies; facilities; instructional supplies; the environment condition in our classrooms; scheduling; relationships with the community; a host of things would be a part of evaluation and back of it all would be the philosophy of the school. I have thought the teaching of Moral and Spiritual values in our public schools is a waste of time if in your policies of athletics, in your relationship with your community and other phases of the school situation, violate ethical responsibilities. In other words, what you do, speaks louder than what you say.

Now a team approach is built on the conception that you cannot have a school any stronger than its weakest program. A strong department cannot long remain strong, if other departments are weak. So we have tried to develop a team concept as our approach to an evaluation technique—and that team should involve the departments, the school and the community. This panel could get going by discussing the philosophy behind the team approach.

**Dr. Hartford:**

The floor is open now for the panel to address themselves to this first question,—*Why the total school evaluation—why the team approach?*

**Miss Mary Lois Williamson:**

Well, I'd like to think of evaluation as the process which determines the extent to which goals has been reached, what others need to be reached.

**Mr. E. P. Hilton:**

It seems to me that the team approach on evaluating the total school program using the local people is the most direct approach.

**Dr. Hartford:**

We have heard from the left wing—now what about the right wing?

**Mr. Bale:**

Dr. Hartford, I think some of us may have to convince ourselves that the team approach and total evaluation is what we want. We may have to convince ourselves because for too long we have been satisfied with evaluating only certain phases of the program. There may be good reasons for that.

I think now since we are beginning to think in terms of the total school program when we are thinking of school experiences for all of the children, those of us who have been in favor of certain phases rather than the total program will start taking inventory of our philosophy. As soon as we have convinced ourselves that the only thing that is good for the child is to evaluate the total program that the High School is no better than what the Elementary School provides, then maybe we will all be convinced.

**Dr. Hartford:**

Anyone else want to address remarks to this first big question of—why evaluate the total school—why use the team approach?

**Dr. Curtis Phipps:**

I would like to emphasize the question, why use this team approach? There are some neighboring states, that, even in their college evaluations, send out one expert or one evaluator and according to the standards that have been worked out, he makes an on the spot judgment of the institutions and it is on the basis of this report that accreditation or approval is based.

Evidently it works to some success or they wouldn't continue to use it. We wonder sometimes, why the Superintendent, who knows his school system as well or perhaps better than anyone else, couldn't get a set of standards and mark them up himself. He knows his staff, his curriculum, his buildings and plans, etc., why can't he make his own evaluation and submit it? I emphasize this point for the sake of discussion here because I think it is important that we understand fully the merits of a cooperative evaluation of the type we are contemplating.

**Dr. Hartford:**

We can't let that kind of a question go unanswered. We must have an answer for it.

**Mr. Bale:**

A lot of times, we can't see our own problems until someone has made us aware of them. The Superintendent for instance, is making every effort in the world to improve his program but there might be areas of potential improvement that he doesn't see. The very fact that somebody comes in and discusses various aspects of the program can help him see these areas. He becomes involved then, and he has suggestions and ideas that stimulate him to see the problems that he probably hasn't seen before. I can see that the new technique is an advantage over that of having someone come in and make an evaluation without involving the people who will be primarily responsible for making the changes. This question of team approach is the democratic process and its the very thing that we are trying to do in our schools through developing the democratic citizen.

**Mr. Patton:**

I'd like to ask Fred Martin to give us briefly the techniques that are used in evaluating Trade Schools.

**Mr. Fred Martin:**

Mr. Chairman, I choose to think of evaluation in another line from what has been presented here so far. That is, that our public schools today are organs created by society to perpetuate and improve that society. They were created by the people, for the people, to represent the people. In have a feeling sometimes that we as educators might have a tendency to call them our schools. They belong to the Superintendent, they belong to the Teacher and what have you. I think we need to start thinking more and talking more in terms of schools for the children.

Regarding the evaluation that we conducted in the 13 area trade schools a few years ago, a technique was employed which involved everybody concerned. We used 110 people made up of school administrators, representatives of labor and management, and lay public.

They came in and took a very critical look at what we were doing in vocational, industrial and trade education today in this state. It was very successful. The biggest thing that it accomplished was the fact that all of these groups began to feel that the schools did belong to them. That they had a large share in these schools and that these existed for the children and the people.

**Dr. Hartford:**

While we are talking about the composition of the teams that have evaluated different kinds of institutions, I wonder if we couldn't talk about the evaluations very briefly on teacher education institutions and of the Southern Association Schools. Mr. Simandle and Mr. Bale might briefly describe the composition of a sample team, and give us some idea of the number of people involved.

**Mr. Simandle:**

We have just had a very satisfying and we think, successful experience, in the process of evaluating the teacher education programs in the colleges throughout the state of Kentucky. Through the national accrediting association, some of the larger colleges have been evaluated previously but under the sponsorship of the Council on Higher Education and working through the Department of Education's Division of Teacher Education and Certification, we have just completed the work of coordinating the evaluation of the remaining colleges in Kentucky. The bulk of this was done last year and the extent of the teachers' experience was emphasized more with the Junior colleges than with the others. Now I grant you there is quite a bit of difference in evaluating a Junior College and evaluating a 12 grade school. However, the team approach is similar. We had the experience of using a team to go in and make an evaluation on the campus of any particular college after the college faculty had made a self-evaluation.

In these particular experiences, composition of a team ran something like this: (and in making up the team the Junior College or Senior College in question had major prerogative in the selecting of the committee.) One member of the team would be from one of the sister institutions of similar type and category; a member from the Department of Education, a specialist from the various areas to be evaluated—

Libran  
local  
forma  
provid  
profes  
comm  
invite  
tender

TH  
Makin

Mr. H  
In  
It is n  
involv  
lookin  
selves

Mr. P  
Ev  
in a t  
visual

Mr. H  
C  
design  
the ad  
aspect  
repres  
some  
also a  
some c  
ing ev  
of eva  
those  
be abl

Miss V  
I

Dr. H  
No  
the pa  
sentati

Mr. S  
Di

Dr. H  
No  
would

Library work, Home Economics, Science, etc., perhaps someone from the local community—an alumnus of the institution who could supply information about the institution was run in former times and also provide some of the local community feeling—the reaction. Various professional organizations, if possible, could supply a member; an advisory committee member of the Council of Higher Education would also be invited to participate; the College professors and local school Superintendents.

