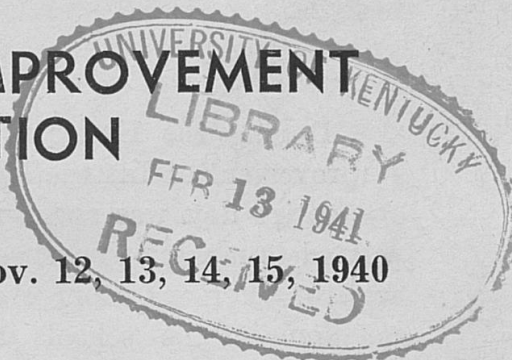


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**PROBLEMS IN THE IMPROVEMENT
OF INSTRUCTION**

A Summary of Conferences held Nov. 12, 13, 14, 15, 1940



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FOREWORD

During the first part of November 1940 Conferences on the Improvement of Instruction were held in eleven centers in Kentucky. An entire day was spent in listing and discussing problems vitally related to making the schools serve better the people of the Commonwealth. Persons from every school level and from every type of position in the schools attended these conferences and entered earnestly into the deliberations. I have never seen any group of persons work more sincerely upon our common problems.

The purpose of this bulletin is to present a composite report of the eleven conferences. Attempt has been made to select the problems proposed and solutions suggested in each of the conferences and to organize the proposed problems and solutions according to the phases of the total school program. The bulletin was prepared by a committee of staff members of this Department. It is my hope that these suggestions made by school people throughout the state may be useful to you in your work.

Cordially yours,

J. W. BROOKER

Superintendent Public Instruction

REGIONAL CONFERENCES ON THE IMPROVEMENT OF INSTRUCTION

Purpose and Functions. Conferences on the Improvement of Instruction were held for the purpose of examining cooperatively the program for the improvement of instruction sponsored by the Superintendent of Public Instruction. The functions of the conferences were to discover through group thinking, (1) what we believe the schools should do, (2) what part of its defined functions the school is performing, and (3) what problems are involved in making the school perform the functions for which it is established.

Location of Conferences. The State was divided into eleven districts for conference purposes and each conference was held in the city in which the annual district education association is held each year. The places and dates of conferences follow:

| | |
|---------------|-------------|
| Richmond | November 12 |
| Elizabethtown | November 13 |
| Louisville | November 14 |
| Newport | November 15 |
| Bowling Green | November 13 |
| Murray | November 14 |
| Madisonville | November 15 |
| Hazard | November 14 |
| Ashland | November 15 |
| Somerset | November 14 |
| Barbourville | November 15 |

Persons Attending Conference. Those attending the conferences represented every school level, elementary, secondary, higher; and every administrative level, teaching, principal, supervisors, superintendents and attendance officers.

1. Classroom teachers
 - a. Elementary
 - b. Secondary
 - c. College
2. Administrators
 - a. Elementary principals
 - b. Secondary principals
 - c. Superintendents

- d. College deans
 - e. College presidents
 - f. College registrars
 - g. Directors of teacher training
3. Others
- a. Department of Education staff members
 - b. Directors of research
 - c. Educational association officers
 - d. Federal agency representative

More than four hundred persons representing the above groups attended the conferences.

Major Conference Problems. At the first conference held, Superintendent Brooker stated the scope of the program for the improvement of instruction, and the five problems relating to the scope of the discussion became the point of departure in each of the conferences. He stated that the program should include the following:

1. Methods, ways, and means of pre-training selection of persons who will teach.
2. Methods of enriching teacher education programs offered in colleges.
3. Increased care in the selection of teachers by superintendents and boards of education.
4. In-service program for the improvement of teachers on the job.
5. Evaluation of the present curriculum offered in the public schools to determine whether it is measuring up to the needs of life, and to enrich the curriculum so that young people may be prepared for the democratic way of life.

The above statement represents the broad limits of the total program. The conference dealt only with one or two of these problems. Not enough time was available to discuss all the issues. However, every person present felt free to express himself upon any problems of major concern to him.

Summary of Conference. There follows a statement of problems and suggested solutions, as revealed in a study of all the conference reports. It represents what is felt to be a composite report of the consensus of all the groups. This statement does not purport to say that *all* the people in *all* the conferences agreed upon *all* the things reported here. On the other hand, it does represent what is thought to be the significant outcomes of the conferences.

