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● Commonwealth of Kentucky ●

EDUCATIONAL BULLETIN

CURRICULUM IN THE SPACE AGE

A REPORT OF
A CONFERENCE HELD
DECEMBER 11-13, 1958
LOUISVILLE, KENTUCKY



Published by

DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction
Frankfort, Kentucky

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. XXVII FEBRUARY, 1959 NO. 2

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FOREWORD

The annual meeting of the Kentucky Association of School Administrators and the Third Annual Conference of the Advisory Council on Public Education in Kentucky was held on December 11, 12, and 13, 1958, at the Sheraton Hotel in Louisville. The joint meeting was devoted to a conference on "Curriculum in the Space Age." This bulletin is a report of the conference.

We were most fortunate in obtaining the consultant services of Dr. Charles R. Spain, Superintendent of the Albuquerque, New Mexico, Public Schools; Dr. Harold J. McNally, Teachers College, Columbia University, New York City; and Dr. Henry H. Hill, President, George Peabody College for Teachers, Nashville, Tennessee. Dr. Lyman V. Ginger, Dean, College of Education, University of Kentucky, delivered the address at the annual banquet.

This was, indeed, an outstanding conference. The splendid participation and cooperation of the various speakers, discussion group leaders, consultants, recorders, officers of the Kentucky Association of School Administrators, and staff members of the Department of Education assured its success.

Many of the participants in the conference have expressed a desire to have copies of the addresses delivered by the consultants and Dr. Ginger. We have included these in this bulletin. We are unable to include the excellent panel discussions because of the informal manner in which they were presented; however, this bulletin does contain an excellent summary of the group discussions.

We sincerely believe the activities of this conference will stimulate renewed interest and strong action on the part of our Kentucky school administrators in the improvement of the curricula of the public schools of the Commonwealth.

Robert R. Martin
Superintendent of Public Instruction



DR. CHARLES R. SPAIN
Superintendent, Albuquerque Public Schools, Albuquerque, New Mexico

THE ROLE OF THE SECONDARY SCHOOL IN THE SPACE AGE

AN ADDRESS BY CHARLES R. SPAIN

Any acute observer of the current educational scene knows that more discussion is currently occurring with respect to the high school than any other unit of publicly-supported education. During the past year many commentators, columnists, and citizens in general have levelled their blasts at the secondary school. These blasts have been motivated in many instances by sincere desire to improve education, whereas other blasts have at least been based upon considerable misinformation. In order to see the secondary school in proper perspective, it is imperative that the purposes American secondary schools serve be examined.

One of the first considerations in this examination is the place occupied by the high school in the public school system. Until this century, certainly few claimed the high school should be a part of the "common school" concept. Today, however, there is general recognition that the high school should be viewed as an integral unit of a twelve or thirteen year school program. Approximately 83 or 84 percent of youth of high school age are actually in secondary school. This is truly a remarkable accomplishment. The American high school has become a unique institution—a genuinely American accomplishment.

In the emergence of the high school as a part of a unified educational program, certain purposes have come to be associated with its missions. Historically the major purpose was preparation for college. This purpose is still a dominant and important one, although only about one-third of high school graduates go into institutions of higher learning. Much of the criticism of high schools centers about this purpose of college preparation. Yet as a general picture, evidence clearly shows a good job is being done.

An analysis of College Entrance Board Examinations administered in 1957 to 35,000 public and non-public school graduates disclosed public high school graduates to have done as well or better in most of these tests than non-public school graduates. Such analyses should not discourage us from seeking improvement with regard to

college preparation, but they at least provide refutation of many informed assertions regarding college preparation.

Another vital purpose the high school serves is that of adjustment of divergent races, nationalities, and social and economic groups to our way of life. An important means of accomplishing this purpose is by transmission of a common set of values to adolescents. This purpose has been exceedingly important in continuation and improvement of our democratic way of life. A unity within diversity has been created whereby our society could advance and expand its potentialities for all citizens.

Another fundamental purpose of the American high school has been provision of a "ladder of opportunity" for youth and a consequent fluidity of social groups. Without the public high school economic and social advancement for millions of youth would be virtually impossible. Likewise, this possibility of advancement has maintained a relative fluidity among social and economic groups in our society. Various studies suggest that class structure is not "hardening," but may in fact be more fluid than was true three or four decades ago.

A final purpose to be discussed is that of caring for a prolonged adolescence created by social and technological changes. Considerations of safety, scope of technical and professional skills required for economic success, laws pertaining to age of beginning employment, and the productivity of American industry have combined to exclude adolescents generally from gainful employment. This exclusion has consequently prolonged adolescence socially and thereby created a more urgent need for formal education. The high school has generally assumed this function of providing for the social tension of the adolescent years.

This brief review of some purposes of the American high school is not intended as a definitive description of the comprehensive high school. These purposes are merely illustrative of the need for viewing the high school in broad scope. Any evaluation of the program of the secondary school must, if it is valid, be undertaken in light of the purposes the particular secondary school serves.

Public criticism of and interest in high schools have greatly increased in the past year. This apparent interest has been manifested by all media of communication. Casual analysis of this interest would suggest that Russian scientific advances may be the primary causative factors with respect to this overt interest. Although the

advances are undoubtedly related to our concern for educational improvement, a general reappraisal of education appears to have been going on for some time. The great scientific advances of the past three centuries, increasing public recognition of these advances, and dramatic "space age" advances in recent months have certainly added to a concern for the purposes of education.

In the immediate period various criticisms of education would appear also to have other motivations. These motivations include such considerations as a feeling of defeat in a scientific race, a general feeling of insecurity often leading to nostalgic reflection, a desire in many instances for simple solutions to complex problems, and a tendency to be non-scientific in appraising many problems. Another rather common situation currently confronted is the tendency to rely on half-truths or an incomplete picture as a basis for appraisal of schools.

Perhaps one of the most significant errors into which many of us fall is a naive assumption that all schools are alike. In fact, there are excellent, average, and poor schools. Any generalization regarding quality would probably apply somewhere in the country.

As we look to the future, it is therefore important to keep a broad perspective relative to purposes and accomplishments of the secondary school. There is no doubt that improvement in quality and greater challenges are called for in the next decade.

During the past two years one of the greatest contributions to secondary education has been made by Dr. James B. Conant, former president of Harvard University. Dr. Conant has been making an intensive study of selected American public secondary schools and will shortly present a comprehensive report with recommendations for future directions. In a speech at the National Education Association meeting in Cleveland in the summer of 1958 Dr. Conant observed as follows:

"I feel sure of only one thing as a result of my intensive study of a small sampling of comprehensive public high schools. No radical changes are required in the pattern of American public education in order to make our schools adequate for the tasks which now confront them."

There are many changes which will probably occur in secondary education in the years immediately ahead. Educational leaders must certainly be alert to needed changes and should exercise forceful in-

fluence toward improvement of secondary education. The following changes and directions are illustrative of the probable emphasis emerging in American high schools:

1. The comprehensive high school will probably be more and more the pattern of organization. This type of high school represents the most satisfactory institutional arrangement for education of American youth.

2. Guidance and counseling services will be expanded greatly. For each 300 to 400 students a full-time counselor is desirable. However, mere assignment of titles does not assure adequacy of service. Expansion of these services should certainly be contingent upon availability of well qualified personnel.

3. Considerable expansion of science programs will probably occur. Generally requirement of two units for graduation can be defended. General science will probably be a requirement for all students. It is quite important that science as a basic part of general education be upgraded and made meaningful to all students.

4. Substantial changes are likely to occur in content, organization, and sequence of mathematics instruction. Introduction of algebra at the eighth grade level, offering advanced courses in senior high school, and introduction of modern content into high school courses are illustrative of changes which will probably take place.

5. Strengthening foreign language instruction will receive great emphasis in the years immediately ahead. Introduction of Russian and return of German will occur in many large high schools. More intensive study of languages taken by students, creation of language laboratories, and introduction of foreign language study at earlier grade levels are also probable. A small high school will probably render more service by teaching one language well than trying to offer too many courses.

6. Many efforts will be made to increase opportunities for academically talented students. Accelerated courses, seminar-type courses, credit by examination, and additional attention to ability grouping will be explored by many secondary schools.

7. Advanced placement courses will receive increasing attention, especially in large high schools. These courses will be designed for academically talented students and will permit advanced placement or credit, or both, at the college level. This approach will help to lessen pressures on some secondary schools for early admission to college.

8. Advanced courses for gifted students will also become more prevalent. These courses may become common in many fields. Advanced biology, chemistry, world history, and many other such courses will help step up the challenge to able students.

9. Graduation requirements will likely be increased in many high schools. Completion of 20 units will likely be fairly common as a graduation requirement in numerous high schools.

10. Student programs will increasingly be differentiated in terms of the vocational or professional goals of students. A basic core will undoubtedly remain for all students, but careful guidance should result in more realistically planned programs for each student.

11. Increased parental participation in program planning will become common. Most secondary schools will probably require parental approval of student programs as a part of the guidance process.

12. Special classes in both junior and senior high schools for mentally retarded students will be necessary. High schools will definitely recognize that if such students are to secure an appropriate education, their needs will usually have to be met by programs adapted to their abilities.

13. Expansion of the standardized testing programs will occur in practically all high schools. Passage of the National Defense Education Act will contribute materially to this expansion. It is quite important that careful plans be made to use test results realistically for individual guidance and curriculum improvement. Mere giving of tests can become a goal in itself unless attention is given to purposes of a testing program.

14. Larger high schools will be a necessity in many school districts if a truly comprehensive high school is to be realized. No arbitrary minimum size can be postulated in all communities. However, it can be safely said that a high school with less than 500 enrollment is usually offering a very limited program, or a program that is very expensive.

The size of high schools is a major problem in Kentucky since the average enrollment during the past year was slightly above 300. This problem of size must be tackled both within a specific school district and in terms of elimination of many small districts.

15. The principal will become more and more important as an instructional leader. If instructional improvement is to be effected, the individual school will have to be the focal point of beginning such

improvement. Vigorous efforts must therefore be exerted to provide the services necessary to free the principal for instructional leadership and he must then assume these responsibilities.