That is a sort of team approach as it is applied to a college situation. Making up a team would be quite different for a 12 grade evaluation.

**Mr. Hilton:**

In evaluating the schools local people should be used in the majority. It is my feeling that just enough of the State staff personnel should be involved to point out some of the phases of the program that might need looking into. The value of this will be the fact that local people themselves would see their schools from a new point of view.

**Mr. Patton:**

Everett, suppose you assume now that you were a Superintendent in a typical Kentucky school system. What kind of a team would you visualize?

**Mr. Hilton:**

Certainly I would want some of the Board Members or someone they designate because sometimes our board members get so concerned with the administrative functions of the school that they don't see the other aspects of schools—I would want some staff members of the school represented. Perhaps someone from a neighboring school; I would want some representatives from some of our local organizations like P.T.A., also a newspaper man—let the public see what you have, and see what some of your objectives are, see what is going on in your school regarding evaluation. And I'd want the experts who developed whatever type of evaluation instrument is being used. And then above all on my team, those who would never know about my school program and who would be able to help me interpret my school program to the public.

**Miss Williamson:**

I think we might have some pupils or students on this team.

**Dr. Hartford:**

Now what people also have responsibility outside—I think most of the panel agrees with Mr. Hilton about the local and community representation on the team, if not you can say so.

**Mr. Simandle:**

Did he mention the colleges?

**Dr. Hartford:**

No, he didn't. But that is something worthwhile to consider. When would Miss Edwards be on the team?

**Miss Edwards:**

Well, I suppose, generally in districts where we have special education programs, but actually, I would like to see our Division included on this team in districts where there is no established program of education for exceptional children.

**Dr. Hartford:**

The Division of Exceptional Children would be used on a number of these teams but Mr. Hilton, you would have someone—one of your field staff or bureau people wherever Agriculture Education was pertinent, wouldn't you?

**Mr. Hilton:**

I think that all phases of your student program should be represented on an evaluating team.

**Dr. Hartford:**

If the panel disagrees, say so—if not, we are going to say that we all agree with the soundness of that. Should any one else be on this team; you had better speak up—we're going to be setting up some teams in the next month.

**Mr. Patton:**

What techniques and procedures should be developed regarding how the evaluation will be used? What should be expected to come from it? How are we going to include the community in the total school development? I would like to hear some remarks on these questions?

**Miss Williamson:**

Well, I still haven't the answers. However, it does seem to me that we must begin with the purpose of evaluating. If in evaluation, we find out *where we are*, just what our program is, then as we take a look at where we are, we are going to begin thinking in terms of where we want to go. Certainly, we should think about where we want to go if the evaluation is going to be effective at all.

That means that we should set up definite goals or objectives based on our understanding of weaknesses in the program as they have been made apparent by the evaluation.

After deciding on some specific objectives, the next step would be mapping out a plan for achieving those aims.

**Dr. Hartford:**

Perhaps, then, the community will have the kind of readiness that would result in a study committee that could go about a systematic, sustained study of how to solve a problem, or how to develop a school program that would fit a given need.

Lets assume, that a community which experiences this kind of cooperative team evaluation finds that it hasn't begun to meet the needs of its exceptional children. One logical way to begin would be to initiate a local study for that purpose. There's where our local committees, and ultimately, the state committees would tie on to the out-



comes and the findings of this team evaluation thing; it would be a logical, developmental process and it would carry out a continuing aspect of the things you have just mentioned.

**Mr. Hilton:**

In talking about the proposed evaluation of schools, who is on this team? We have a large number of schools in the state of Kentucky—are we going to try and evaluate all the first year, or just how, and in what order will you proceed?

**Dr. Hartford:**

As a matter of fact, we have enough invitations from school districts to keep us busy for the first half year. No less than 10 systems have said, "We'd like for you to begin with us and we have some plans for the first of those programs."

**Mr. Patton:**

Lets take a cue from Dr. O'Donnell and lets hurry, because I think this definitely should be done, as far as possible, on a voluntary basis.

**Mr. Hilton:**

I am just wondering if there is anything that the Superintendent should do in getting "readiness" among the teachers in the community for such an evaluation. Do you think there should be?

**Miss Edwards:**

It seems to me that it would be very wise to do that. Unless people are ready—unless they want the evaluation, it probably would do more harm than good. And it seems to me that as we look at this team approach, we have to realize that we're not evaluating, or measuring, segment against segment of our school program. We are simply trying to see how each segment of the program fits in to make a total program.

**Dr. Hartford:**

In summing up, may I point out this one fact that we are all going to have to face in talking about "readiness" for evaluation. We have all got to realize that we are constantly being evaluated in every school district in this State. It may be taking place down in the Service Station, in the Barber Shop, the Grocery Store or the Beauty Parlor or what have you, in every community. Now those people who are constantly evaluating us should be brought into an organized team approach to this evaluation or the other kind of evaluation will continue to go on and not be utilized for the best effects.

## PART V

### Question and Answer Period

Mr. James L. Sublett, Presiding

After all previous sessions, any questions that arose were written down and submitted to Mr. James L. Sublett, Assistant Superintendent of Public Instruction, who presented these for general reply during the afternoon session on August 29th.

**Mr. Sublett:**

Ladies and Gentlemen, at this time, we are going to take up various questions that have been raised during previous sessions. We have purposely selected those questions that we think will be of general interest.

I am going to ask some specific staff members to answer the question according to its nature, and I trust that the reply will be brief.

I am going to direct this first question to Miss Combs.

**Question by**

**Mr. Sublett:**

How can we hope to make communities see the need for qualified teachers as long as emergency certificates are still being granted?

**Reply by**

**Miss Combs:**

Well, for 14 years, we have been issuing emergency certificates on the basis of a minimum standard—we have *not* issued any to people who did not meet those minimums unless it was in a very isolated situation wherein children would *not* have had any teacher at all—and even then, it was made plain that the issue was temporary. Through In-Service contacts, many emergency teachers have been up-graded. The situation is improving and it seems to me that the very fact that a teacher is classified as “Emergency” should contribute to any communities realization that a qualified teacher is what they need and want.

