

● Commonwealth of Kentucky ●

# EDUCATIONAL BULLETIN

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## REPORTING ON A 1950 FALL CONFERENCE

(Fourth District Education Association—Elizabethtown, Kentucky)

**T h e m e**  
**BETTER SCHOOLS**  
**THROUGH**  
**IMPROVED HOME-SCHOOL RELATIONS**

Published by  
**DEPARTMENT OF EDUCATION**  
**BOSWELL B. HODGKIN**  
Superintendent of Public Instruction

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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. XIX

July, 1951

No. 5

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**REPORTING ON A 1950  
FALL CONFERENCE**

**(Fourth District Education Association—Elizabethtown, Kentucky)**

**Theme**  
**BETTER SCHOOLS**  
**THROUGH**  
**IMPROVED HOME-SCHOOL RELATIONS**

**A Report**

**On**

**How The Fourth District Education Association  
Developed and Conducted A Work Group  
Conference On The Theme—"Better Schools  
Through Improved Home-School Relations."**

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## FOREWORD

This bulletin is a summary report of the fall conference of the Fourth District Education Association held on October 20, 1950, at Elizabethtown, Kentucky.

One of the significant recommendations of the Conference was "that a summary report of the conclusions of the various groups be sent to every school, every PTA unit, and every classroom teacher." In keeping with this recommendation I requested Miss Louise Combs, a staff member of the State Department of Education, and Miss Nona Burress, a staff member of the Kentucky Education Association, to prepare this publication. It will be printed in sufficient quantity for the distribution as recommended.

Appreciation is expressed to Superintendent E. D. Brown, President of FDEA, and to Miss Grace Weller, the Secretary, for taking the initiative to plan and conduct such a worthwhile conference, involving teachers and parents; to Miss Burress and Miss Combs, who served as planning consultants and who prepared this bulletin; to the nineteen group recorders who submitted complete reports on the discussions and agreements reached; and to all persons who contributed to the success of the conference.

I hope that this publication will be a valuable guide to many professional, parent, and lay groups in their efforts to find effective ways of working together to provide better school services to the children of the Commonwealth.

Boswell B. Hodgkin,  
Superintendent Public Instruction

June 11, 1951

**OFFICERS**  
**OF**  
**FOURTH DISTRICT EDUCATION ASSOCIATION**

E. D. Brown, President  
Superintendent, Breckinridge County Schools

Mrs. Carroll Hill, Vice President  
Teacher, Elizabethtown School

W. T. Buckles, Vice President  
Principal, Bloomfield School

Miss Grace Weller, Secretary  
Assistant Superintendent, Hardin County Schools

**PROGRAM COMMITTEE FOR 1950**

E. D. Brown, President F.D.E.A.—Superintendent, Breckinridge  
County Schools

Grace Weller, Secretary F.D.E.A.—Assistant Superintendent, Hardin  
County Schools

A R. Cooper—Principal, Lebanon Junction School

\*J. T. Alton—Principal, Vine Grove School

John Dickey—Principal, Hodgenville School

\*Mrs. Geneva Campbell—Teacher, Campbellsville School

Mrs. Howard Gardner—Teacher, Hodgenville School

Charlie Hart—Superintendent, Nelson County Schools

Mrs. Lillian Johnston—Superintendent, Lebanon Schools

Paul Kerrick—Teacher, Elizabethtown School

\*NOTE: Mr. Alton is K.E.A. Director from the Fourth District Education Association and N.E.A. Director for Kentucky. Mrs. Campbell is K.E.A. Classroom Teacher Director from the Fourth District Education Association.