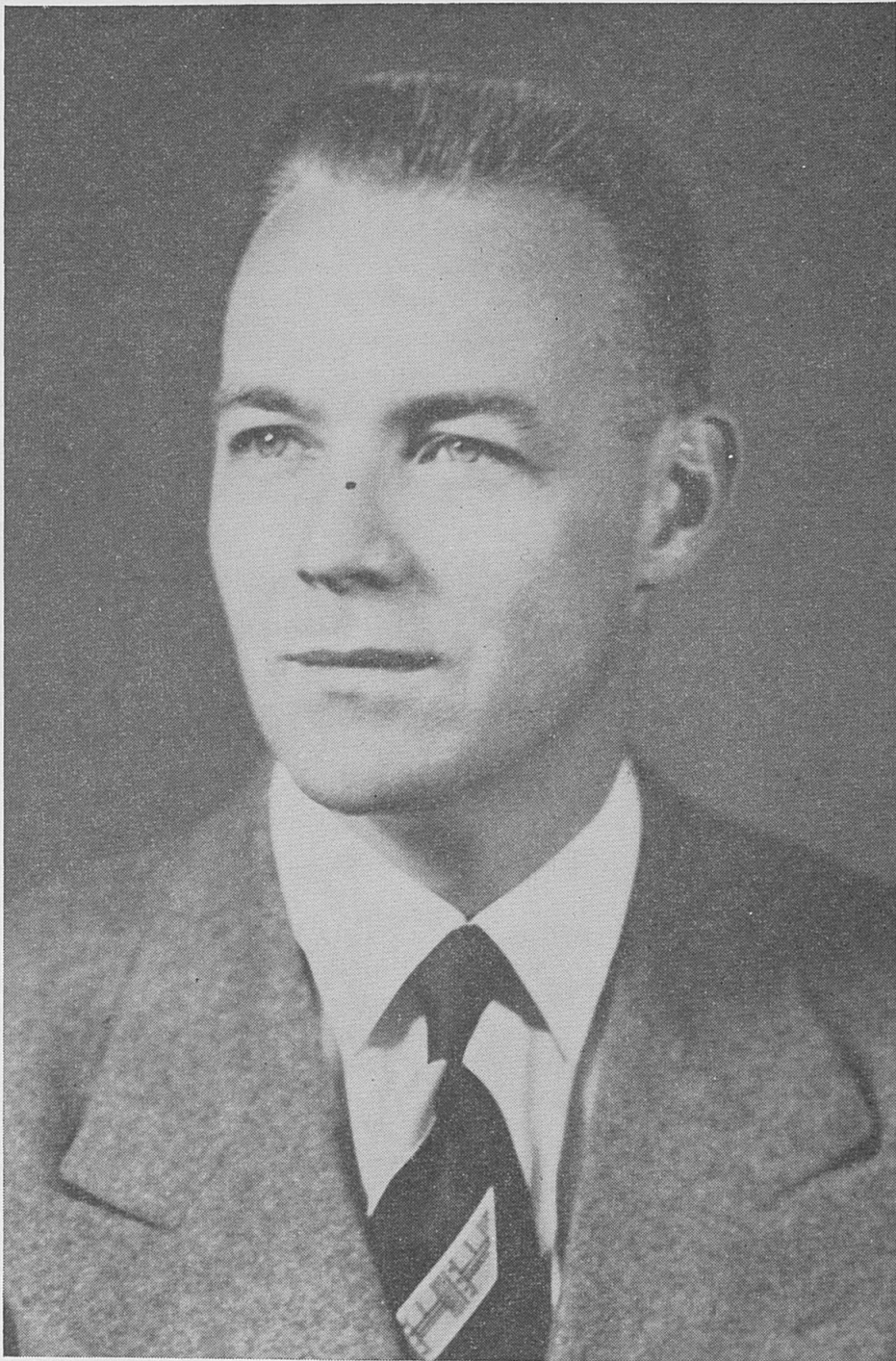
16. Finally, there should be greater emphasis on effective education for citizenship. The most crucial responsibility high schools assume is development of effective citizens. Failure in this regard would be disastrous. Greater attention will probably be given to geography, world affairs, and other aspects of citizenship education. In our zeal for high school improvement, citizenship education must receive the attention its importance merits.

This review of possible directions of change suggests the American public secondary school will experience very great attention during the immediate future. There appears little doubt now that the high school will remain in the limelight for the foreseeable future. The public high school in the United States is the embodiment of certain basic dreams, hopes, and aspirations of the American people. In our efforts at general improvement of high school programs, it is urgently important that we keep in the forefront this concept of the high school for all young people. In other words, our position must embody a determination to advance education for **all** young people.

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DR. HAROLD J. McNALLY
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THE ROLE OF THE ELEMENTARY SCHOOL IN THE SPACE AGE

AN ADDRESS BY DR. HAROLD J. McNALLY

Professor of Education, Teachers College, Columbia University,
New York

We hear a great deal today about the new Space Age into which we have been propelled. There are those who claim that the launching of earth satellites and moon probes marks the first really world-changing achievement since Columbus raised a landfall in 1492. While I challenge this, there is no doubt that the world we live in is startlingly different then it was in Columbus' day, or even than it was but a few years ago. What are some of the characteristics of this age which have implications for education?

SOME CHARACTERISTICS OF THE SPACE AGE

First, it is a period of rapid and accelerating change. George Washington could travel no faster than Julius Caesar, but today man can travel far in excess of the speed of sound. Much of the high school physics most of us learned is obsolete; and the job one trains for today may not even exist tomorrow, or exist in so changed a form as to require extensive retraining. Norman Cousins has stated the case well. In prior generations, he said,

. . . the time span of important change was considerably longer than that of a single human life. Thus mankind was trained to adapt itself to fixed conditions. Today this time span is considerably shorter than that of a human life, and accordingly, our training must prepare individuals to face a novelty of conditions. . . . (We are suffering from the) vicious assumption that each generation will substantially live among the conditions governing the lives of its fathers and will transmit those conditions to mould with equal force the lives of its children. We are living in the first period of human history for which this assumption is false.¹

Undoubtedly, this has extremely important implications for the educational program in our schools.

Second, we are in a period of a veritable explosion of population. The population of the United States has more than doubled since

¹ Norman Cousins, *Modern Man Is Obsolete*. New York, Viking Press, 1945, p. 16

1900, and is now increasing at the rate of about three million a year. Not only have we become an urban nation; sociologists point to the growth of vast urban concentrations (each of which they term a "megalopolis"), such as that along our eastern seaboard, from Boston to Norfolk. As though this were not enough, Lawrence S. Kubie, eminent physician, predicted in a recent article that in the not too distant future ". . . men and women will—except for murders, suicides and accidents—stop dying."¹ What implications are there here?

A third startling characteristic of our times is the restless mobility of our people. We are literally a people on wheels and wings. It once took days to travel from New York to Philadelphia; today Kansas City, Kalamazoo, Kharkov, Katmandu, Kabul and Khartoum are all but a few hours apart. Within the United States, between five and ten million people change their county or state of residence yearly. Automobiles have become so common that we almost wear them, like clothes. Many of us can remember when the only difficulty one had in parking a car was getting the girl to agree to it. Today, Los Angeles County alone has more cars than all the nations of Asia and South America together.

Our improved means of transportation and communication have brought us into close relationship with all other nations on earth. Yet, in our enforced proximity on this rapidly shrinking globe, we find the "diplomats" busily shaking their fists under one another's noses, like belligerent adolescent boys. Surely, education for the years ahead must help us do better than that.

Furthermore, as a result of the communications revolution, news of international events travels over our country and around the world with the speed of light. However, our improved mass communications hold both a promise and a threat. They can help us become a more accurately informed, discriminating and critically thinking public; or they can spread the untruths and half truths of demagogues and unscrupulous advertisers, and debase our tastes and dull our critical faculties with a diet of quiz panels, soap operas, cow-voiced rock 'n roll wailers, quasi-sensational "horror programs," insipid western and mystery stories, third-rate drama, slanted and unimportant news, and pitiful humor. What can and should our schools be doing with respect to this?

¹ Lawrence S. Kubie, "Hidden Brain Power," *Saturday Review*, vol. 39, October 13, 1956, p. 26.

In the United States, this is also an age of abundance (in contrast with the hunger and malnutrition of many other countries), and of increasing leisure. Instead of the ten-to-fourteen hour working day which once was common, most laborers today work less than one-third of their waking hours during a year. This in itself is a cultural revolution. But what will be done with this leisure?

Finally, the fantastic explosion of knowledge, the key to all these changes, in itself taxes our adaptability. New finding succeeds new finding with disconcerting speed, making obsolescent or obsolete that which we "knew" to be so only yesterday. This knowledge, however, has no morality in and of itself; good men may use it for good, and unprincipled men may use it for evil. Hence, the kinds of persons our schools help our children become will determine in large measure whether mankind will realize the promise of its vast and rapidly increasing knowledge for a fabulous and delightful life, or whether we shall bring about the complete destruction depicted in Nevil Shute's *On the Beach*.

ELEMENTARY SCHOOL OBJECTIVES FOR THE SPACE AGE

What, then should be the nature of elementary education in this science-fiction world of ours? Toward what objectives should it be directed? Without attempting to be exhaustive of all possible objectives, I believe that there are five which are important beyond argument for today's kaleidoscopic society.

1. **Emotional Security.** It is debatable whether this should be termed the Age of Science or the Age of Anxiety. The growth of urban concentrations, of vocational specialization, and of huge business enterprises contribute to personal and economic insecurity, feelings of individual insignificance, and to the feeling of people that each is merely a cog in a vast machine over which he has no control. International tensions and the threat of imminent nuclear warfare compound the stresses contributing to personal insecurity.

School conditions presently do all too little to counteract these tensions. Overcrowded schools and classrooms, competitive teaching, marking and promotion practices do quite the opposite. Schools for such an age should be helping children learn how to live with change. Children need to have satisfying experiences of success to develop feelings of personal worth and confidence. Psychologists tell us that success breeds success, and that the confidence bred of success helps us to meet failure in constructive fashion and without undue discouragement. Science can stress the great strides we have made in

prediction and control, and well-taught history (which goes far beyond simply learning the "facts") can help develop the security that stems from seeing events in the long perspective.