**Question by**

**Mr. Sublett:**

Thank you Miss Combs. The next question that I have and I'm sure it can be answered very briefly is: “Why can a Ballpoint Pen not be used for Attendance Records? Banks accept Ballpoint signatures as legal?” Mr. Ward, will you answer that one?

**Reply by**

**Mr. Ward:**

Because it blurs, is therefore hard to read, and pressure causes the ink to come through.

**Question by**

**Mr. Sublett:**

This question, and because it might be an over-all question, I will answer myself. “What provision is made for absence because of illness

under the Foundation Program so that ADA is not affected adversely and the district penalized for a legitimate absence?"

**Answer by**

**Mr. Sublett:**

In instances where there are epidemics which cause absences far beyond the normal amount, there is a provision in the Foundation Program whereby a Superintendent may make a request for consideration. Other than that, there is no provision because when you base the distribution of money on ADA, it *must be* on ADA, regardless of whether that absence was caused by illness or because the child just wanted to go fishing that day.

**Question by**

**Mr. Sublett:**

"Is there any provision for adequate restroom facilities for teachers?" I'm going to ask Mr. Ted Gilbert, Head of the Bureau of Administration and Finance to answer that since the Division of Buildings and Grounds is within his Bureau.

**Reply by**

**Mr. Gilbert:**

Mr. Roy Smith, our Director of Buildings and Grounds and that Division, recommends that teacher's restrooms be provided but there is no specific provision requiring them no more than there is a provision requiring an office. As I say, it is highly recommended but a building would not be disapproved because teacher's restrooms are not included in the plans.

**Question by**

**Mr. Sublett:**

The next question is for Dr. Hartford. "Are copies of 'Looking at our Schools' still available for use of teachers and PTA members?"

**Reply by**

**Dr. Hartford:**

Yes

**Question by**

**Mr. Sublett:**

Another question to Dr. Hartford: "Is it permissible to use 4 one-half days during the school term for teacher conferences and teach 2 days to make them up?"

**Reply by**

**Dr. Hartford:**

The answer, I'd think to that question is to extend the term. The regulation says 'you must teach 172 days'. If you extend the term to 176 or 178 or 180 days, the use of the days is up to the school district.

**Question by**

**Mr. Sublett:**

"Approximately, how many persons would you have on the evaluating team? Would the number depend on the size of the school system?"

Do you recommend that the entire committee evaluate each phase of the program? If so, how and by what method? How long would this evaluating committee be in session? Mr. Bale, will you answer that.

**Reply by  
Mr. Bale:**

It would be rather difficult to decide on the exact number for a team. I do think that the size of the system would have something to do with it. We define every concern of course with the fact that each phase of the program needs representation. As far as the entire team evaluating each phase of the program, I suspect that would be rather cumbersome. I am sure that with each team approach that certain people can do certain phases of the evaluation better than others and they would be responsible for those phases. The team approach would mean that conclusions regarding an evaluation of a particular system would be what all the people on the team thought about the things they worked on during that particular day in the light of their own specific fields.

**Question by  
Mr. Sublett:**

The next question, I am going to undertake to answer myself because it is an easy one. "If an athletic field is one half mile from the school, can we use the school bus to take physical education classes to and from the field?" "May we transport football boys to and from football practice or games?"

**Answer by  
Mr. Sublett:**

If you want to do it out of local money, you are perfectly welcome to do so but do not charge that to the transportation allotment under the Foundation Program.

**Question by  
Mr. Sublett:**

"In the extension of the school day for first grade children, many problems will be posed. How may the problems of fatigue, short tension spans and so forth be met?"

**Reply by  
Mr. Ted Gilbert:**

I think many of our districts have been confronted with this problem long before now, especially the consolidated school districts, that is, where the first grade children are transported and have to wait, when the transportation system is operated beyond the normal school day. I think the best solution for the length of the school day for the first grade child is to make more use of time for adequate rest and recreation periods. I believe that the state board regulation took into account the fact that the 6 hour school day is too long for the first grade child and made it possible to shorten the time for these children.

**Question by  
Mr. Sublett:**

The next question is for Mr. Patton. "Is there a possibility that Industrial Arts and Science programs might be supported through an act of Congress similar to the Smith-Hughes Act?"

**Reply by  
Mr. Patton:**

It cannot be supported at this time; however, there was a bill introduced in the last Congress to try to get Science in a Federal Aid for Science and Mathematics law; as far as I know it died in the Committee. At this time you can only use federal funds for vocational substance and general science is considered as general education. There is, of course, always that possibility.

**Question by  
Mr. Sublett:**

"Is there a possibility that free textbooks may be removed from the financial responsibility of the State and that fund be used to meet a greater need?"

**Reply by  
Mr. Sublett:**

I am going to try this one myself. I'm not so sure that there is a 'greater need'. There is certainly a need to increase this appropriation because to furnish a complete set requires about ten dollars—the appropriation is set up for \$2.00 per pupil. That means that we are quite a bit short. The free textbook law is a good law and the people have become used to it.

I don't believe we would get very far in trying to withdraw the idea of free books. The answer seems to lie in fully financing the free textbook law according to present needs rather than trying to rescind the law and use the money elsewhere.

It wasn't possible to do this at the last session of the legislature because we made some pretty strong demands on the Treasury as it was; still, we hope that something can be done at the next General Assembly about this.

**Question by  
Mr. Sublett;**

What does the state recommend that the district pay for teachers who have attended summer school and have earned 15 hours above the Bachelors degree?"

**Reply by  
Mr. Gilbert:**

There is no specific recommendation. The salary schedule is still set up by the local board of education and the Superintendent. A teacher with fifteen graduate hours would still be a Rank III teacher and would remain in that Rank until he gets a Masters degree which would make him a Rank II teacher. However, the salary for a Rank III teacher is

an "average"; i. e., all teachers in that classification in the system may not receive the same salary—some may get \$200.00 less, annually,—others may get \$200.00 more, than *the average* of all the salaries of Rank III teachers. If a system wants to pay more for graduate study that is well and good, and it could be done. I am sure there are many systems doing it.