Report of Regional Conferences

I. Aims, Purposes, Functions, and Scope of Education and the School Program.

The view was taken in each of the conferences that if we are to do all the things we should in making the school function we should get clearly in mind the aims, the purposes, the function and scope of the school's program. What direction are we going, why we are going in that direction, what we need to do, and the limits of our actions, should be clearly set out.

The Aims and Purposes of the School. The aims and purposes of the school it was generally agreed are to meet the educational needs of all the people for whose education other agencies of society do not provide. This means that all the people, in the community, of all ages must be given consideration when the school program is planned:

1. Normal children of public school age.
2. Children of pre-school age.
3. Children who are handicapped in any way.
4. Adults whose needs the schools may serve.
5. All people of all races.

It was the belief that an investment in education for any or all of these groups yields dividends since it tends to preserve and promote our institutions—social, governmental, economic, and religious.

There are many agencies of society which contribute to the educational growth of people. A person begins to learn soon after he is born. The home provides many experiences and all of these experiences affect the lives of people. The education of the parents, their economic condition, their social habits, their spiritual attitudes are sources from which children must learn before and after they come into the school. The school cannot do a great deal about these home backgrounds in a direct way, but they must be taken into consideration when the aims and purposes of the school in each community are defined in terms of the needs of those to be served.

The school is not obligated to do for the child those things which are ordinarily done by other agencies. The first step, therefore, in setting up aims and purposes in each school is to take each child when he enters school and (1) find out how much the home and normal every-day life have done for him in a constructive way, (2) what these two agencies can still do for him, (3) what needs he has which the home and every-day life are unable to meet, and (4) on the basis of this information formulate the aims and purposes of the school.

Objectives of the School. Each conference recognized the fact that if the school is to meet the needs of pupils, and avoid duplication and waste of time and money, those who direct the schools should get definitely in mind the things the school must do, and how far they must go. Out of the discussions of the different conferences came statements of objectives which should guide in formulating the school's program. The following is a composite statement of what seems to be the things for which the people in the conferences thought each school system and each school should work:

1. Each person should develop desirable health habits.
2. Each person should acquire the ability to use the mother tongue with reasonable effectiveness.
3. Each person should develop desirable work habits.
4. Each person should be given the chance to develop good citizenship habits.
5. Each person should be taught how to earn a living and to work effectively in some vocation.
6. Each person should develop the elements of good character.
7. Each person should be helped to make desirable spiritual adjustments.
8. Each person should develop desirable social attitudes.
9. Each person should develop desirable religious attitudes and habits.
10. Each person should be taught a proper sense of values.
11. Each person should be taught adequate recreational attitudes and habits.
12. Each person should develop desirable personality traits.
13. Each person should learn to appreciate the arts.
14. Each person should be able to appreciate and practice the American way of life.
15. Each person should develop intelligent self-direction.
16. Each person should develop his aptitudes.
17. Each person should develop a sense of good manners.
18. Each person should develop world-mindedness.
19. Each person should be able to do creative thinking.
20. Each person should understand and practice morality.

The above objectives were set up as a guide in evaluating the present school programs in the communities throughout the state. Each person concerned in the improvement of his program may well take these objectives and use them in examining his own program. Those desirable things which are not being done, or done effectively, should be inaugurated.

Defining the Functions of the School. Education and the schools are provided for through legal action taken by the legislature. Under legal provisions, local boards of education set up rules and regulations for establishing the schools. They provide for employment of the personnel, erect buildings, purchase supplies, and through taxation finance the educational program. This action, however, does not go to the heart of the matter. There still remains the task of defining the functions of the school and setting up the objectives.

In these conferences discussions were entered into in an attempt to locate the authority for setting up the school objectives and procedures. Certain tendencies in practice were revealed as follows:

1. There is a tendency in many localities for school authorities working alone to prescribe what goes on in the school.
2. In many instances superintendents and principals do not have adequate freedom to adjust the school program to pupil and community needs.
 - a. Rules of the board may interfere.
 - b. Restricted finances may prevent changes.
 - c. Accrediting regulations may cause principals and superintendents to feel that they do not have adequate authority.
3. There is a tendency on the part of the public to feel that education is found only in books and that it does not have the broad aspects assumed by the modern educator.