2. Understanding of the World We Live in. To cope with life requires some understanding of it. Science can help explain natural phenomena: the mystery of growing things, the great cycles of the seasons and the weather, the properties of matter, the nature and uses of the forces of electricity, fire, water, and air, and the relationship of man to his environment. History can help develop understandings of the development of the social arrangements within which we live, the great currents of history which have led up to and which help explain today's societies. Literature can abet these learnings, and add the dimension of insight into human passions and relationships, and, if well handled, can lead to important personal insights on the part of the learners. All too often, science, history, and literature are not taught with such objectives clearly in mind.

3. Command of the Tools of Learning and of Life. Certainly the schools of today and tomorrow should continue to address themselves to the learning of the essential skills of communication: reading, writing, listening and speaking; and to development of adequate skill in quantitative thinking and computation. But to prepare our learners for the demands of the Space Age, the usual teaching of these skills and concepts is quite inadequate. We need to help youngsters to do numerical thinking as well as to develop computational skill. They should be helped to learn how to understand quantitative relationships, and to catch some of the excitement of the romance of number in human life and history. They should learn that proper listening is as important as speaking, and sometimes more so, and that reading is not only a mechanical skill, but can be a truly creative act.

Furthermore, in all school activities, we must be helping children learn the intellectual tool of critical and reflective thinking. This will not be achieved through the usual assign-study-recite procedure that has characterized most of our teaching. It can be accomplished only by having children think critically and reflectively with the guidance of the teacher—about controversial issues and critical problems of life. Children in the primary grades are not too young to address themselves to questions of morality and ethics. Nor are elementary school children too young to begin to develop respect for evidence, and skill in identifying the half-truths of unscrupulous

advertising, and the specious reasoning of the demagogue. There is much we can do to improve our school programs in relation to these objectives.

4. **Development of Creativity and Individuality.** There are many forces today leading toward mass conformity. These forces, and some of their results and the problems they pose, are well dealt with in *The Lonely Crowd*,¹ *The Organization Man*² and, in popular fictional form, in *The Man in the Gray Flannel Suit*. In the face of these pressures, should not our schools redouble their efforts to develop individuality and to educate for creativity? Should we continue to seat children in straight rows, require them all to study the same lesson from the same text in order to answer the same questions at the same time and in the same way? Should we concentrate on helping each to develop to his maximum potential, instead of concentrating on getting them all "up to norm," which by definition is only mediocrity? Recent research by Lowenfeld and Guilford¹ indicates that creativeness in the arts and in science has common attributes. In these and other learning areas, we should be helping children to learn how to identify problems, to develop originality in problem solution, to learn how to rearrange and redefine, and to analyze and abstract, all of which are components of the creative process. We need to find ways of encouraging children to do different things in unique ways as they learn how to learn. In a study of transportation, or of American colonization, why should all children be reading the same books to find the same answers to the same questions for the same purpose? Creative teachers do not work that way.

5. **Development of Abiding Life Values.** Finally, our schools have a job to do in helping children develop values by which to live. How can we help them best to develop dynamic concepts of what constitutes a good life? In what ways can we help them avoid the seduction of materialism, and learn the satisfaction of personal accomplishment, and the personal rewards of altruistic service? What can we do that will result in children's understanding and respect for others of all races, creeds and nationalities? The magnificent

¹ David Riesman and others, *The Lonely Crowd*. New Haven, Yale University Press, 1950.

² William H. Whyte, *The Organization Man*. New York, Simon & Schuster, 1956.

¹ Viktor Lowenfeld, "Current Research in Creativity," *N.E.A. Journal*, vol. 47, November 1958, pp. 538-540.

achievement of Dr. Carmichael and his staff in Louisville has been an inspiration in this respect. In a practical sense, it will behoove us to give close attention to this matter, for it will not be long before the awakening peoples of Asia and Africa will have universal education, technological know-how, and great world power. Our survival is likely to depend upon our ability to live with them on friendly, understanding, respectful and cooperative terms.

WHAT KINDS OF SCHOOLS, THEN, DO WE NEED?

If we accept the validity of these objectives, what are the implications for our schools? Is the major need for "toughening up" our academic standards, as some critics propose? Will more departmentalization, more homogeneous herding, more rigorous drilling on the facts of "essential" subjects usher in the millennium? In the face of pressures to do these things, all too many schoolmen look about them, take stock, and then in the name of progress march resolutely back into the past, reinstating "gimmick" practices and organizational forms that fifty years of research have thoroughly discredited.

While it is well beyond the scope of this paper to describe in detail what I would conceive to be the kind of elementary school appropriate to the Space Age, several of the most important characteristics of such schools may be mentioned. I propose nothing that is startlingly new, nothing that has not been tried successfully in public schools. Yet, these proposals are likely to **seem** new in many school districts.

1. In good schools of today (and of the future), much—not all—of children's learning experiences are centered around integrating problems, or centers of interest, requiring much more than rote memorization and skill drill. Such an approach provides far more opportunity for teachers to guide children in learning how to plan to identify and analyze real problems, to gather and apply pertinent facts from many sources, to practice to increase command of academic skills revealed to be inadequate, and to learn how to work together with their fellows productively and efficiently. In such a program, not all children necessarily are found doing the same thing at the same time, although there will be some occasions when this will be so.

2. Today's school, if it is to achieve the objectives mentioned earlier, must have greater flexibility, not less. It should be so organized as to bring children and teachers into close association for long periods of time, so that teachers may get to know their charges sufficiently well to provide knowledgeable guidance toward those objectives.

The basic instructional unit should be the coordinated classroom, wherein one teacher is responsible for a given group of youngsters throughout the day, and for an entire year or more. This would enable the teacher to provide the emotional security conducive to learning, to foster the growth of desirable individuality and creativity, to develop moral and spiritual values, and to help children grow in their command of the tools of learning.

Obviously, one teacher cannot be a specialist in everything. To assist the teacher, each elementary school should have appropriate specialists available to supplement the skills and backgrounds of the classroom teachers. While it is obvious that not all school districts can afford the same amount of specialist service, I should like to see specialists in art, music, science, diagnosis and remediation in the language arts, health and psychology provided. These persons would not **replace** the classroom teacher in their respective learning areas, but would work with her in a consultative, supplementary fashion.¹

3. To achieve the objectives proposed in this paper, it is necessary for teachers to have relatively small class groups. Research has documented the instructional superiority of small instructional groups,² and the present evidence seems to indicate that the optimum size of classes in elementary schools is between 20 and 25 pupils. Certainly we can do this well if Russia can maintain a pupil-teacher ratio of 17 to 1!

4. The graded school was developed to fit the needs and objectives of another society in another century. Not only has it long outlived its usefulness in the United States; the graded school concept has been one of the greatest barriers to the development of a functional educational program suited to twentieth century United States. Elementary schools for the Space Age will be ungraded, with children progressing normally according to their own growth, and the teachers' ability to foster it. This requires more individualized instruction and far more varied materials of instruction than now is the case in most schools.¹

¹ See, "Role of the Special Teacher," *School Life*, vol. 39, March 1957, pp. 11-12.

² Donald H. Ross and Bernard McKenna, *Class Size: the Multi-Million Dollar Question*, Institute of Administrative Research, Teachers College, Columbia University, New York, 1955.

¹ John I. Goodlad, "Ungrading the Elementary Grades" and "More about the Ungraded Unit Plan," in the *N.E.A. Journal*, Vol. 44, March 1955 (pp. 170-171) and May 1955 (pp. 295-296).

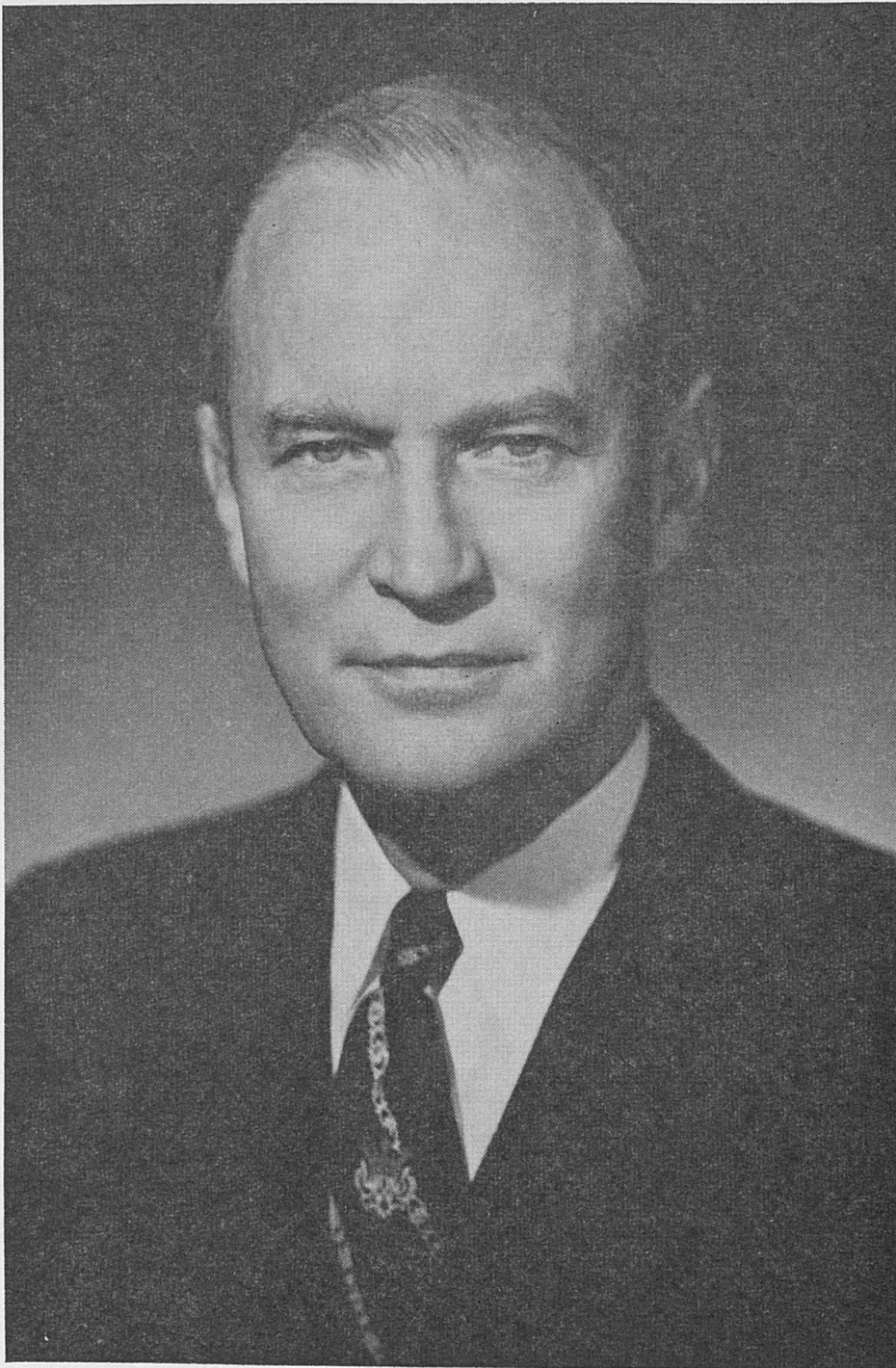
5. Leadership of such schools will be in the hands of highly qualified, professionally prepared and adequately paid principals, who know elementary education through study and experience. Such a task cannot be left to persons inexperienced in elementary education and untrained in administration, such as high school teachers or coaches for whom it is considered a stepping stone to such "better" things as high school principalships; nor can we leave it to those for whom it is a reward for long and faithful service so that they may finish out their years in a comfortable sinecure. While some such persons have turned out to be quite good principals, the urgent importance of this leadership post is too great to take such chances. Old Josh Billings is reputed to have said that, "It ain't the school, it's the principal of the derned thing!" The saying contains more truth than humor.