**PLANNING CONSULTANTS FOR PROGRAM**

Nona Burress, Director of Field Service, Kentucky Education Association

Louise Combs, Acting Director Teacher Education and Certification, Kentucky State Department of Education



# SCHOOL SYSTEMS OF FOURTH DISTRICT EDUCATION ASSOCIATION

Name of County and Independent School Systems	Name of Superintendent in 1950
Breckinridge County Schools Cloverport Independent Schools	E. D. Brown H. M. Wesley
Bullitt County Schools Lebanon Junction Independent Schools	W. O. Anderson J. O. Ward
Green County Schools	Mrs. Lucile Guthrie
Grayson County Schools Leitchfield Independent Schools	Oran P. Lawler Marshall E. Hearin
Hardin County Schools Elizabethtown Independent Schools West Point Independent Schools	G. C. Burkhead H. C. Taylor Harry Holtzclaw
Hart County Schools	Mrs. Daisy Carter
LaRue County Schools	Miss Ada Lee Graham
Marion County Schools Lebanon Independent Schools	Hugh C. Spalding Mrs. Lillian B. Johnston
Meade County Schools	James R. Allen
Nelson County Schools Bardstown Independent Schools	Charles W. Hart Henry T. Cooper
Ohio County Schools	Stanley Byers
Taylor County Schools Campbellsville Independent Schools	George E. Sapp Thomas F. Hamilton
Washington County Schools Springfield Independent Schools	J. F. McWhorter Bennett R. Lewis
Total School Census (White) of this District—46,041 (April, 1950)	

## TRIBUTE

Tribute is due the Fourth District Education Association for developing outstanding leaders in education. For this achievement the Fourth District has reason to take great pride.

It is appropriate for the Fourth District Education Association to salute the following leaders who are their own; who are at present or who formerly were members of the F.D.E.A.; who were "at home" or who returned "home" to have a part in this important Conference:

James T. Alton—KEA Director for F.D.E.A. and N.E.A. Director for Kentucky

Nona Burress—Director of Field Services, KEA

William D. Chilton—Head, Bureau of Finance, State Department of Education

Marvin Dodson—Director of Public Relations, KEA

Dr. R. E. Jagers—Head, Department of Education, State Teachers College, Florence, Alabama

John A. Jones—Accounting Supervisor, State Department of Education

Mrs. Mary Marshall—President, Department of Elementary Education of KEA, 1950

Herschel Roberts—President, Department of Secondary Principals of KEA, 1950

Mrs. Charles T. Shelton—Immediate Past President Kentucky Congress of Parents and Teachers—1949-50

Stanley Wall—President, Department of Vocational Education—KEA, 1950

Also, the two following school leaders of the State, who assisted in making the Conference a success, taught at one time in their career in the Fourth District and were members of FDEA:

Henry Chambers—President of KEA, 1949-50

C. D. Redding—Vice-President of KEA, 1949-50, and President of KEA, 1950-51

Special tribute is due James T. Alton, a member of the Fourth District Education Association from the very beginning of his teaching career. Mr. Alton has represented the Fourth District on the Board of Directors of the KEA for seven years; he served as President of the Kentucky Education Association during two successive terms; he has served as N.E.A. Director for Kentucky during the past four years; and he has been one of the strongest advocates of this "new type" conference—a teacher-participating conference—for the eleven educational districts, and particularly for the FDEA.

It is evident that the Fourth District Education Association has the "know-how" for developing leadership ability for Kentucky's program of Education.