**Question by**

**Mr. Sublett:**

Mr. Bale, in devoting at least half time to the improvement of instruction, and, granted that administrative and supervisory practices overlap, just how are the following important jobs characterized?:

- (1). Individual guidance for the child
- (2). Parent conferences in regard to child development and progress
- (3). Providing new materials
- (4). Presentation of research and its place in the instructional program

**Reply by**

**Mr. Bale:**

It seems to me that all of the things that were enumerated in this question could be classified as supervisory responsibilities. When we say that administrators should devote 50% of their day to supervision, we are thinking in terms of Principals who have been relieved of teaching duties. We realize that Principals have been devoting some time to supervision all along—we believe that instruction can be greatly improved through their devoting *more* time to it.

**Question by**

**Mr. Sublett:**

I am getting pressed here for lack of time so I will answer this next one myself. "Under what conditions may a first grade pupil's schedule be limited to five hours?"

**Reply by**

**Mr. Sublett:**

A Superintendent, desiring to reduce the number of hours for the first grade, may write the Superintendent of Public Instruction and get permission to do so.

**Question by**

**Mr. Sublett:**

The next two questions are the last and deal with similar topics and I am going to ask Mr. Gilbert to answer both of them.

- (1). "Is there any legal provision for a rest period for teachers during the day, if not, should consideration not be given?"
- (2). "What provision could be made for rest breaks for women working 6 hours; could these breaks be taken off and thus reduce the actual number of hours per day, I presume that would mean reduce the 6 hours, Ted?"

**Reply**

**Mr. G**

Fin

kicked

the sch

childre

teacher

go bey

believe

high s

are lef

operat

that w

them.

period

**Mr. Su**

Th

I said

or you

To wir

been v

some c

Educat

ay not  
s may  
achers.  
good,  
it.  
ent of  
actices  
t and  
ctional

**Reply by**

**Mr. Gilbert:**

First of all I think we have to keep in mind the regulation that is kicked around quite a bit in our workshops in regard to the length of the school day, the school year, etc., but that regulation pertains to children—it was not the purpose of the regulation to require that our teachers have a 6 hour day. There are a lot of teachers, however, that go beyond the minimum day for children and without rest periods. I believe that the Southern Association more or less demands that the high school teacher be given a free period. Those are the things that are left in the lap of local administration. Local school authorities still operate and administer school matters and policies. We hope it remains that way, and, therefore, the question of a rest period is strictly up to them. I think that it is desirable but I certainly hope that a rest, or free, period applies to men as well as women.

in this  
en we  
vision,  
ved of  
g some  
greatly

**Mr. Sublett:**

That concludes the question and answer part of our program and as I said this morning, we have either apparently done a very good job or you don't want to ask questions, because we did not have too many. To wind up our three day conference, which I think we all agree has been very successful, we have a very fine panel who will give you some of their impressions on how we may sell the idea of Advancing Education in Kentucky to our people.

is next  
chedule

for the  
and get

ics and

ers  
en?  
nen  
hus  
hat

## PART VI

### GROUP REPORTS

#### INTERPRETING THE A.E.K. PROGRAM TO THE COMMUNITY

A brief resume of the comments of conference participants, meeting in groups, in discussing ways of interpreting the Advancing Education in Kentucky idea to people and organizations at the community level.

Group I .....	Mr. A. L. Berry, Principal Mercer County High School
Group II .....	Mr. Hubert Hume, Superintendent, Mason County Schools
Group III .....	Mrs. R. R. Craft, Teacher, Winchester City Schools
Group IV .....	Mr. Ovid Arnold, Supervisor of Instruction, Muhlenberg County Schools
Group V .....	Dr. George Wilson, Kentucky State College
Group VI .....	Mr. Andy Young, Principal Harrodsburg High School
Group VII .....	Mr. Claude Hightower, Superintendent Todd County Schools

#### Mr. L. A. Berry:

As we were working together this morning the fact became evident that through my manner of speech, I was not a native Kentuckian. Five years ago, my wife brought me to Kentucky. Kentucky's educational system accepted me and I am a Kentuckian now and proud that I am a member of the Kentucky educational profession. Therefore, having taught in several states before I came to Kentucky, I think that this group of administrators, supervisors, directors of pupil personnel and other participants here, have every reason to go back to their systems and bring glad tidings of better things to come.

Our group concluded that in showing the people, or, in helping them to understand what we are trying to accomplish, we may use many facilities but one of the most important of those is the student himself. By making it evident to students that they are getting additional teachers; that they are able to take a foreign language perhaps, or have additional library facilities, then those students will tell their parents about the improvements—the parents will take it from there. We must be sure, however, that we don't tell them about plans for a lot of things that we are not going to accomplish. If we plan our program, and carry it through, they will make it known.

#### Mr. Hubert Hume:

I am not sure that our group considered the point I am going to discuss at this time, as the most important thing that came up this morning but it was felt by the group that numbers of people will have a great deal to do with carrying the ball, so to speak, and selling



it (the A.E.K. program) to the rest of the people. Our group felt that most of the work would have to be done of course, beginning with the faculty through organized committees; then, through involving PTA groups and other interested groups who have been evaluating our school program, one way or another.

We have found that the story will get to everybody in the community when we get people into committee work and see them actually begin to study what we have; begin to evaluate and study ways and means of improvement—they become extremely constructive in what they have to say to their neighbors and to others.

**Mrs. R. R. Craft:**

I think one of the most practical suggestions made in our group was that of a workshop in the community similar to the one here. Our Superintendents, Principals, and local organization presidents, have attended this conference and the leadership conference held at Bowling Green. In these conferences, we have learned so much of this work and we have been so inspired by it, we feel carrying the message back to our communities, through workshops where the program could be interpreted, would be one of the best methods of promoting the program for the advancement of education in Kentucky.

The people who have attended this workshop—Superintendents, Principals, local leaders, and members of the Department of Education, could invite leaders to similar meetings in the community. In planning these workshops, we should invite civic clubs, Chambers of Commerce, Women's Clubs and other community activity leaders, to help us. If we did that, just think how many people would be prepared for the evaluation program when the Department of Education is ready to begin that. The suggestion was, that it be made a one day workshop in every school district.