* * *

Free, universal and public education is a magnificent achievement of which our nation may well be proud. Without it, there is not a shadow of a doubt that we would not be the great nation we now have become. Yet, schools as they have been are sadly inadequate to meet the challenge of the years before us. They must adapt to meet the needs of the space age if the United States is to maintain its proud position. It is our proud privilege to share in that great task at the dawn of the Space Age.

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DR. HENRY H. HILL
President, George Peabody College for Teachers, Nashville, Tenn.

THE ROLE OF EDUCATION BEYOND THE HIGH SCHOOL IN THE SPACE AGE

(An address by DR. HENRY H. HILL, President,
George Peabody College for Teachers)

What I have to say may be better understood in the light of six assumptions which I am going to make in regard to education beyond the high school in Kentucky. Whether my assumptions are well based will be determined in part by the people of Kentucky through their lay and professional leaders who will answer positively through a program of action, or negatively through indecision and default.

1. Kentucky must make Kentucky dollars go farther than Iowa or Indiana dollars, for example, or do with higher education of less quality. For Kentucky has chosen to support six institutions of higher education, whereas Iowa and Indiana with greater wealth have chosen to support only three and four, respectively. Only with imagination, resolution, and wise choices can Kentucky make her dollars go farther. Perhaps there is one further alternative. We might work harder for less money, but I am sure that we are going to do that.

2. The bright young men and women in Kentucky and the United States are going to get more attention in the future, for which in part we may credit or blame the Russians. The brightest adults, sometimes called intellectuals or eggheads, will be invited to come out of their political cyclone cellars. We must use our brightest minds—or perish.

3. Quality will be emphasized more in lay and professional discussion and somewhat more in action. But we should provide quality for the average and below-average, as well as for the bright. The greatest sin of the intellectuals has been the assumption by a few of them that the best an average student can do is not good—that **only** the gifted count. We need quality of citizenship for **all** literate citizens. All citizens are important in the United States where all may vote.

4. The idea that schools and colleges should provide useful and practical instruction, and not culture or liberal arts alone, is supported by the people and will continue to be supported. America is the one nation which has adopted as social and political philosophy

the extension to an increasing majority of citizens of those privileges formerly open only to a tiny minority. Even in America education was once largely restricted to those who qualified by birth or position.

Mass education need not lead to vulgarity. It may with applied wisdom lead to increased use and appreciation of art, literature, and the treasures of thought and action of our nation and the world.

5. It is wise to concentrate now on the next seven years. The big growth in college enrollment does not start until 1964 or 1965 as your studies in Kentucky have pointed out. There is need for thought and planning and action, but not for hasty or ill-timed measures. To appropriate a term from the world of athletics, we are in a 5,000- or 10,000-meter race—perhaps a marathon; certainly it is not a dash or a sprint.

6. Not only shall we need to utilize to the fullest our brightest and ablest minds but we shall need just as badly tens of thousands of persons to be technicians or specialists. (The menial or domestic is rapidly passing from the scene.)

It is reported that there are 20,000 moving parts of a Vanguard rocket (Kaplan in LOOK of December 9). Amateurs cannot produce or operate these.

The need is for more education, less ignorance, more imagination in creating new kinds of better jobs. The South especially needs a whole generation of better public education. One year hence I think we shall have gotten over our folly of building a greater future for the South by closing schools. (In our least educated states one-third to one-half of the young men are refused admission to the armed services for low mental qualifications.)

Population and College Enrollment

1. Kentucky's population will increase slowly, with continued urbanization, industrialization, decreased agriculture, and continued out-state migration.

Ditch diggers and domestics are virtually gone in Kentucky and in the United States as a whole except as the amateurs take over. The horse in 1850 supplied nationally 52.4% of the mechanical energy needed, today only 0.6%. Now the horse and man together supply only 1.5% of the energy necessary, leaving 98.5% to be supplied by electric power, gas, coal, and atomic energy.

In the fall review of education in *The Saturday Review* an anonymous professor explained what he thought should be done in higher education. The interviewer asked him with his proposed restoration of the classical curriculum what would happen to those who do not learn books readily. "Let them dig ditches," was the reply. The man who said this was behind in his scholarship. The ditches today are dug by machines. Scholars who so readily dispose of a host of voting citizens will not be helpful in planning the next decade.

To build and operate the new machines of automation greater human competency is a mandate, and that requires more college graduates. (One big IBM computing machine alone, so I am told, requires the services of seven engineers to install and operate.)

2. The percentage of college-bound youth will increase. It is problematical whether the percentage of young men and women of college age who actually attend college will go up more rapidly in states like Kentucky and Tennessee than in a state like California. For example, in Tennessee and Kentucky the present percentage of college attendance among those who are eighteen to twenty-one years of age is about 20%, a little more or a little less, depending on who is doing the figuring and what years are figured. The question arises, will Tennessee and Kentucky with that low per cent, increase more or less than California which already has 50% of college-age youth in college- You would assume, because we are both far down, we would go up more rapidly. (Yet I raise the question: Is it more likely that a lean person will gain weight, or a fat person?)

3. The South had in the past the capacity to enjoy leisure. The business of being and living is pleasant in the South. On the whole we prefer to live than to invent and discover and do research. We may improve the quality of living and enjoyment through increased attention, in college and out, to the fine and applied arts—painting, sculpture, ceramics, and similar manual arts which offer zest and tone to life. The South, perhaps ahead in the capacity to enjoy everyday living, is behind in those fields which add some complexity but more interest also to living.

Kentucky has long been a haven for tourists, and Kentucky can, through education more widely offered and more comprehensive, stimulate the enjoyment of her natural material assets of abundant water, variety of scenery, stimulating history, and capacity to enjoy life.

Physical Facilities

Next I would like to comment on the necessary facilities which will be needed for the increased college enrollment.

1. It has never been proved that more trigonometry is learned in a brightly lighted, air-conditioned classroom than in one a hundred years old, and yet all of us like the brand new, attractive buildings.

First, then, should we not utilize more fully the classrooms we have, as many surveys have directed? On every campus where I have worked, there have been unoccupied chairs in classrooms, whole classrooms unoccupied less than 50% or more of the time between eight in the morning and five in the afternoon, and an occasional whole building with only a handful of students. (I heard of a college which erected a chemistry building and had to make chemistry compulsory to get students in it.) Most any school administrator fifty years old has seen a building almost empty, because the subject taught there no longer attracted students, but the subject and professors lingered on.

2. I do not know that there is sentiment in Kentucky for a commission on higher education to be established to avoid overbuilding and unnecessary duplication in the tax-supported colleges. I do think such a commission may well be established. It is better to have more good professors than more good buildings. Both are needed, but the erection of an unnecessary building is forever a drain on the tax dollars going to that college. Many a building has been paid for, in part at least, from the pockets of the professors. The building forever afterwards must be maintained and operated, and then—and only then—the professors are paid. Even with the best planning, it will require a big investment in plant. We shall by necessity and by choice spend millions of extra dollars on buildings for higher education. The primary question is not **shall** we spend but **how** can we spend this money with greatest prudence and wisdom and with the greatest return to the students and to the state and nation, and in 1958 I must add, to the world.

Faculty

Beardsley Ruml suggests a ratio of one professor for each twenty college students as sound financing and sound education. In the seven state colleges and universities of Tennessee the ratio is thirteen to one, perhaps not far from that in the thirty-seven independent colleges of Tennessee. I do not know the ratio in Kentucky, but I doubt if there is much variation from the Tennessee figures.

I once heard President Eisenhower say that he had never been in a college class with an enrollment higher than ten. He was speaking of West Point.

As nearly as I can estimate, the ratio in a medical school is about three students to one full-time instructor. In fact, I suspect on occasion it attains a ratio of one to one. That is close to the Mark Hopkins formula of one teacher, one boy, and one log. The productivity of medical schools, that is, the production of doctors, has not increased, chiefly because of this low teacher-student ratio.

As a member of a class of 673, I learned more than I learned in many small classes—not because of the 673 but because of the professor.

What **is** a wise and economical ratio? Is it **always** necessary or desirable to have small classes? There is no final answer, but we had better agree on some sensible ratio, as much for the benefit of the faculty as for the students. I would accept Mr. Ruml's formula for a teaching faculty.

It is better to have twenty able instructors with more college students per class than to have thirty average instructors with fewer students. It is wiser to pay able professors \$10,000 and have fewer, than to pay \$6,000 or \$7,000 and have more.