—By Louise Combs

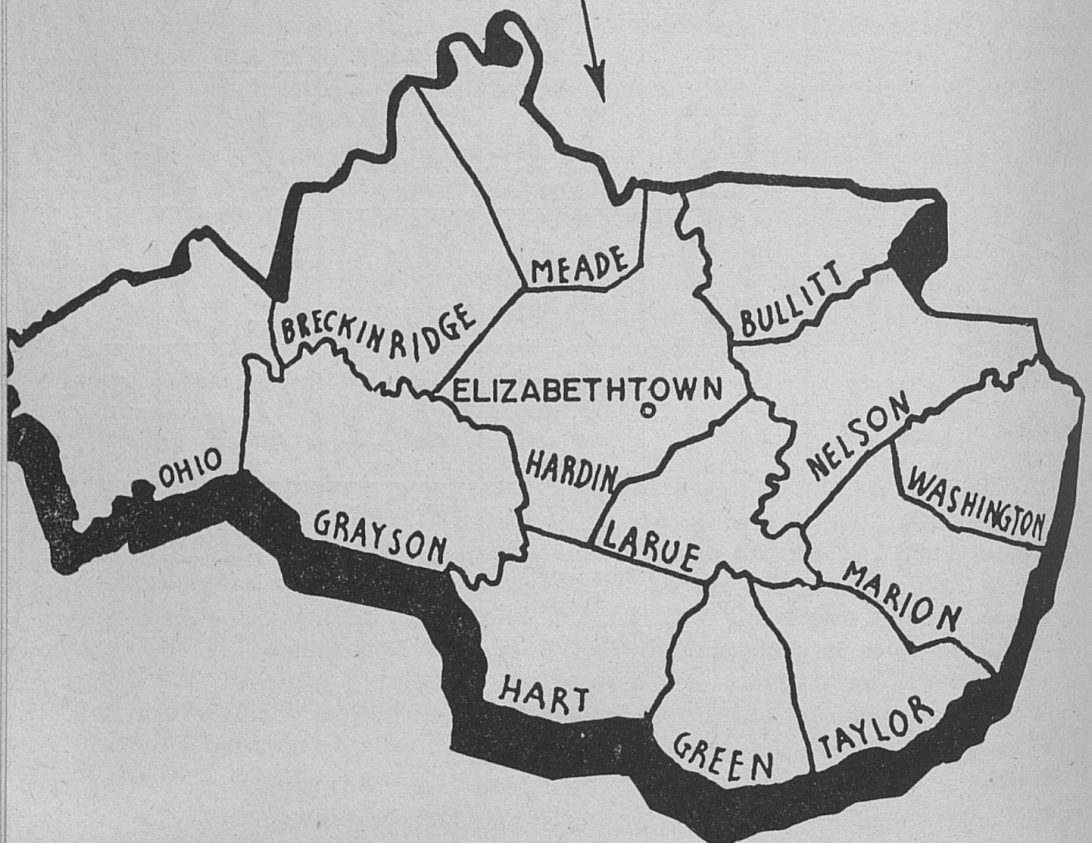
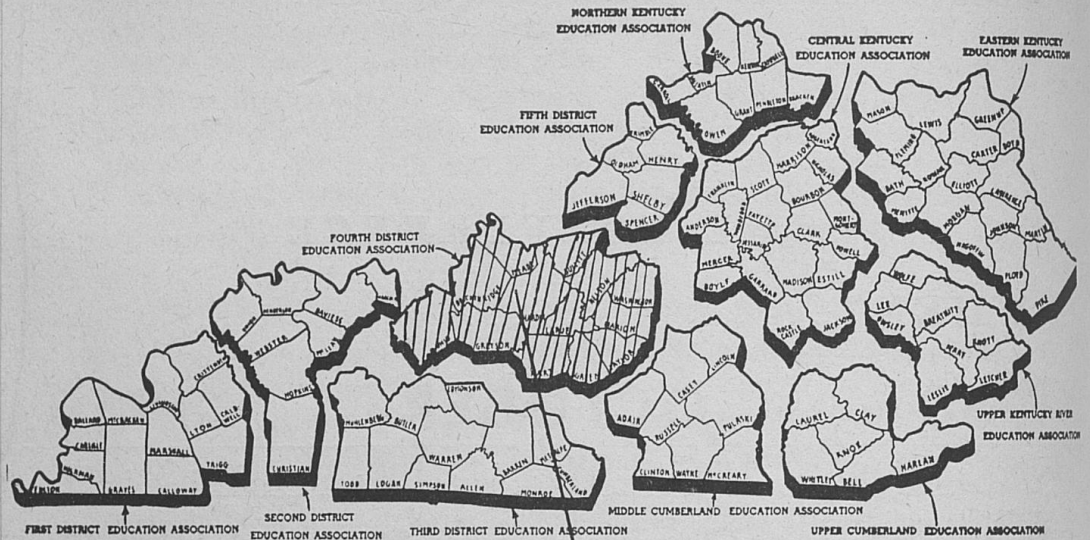
# THE CONFERENCE

WHEN? .....