If the schools are to meet the needs of all of the people in the community, then all of the people should take part in selecting the objectives of the school, in defining the functions of the school, and in evaluating the program of the school. It was generally agreed that in planning the school program the following persons and groups should participate according to the needs, experiences, authority, and resources.

1. The pupils should be consulted in order that their aptitudes and interests may be discovered.
2. The teachers should participate in order that they may bring to the authorities the needs of the children.
3. The parents should be consulted, since they have information which will help to locate pupil and community needs.
4. The principal should take part in order that he may bring to the head of the school system the needs of the school.
5. The superintendent, after fortifying himself with the information collected from the pupils, the parents, the

teachers, and the principals should take the lead in presenting the program to the board of education.

6. The board of education should participate by providing the facilities through which the legal recommendations of the superintendent may implement programs in the interest of the children.
7. The lay organizations and business men should participate (a) through furnishing information concerning community resources for education, (b) through furnishing information as to vocational and employment needs in the community.
8. The superintendent of Public Instruction and his staff should furnish leadership and advice in the organization of programs and should prepare courses of study and learning material to help carry out the program.
9. Staffs of colleges in whose service area a particular school system is located should cooperate in formulating school programs and in helping to adjust these programs to the needs of the pupils.

II. **Attacking the Problems in the Improvement of Instruction.**

In every conference a great deal of emphasis was placed upon ways and means of approaching the solution of the problems in the improvement of instruction. Methods of attack were presented both by giving opinion upon how they may be solved and by giving examples of how certain problems are being attacked in different school systems.

Administrative Leadership. The superintendent will be the key to any program designed to inaugurate a new program or to change any existing program. In many areas of the State significant programs are under way designed gradually to make the schools more effective:

1. Superintendents are freeing themselves more and more from routine tasks which may be done by others, and are devoting more of their time to an evaluation of their programs.
2. They are spending more time in summer sessions, and in conferences, in an attempt to increase their effectiveness.
3. Superintendents are exercising more freedom, and are trying to select good teachers for the classrooms.
4. They are insisting that the principals they employ for the schools are educated and have the qualities necessary for educational leadership.

5. They are bringing teachers more and more into the planning of changes in the school activities.
6. They are inaugurating traveling libraries for the county elementary and high schools.
7. They are insisting that teachers visit the homes of the pupils in order to improve the services of the schools.
8. They are insisting upon closer cooperation between pupils and teachers in planning pupil work.
9. They are encouraging teachers to use community resources and materials in the learning program.
10. They are encouraging teachers to play—and to play with pupils.
11. Some schools are encouraged to cooperate with churches in moral education.
12. School authorities are encouraging the better high school graduates to take teacher education courses.
13. One superintendent is providing supervision by employing a traveling teacher who goes into the classrooms and helps the teachers.
14. It was recommended that superintendents cooperate with the nearest teacher training institution in providing facilities for directed teaching.

Planning the Program. The following suggestions were made concerning methods of attacking the problems:

All problems should be dealt with from a realistic viewpoint. This means that the democratic processes should be involved. The teachers and principal should talk things over; pupil-teacher relationships should be so realistic that the pupils' problems may be found, and teachers should be free to give opinions and advice in all matters of school policy.

There are times when teachers, patrons, principals, and superintendents must work together in groups, in order to get the benefit of group thinking. Time is not lost if the teacher calls on parents to come to the school to help her plan; time is not lost nor is the prestige of the superintendent lowered if he asks teachers in particular fields to come in and advise with him on school problems in their fields.

In planning the school program there is a tendency to do more for the high school than the elementary school. This should not be so. The school program as a whole should be examined without discrimination.

The vocational opportunities in the community should be located and listed. The areas of work in which pupils may be employed when

they leave school should be known. The teacher and pupils should study together in order to discover what the child can do best and in what he is interested. This should be done for every child. Every child should have a plan of action which he has helped to formulate and with which he agrees.