Either an unnecessary or undesirable professor is the greatest waste of money. On the contrary, a necessary and able professor is the finest investment. We must retain a balance between plant and persons.

I believe we should experiment with larger classes, with smaller sections for certain special purposes. If a professor lectures well and does nothing but lecture, then surely improper acoustical facilities alone will prevent 100 from hearing him, or 200 for that matter.

We should experiment with television and other modern scientific aids to determine what is well taught and well learned with their aid and what can be learned only with a small group gathered around an instructor. We are carrying out some experiments along that line at Peabody with our closed-circuit television.

Even libraries were sometimes thought by unimaginative teachers of yesterday to displace sound learning. No magic gadgets will ever displace good teachers today or tomorrow, but modern aids can enable the good teachers to do a high quality of teaching, improve the efforts of the average teacher, and possibly redeem somewhat those

of the poor teacher. Today in America and in Kentucky and Tennessee we have spent far too little of our money in research into better methods of learning and teaching, and organizing and administering the colleges and universities. Were the same minimal percentage of money spent on research by the motor companies, we would probably not have advanced much beyond the T-model.

I think **the** crucial question is whether Kentuckians think it wise and good that more young people of average or better quality go to college. If they do, are they prepared to determine suitable curriculums—those good for thousands of additional young men and women and for our state and country? Shall we attempt to reduce wastage of the academically talented?

Will we spend the necessary money? **Not** is there money to do it, but are we willing to spend it, for we may, if we choose, smoke and drink less and educate more. We may even eat less and move wisely and educate more persons and perhaps even live longer. We may, if we choose, buy more luxuries or send Junior and Mary both to college. (Junior used to be preferred to Mary.)

The choice which will be made or drifted into by all states will depend largely on our values. We spend double or triple for insurance, buy televisions by the ten of thousands, spend as much on recreation as on food. If we value higher education, we shall be willing to pay more for it as an investment, not as a wasteful expenditure.

In Tennessee about 57 or 58% of all college students attend tax-supported institutions, and this percentage is likely to increase somewhat. I presume the situation is not too different in Kentucky. It is basically sound and extremely important for the good of higher education in both states that the denominational and independent colleges of the state be considered in formulating the future program. It is unlikely that the tax-supported colleges can secure the money to educate all the college students in either Tennessee or Kentucky. It is important that the variety and special purposes of non-tax-supported colleges be retained and enhanced.

Gordon Gray, a former president of the University of North Carolina once said that, if he had to choose between public and private colleges, he would choose the latter because they could insure the independence of thought and freedom of inquiry that is necessary if man is to remain free. It is the independent colleges and univers

ties that oppose loyalty oaths and similar politically popular ideas. The tax-supported colleges and universities, for understandable reasons, usually do not.

As the president of an independent college, I ask no special favors. But as a citizen I do testify to their importance, to their contribution to religion, morality, and thinking. Those colleges, either private or public, without a unique or worthy purpose and without standards of quality deserve to disappear in the competition ahead.

All planning should estimate what the private colleges can and will contribute to the total higher educational program and then consider the duties of the tax-supported colleges.

What Happens to Those who Do Not Go to College?

A recent study made by the University of Wisconsin indicates that 46% of the brighter students graduating from the high schools of Wisconsin do not attend college. This is about the same finding obtained by Dr. H. L. Davis in his doctoral study at the University of Kentucky in 1940. Economic circumstances is one factor. But the failure by home, school, and community to inspire or challenge able students is probably a more fundamental cause. There will be developments to provide junior college instruction, post-high school courses, and adult learning centers for the benefit of those who do not go to what is now called a college. There may be technical institutes. It is getting increasingly hard to escape learning.

The corporations of America will before long be sending to some kind of technical or other kind of school almost as many men and women as now attend colleges. I believe, however, that the base of colleges may be widened to attract and benefit a greater percentage of young people.

Summation

Perhaps the biggest question hinges on whether we want to hold back the rising tide of enrollment or to encourage and rejoice in it and set sensible procedures to extend knowledge and opportunities to all who can profit from them. Part of our answer to the two thirds who are not now attending colleges is to provide college opportunities that will be profitable and helpful. This is, of course, a most difficult and serious assignment, but I think it should be undertaken.

The intelligent layman can be helpful here. Just what is it that the people want of college, aside from the scholarly and academic learning?

Side by side with selective institutions of higher education will be more of the popular, cafeteria-type institutions. It means a variety of opportunity to more different kinds of people. What I am talking about is illustrated in a municipal institution like New York University or the College of the City of New York. These institutions may have too many hundreds of courses, but at least they are trying to provide something for everybody, and almost every kind of person is helped.

I advocate no extensive proliferation. Let us start simply to define what it is that the people of a certain area of Kentucky need and then establish it as wisely as possible. If the course is sound and fills a real need, there will be plenty of enrollees.

We cannot turn back to the "good old days," which incidentally weren't so good as my nostalgic classical friends are inclined to think them. The brightest graduate of my University of Virginia class of 1921 would be relatively uneducated today but for the fact that he has learned in the past thirty-seven years more than he learned in college. Heaven help the man who "finished" his education in college. Too many did in the past.

The President's Committee on Education Beyond the High School defined the cardinal role of education in America: "That role is to develop human beings of high character, courageous heart, and independent mind who can transmit and enrich our society and intellectual, cultural, and spiritual heritage and who can advance mankind's eternal quest for truth and beauty and who can leave the world a better place than he found it."

This is the potential and promise of what I have sometimes called the age of higher education unlimited. We have the option to extend education beyond high school to all who can profit. I suggest we do this.

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DR. LYMAN V. GINGER
Dean, College of Education, University of Kentucky,
Lexington, Kentucky

BANQUET ADDRESS

By **DR. LYMAN V. GINGER**

Dean, College of Education, University of Kentucky

Mr. Gregory, Mrs. Gregory, Dr. and Mrs. Martin, Mr. Pogue, other platform guests, ladies and gentlemen of the Conference: I should like to tell you how much I appreciate being asked to be here and what an honor I consider it to be. You people have been very kind to me in years past and worked very closely with me when I was President of K.E.A. and N.E.A. All of this I appreciate.

For the last two days we have been discussing some of the very important issues in the space age—elementary education, secondary education, higher education—and here this evening I should like to discuss with you the size of the task, not only for the space age but for any age. What is the size of the task to be done? What are the requirements which must be met? I should like to divide this address into about three parts and at the beginning I should like to talk with you about the competent school leader and under this, I should like to mention six things that I think the competent school leader must do and must be if he is to meet the full challenge for the responsibility of this—the space age.

1. The personality of the competent school leader must be wholesome and constructive. Anytime a term as broad as personality is used there is danger of being misunderstood. I hope that this is not the case here this evening, but that you people will understand what I mean when I say that the personality of any leader must be the kind of personality that draws people to him. It must be the kind of personality which is wholesome and outgoing and which shows a willingness to be constructive and creative. There has never been an age when it was so essential for one group of people to be able to work with other people. This is certainly necessary for the competent school leader.

2. The competent school leader must have a significant store of appropriate and useful knowledge and must possess intellectual insight. I do not want to dwell on this point but it has never been more necessary for people in places of leadership to be trained than it is today. The superintendent who does not understand the important issues in curriculum, in buildings, in finance, in guidance, in public

relations, and in most other areas will certainly not have the kind of knowledge, and neither can he develop the kind of insight, that will help him guide the destiny of school programs and of school systems in the time when there is so much upheaval about education.

3. The successful and competent school man must be successful in selecting important and strategic things to be done. There are dozens of things that arise every day. The good school leader will pick out the important thing and do that first. It goes without saying that many of the things that are necessary are routine and are not too strategic but for the school man to put off the important things and do the routine things is to hamper the operation of his school program.

4. The competent school leaders, the superintendents and the principals, must possess particular skill in selecting competent staff members. I know of no trait that is more important than the trait of being able to select a person for a particular job and to be certain that he will be able to do that job. This is true with coaches, with band directors, with teachers in the classroom, and with administrative leaders such as principals and supervisors. I would certainly try to challenge the superintendent to develop his ability to select competent staff.

5. A good school leader must know how to interpret to the public what the schools are doing, what their needs are, and what the program is and, in turn, must be able to secure from the public what the public wishes and what it desires. This is not an easy task but it is one that is very important.

6. The competent school leader must have an interest in building a profession. If we are to move the teaching profession forward the people who occupy the places of leadership in this nation, some 50,000 superintendents, must be interested in every aspect of a true profession. Unless this is done, we cannot expect the teachers and other members of the staff to feel professional when the superintendent has little or no interest in being professional. I am not talking about belonging to organizations. I am talking about being professional in attitude and about being active and participating in the kind of program that will help the profession itself move forward.

These six points are essential in developing a competent school leader.

Now that I have talked about the competent school leader and have tried to set the stage for the kind of person that I think

must be, let us talk a bit about where we are in the school system today. I think it is important that we know where we are if we are to know what we are to do. I realize that many of these facts and figures we have heard before, but I would like to repeat them so that we will be thinking together about where we are. Often we hear that Kentucky is last or next to last in some phase of its program of education. It is very true that Kentucky occupies varying positions in the different criteria that may be used to measure a school system. It is very true that across this nation, things are very different. One state may have a great deal more money and may be able to employ better teachers. I think it would be important to mention that Kentucky is not last in many of the aspects of education and I think that for the sake of our consideration here this evening, I should mention some of the areas of comparison.