**1950                      OCTOBER                      1950**

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
5.55 <b>1</b> 5.44	5.56 <b>2</b> 5.43	5.57 <b>3</b> 5.41	5.58 <b>4</b> 5.39	5.59 <b>5</b> 5.38	6.00 <b>6</b> 5.36	6.01 <b>7</b> 5.35
6.02 <b>8</b> 5.33	6.03 <b>9</b> 5.32	6.04 <b>10</b> 5.30	6.05 <b>11</b> 5.29	6.06 <b>12</b> 5.27	6.07 <b>13</b> 5.26	6.08 <b>14</b> 5.24
6.09 <b>15</b> 5.23	6.10 <b>16</b> 5.21	6.11 <b>17</b> 5.20	6.12 <b>18</b> 5.19	6.13 <b>19</b> 5.17	<b>20</b> 5.16	6.15 <b>21</b> 5.14
6.16 <b>22</b> 5.13	6.17 <b>23</b> 5.12	6.18 <b>24</b> 5.10	6.19 <b>25</b> 5.09	6.20 <b>26</b> 5.08	6.21 <b>27</b> 5.06	6.22 <b>28</b> 5.05
6.23 <b>29</b> 5.04	6.24 <b>30</b> 5.04	6.25 <b>31</b> 5.02	Sun Rises Latitude of Washington, D.C. Mean Local Time Sun Sets	Moon's Phases 4 Last Quarter 11 New Moon 18 First Quarter 25 Full Moon	Holidays 3 Sh'mini-Atseres 12 Columbus Day 31 Halloween	

WHERE? .....



**FOURTH DISTRICT EDUCATION ASSOCIATION**

## WHAT HAPPENED? . . . . .

"It was heartening" - - - , said a parent.

"It was wonderful" - - - , said a teacher.

"Teacher participation was 100%" - - - ,  
said a group leader.

"Attitude was changed a little" - - - ,  
said a superintendent.

Yes, parents for the first time in the history of education in Kentucky were invited to participate in an annual fall district Education Conference.

One parent evaluated the conference by saying, "**What happened here today is the most heartening** thing I have ever witnessed in education. These 1400 teachers were earnestly discussing ways to understand children that schools might help each child grow and develop to his maximum." (This statement by Mrs. James T. Shelton, past president of Kentucky Congress of Parents and Teachers, is significant.)

"No problem of a teacher was considered too little to be discussed. It was wonderful to have my own teaching problem discussed by a group of fifty persons. I got some good ideas and valuable help, and I think every teacher did."—a teacher.

"Teacher participation was 100% in my group and the teachers really seemed to like what happened here today. They want this type of conference next year." (Statement by Mr. William D. Chilton who knew personally all the participants in his group.)

"This conference set up a situation where teachers will have a chance to change attitude. I think attitude was changed just a little today on the part of most of the 1400 of us on this matter of promotion, adjusting the school program to the individual child, and on the responsibility of the teacher to understand the child through working closely with the parents. Attitude was changed just a little today toward the use of democratic procedures. The attitude toward a conference of this nature was changed today. Speeches were used only as they had a purpose in connection with the program. It was good for all of us to grow a little—to change attitude a little." (These statements were made by Mr. Henry Chambers, past president of the Kentucky Education Association.)

## HOW THE PROGRAM OF THE WORK CONFERENCE WAS PLANNED AND CONDUCTED

"We do not hesitate to say that it depends as much upon the parent at home, as upon the teacher at school, whether the child learns even at school. The parent and teacher should work together with the same object at heart."<sup>1</sup>

This belief expressed in a statement by Walt Whitman really represents the deep concern of the program committee of the FDEA when the fifteen members sat down around the table in Miss Weller's office on March 10, 1950, to plan the fall conference to be held for 1400 members on October 20, 1950.

### Planning the Conference

The program committee wanted the conference to be helpful to every teacher. They discussed earnestly for an hour some of the problems being discussed by teachers all over the district. Some of these problems were: How to get parents sufficiently interested in the school to come to school? What responsibility does the teacher have in going into the homes? How can teachers know parents and visit in homes of children who are transported for miles? What are the disturbing influences that have produced such a change in children's behavior during the recent years? How can the influence of the school be made strong enough to improve undesirable situations in the community? How can the school get seemingly indifferent parents to cooperate in better attendance of their children? Why are so many children dropping out of school before they finish the twelfth grade? How can we as teachers help parents understand what we are trying to do at school? How can we improve our reporting system so the parent will really understand his child's progress? How valuable is homework? How and when should homework be given? Should all teachers in a system follow the same policy on this point? What do parents really know about children? How can teachers and parents work together more closely in understanding children?