**Mr. Arnold:**

My topic was the local board and the PTA. We might think of the local board and the PTA as both being lay groups that are going to work pretty much according to law. Lay groups are going to work. I like the observation Mr. Patton made this morning about evaluation. "We don't have the choice of whether we are going to have parents or not. We do have to choose whether we are going to use them or not."

What Principal hasn't wished at times that he didn't have a PTA. I wonder sometimes if the Superintendent didn't wish sometimes that he didn't have a board. Obviously, these agencies are assets rather than liabilities, and since we have parents, it's our choice to decide whether we are going to direct them and let them run interference for us or whether we are going to think of them as liabilities.

In our group, we discussed a number of ways that the PTA organizations can help. In the past, in a great many sections, it has been the main duty it seems for the PTA to raise money—a more effective use for PTA would be in helping to acquaint the community with the services that the school offers in all of its different phases. The parents can be

taken into community and program planning, and into all of the public relations activities of the school.

They will do that if we as school people inform them and make them aware that they are welcome and needed. The "room mothers" group is another source of assistance. Room Mothers are there in most instances to help, if the teacher will give them something worthwhile to do. If the teacher doesn't treat the room mother with that consideration and the courtesy that is due her, the kind of help she gives may not be very instrumental. It was the consensus of our group that the PTA in most communities is the most logical, most effective means of getting over to the community what the school is doing.

**Dr. George Wilson:**

Our group felt that the pupil was the best interpreter of Advancing Education in Kentucky. Because after all, the pupil is the product of the school and directly and indirectly, the public will judge the school by the way in which the pupil interprets it to the general public.

We felt that there are certain definite ways, however, with which pupils could be utilized in interpreting progress in this state to their parents and to the general community. One was that the pupil would naturally go home and tell about the concrete things which were happening in the school; things that grow out of the fact that more money is being appropriated for education, and more services provided. Some of the concrete things that pupils might notice are better bus service, additional teachers, better instructional materials including audio-visual aids; possibly, in some instances, better facilities as far as classrooms are concerned. The pupil, going home would tell about these new things, which have occurred in his particular school and in his particular class this year and in subsequent years because of the Foundation Program.

The second thing that we thought pupils could certainly do would be to display some of the new services and programs which are being provided in the school. For instance, if a band has been added to the program of the school because of additional funds, and possibly a teacher who could instruct the band, a band concert might be held and the band instructor could tell the community how this came about. The same thing might be true of art, vocational education, or other special subjects which appear in the school program.

The third method of utilizing pupils might be the use of an "open house" with a great deal of pupil participation. We felt that an "open house" wouldn't be enough if parents and patrons of the community simply walked through the school and saw it more or less in an inert condition, but we felt that if they could actually go to the school and see activities, realize that they were witnessing what would take place normally in that school, it would be a great selling point for the progress of the school in that particular community.

A fourth thing was an Essay Contest, conducted among the pupils with a subject dealing with new things which were happening in their schools.

A fifth item, was the use of an evaluation summary, worked out by pupils in various classes, reduced to written form and taken home to

parents so that at the end of the semester or year, parents would have concrete evidence of what had gone on in the school that year.

**Mr. Andy Young:**

It is a very happy privilege of mine to reflect to you the thinking of the group of which I was a member. I believe that the most significant contribution to come out of our particular group was the idea that we use mass media to disseminate information about our schools to the public. Some of these have already been mentioned.

We discussed rather thoroughly, the use of TV for that particular purpose. Probably the most effective kind of program that could be presented to any group in your own community would come through Television. Almost all TV Stations are very much interested in school programs; they give you all the help they can and certainly will see to it that your programs are properly prepared and effectively presented. Its visual—we get a great deal more of our information through sight perhaps than any other one of our senses. The other facility of course, which might be used even more since there are not too many TV stations in the State, is Radio.

A great many local communities have local Radio stations. They are very much interested in local problems and local programs; Radio has demonstrated again and again, its interest in schools. Students, teachers and school administrators are always welcome to appear before the public through the Radio and if you contact your local Radio station, you will find that they are anxious to give you free time to bring the problems of the school before the public.

Of course, the other method that can be used as effectively or even more effectively, is the newspaper. Some members of our group had some misgivings about the local newspaper, for fear that some editors might print some things that you wouldn't want printed about your school. After all, we must not forget the fact that we are trying to bring before the public the whole truth—everything about the school, not just one phase. If we stress only the good things, how are we going to get more money for the things that we want to improve? So by utilizing local newspapers, we certainly can achieve a great deal of success with our local school problems.

Now, how are we going to do this? That was the next phase of our discussion. Each Principal or Superintendent in his local school district could easily enlist the help of the entire faculty. He would ask the faculty to select one member on the staff as a Public Relations person and let that one person be responsible to see that news about the school is gathered and disseminated to the various news agencies. Of course, this teacher may use the help of students, and other individuals for that particular purpose. But it is important that such stories be newsworthy and that they be considerate of the job that an editor must do.

**Mr. Claude Hightower:**

I think that you have decided by now that the purpose of this whole meeting is how to get the word to the people in your school district to

the effect that the improvements that you have made in your schools are a result of the Foundation Program.

It's not what you have done in the past that the people want to know—but what you have done lately in the way of improving educational service in the schools and that is the thing that I think the people have the right to know and the thing that they will be asking you about. Now in our group, we talked of two ways that this story might be carried back to the people. One was through the Observance of American Education Week.

I think that most school systems observe American Education Week and we could emphasize during that week, the improvements that have been made in our school system as a result of the Foundation Program having been fully financed. Secondly, we believe that school people think the public knows more about our schools than they really do and that it's our obligation to assist the Superintendent of schools to get basic information to the people about the school set-up, school personnel, and all those different things that we assume that the people know when that they really don't know.

It might involve having what is known as a handbook about the school. It could contain all the information that any citizen of the community would need to know about the school, the teachers and their preparation, the salary schedule, and so forth.

**Mrs. Craft:**

I am planning to supplement what Mr. Young said a few moments ago. Mr. Ogden just gave me, as I came up here, some of the recent publicity that he has been using in our own local system.