Utah, as a state, has most of its people having completed the 12th grade while in Kentucky the median school years completed is slightly above the 8th grade. In this respect, Kentucky is 40th. For those who have completed less than 5 years of schooling, Iowa has 3.9% of its population that has not completed 5 years or more while Kentucky has 16.8% with less than 5 years of schooling and in this respect, Kentucky is 38th. For those who have completed 4 years of high school, Kentucky has 21% and is 41st when ranked with the rest of the nation. For those who have completed college, Kentucky has 3.8% and ranks 45th, very close to the bottom. California, by comparison, has over 8% of its adult population having completed college. For the number of days school is in session, and certainly this is one way of measuring whether a school system is good or not, Illinois has 187 days for school to be in session while Kentucky has only 172 and this places Kentucky 45th. For the elementary teachers with 4 years of college preparation, one state has 98% of those teachers having completed 4 years or more of college, while Kentucky has 44% and in this respect ranks 29th. For salaries of teachers, and you hear this discussed on many occasions, Kentucky is paying its teachers approximately \$3200 per year and ranks 49th at the present time, but on the other hand, in per capita income Kentucky has only \$1324 per person and ranks 42nd in comparison with the rest of the country. While one state has \$2858 per person, Kentucky has less than half of this amount. When the amount of money spent per pupil is compared, New York spends over \$560 and Kentucky spends from \$186 to \$190 per person. At least, there are the figures of a year ago and this places Kentucky about 43rd. Another factor

which is very important and one that should be kept in mind, is the number of children to be educated for every 1,000 adults in the state. Mississippi has 624 children for every 1,000 adults. Kentucky has 539 and New York has 339. When compared with the rest of the states of the nation in this particular item, Kentucky is 11th. This means that we have more children per 1,000 adults to be educated and we have less money with which to do it and we have a greater responsibility because of the fact that we are so far down the list already and it will take time, energy, and money to bring us up to the point where something can be done. Now these are facts and they tell us where we find ourselves.

I think that there is another very significant fact when we group ourselves with the 12 Southern states. It happens that in 12 states where one-half of the wealth of the nation is concentrated, 25% of all the classrooms needed were located in those 12 states and yet those 12 states were last year able to build 45% of all the new classrooms constructed. They only needed 25% but they were able to construct 45% of those that were constructed. This does not mean that they have built all that they need but it means that in the 12 states where the wealth is located, they are able to do far more than the 12 states where we happen to be located.

In the Southern region, with the 12 states that are grouped logically in the Southern group, only 12% of the wealth is located in this 12 states. Thirty-five per cent of the classroom shortage is located in these 12 states and last year only 16% of the classrooms constructed were constructed in these 12 states. Ladies and gentlemen, this is important. The relationship between wealth and education, between wealth and teachers, between wealth and program is extremely important and when we consider where we are today and where we find ourselves, we must think in terms of the human rights of the boys and girls who live in these areas; the human rights of the adults and the human responsibility for the persons who are here. When we look at all of these problems and when we recognize that this is the situation, I suppose the next logical question that should be asked is why is it important for us to concern ourselves so much with education. Why should we be concerned and why should we be disturbed and why should we discuss this with the people of our state? These are logical questions and they are questions that must have answers. They are questions that school people must help to answer and as quickly as possible.

A little earlier I referred to the human rights of the boys and girls of our state. I should like to call your attention to the fact that on December 10, 1948, the United Nations General Assembly drew up a Declaration of Human Rights. This was unanimously adopted and that day is now celebrated as Human Rights Day. There are some standard techniques which may be used in various classrooms and there are standard principles which are accepted when we consider human rights throughout the world. For the sake of this address, may I mention Article 26 which is intended to apply to all nations and to all people of all nations. Article 26, Section 1, states, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible for all on the basis of merit." Section 2 of this Article states that education shall be directed to the full development of the human personality and to the strengthening of respect for the human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Section 3 states that parents have a prior right to choose the kind of education that shall be given to their children. This statement is in essence the latest restatement of freedoms previously enunciated in the Magna Charta, the American Bill of Rights and France's Declaration of the Rights of Man. I think this could also be referred to and could be identified in many other documents that have been drawn up in the past several hundred years. Why do I mention this as being an important factor at this time? If we, in our society, are to consider that human rights are important for the people of China, Japan, Korea, India, Italy, Czechoslovakia, France, Germany, Austria, and the rest of the world, certainly we should consider that providing for human rights for our boys and girls should be of major importance when we consider the value of education as it relates to our activities and to our program in this country today.

Up to this point I have discussed with you the characteristics and qualities of leadership. I have tried to point out some of the important relative positions in which we find ourselves as we attempt to develop an education for the children of Kentucky. I have attempted to show you the importance of human rights and their relationship to the children of this and other states. We often find

direct conflict between democracy and Communism; free society and people who believe in self determination, with those who do not believe in the rights of the individual and have no respect for the desires and wishes of people. We are in conflict with Communism whether we like it or not. We are attempting to build a better, a freer world. This will be difficult unless we recognize our opponent and what he believes. A statement from Dr. Schwarz of Australia will tend to illustrate some of the rules or laws of Communism. I think that by mentioning these I can point out to you the direct conflict that will come to us and indirectly, or perhaps directly, show you exactly what is meant and what I mean when I try to emphasize the importance of an educated population in this nation. As Dr. Schwarz points out, there are three basic laws of Communism. Perhaps they are not stated as such, but by practice and by the activities of the people of Russia and other Communistic countries, there are three laws. First, there is no God. When you recognize where this leaves us in this nation, when we deny the presence of God then we deny every virtue and value that originates with God; we deny moral law, the Ten Commandments, the absolute standards of right and wrong, the standards of truth versus falsehood. Man is left without a real anchor, without a set of rules to help govern him. We find that for those who believe the first law of Communism there is no Sermon on the Mount, there is no philosophy of Brahmanism, there is no religion that helps to tie one civilization to the other but we find the complete denial of an all powerful being which helps to regulate the Universe and the men in that Universe.

The second law is that man is an animal without a soul, without a spirit, he has no significance. There is no heaven to gain and no hell to avoid. He is simply a person or rather an animal wandering aimlessly under the direction of a ruler or a dictator who happens to want to manipulate or move him about. This is the second very frightening law.

The third is that a country or a nation shall determine itself through power and economic possessions, to dominate the world, to conquer people, to cause them to become slaves, to use them in any way to promote the power of a nation. People are not important but power is. Science, and the laws of science, must be obeyed. People, and the laws of people, are disregarded. These three laws are very frightening when we consider that we are confronted with them every day and every hour of every day in our relationships with the rest of the world: no God, man is an animal, and only power is

sufficient. We find that these are in complete contrast and conflict with what we believe and what we advocate in this country. There are many who say that we have nothing to fear from Communism. I contend that there is much to fear from Communism. These people are not being led by uninformed, ignorant leaders; they are being led by some of the finest minds in the world. Mao Tse-tung of China is a brilliant student, educated in Great Britain, a great thinker but misdirected. Chou EnLai is a Chinese aristocrat, well educated, and the kind of person who can and is directing China according to the three laws I have already mentioned. And then I ask you who threw the rocks at Nixon on the South American trip? They were students. They were educated people, or at least people who were in the process of being educated, but who were misdirected and misguided. If we look at the Russian system of education, we find that Russia is placing emphasis on trained people but with a philosophy that is completely foreign and unknown to most of us. When we recognize that their boys and girls are being sent to school, they are being rewarded for going to school, that the very best minds are drained off and sent to colleges and universities for additional preparation, but in most cases they are being trained according to the philosophy of the Communist. This is the kind of conflict we find facing us. This is the kind of opponent we find with which we must deal in the future and that is why it is so important that we rededicate ourselves to the general notion that there must be a respect for human rights and the dignity of the people who reside in this state and in this nation. These are the big concepts of education. I do not hold to the view that if we teach a person a little math, or science, or history that he will come out with the right decisions. I think we get the kind of attitude that we attempt to develop, that is, in the main we do. I believe that we get the kind of person that we attempt to develop. I think that usually we get attitudes and concepts that are taught in our classrooms from first grades through the universities. It is for this reason that I feel that our challenge is bigger than just providing a few more classrooms or a few more buses. I doubt that we will ever be able to do what we want to do in education merely by considering some of the smaller and less significant details of our education. With this in mind may I pose a few questions that I think should be answered by the people of this state. I shall not attempt to give answers for these answers are very difficult and in fact it is sometimes difficult to isolate even the questions. But what about the question or the problem of finding well trained, competent, dedicated

teachers for all of our children. All of us know the lack and the need in this state but are the people of this state aware of the shortage? What about the problem of finding enough or building enough classrooms to house in an adequate way the boys and girls of every section of this state? Is there any problem involved when we advocate consolidation of schools so that they are large enough to provide the kind of program that has been recommended by Dr. Conant? Will we be able to place our capable, competent boys and girls in classes taught by well trained teachers so that every child, according to his ability and according to his desire, may go as far and as fast as he wishes to go? Have we even scratched the surface in answering these questions in Kentucky? There is another problem that is both important and significant. What will the people of Kentucky do to provide adequate higher education? Will they meet the need in the next ten years by building enough dormitories, enough classrooms, enough laboratories, and enough libraries to take care of the outstanding boys and girls and, in fact, all boys and girls who would like to have a college education? Will this be done or will we find ourselves turning our boys and girls away from the colleges and universities in the state? If the present trend continues, the answer is obvious. There will be thousands and thousands of boys and girls every year who will not have the opportunity for higher education. I know that there are many who should not attempt to go on to higher education but on the other hand, there are many who should go and who will not have the opportunity. The space will not be provided. When we look at all these problems and consider where we are in Kentucky and what we need to do, I think the challenge is great for you superintendents to provide the kind of leadership I mentioned earlier in this address. I think that the situation is acute and it demands that you as school leaders and in fact, as leaders of this state, decide which one of these problems you will attack first. I think the challenge is up to you to decide how you will go about getting the problem interpreted to the people with the larger view of the importance of education—not just to learn to read and write, certainly they are skills that we need to have but what kind of people do we want when we have finished with the elementary, secondary, and higher education. Do we want people who follow the three laws of Communism, or one law of Communism, or two laws of Communism, or do we want to rededicate ourselves to the idea of equal rights of all the people of the state? I recognize that in discussing these things, we are talking about a tremendous

job, a task that means recruiting and enlisting the work of thousands of our citizens. It means getting millions of dollars more, it means dedicating or rededicating ourselves to the task of finding enough teachers and training them in an adequate way and when we have done this, I think we can begin to realize that we in this state are on our way to accomplishing and achieving what we would like to have.

Recently there came across my desk a poem that I should like to use as I close this discussion this evening. When we're confronted with a movement grounded in a Godless philosophy, that of Communism, and we recognize all the things that we know to be important: free enterprise, respect for other people, morality, and the like, it seems to me that perhaps this poem will be a bit challenging for all of us.