From these and other similar problems the theme for the conference was created: "Better Schools Through Improved Home-School Relations."

The next question the program committee faced was, "What kind of program and what type of conference procedures will contribute most to the solution of these very real problems of teachers and administrators?"

The Director of the FDEA on the KEA board of directors had participated in the Somerset Conference in 1949, a Work Group Conference of MCDEA. Also, the officers of FDEA had attended the meeting of the eleven KEA District education association officers held in Louisville during the early spring of 1949. At the meeting, it was agreed that teachers and administrators were of the opinion that different type meetings were needed—meetings designed to let all members participate. Further, the two planning consultants who had also assisted in planning the Somerset Work Conference for 1000 teachers believed in the value of

<sup>1</sup> National Parent Teacher. 600 South Michigan Boulevard, Chicago 5, Illinois. May Issue, 1951.

a work conference for 1400 teachers in this area. They expressed the view that the problems to be discussed were of such a nature as to be solved best cooperatively. The entire committee agreed that these problems could not be solved by the "speech" type conference. Further, the committee agreed that these problems could not be solved by teachers alone, but if teachers and parents work together, a solution might be found to some of them. The decision was made. FDEA would hold a teacher-parent participating work conference.

Four major planning sessions and many unscheduled "talk-it-over" sessions and much detailed work went into the conference plans. The plans also included one dinner meeting with all twenty-two superintendents. In addition to reaching all superintendents, the plans, through the superintendents, reached all teachers, principals, and supervisors. All had a part in selecting personnel and problems to be discussed. The program was cooperatively planned and cooperatively conducted.

### **Pre-Conference Dinner Meeting**

On Thursday evening prior to the day of the Conference, Mr. H. Ed. McCullum, Jr., President of the Elizabethtown Chamber of Commerce, invited to dinner at the Elizabethtown Country Club the officers, program committee, the twenty-two superintendents, and the forty guests who were to serve as leaders and consultants for the Conference. This was a gracious manifestation that kind and friendly relations existed between the Chamber of Commerce of Elizabethtown and the school leaders in the area surrounding the city. This dinner provided an opportunity for the local school administrators and the school leaders from all over Kentucky to get acquainted. Also, it was good for these forty leaders who work in colleges and school systems in various geographical sections to have opportunity to know each other.

Superintendent Brown, the president, presided and introduced the local persons, including program committee members, officers, and superintendents. Miss Burrell, one of the planning consultants, presented the forty guests.

One of the objectives of this dinner program was to develop an understanding of the theme of the Conference and its implications for the 1400 teacher conference participants and the parent representatives. To assist the program committee and officers in this phase of the program the following guest speakers discussed various phases of the theme:

Superintendent Boswell B. Hodgkin  
Dr. R. E. Jagers  
William D. Chilton  
James T. Alton  
Marvin Dodson

Their statements stimulated thinking on such phases of home-school relationships as working together, public relations, community schools, public interest in education today, and the school services the parents expect for their children. As Superintendent Hodgkin pointed out, "good schools all over America are working with parents" in finding and meet-

ing the needs of children. He indicated that all popular magazines including the October issue of "Life" carry articles pointing out this trend. This is an indication of public interest in schools, because popular magazines respond to the interest of the public.

Miss Weller, the secretary, discussed the responsibility of the Leaders and consultants in the next day's Conference. She emphasized that the local school staffs really want to know "how to get started" in working with parents and that the Conference should set a pattern or show a way for a similar conference with parents and teachers in every community. She pointed out that this was to be a new experience, a new type conference, that would succeed only to the extent that all teachers participated and that each leader's responsibility was to create an atmosphere in which there would be free and frank discussion. She emphasized the need for group decision on each issue in the form of recommendations or conclusions or group agreements. The major points in Miss Weller's suggestions to the leaders are given in Appendix D, page 281. Also, she called attention to the characteristics of a good conference—Appendix A, page 265. These were guides used by the planning consultants who assisted the program committee.