Programs of Improvement. The teachers of Home Economics and Agriculture have employed realistic procedures in programs of instruction. The very nature of these courses, as well as other courses in vocations, makes them readily adaptable to the use of community resources. It was the common belief of persons attending the conferences that sciences, social sciences, English, and others of the traditional subjects lend themselves to adaptation to the community needs and to the use of community resources just as do the so-called practical subjects.

After all, any program of improvement must take into consideration the leadership qualities of teachers as these qualities have manifested themselves through the specific training and experiences they have had.

The program of improvement must be both pupil-centered and community-centered. The pupils should have their learning activities selected in terms of their aptitudes and interests. The pupils should learn those things which will help them participate in the life of the community.

To find the needs of the adults in a community the principal and teachers should study with the adults those problems which education will help them in solving.

In Little Rock school in Bourbon County the teachers, principal and pupils have worked out a health and physical education program which brings into use the gymnasium every period in the day, and into a coordinated health and physical education program for every pupil in the school. Such a program is possible only in those communities where all the people, laymen, school people, and pupils, think together and work together toward goals which they have planned together.

Teachers must be susceptible to change if learning is to be effective. Supervision will help the teacher to see the real social purposes underlying the factual material which she is trying to get the children to experience. It will help teachers in securing information which is related to the problems which they must face. In the absence of supervision in a system those teachers must be employed who have already developed a high degree of individual efficiency. In rural areas there is a definite need for supervision

which will help teachers adjust the program of learning to pupil needs.

In Boone County reading aids are furnished teachers and a system of circulating libraries is provided for the rural schools. Knox County has inaugurated the circulating library system, also.

The Fort Thomas High School has inaugurated a program for teaching Americanism. A handbook along with a study outline has been developed. Scholarship and information are basic to the program, and emphasis is placed upon bringing social and business activities into the classroom activities. Happiness in work is the keynote, and this is made effective by making pupil interests a part of the school program.

Fort Thomas has also a guidance program based upon a survey of pupil needs. There are pupils who will travel different educational roads, one group leading toward college, and the others leading toward occupations when high school is finished. Curricula and home-room programs are organized to meet the needs of each of these groups. Child interests, parent wishes, and factors of environment are taken into consideration before a child finally chooses his road.

The State Department of Education. It was agreed in the conferences that the State Department of Education through its staff members should take the lead in the State in:

1. Developing in the State a program for the improvement of instruction.
2. Bringing groups together for purposes of making plans of action.
3. Helping superintendents in working out, with the professional staff, problems dealing with curricula.
4. Finding source materials for school improvement.
5. Helping to provide better educated teachers.
6. Helping to promote the economic welfare of teachers.
7. Evaluating school programs.
8. Setting up standards for elementary schools.
9. Helping to get one or more supervisors in each county.
10. Encourage school museums.

Teacher Education Institutions. Colleges can and should use adjacent schools for supervised student teaching to supplement campus training schools. Colleges should make provision for Saturday classes and Summer workshops where teachers and principals may come to work on their problems. Colleges can place greater

emphasis upon health and physical training for those teachers who go into rural communities to teach, and encourage elementary teachers to complete four-year courses before they begin teaching.

Some Major Problems to be Faced. Some of the problems which seem to be of major concern are,

1. Not enough of the most promising high school graduates prepare for teaching.
2. Too many persons think of the high school curriculum in terms of college entrance.
3. The love of America is not effectively taught, that is, Americanism is not taught through a program of action.
4. Too large a percentage of the health and physical education courses are formalized and too few of the children have health and physical education built around their needs.
5. Very few schools have guidance programs, and too few schools have the guidance point of view in their educational programs.
6. More books and learning materials should be furnished those children who are unable to buy them.
7. Too many pupils stay away from school because they do not have adequate food and clothing, and there is not adequate cooperation between school and relief organizations.
8. Not enough consideration is given to the aptitudes and abilities of children in working out curriculums.
9. Not enough respect is accorded to those who work with their hands, therefore, more emphasis should be given to helping the child respect what he can do well regardless of the employment level in which it will place him.
10. Too much emphasis is placed upon formal commercial work in the high schools, and not enough emphasis upon consumer education.
11. Text-book teaching does not touch the life of the child as it should.
12. There is too little appreciation of the fact that the school owes it to the child to help him prepare to do something and to help him adjust himself to the changing ways of life.
13. The textbook law does not lend itself to meeting pupils' reading needs adequately, since it does not permit the purchase of reading material of different grade level for a single grade. Sets of books of varying levels are needed in each grade.
14. The recreational program does not have proper emphasis