“Where the northern ocean darkens,
Where the rolling rivers run,
Past a cold and empty headland,
Towards the slow and westerning sun.
There our fathers, long before us,
Armed with freedom, faced the deep.
What they built with love and labor,
Let their children watch and keep.
By our dark and dreamy forests,
By our clear and shining suns,
By our green and ripening prairies,
Where the western mountains rise.
God, Who gave our fathers freedom,
God, Who made our fathers brave.
What they built with Heavenly way,
Let their children watch and save.”

SUMMARY OF GROUP DISCUSSIONS

The summaries of the various discussion groups indicated that the participation of the group members was enthusiastic. The discussions centered around many important topics pertinent to the development of a quality educational program. The outstanding success of the group meetings can be attributed to the fine leadership provided by the group leaders, the recorders, and the consultants. Of equal importance was the splendid addresses given by the general session speakers.

Several groups expressed appreciation to the Kentucky Association of School Administrators and the State Department of Education for planning a conference focusing attention upon the role of the school program at the various levels. Commendation was expressed for the efficient manner in which the mechanical details of the conference were planned.

The following points represent some of the ideas presented by the various groups. They are presented without reference to the frequency of discussion and no attempt has been made to determine a degree of consensus on any particular topic. The ideas are presented as follows in the hope that this is a desirable way of sharing the ideas of one group with the members of the other groups.

KEA Legislative Program

1. The feeling was expressed that the public is friendly toward education—but is not “stirred up,” or does not have enough zeal to pass this program. More “grass roots” insistence for a better educational program is needed.
2. The importance of citizen committees was stressed. Citizens should be invited to meetings of this type.
3. The superintendent has a definite responsibility to assist and improve the communication between the parents and teachers and state-wide organizations such as the KEA, Kentucky Council for Education, etc.
4. The school board and the State School Boards Association should take a leading part in working for desirable school legislation.
5. It is important that each school district cope with its own problems, and, in its own way, promote to the maximum a program for better education.

6. Emphasis was made that we must first give an account of our stewardship of extra money from the minimum foundation program before we can expect more financial support.

The Role of the Secondary School in the Space Age

1. The groups indicated a feeling of deep responsibility as professional people for accepting the challenge of educational improvement in Kentucky at the secondary level. It was the consensus of opinion that the leadership for such areas as effective communication, constructive planning, organizing, promoting and persistency in effort must be provided from the professional group.
2. It was pointed out that education to adequately meet the needs of youth must keep pace with the progress being made in a rapidly changing world in such areas as scientific advancement, automation, technology, social and economic changes. We believe that the high school programs of thirty years ago are just as inadequate in meeting the needs of this space age as modes of transportation used thirty years ago are inadequate to meet the present day needs.
3. We believe that some of the criticism directed at our secondary school program in recent years could be justifiable. However, we further believe that many of our secondary schools are doing a much better job than they are being given credit for doing. We believe it is the duty and responsibility of the professional staff to accept the responsibility of keeping the public informed of the true facts about the secondary school program.
4. We believe that accurate and careful evaluation should be made of the present day secondary program in order that we may more intelligently plan a future program. Our high schools must change to meet the needs of youth and better help them to live in a changing world. In order to meet this need of all youth, our high schools may need to be consolidated or grouped so as to have larger student bodies.
5. Many Kentucky school problems were enumerated and discussed—problems which hinder educational improvement at the secondary level. Most of these problems were traced to the inadequacy of Kentucky public school financing. It was the consensus of opinion of this group that our big, immediate challenge today in Kentucky is to educate our public as to the needs for adequate financial support for public education in the state.

6. It was agreed that the size of the secondary school would have a direct influence upon the quantity and quality of the program offerings made possible. We believe the secondary program today must provide those educational experiences which tend to develop in the learner ability for critical thinking, securing the real facts about problems to be solved, making the proper evaluations and selecting values, getting along with the group or other individuals, and becoming good citizens and worthy leaders to the group which they represent.
7. The group believes that the comprehensive high school idea is the best solution to meeting the needs for secondary education in Kentucky.
8. It was suggested by one group that the comprehensive high school should have a minimum enrollment of 500 and that it could become too large—perhaps should not exceed 1200.
9. We need to do **well** that which we are doing and advance step by step to a comprehensive high school program.
10. The comprehensive high school would allow some “natural ability grouping.”
11. We believe that greater emphasis on guidance and counseling should be placed in the secondary schools of the future, that colleges should give more attention to training people who are qualified to work in this area. It would be better to do without the services than to have a person not qualified to serve the youth in the way that would be most profitable to their future. We believe that counselors and guidance directors have a great responsibility in directing youth toward a lifetime profession. We believe that to be successful in the future, an individual must have a broader knowledge and greater competence in the basic academic subjects such as mathematics, science, modern languages (foreign) and the use of English; but that we must not devote the total program to these competencies alone. More attention must be given to the select or top pupils, and to the same token the slow learner must be given attention. Proper counseling and guidance is sorely needed and must come as a part of our high school program.
12. The group seemed to favor a strong basic academic program with offerings that will challenge the gifted, provide adequate a strong general course for the average, and that will meet the needs for the below average by producing educational experiences within the range of his potential abilities.

It is the opinion that the requirements for graduation should be raised and become more of an accepted standard. We believe that it would be well to include parents in the long-range planning for a high school program for their child.

13. Pre-registration was mentioned as an effective means of solving some problems in scheduling.
14. The use of the faculty to teach summer school classes as a means of enriching the high school program was suggested.
15. It was suggested that it is not the responsibility of the secondary school to eliminate people from college.

The Role of the Elementary School in the Space Age

1. Kentucky school administrators have the competence and know-how to set in action effective elementary school improvement programs, but complacency and indifference have them shackled at the starting line.
2. Most Kentucky elementary schools could initiate an improvement program, but in order to effectively meet the space age challenge, additional financial support must be provided. Broad offering, adequate buildings, teaching materials and supplies, effective supervision, quality teaching and professional leadership are more expensive than can be provided under our present financial structure.
3. We are concerned about an elementary school program of **quality** in which each pupil may develop to the maximum of his ability in a democratic atmosphere where he feels good toward himself and others in an atmosphere where he experiences freedom and love and develops wholesome attitudes toward his fellow pupils and teachers.
4. Considerable emphasis should be placed on developing critical thinking, creativity, self-respect, social adjustment, reasoning based on true facts and how to select values.
5. The effectiveness of classroom instruction rests largely with the teacher; therefore, we must strive continuously to improve our present staff through in-service programs, and set high standards of selection in recruiting new teachers.
6. The elementary school principal should be selected on basis of merit. He must accept the responsibility of leadership in planning, developing, and maintaining an effective program in his school. If he is to meet this responsibility, he must have experience and training at the elementary level.

7. Administrators and teachers should give considerable emphasis to the basic subject matter content making up the elementary program. The basic skills are more important today than they have ever been.
8. In promoting the fundamental skills which are basic in quality education, we would provide a fluid group in the classroom so that each can develop to his highest potential.
9. The quantity and quality of effective instruction are related to class size. Even our best teachers must have time for individual
10. We do not favor homogenous grouping in the elementary school but rather grouping within classes with enrichment within the groups so as to challenge each person to his maximum. This requires dedicated teachers who are willing to work long and hard and also assume that the necessary materials will be provided for her use.
11. The primary and intermediate block plans were suggested as a method of organization for instruction.
12. The school has a definite responsibility in accurately reporting to parents on the progress of their children. Reports should have a definite and constructive purpose, and this purpose should be explained to and understood by parents. The purpose should be to bring about cooperation, understanding, and to create a feeling of common concern between parent, teacher, and child as to what the school is proposing to do for the child.

The Role of Education Beyond High School in the Space Age

1. The members of the group felt that the high schools in the state were providing very little in the way of a program of continuing education beyond that level. It was reported that one or two systems represented offered courses in the use of machinery to adults, and mention was made of adult farmers and homemaking classes in connection with the vocational agriculture and home economics classes.
2. The administrator's responsibility in providing adult education was discussed and it was suggested that if there was a request for further training by even a few it was his responsibility to provide it, provided a competent teacher could be found. When school funds are not available, the program should be financed on a tuition plan.
3. Administrators do have a solemn obligation to inspire youth to continue their training and to inform them of the requirements

for establishing themselves in some kind of post-high school program.

4. Schools at all levels need to work hard on right attitudes toward "values" and to stimulate and encourage bright children to go to college as they are our hope for tomorrow.
5. We have a responsibility to further the education beyond high school of those students whose I.Q. and inclinations do not make them suitable for the regular academic college curriculum.
6. We need to offer courses for adult education in the vocational subjects as well as music, art, and literature that they may have an opportunity to develop further into more useful and better citizens.
7. The area vocational schools are not able to meet the needs because of inaccessibility to many.
8. There is, in the opinion of the group, a definite need to make more effective use of the facilities we have. This might be accomplished by organizing night classes for adults and by a year around program of education.
9. Through guidance and counseling, high schools should encourage the more capable students to go to college. High schools and colleges should work together on this matter. It was stated that our program lagged because the guidance program has not yet developed due to the lack of trained personnel.
10. College offerings should be of a diversified nature so that all children could have learning experiences in the areas of their interest and in keeping with their potential ability to benefit or profit from their experiences after finishing high school. The college courses should so be designed that they contribute directly toward preparing the individual to successfully live in the society of tomorrow.
11. The colleges should give special consideration to training programs in developing good citizenship, critical thinking, selecting of values, getting along with people, and how to live the abundant life and make a worthy contribution to the society of which they are members.
12. It was believed that the teachers' colleges could make a great contribution to the total improvement of the public school program through a guidance and counseling service to the youth who indicate an interest in preparing for the teaching profession. The success or failure of many classroom teachers and

administrators, as well as the quality of their offerings and instruction to youth, in many instances is more directly related to their ideas, philosophies, emotions, attitudes, patience and other personal characteristics than to their competence in academic subject matter. Colleges should give more thought and consideration to the selection of instructors who are going to train young administrators for public school positions. If possible, the instructor who trains young administrators should be a person who is competent in his subject matter, and, in addition, who has had successful experiences in school administration.