This pre-conference meeting set the stage for the following day's work conference and according to the leaders and consultants, it contributed to the success of the work groups and to the success of the conference.

#### **The Morning and Afternoon Conference Sessions**

The Conference was opened with a keynote address, given by Dr. Frank Dickey, Dean of the College of Education, University of Kentucky. This valuable address focused attention upon the importance of parents and teachers working together and upon the child growth and development approach to planning and developing better school programs.

The participants, divided into nineteen groups as they registered, went into work sessions, devoting one and one half hours in the morning and two hours in the afternoon to full discussion of their own problems which had been submitted earlier in the pre-planning of the conference. The discussion guides on page 243 were made available to every participant.

#### **The Evening Session**

A panel discussion and the summary of the day's work were the major features of the evening session.

**The panel.** Dr. Lyman Ginger, Director, University School, of the University of Kentucky, served as chairman of a panel discussion on the topic, "How can schools and home work together for better schools for our children?"

The panel members were:

William D. Chilton—Head, Bureau of Finance, State Department of Education.

Miss Jane Melton—Home Economics Supervisor, State Department of Education



John W. Brooker—Executive Secretary, KEA

Mrs. Charles T. Shelton—Past President, Kentucky Congress of  
Parents and Teachers

Miss Margaret Clayton—Guidance Director, Valley High, Jefferson  
County

Mr. Sam Moore—President PTA, Green County

Dr. Chester Travelstead—Coordinator, In-Service Program, State  
Department of Education

The panel discussed the following pertinent questions:

What are some of the things the schools should do in planning to  
work with the home?

What do parents expect of the school?

Under our present situation how can teachers treat and teach a child  
as an individual?

How can schools better prepare young people for life?

How can schools develop the general attitude that parents are  
welcome at school and that their thinking is needed?

How can school leaders and parents and the lay public really come  
to an understanding of the function of each group in the over-all school  
program?

How can the school really become a community school in the sense  
that it is built upon the needs and resources of the people in the commu-  
nity?

How can schools better know the growth needs of every child?

How can the school program for each child be so organized that his  
school experiences will meet his own needs?

What are the basic needs of children that can be met through the  
school when parents and teachers understand and work together?

This discussion was stimulating and a very worthwhile part of the  
total conference.

**The summary and evaluation.** That all groups might share in the  
thinking of each group, Dr. R. E. Jagers was asked to summarize the  
reports submitted by the nineteen recorders. It was interesting to observe  
that all groups were in almost complete agreement on the major con-  
clusions and solutions offered to each problem. This strengthened the  
individual and group beliefs and added value to the recommendations of  
any one group. The main points of the summary given by Dr. Jagers  
are on pages 262-264. From the evaluation and summary it was  
abundantly clear that this was a **day well spent in the interest of children.**

## CONFERENCE MESSAGE

by

**E. D. Brown, President  
Fourth District Education Association**

According to custom and the laws of tradition, the time has now arrived for one of the highlights of the Annual Meeting of the Fourth District Education Association—I refer to the president's message. We are breaking with tradition today, not only in the type of Annual Meeting, but also in omitting the President's message. We are very enthusiastic in the Fourth District about our "First Work Conference" with 1400 of us participating.

We have looked forward to this day and to this Conference with anticipation. I should like to make it clear in the very beginning that we are not here to solve the problems of the world, to implement the U. N., to feed and clothe Europe and Asia, nor to determine great matters of State. We hope, though, by our thinking and planning together to find ways to improve our schools in the Fourth Education Association District. We hope that every person here will make his contribution to the discussions and decisions reached.

We are extremely happy to have many parents with us today. We have asked you parents here to help us plan for Better Schools Through Improved Home-School Relationships. We believe that our schools should be cooperative enterprises; we believe that better schools will come about through the united efforts of schools and communities. Based on these beliefs we invited parents to join us. This is history in the making. We have never before asked parents to participate in an Annual Fall Conference, but as I said in the beginning, we are breaking with tradition, and this is a new kind of conference.