- in all the schools. Better leaders in wholesome and varied recreation should be employed in each school.
15. Character education as an objective is not emphasized adequately in the organization of our learning programs.
 16. Definite steps should be taken to find desirable ways for conducting programs of religious and moral education, and to get desirable cooperation among those directly concerned in this program.
 17. Education against crime needs to be more effectively organized.
 18. The schools are not enough concerned with the problems of employment, and have not placed adequate emphasis upon the relation between employment and good citizenship.
 19. Not enough emphasis is placed upon the use of community resources in the educational programs.
 20. Parents and pupils have not been made to feel that they have a definite part in planning and in implementing the educational programs.
 21. Too few schools have available the services of school physicians and school nurses.
 22. We need to get those who believe in pupil-centered schools and those who believe in community-centered schools to see that they are not actually in conflict, but that the two points of view are merely two aspects of the same thing.
 23. There is a need for getting the public to understand its responsibility for meeting the educational needs of the pre-school child, the handicapped child, and the adult who needs assistance.
 24. We need a wider use of the public forum as an agency of public information and group thinking.
 25. We need to popularize "being a good citizen" among both young people and adults.
 26. How can we get boards of education to understand the need for supervision to the extent that they will provide for the employment of good supervisors?
 27. We need to build our programs, and to change those programs now in operation in terms of child needs instead of basing them on hunches.

III. National Defense.

A great deal of time was spent in each of the conferences upon discussions of the program of national defense and its implications for the school program in Kentucky. It was generally agreed

1. That American democracy can stand comparison with any other form of government, and therefore young people should be given an opportunity to compare the democratic way of life with those existing under other forms of government.
2. That since democracy is our accepted way of life, we should so teach it that children would in a fact become indoctrinated with it, just as people under other forms of government are indoctrinated.
3. That the best way of getting a clear understanding of the democratic way of life is to use the democratic processes in all of our relationships.
 - a. Pupil-teacher relationships should be democratic.
 - b. Parent-child relationships should be democratic.
 - c. Teacher-administrator relationships should be democratic.
 - d. Employer-employee relationships should be democratic.
4. That in setting up the school curriculum, definite emphasis should be placed upon the introduction of those materials and experiences as will tend to give children opportunities to practice the ways of democracy.
5. That special emphasis should be placed at this time upon such activities as:
 - a. The development of a strong and healthy body
 - b. The development of skills based upon aptitudes, which skills have promise of usefulness in the current program of national defense
 - c. Emphasis upon the historical development of our country and its implications for our present-day life
 - d. Understanding of the significance of the institutions established in this country which are used in emphasizing and emotionalizing the American way of life, such as understanding of the flag, and understanding the meaning of holidays
 - e. Emphasis upon the development of consistent work habits
 - f. Emphasis upon providing opportunity for the development of creative thinking and creative action
 - g. Experiences designed to promote in each individual intelligent self-direction
6. That teachers, in order to function in such a program, must have a broader understanding of the problems of social

life, more intensive and extensive experiences in their special fields of work, and a greater understanding of children and how they behave in learning situations.

IV. The Scope of the School's Program.

Very soon after the opening of each conference the discussion entered into the necessity of preparing young people to earn a living. It was the general consensus that too little attention has been given to this important phase of education.

Training for Vocations. There was general belief in all the groups

1. That to be able to live fully as citizens young people must learn to make a living.
2. That every child should learn how to carry on a gainful occupation.
3. That increased emphasis should be placed by the schools upon preparation in such vocational areas as agriculture, home economics, commerce, trades, shop work, and distributive occupations.
4. That salesmanship and typing should be more generally taught than is now the case.
5. That before training for any vocation is introduced into a given school system there should be a careful study made to (a) find out what are the opportunities for employment in that vocation, and (b) how many pupils have aptitudes which offer promise of success in that field.
6. That vocational experiences should be given all pupils in the everyday activities of the school, such as the business phases of sports, clubs, school paper, school lunches, and experiences involving thrift, budgeting, etc.
7. That eternal vigilance be practiced by teachers in study of pupil needs, pupil desires, developed skills, etc., as a basis of guiding pupils toward goals which offer reasonable promise of success.