In the first place, he is using the slogan "A new look at Education". He has many personal things here: teachers pictures, their qualifications; one picture of a contractor turning over the keys to a new building; another showing the first practice of the integrated football team (and that has been sold to our public), and others.

One thing that Mr. Wilson said that I wanted to supplement is that before the child can sell the program, the teacher has to sell the program. You have been emphasizing all the way through, that the teacher is the key. Since the teacher is the key to the program, the teacher herself has to do a very good job before the parents are sold. When the teacher sells her product, the children will carry it home. What Johnny does in the classroom is the most important thing to the parent and only the teacher can give to Johnny, in the classroom, the ideas that will or, will not Advance Education in Kentucky.

The teacher cannot leave it up to the Superintendent to carry the whole program. Each teacher is responsible, and I think that you will find that most of the classroom teachers in Kentucky are just as ready to "carry the ball" as you are ready to give them the responsibility. We will do whatever we can because we are interested in advancing this program.

**CLOSING REMARKS BY ROBERT R. MARTIN,  
SUPERINTENDENT OF PUBLIC INSTRUCTION**

Ladies and Gentlemen, I have always been proud of the profession of which I am a member but I have never been prouder than I am today.

During these last three days we have attempted to tell the AEK story. Not a new story, but one which takes on added significance this year if we are to realize the great hope of a better educational opportunity for Kentucky's boys and girls and meet the challenges which face us in accomplishing that hope. We, in the Department of Education, are delighted that during these sessions, we could share the sponsorship with all the other groups who are just as anxious and just as concerned about the improvement program in this state as is the Department of Education.

During these last two days, if you will pardon me, as I sat back there (and I had very little notion at all about what the program was going to be—in fact I was concerned a little bit more when I saw these broad topics), I wondered how carefully these Department staff members had prepared the type of presentation which was to be given. I don't believe that you will hold it against me as I say to you that I have been extremely proud of the staff of the Department of Education. I doubt if there is a staff in a Department of Education in this country that is more "on the ball" or is doing a finer job than these men and women have been doing. I take no credit whatever for any of that except that I did have the privilege of naming some of them to their positions.

In closing this afternoon, may I add to Jim Sublett's remarks of appreciation, my own sincere gratitude. You have accomplished a great deal and I am firmly convinced that the people of this Commonwealth will be more informed on the status of education because of the work you have done here.

This year marks the beginning of a bright new era of progress—and though it is true that much remains to be done, we can be content in the knowledge that the way has been opened and the obstacles have been removed.

And now without further comment, I declare this conference adjourned.

**APPENDIX**

**Copy of Program**

COOPERATIVE WORK CONFERENCE OF  
SCHOOL ADMINISTRATORS, SUPERVISORS AND  
CLASSROOM TEACHERS; PROFESSIONAL ASSOCIATION,  
PARENT-TEACHER MEMBERS AND FRIENDS OF EDUCATION

Conference Theme

“Launching the Advancing Education in Kentucky Program”

Sponsored by

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

August 27, 28, 29, 1956

Seelbach Hotel, Louisville

**Program**

**August 27, 1956**

- 9:00 - 10:00 A.M. Registration .....Lobby, Seelbach Hotel
- 10:00 - 12:00 Noon General Session .....Ballroom
- Presiding .....Mr. James L. Sublett, Assistant  
Superintendent of Public Instruc-  
tion
- Invocation .....Mr. N. O. Kimbler, Executive Sec-  
retary, Teacher Retirement Sys-  
tem
- Keynote Address ....Dr. Robert R. Martin, Superinten-  
dent of Public Instruction

**Symposium**

1. The Role of Higher Education in Advancing Education in Kentucky—  
Dr. Frank G. Dickey
2. The Place of Evaluation in Advancing Education in Kentucky—  
Dr. W. F. O'Donnell  
Evaluation of Higher Education—Miss Louise Combs  
Evaluation of a Twelve-Grade Program—Mr. Don C. Bale
3. Local and State Study Committees in Advancing Education in Ken-  
tucky—Dr. Ellis F. Hartford
4. The Place of Vocational Education in Advancing Education in Ken-  
tucky—Mr. James L. Patton

5. In-Service Education as a Means of Advancing Education in Kentucky  
—Miss Louise Combs; Dr. Adron Doran
6. The Program of Guidance Services in Advancing Education in Kentucky—Dr. Curtis Phipps
7. Advancing Education in Kentucky through Improving Educational Leadership—Mr. Ted C. Gilbert

12:00 - 1:30—Lunch

1:30 - 3:30—Panel: How to Tell the Advancing Education in Kentucky Story

Moderator: Mr. J. Marvin Dodson, Executive Secretary,  
Kentucky Education Association

Participants: Mr. Hugh Morris, Jr.....Frankfort Bureau, Courier-Journal  
and Louisville Times

Mr. Charles Adams.....President, Kentucky Press Association

Miss Elizabeth Dennis.....President, Kentucky Education Association

Mrs. W. J. Lattin.....President, Kentucky Congress of Parents and Teachers

Mr. J. V. Vittitow.....Past President, Kentucky School Boards Association

Mr. Ralph Hansen.....Program Director for Television—WHAS and WHAS-TV

Mr. Ernest Lackey.....Manager, Radio Station WHOP, Hopkinsville, Kentucky

Mr. James L. Sublett.....Department of Education

**August 28, 1956**

**APPROACHES TO THE IMPROVEMENT OF INSTRUCTION**

9:00 - 10:30 *Building a Strong Program of Vocational Education*  
Bureau of Vocational Education

10:30 - 10:45 Intermission

10:45 - 12:15 *Utilizing Special Instructional and Supervisory Resources*  
Division of Instructional Services and Division of Exceptional Children

12:15 - 1:30 Noon

1:30 - 2:45 *Using Strength of all School Personnel and Providing for Further Improvement—(In-Service Teacher Education)*  
Division of Teacher Education and Certification

2:45 - 3:00 Intermission

3:00 - 4:00 *Strengthening the Internal Accounting Program*  
*Providing an Adequate System of Pupil Records*  
Bureau of Administration and Finance