We have some very able group leaders and special consultants to help us make the Conference worthwhile. Approximately 40 of the outstanding educational leaders of Kentucky are here to lead and guide us in our cooperative efforts today. I should like for you to meet these people, and I should like for them to know that we appreciate their coming. It is a special honor for us to have them, and they have sacrificed some of their valuable time to come to help us. We want to thank each one personally and individually for being with us today. At this time I am pleased to present to you these special guests, our co-workers in the profession, from the State Department of Education, including the State Superintendent, Mr. Boswell B. Hodgkin; from Western Kentucky State College, Campbellsville Junior College, Lindsey Wilson Junior College, University of Louisville, University of Kentucky, Florence State Teachers College of Alabama; and from the following public school systems outside the Fourth District: Jefferson, Anderson, McCracken, Adair, and Fayette County systems; Lexington, Frankfort, Somerset, Russell, and Louisville City systems. (Presented guests.) And now I present our special guests, our co-workers from the laity—the parents, who are here today representing the PTA organizations throughout the District. (Presented Parents.)

**May this be a day well spent in the interest of the children!**

## KEYNOTE ADDRESS

### Understanding Children — a Basis for Closer Home-School Relationships

By Frank Dickey, Dean

College of Education, University of Kentucky

Mr. President, ladies and gentlemen:

It is a real privilege to have this opportunity to meet with you at the opening session of the fifty-fourth meeting of the Fourth District Education Association. I believe that all of those persons serving as leaders and consultants will agree with me when I say that you are to be congratulated upon your willingness to assume the responsibility for such a meeting as this. I predict that when the meeting is over tonight you will feel that much has been accomplished, mainly because everyone will have had an opportunity to participate in reaching certain decisions and conclusions. After this address you will not be compelled to listen to another one, for you will be the speaker from now on.

When your secretary gave me this assignment several weeks ago and indicated that she would like to have me place especial emphasis upon improving our schools through better home-school relationships, I fear that I took this job rather lightly. The more I began to think about the tremendous task which was before me, the more fearful I became. I thought of many approaches to this job. In fact, in the process of considering just what I should say, I was reminded of a little story which may be of interest to you.

The head of the department of comparative religions at Harvard University was a very learned, but unworldly man. Invariably he asked the same question on every final examination: "Who, in chronological order, were the kings of Israel?" Students came to count on this procedure as a sacred institution and prepared accordingly. They were not disappointed—that is, until some crabby student finally tattled, and one precedent-shattering spring, the professor confounded his class by changing the question to: "Who were the major prophets and who were the minor prophets?" The class sat dumbfounded and all but one member slunk out of the room without writing a word. This sole survivor scribbled furiously and deposited his paper with the air of the conqueror. The professor was so interested that he immediately opened it and read the following inscription: "Far be it from me to make any attempt to distinguish between these revered gentlemen, but it did occur to me that you might like to have a chronological list of the Kings of Israel."

Unlike the student, but very much in the manner of the professor, I have decided to change my approach to this matter drastically from the manuscript which I had prepared. I had considered bringing before you the big principles which are involved in better home-school relationships. I could have listed many, but time would not have permitted me to deal with any one in detail. Here again, I was reminded of a story with which some of you may already be familiar. It is the story of the turtle and the