Physical Education. A great deal was said in all the conferences about the inadequacy of our program of physical education and recreation. The shortcomings were voiced in the following terms:

1. Relatively too much emphasis is placed in many systems upon competitive athletics and too little emphasis upon recreational phases.

2. Schools think of a physical education program in terms of winning teams.
3. There are not enough persons employed in our schools who have a deep appreciation of, and highly developed leadership in, a well-rounded program of physical education and recreation which reaches all the children in the school.
4. Unless the gymnasium is used by all the children it is doubtful if we are justified in spending such large sums in their erection.
5. That teachers in their programs of preparation for teaching should learn to enjoy play so they may play with the pupils in the schools.
6. That the recreational program of the school needs to be extended so it will reach out into the community.

There was general belief that physical education should be taken from the area of extra curricular activities and placed in the school as a regular part of the curriculum. This will involve some of the following changes:

1. The person in charge of physical education and recreation will be as well prepared for his work as is the English teacher or the mathematics teacher.
2. The program will be organized in terms of the recreational needs of all the pupils.
3. Recess periods will in fact become periods of wholesome and enjoyable recreation.
4. There will be such a variety of activities that pupils may have some freedom of choice in the kind of recreation in which they will engage.
5. No child will be neglected.
6. There will be cooperation between the school and other health agencies in the matter of attacking health problems and in providing community recreation.

Moral Education. In many of the conferences the question of organizing the program of moral and religious education was discussed. Some of these discussions included descriptions of types of programs now under way. The following problems were raised:

1. What is the best way to emphasize moral education?
2. How can we best get the community and the school in realistic cooperation in the solution of this question?

3. How can we get the educational workers and the religious workers to come together for the purpose of working out a sound program?

Citizenship Education. In looking over the reports of all of the conferences, it is significant that the word "Citizen" or "Citizenship" was used probably more than any other word. It was evident that it was the common belief that in its broader aspects, education in the main is for the purpose of developing good citizens. In one conference citizenship was defined as "the ability to make a living, to be able to meet responsibility, to participate in community activities, and to be able to adapt oneself to one's social environment." If we take the view that education is for citizenship, then we must be very careful that we do not neglect any of our objectives. Any objective in our educational program which does not lead to good citizenship should be examined very critically and probably eliminated.

The discussion of education for citizenship had as its point of departure the following two problems:

1. Since citizenship is less spectacular and it is manifested through activities in the main of routine character, it is more difficult to create interest in the citizenship objective and in citizenship activities.
2. Citizenship has too long been considered a by-product of education, and not enough emphasis has been placed upon citizenship as a direct, well-planned part of the educational process.

Many suggestions were made as to how we might remedy the situation, some of which follow.

1. Pupils and teachers should work together in a democratic way in formulating standards for judging good citizenship and then they should work together in using these standards in evaluating citizenship behavior.
2. A program should be worked out where a reasonable amount of publicity should point toward the glorification of a good citizen. It might be well to make a public presentation of good citizens and include in it those persons who have measured up to the standards of good citizenship.
3. Actual indoctrination in the way of democracy is desirable, and it is important that this be done through greater emphasis upon the virtues of democracy and through minimizing the vices of democracy.

4. It is important that we develop in young people a genuine zeal for our way of life and for that reason, feeling as well as thinking should have a part in activities embodying the democratic principles.
5. Participation in citizenship activities through extra curricular programs, such as club work, field trips, and through the showing of films, should be a part of the program of every school.
6. One of the best ways of training for citizenship is to consult pupils, sincerely, upon the solution of problems which concern the welfare of the school, and through such procedure to develop a genuine loyalty to the maintenance of high standards of behavior in the school.
7. Pupils should participate in a realistic way in setting up standards for developing themselves individually, for developing their relationships to other people, for developing an understanding of their obligations to the community, and an understanding of their obligations in earning a living.