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REPORT OF THE RESOLUTION COMMITTEE ANNUAL CONFERENCE KENTUCKY ASSOCIATION OF SCHOOL ADMINISTRATORS

We, the Kentucky Association of School Administrators believe that the education of our children should be a matter of greatest concern to every citizen of Kentucky.

We believe that every member of the profession has a sacred obligation to render the finest service possible to the boys and girls. We believe that all administrators occupy positions of tremendous responsibility. It is of paramount importance that we provide our individual districts with enlightened, dedicated, and effective leadership. We have a joint responsibility for vigorous leadership within our association in the educational improvement of our state as a whole.

It is in contemplation of these challenging responsibilities that we present these resolutions.

We wish to express our thanks to the officers of the Association and to the Department of Education for arranging and conducting an excellent conference. We are deeply appreciative of the splendid contributions of our out-of-state keynote speakers—Dr. Charles R. Spain, Dr. Harold J. McNally, and Dr. Henry H. Hill. They brought messages that were informative and challenging. We regret the loss of Dr. Hill and Dr. Spain from the administrative leadership of Kentucky. Their departure points up the tremendous loss of our best personnel over the years because of our low level of support for schools.

We are appreciative of the contributions made by our own associates who have delivered addresses, participated in symposiums, group discussions, and otherwise contributed to the success of the conference.

We commend Mr. Gregory, Mr. Ridgway, Mr. Burkhead and members of the Board of Directors for their efficient conduct of the affairs of the Association during the past year. We note an increase in membership and a constructive program of action.

We extend our thanks to the Sheraton-Seelbach Hotel for the splendid hospitality and facilities that have contributed to the success of the conference.

We commend Dr. Robert R. Martin, Ted C. Gilbert and other members of the staff of the Department of Education for excellent leadership in the educational program of the State, and we pledge our support for the continued improvement of all Kentucky Schools.

We are not unmindful, we are appreciative, of the improvement in public support of education in our State under the Foundation Program; we are nevertheless, conscious of the vast amount of unmet needs of the state in the field of education.

BE IT RESOLVED THEREFORE:

1. That we commend the Kentucky Education Association for the development of a sound and comprehensive nine point program. We urge the united and vigorous efforts of all friends of education in spreading the knowledge of and support for the entire program.
2. That the Kentucky Council for Education be commended for its program of study of the conditions of our public schools, before and after, the financing of the Foundation Program. We commend the selection of Mitchell Davis, an able and conscientious administrator to direct the activity. We urge that every superintendent cooperate fully in providing the facts in order that the public may be fully informed. We further urge our members to use every means of bringing the citizens of the various school districts into meetings where they may learn the needs of our children, express their desires for educational improvement, and commit themselves to the financial support which we must have if the children of Kentucky are to be given opportunities for success in competition with children of other states.
3. That every effort be made to secure the support of candidates for executive and legislative posts for the final form of our legislative program following the completion of recommendations of the Kentucky Council for Education. These endorsements must include a commitment to a revenue program to fully finance the provisions of the completed program in the 1960 legislature.
4. That on a national level we recognize that to equalize educational opportunity for all of the nations' children, we must secure the funds where the wealth is, and educate the children where they are. We welcome the National Defense Act in its support of science, mathematics, modern languages, and guidance. We insist, however, that

the federal responsibility must extend to the whole of a balanced program of education. We, therefore urge the continuation of the fight that has been lead by our own Dr. Lyman Ginger for a broad program of federal support.

5. That we urge support of scholarships to enable our most capable students to receive the training needed in order that they may realize their potential development, and that they may contribute to the general welfare of the nation. We recommend that the preparation of teachers rank high in the allotment of such scholarship grants.

6. That we pledge ourselves to our best efforts in constant improvement of our schools programs, using the funds and facilities at our disposal in the manner which will provide the best possible education for the children of Kentucky. Such a program is too broad for specific listing, but it must include mastery of fundamental processes, health, safety, morality, and responsible citizenship.

7. That administrators of the State assume proper responsibility for promotion of the 1960 meeting in Louisville of the Department of Rural Education and National County and Rural Area Superintendents of NEA. The Kentucky Association of School Administrators has agreed to sponsor the meeting.

Respectfully submitted,
J. C. Eddleman, Chairman
Claude Farley
T. K. Stone

The following addition was unanimously adopted from the floor and was to become a part of the resolutions.

"The graduates of the high schools of Kentucky should have an opportunity to attend college and the State of Kentucky should make necessary provision for future expansion of college enrollment."

CONFERENCE OF THE KENTUCKY ASSOCIATION

OF

SCHOOL ADMINISTRATORS

CURRICULUM IN THE SPACE AGE

AND

NATIONAL DEFENSE EDUCATION ACT OF 1958

Sponsored by

KENTUCKY ASSOCIATION OF
SCHOOL ADMINISTRATORS

and

ADVISORY COUNCIL ON
PUBLIC EDUCATION IN KENTUCKY

DECEMBER 11, 12, 13, 1958

SHERATON-SEELBACH HOTEL

Louisville, Kentucky

KENTUCKY ASSOCIATION OF SCHOOL ADMINISTRATORS

December 11, 1958

(All times are Central Standard)

- 8:30 a.m.-10:00 a.m. Registration: Sheraton-Seelbach Lobby
- 10:00 a.m.-11:30 a.m. General Session: Grand Ballroom
J. W. Gregory, President, K.A.S.A., Presiding
- 10:00 a.m.-10:05 a.m. Invocation: T. K. Stone, Superintendent,
Elizabethtown City Schools
- 10:05 a.m.-10:10 a.m. Greetings: President Gregory
- 10:10 a.m.-11:30 a.m. Symposium: The Legislative Program
Coordinator: John M. Ridgway,
President-Elect
- Members: Mitchell Davis, Executive
Director, Kentucky Council for
Education
- J. Marvin Dodson, Executive
Secretary, K.E.A.
- H. Barton Fiser, Executive
Secretary, Kentucky School
Boards Association
- Dr. Robert R. Martin, Superin-
tendent of Public Instruction
- 11:30 a.m.-12:00 noon Group Discussion: Groups to discuss
questions raised by the symposium
- 12:00 noon-1:30 p.m. Lunch

CONFERENCE ON CURRICULUM IN THE SPACE AGE

Sponsored by

Kentucky Association of School Administrators

and

Advisory Council on Public Education in Kentucky

- 1:30 p.m.- 3:00 p.m. General Session: Grand Ballroom
Dr. Robert R. Martin, Superintendent
of Public Instruction, Presiding
- 1:30 p.m.- 2:00 p.m. Meeting of Advisory Council on Public
Education in Kentucky
- 2:00 p.m.- 3:00 p.m. "The Role of the Secondary School in the
Space Age": Dr. Charles R. Spain, Super-
intendent, Albuquerque Public Schools
- 3:00 p.m.- 4:30 p.m. Group Discussions
December 12, 1958
- 9:00 a.m.-10:05 a.m. General Session: Grand Ballroom
John Ridgway, President-Elect, K.A.S.A.,
Presiding
- 9:00 a.m.- 9:05 a.m. Invocation: Hubert Hume, Superintendent
Mason County Schools
- 9:05 a.m.-10:05 a.m. Address: "The Role of the Elementary
School in the Space Age": Dr. Harold J.
McNally, Teachers College, Columbia
University
- 10:05 a.m.-11:45 a.m. Group Discussions
- 11:45 a.m.- 1:30 p.m. Lunch
December 12, 1958
- 1:30 p.m.-2:45 p.m. General Session: Grand Ballroom
Ted C. Gilbert, Assistant Superintendent
of Public Instruction, Presiding
- 1:30 p.m.-2:45 p.m. Address: "The Role of Education Beyond
the High School in the Space Age":
Dr. Henry H. Hill, President, George Peabo
College for Teachers

- 2:45 p.m.-4:00 p.m. Group Discussions
- 6:30 p.m. Banquet: Kentucky Association of School Administrators: Grand Ballroom, Sheraton-Seelbach Hotel, J. W. Gregory, Presiding
Invocation: Roy McDonald, Superintendent, Trigg County Schools
Introduction of Guests
Address by Dr. Lyman V. Ginger, Dean, College of Education, University of Kentucky
December 13, 1958
- 9:00 a.m.-11:30 a.m. General Session: Rathskeller
Gilbert C. Burkhead, Secretary-Treasurer, K.A.S.A., Presiding
- 9:00 a.m.- 9:05 a.m. Invocation: Dr. W. R. McNeill, Superintendent, Bowling Green Independent Schools
- 9:05 a.m.- 9:30 a.m. Address: "The National Defense Education Act of 1958": Dr. Robert R. Martin, Superintendent of Public Instruction
- 9:30 a.m.- 9:45 a.m. Implementation of Title III: Don C. Bale
- 9:45 a.m.-10:00 a.m. Implementation of Title V: Dr. Curtis Phipps
- 10:00 a.m.-10:15 a.m. Implementation of Title VIII: James L. Patton
- 10:15 a.m.-10:30 a.m. Implementation of Title X: J. C. Powell
- 10:30 a.m.-11:30 a.m. General Discussion

GROUP I

Chairman	Dr. James B. Kincheloe
Recorder	Mrs. Willie C. Ray
Consultants	Mrs. Virginia Ruth Chapman
	Dr. Morris Cierley
	Mr. Ben F. Coffman
	Mr. Donald E. Elswick
	Dr. D. T. Farrell
	Mr. C. O. Neel
	Mr. Ishmael Triplett

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Miss Nella Bailey
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Mr. Walter W. Roschi
Mr. Claude A. Taylor
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Mr. James L. Patton
Dr. Erwin Sasman

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	Dr. Henry Martin
	Mr. Dan N. Shindelbower
	Dr. Kelly Thompson
	Mr. J. B. Williams

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Miller, Douglas
Miller, Jack
Miracle, Mrs. Neureul

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Norsworthy, E. M.
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O'Donnell, W. F.
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Spears, Chester	Williams, J. B.
Stallings, Frank H.	Williamson, Mary Lois
Stapleton, W. A.	Wilson, G. D.
Stephens, Roscoe	Woods, Ralph H.
Stevenson, R. E.	Woosley, Robert E.
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.61
9
27
3
59

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