August 29, 1956

**EVALUATING AND INTERPRETING THE SCHOOL PROGRAM**

- 9:00 - 10:15 *Teaming up for Evaluating the Twelve-Grade School Program*  
Bureau of Instruction and Bureau of Vocational Education
- 10:15 - 10:30 Intermission
- 10:30 - 12:00 *Group Planning for Interpreting the A.E.K. Program to the Community*
- 12:00 - 1:30 Noon
- 1:30 - 2:15 Question and Answer Period
- 2:15 - 3:00 *Professional Panel on Interpreting the A.E.K. Program to the Community*



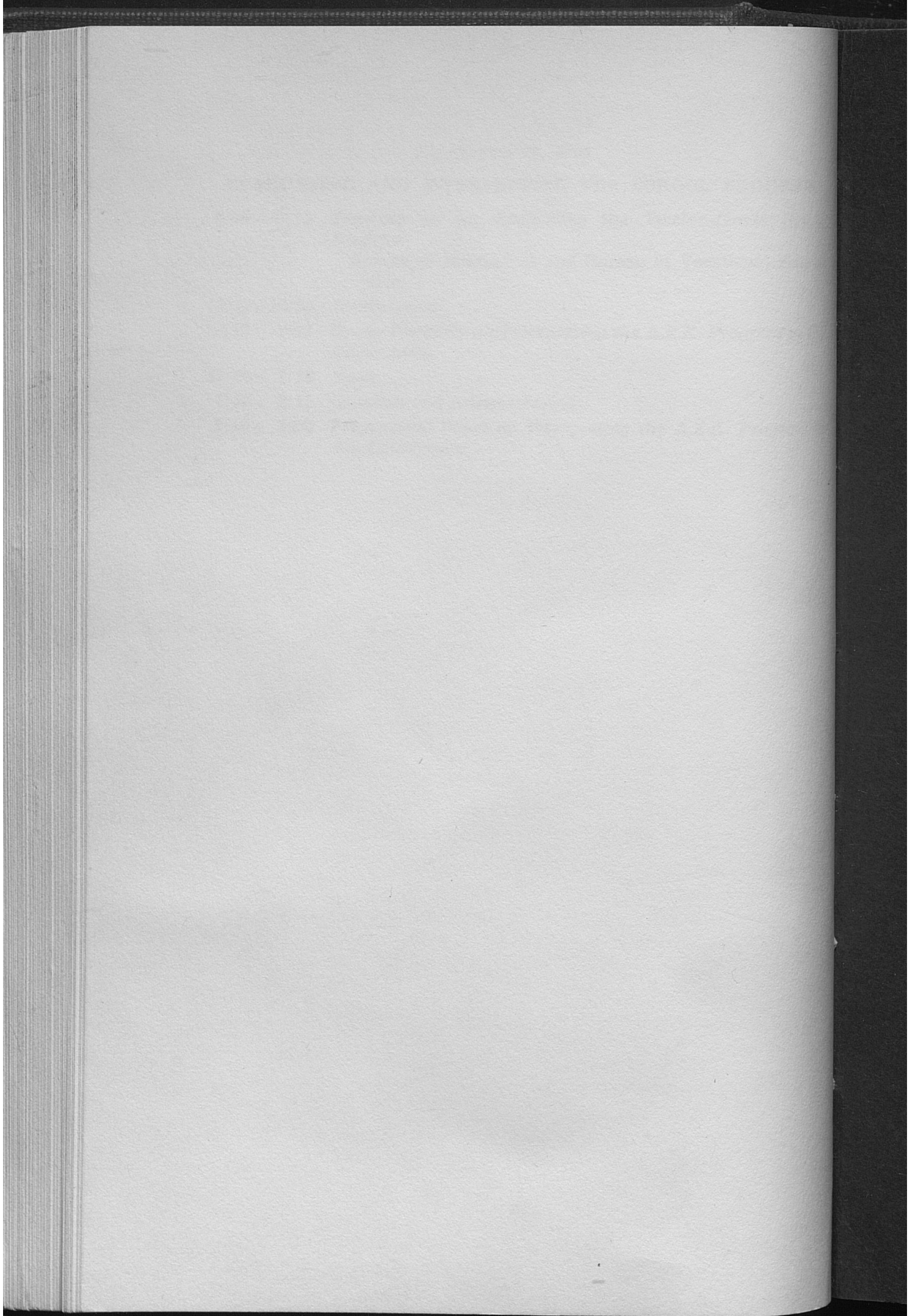
**PROGRAM**

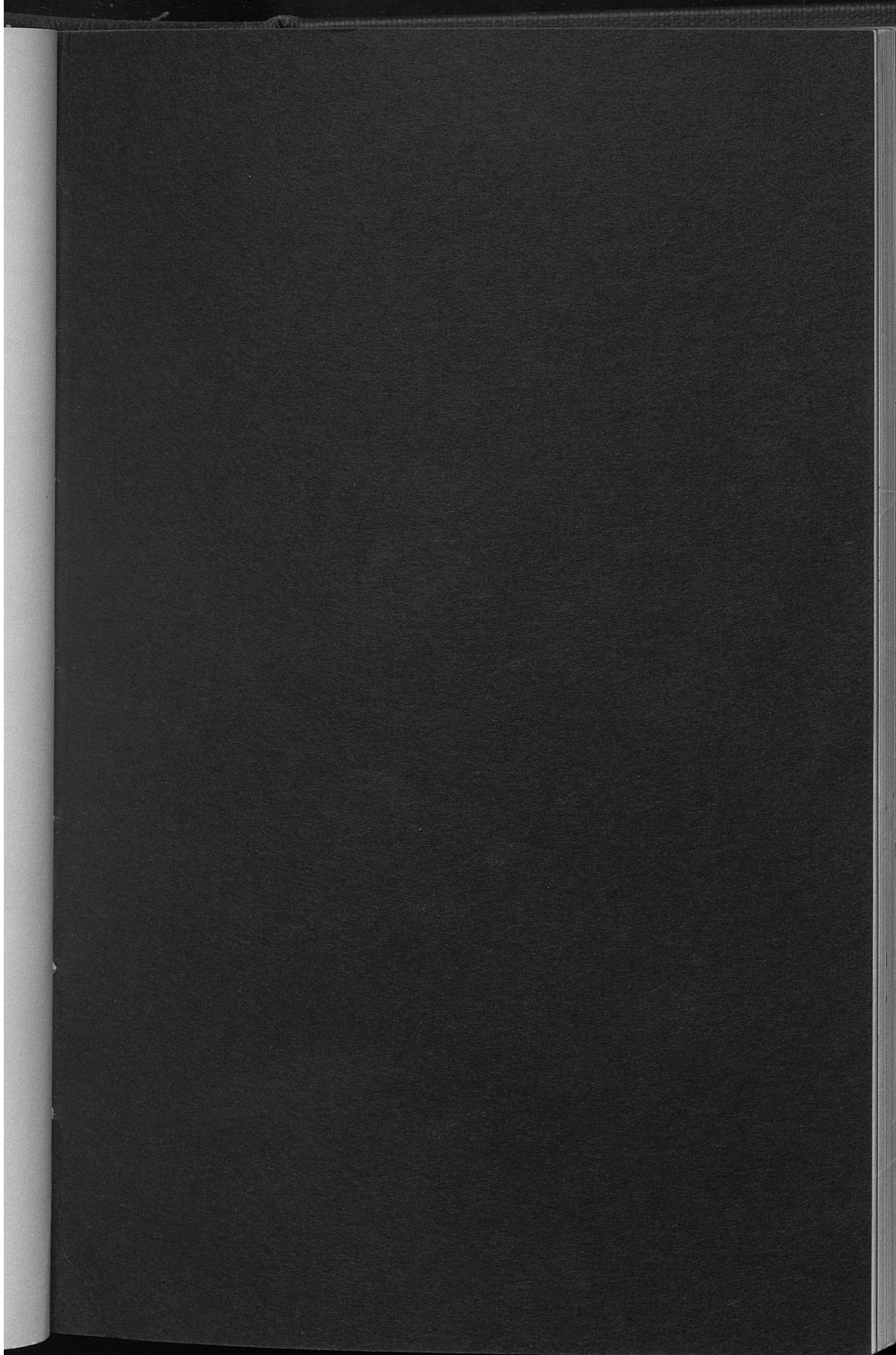
*ude School*

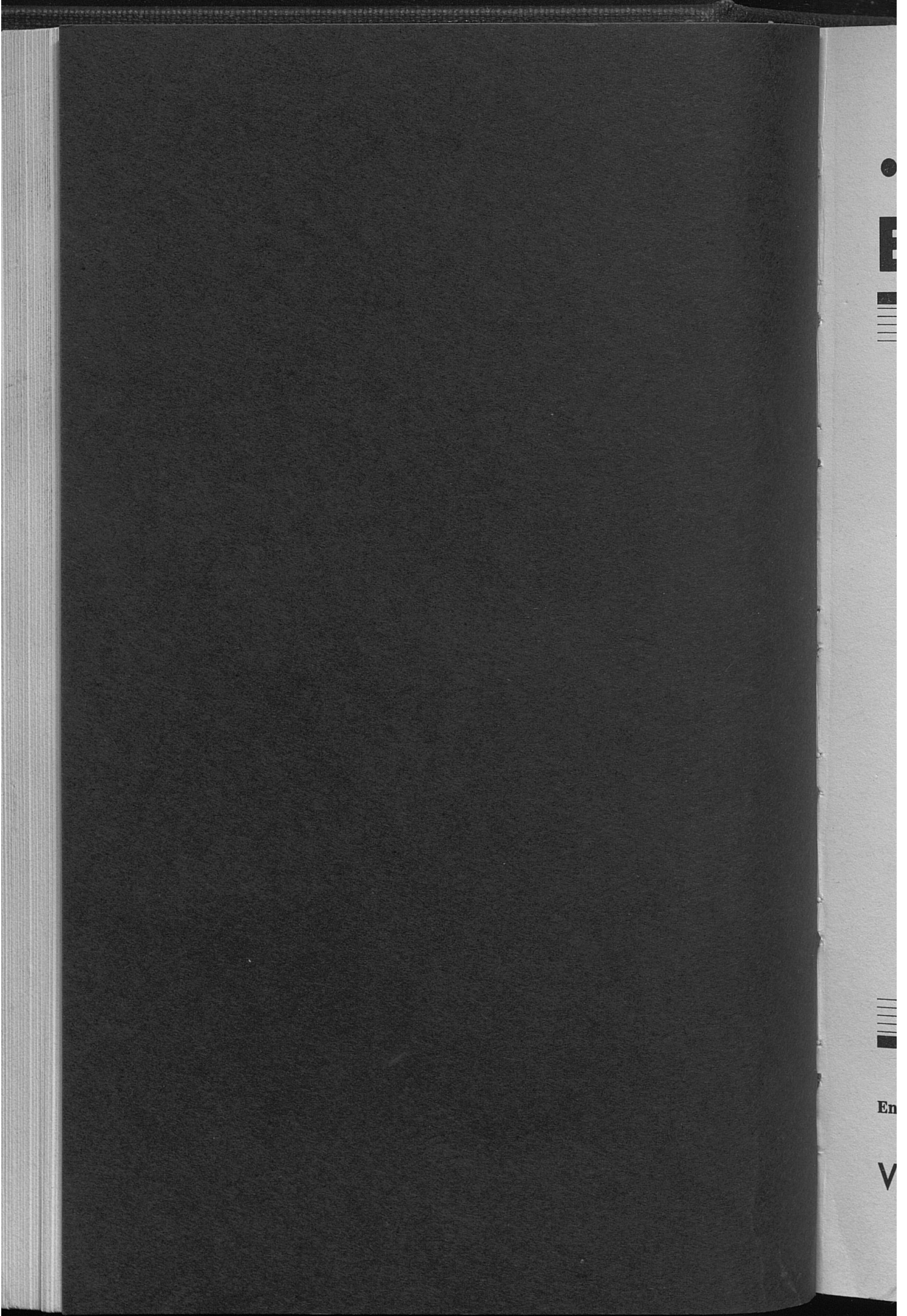
*nal Educa-*

*gram to the*

*Program to*







●  
**E**  
—  
—  
—

—  
—  
—  
■

**En**

**V**