The Community and the School. One of the basic problems which concerns school people is that of making a close tie-up between the work of the school and that of the community. In each of the conferences many of the problems were listed and many suggestions were made for their solution. Among the problems which seemed of much concern are the following:

1. In the smaller rural schools there seems to be the most pronounced need for school-community relationships.
2. For some reason or other, there has never been an adequate tie-up between teacher education institutions and the schools within the service areas of these institutions.
3. Very few counties have any program of supervision other than that directed by the county superintendent.
4. Very little part is played by the people in the community in actually formulating the program of the school. On the other hand, the school and its obligation rests upon the shoulders of the teacher.

Certain suggestions were made as to how the school may work with the community in meeting the problems. Some of the suggestions follow.

1. The resources of the community should be studied in order to find out (a) what things are there which will be of educational value, and (b) what services are needed in order to maintain community life, and (c) what opportunities are there for those who finish school and who undertake to find their places in the community.
2. All persons in the community should participate in the study of the community and its needs. The parents, children, the teacher, and the business men should assume together the responsibility of making the school serve the community.
3. The following agencies may be employed as a means of tying the school to the community: (a) community conferences, (b) survey of community resources, (c) the use of laymen who have contributions, (d) the use of the experiences teachers have had outside of the school, (e) the use of pupil experiences while traveling, (f) use of the colleges in the vicinity, (g) use of the resources for national defense training, (h) employment of helping teachers, (i) use of civic organizations.
4. In any study of the community, the needs of the people from the pre-school child to the adult should be taken into consideration.

The school is the product of the community. It has been built to serve the community. Any program that does not tie directly into the community life through the proper use of the physical and human resources is not a school which is calculated to be effective. Schools can no longer confine themselves to what is found in textbooks. People do not want teachers whose education and outlook are so narrow.

V. Teacher-Pupil Relations in the School.

One of the most significant indications of the shortcomings of our schools is the fact that such a large number of children drop out along the way before they are graduated. Many of the reasons for this are obvious, but all the reasons may be grouped under the statement that "the school does not meet their needs."

1. Many things about the school are artificial in that they do not touch realistic life problems.
2. Too much emphasis is placed upon what is in the textbooks to the exclusion of many of the other essentials.
3. While the acquiring of information is a basic essential of the learning program, it should be meaningful in the lives of the children.

4. In many instances information is given because it is in the textbook and not because it is meaningful to children.
5. The interests, aptitudes, abilities, and purposes of children should be the primary reason for giving child experiences in any of the fields of information.

Teacher Needs. The conferences spent much time in discussing teacher needs in a program for the improvement of instruction. It was the general belief that better teaching is done in the elementary grades than in the high schools. This, it is believed, is due to the fact that

1. The objectives of the elementary grades are more clearly defined and universally accepted.
2. The education of elementary teachers points more to the understanding of children.
3. The high school teachers' education is more subject-matter centered.

It was the consensus that the high school teacher's job requires a wider range of information than the elementary teacher. The high school teacher bases his work more on textbook content than does the elementary teacher. The total situation will be improved, it was considered, if the education of elementary teachers placed more emphasis upon acquiring a wider range of subject matter, and the education of the high school teacher placed greater emphasis upon acquiring a greater understanding of the adolescents whom he is teaching.

It was the belief that greater emphasis should be placed upon the development of pupil personality, leading to character education. It was admitted that these may best be achieved if the pupil has a teacher who possesses these qualities. Some of the things which teachers need in order to make their services be of most value to the pupils are:

1. The teacher must see the relationship between the things he has the children do, and citizenship.
2. Teachers should have a sincere respect for information and subject matter, but at the same time be able to make it function in bringing about needed changes in pupil behavior.
3. Pupil-teacher relation is the key to successful teaching; there must be freedom, friendliness, and relaxation when they are working together.
4. If a teacher is well-grounded in subject matter he is better able to show pupils how learning ties up with current life problems.

5. In pupil-teacher relations there must be a complete absence of fear—fear in the sense that the pupil is ill at ease.
6. The teacher who fails to get information from the parents about the pupil usually does not do a very good job for the pupils and is sort of neutral influence.
7. Democratic relations, freedom of action in pupil-teacher relations are essential to the developing in pupils independent thinking leading to intelligent self-direction.
8. Teachers should be led to continue their education, through summer school attendance, travel, writing, and the like.
9. The teacher can enjoy his work, and make his services more effective if everything which goes on in the school takes place because it accomplishes some purpose he has selected to accomplish.
10. Standardizing agencies should not set standards which will interfere with the freedom of teachers to make adjustments to meet individual and group needs. Experimentation and variation should be encouraged provided it is in the interest of pupils.
11. It was the belief that teachers may, under existing accrediting standards, reorganize and make such adjustments as will be needed.
12. The point of departure, it was agreed, is the child and his welfare.

Cooperation in Selecting Persons for Teaching. One of the major problems set out by the Superintendent of Public Instruction in his opening remarks in the conferences is the selection of persons who prepare for teaching. People attending the conferences discussed the problem, and there was general agreement that if we take certain steps we may get promising young people to choose teaching and prevent un-promising persons from entering.

1. During the junior and senior high school life of the pupils, promising young people should be located by the teachers and principals, and encouraged to enter training.
2. Young people who express a desire to teach but who have characteristics which make them obviously unfit for teaching should be encouraged to select another profession which will offer promise.
3. Future Teachers' clubs may be organized in high schools for the purpose of studying the needs of the teaching profession.

4. Colleges may use the surrounding public schools for student teaching and thus bring the superintendent to understand the requirements and problems of teacher education.
5. Colleges should have a plan so worked out that it will prevent people without promise from taking professional courses and from entering the training school to do student teaching.
6. Colleges can set up programs which will correct those faults which make a prospective teacher unfit for teaching.

Individual Differences. The child as an individual must be given attention in any learning program. This was the consensus of groups:

1. Children should be helped in analyzing the problems which they will face, and they must be helped to feel at home in a modern world.
2. It is believed that people lose their jobs in most cases because they are unable to make social adjustments and not because they lack skill; schools, therefore, must meet this problem for each child.
3. Children can best succeed when their work is organized around the things in which they are interested and for which they have aptitude.
4. More attention should be given to adjusting the program to child needs than to trying to make the child fit the program.
5. There should never be a "failure" in school—failure in the sense that the school can find no way to meet the child's needs.
6. Teachers should not place blame upon the teacher of the previous grade for the child's failures, but should go to work.

VI. Evaluating the School's Work.

It was admitted in many of the conferences that we have not spent enough time in measuring the effect of what we do in the schools. On the other hand, we have tended to take the results for granted. It was admitted that we have not used enough measures to find out what we are doing right and what we are doing that is not right. Facts presented in the conference showed many things which need attention and which demand that we evaluate our ways of doing things: What is wrong

1. When we find that from fifteen to twenty-five percent of the pupils in the elementary school are in the first grade?
2. When there is such a pronounced number of pupils dropping out at the fourth and fifth grades?

3. When not more than half of the young people who enter high school remain to graduate?
4. When crime increases in a community?
5. When the curriculum is designed to prepare for college, those pupils who will never see a college?

It was agreed that before a school program is evaluated it must have criteria by which it may be judged. The criteria for evaluating a program should be the aims and objectives set up for the program. What is the school trying to accomplish? What things are we doing which seem to get results? What are we doing which seem not to get results? These are questions that each parent, pupil, teacher, principal, superintendent, and board member should ask about the school.

1. Industry judges the value of the school in terms of the extent to which the school meets its employment standards.
2. The citizen evaluates the school in terms of the citizenship behavior after pupils leave school.

Standards should be re-stated every time evaluation takes place; those things which produce results should be kept, and those which do not get results should be eliminated and others substituted. Standards, probably, should be set up in terms of aims, objectives, of goals.

The School and the Improvement of Living. Probably the best summary of this statement is to indicate how great was the emphasis in all the conferences upon the fact that education should enable people to live better. With this constantly in mind it seemed to be the thought of all groups that

1. The school should be carefully examined to see whether or not those who attend school are better off than those who do not attend.
2. That, if the school is not making the maximum contribution to better living it should at once modify its program in those areas in which it is failing.
3. That, the school is concerned with maintaining a high cultural standard among people, but at the same time it must recognize the fact that if it helps in maintaining this high cultural standard, it must be actively concerned with real life problems, such as, how people house, clothe, and feed themselves; how they spend their leisure time; how they earn a living, what they read; and how they behave in the every-day walks of life.