grasshopper. It seems that the little grasshopper was moving along the dusty road one fall day in a very dejected manner. When he met Mr. Turtle, it was quite apparent that the grasshopper was unhappy about something, so Mr. Turtle said, "Mr. Grasshopper, what is troubling you?" Mr. Grasshopper immediately poured out his troubles to the turtle and replied, "Well, you see, grasshoppers just can't live through the cold winters in this part of the country. Winter will soon be here and I shall freeze to death. I have lived a very happy and a very useful life and I'm not ready to die." The turtle listened attentively, thought for a moment, and then said: "I believe that I can give you a suggestion which will help you. Do you see that big stone house over yonder?" The grasshopper replied in the affirmative and the turtle continued. "Well, if you will change yourself into a cockroach and go into that house for the winter, you will have a nice place to live. You can slip out of the basement at night, eat the crumbs from the floor and live in luxury. That would not be such a bad life at all. But then, next spring you could change yourself back into a grasshopper and all would be solved." The countenance of the grasshopper changed immediately and he hopped off with a smile. Suddenly, however, he turned and hopped back to the turtle. Mr. Grasshopper said, "Say, you forgot to tell me how to change myself into a cockroach and back into a grasshopper." To which the turtle replied, "Why you ungrateful little wretch. I have given you the BIG ideas—it is up to you to work out the minor details."

Instead of leaving you in the same predicament as the grasshopper, I have decided to speak on only two phases of developing better home-school relationships and thereby devote more time to the concrete details and examples of such efforts.

I should like to say to you that good schools are no accident! Neither are good home-school relationships accidental. They don't just grow as did Topsy. Good schools are planned carefully and with much thought. Therefore, as we consider our schools, we should do our best to undergird them with strong foundations. . . . Foundations that will not crumble when the going gets rough. . . . If I should give this talk a title, I think that I would call it "Shoring Our Foundations." Perhaps that is a rather strange title, for few of us ever use the word "shore" as I am using it in this address. If you go to a good dictionary you will find that the word shore—"S-H-O-R-E" has several meanings. Most of us are quite familiar with the word when it means the land along the edge of a body of water—such as a sea-shore. . . . Some of us have heard the word used in a way which is not in the dictionary, for we quite often hear people say, "It shore is a pretty day." . . . But I am not speaking of these meanings. There is another meaning in the dictionary which indicates that the word "shore" can mean "to strengthen or build up or undergird." This is the meaning which I should like for you to consider with me tonight, for we are all interested in "shoring our foundations" in such a way that we strengthen our school system and particularly, our home-school relationships.

I do not need to tell you that there is a crisis in education in our nation. These past few years have brought forth many timely and in-

teresting articles in the newspapers and the magazines. Radio discussions have been devoted to the topic of "our schools." And the topic has even reached the stage where it has been talked over the back-fences and in our luncheon Club meetings. You already know many of the facts concerning the plight of our schools. You are familiar with the fact that many of our boys and girls in Kentucky have reached the sixth grade already and have never had a qualified teacher. Many of these boys and girls have spent three and even four or five years under so-called teachers who have not had any preparation at all for teaching—they are merely high school graduates. You are also familiar with the fact that many of our school systems do not have adequate financial support to pay the teachers decent salaries and many schools do not provide enough working materials for the pupils to have real educational opportunities.

With all of these facts in mind, let us turn then to the first idea that I think is important in developing better home-school relationships. A very obvious but often forgotten factor in strengthening our educational foundations is that we must give to our boys and girls the understanding, the sympathy, and love which they so richly deserve. We have the human material which can make the strong foundations, but we sometimes give it so little attention that we do not realize the full potentialities from this material.

Thornton Wilder in his famous play "Our Town" illustrates the need for this understanding. Many of you are familiar with this play, but I believe that you too will enjoy reliving with me one of the most touching and effective scenes from the drama. In this particular play, the action centers about the small New Hampshire village of Grover's Corners. The play deals with the everyday drama of life in a small rural community, showing the manner in which people grow up, fall in love, marry, live in the community, and then pass on. Emily Webb is just one of the people in this community, but she is the heroine of our story. She follows the pattern just described, for she marries George Gibbs after a very happy courtship. They have a family, but Emily dies at a very early age. . . . After she goes to Heaven, she learns that it is possible to receive permission to revisit the Earth, and she decides, against the advice of all of her companions, that it would be good to visit her home and turn back the clock and the calendar to her twelfth birthday. Permission is granted for such a visit and in the scene which I have in mind, Emily is in the kitchen with her mother. Of course, Emily is invisible to all the other persons on the stage and they cannot hear her comments, yet she can hear and see them as they go about their work. Emily sees her mother going about her work, always rushed and always too busy to give her the love and understanding which all youngsters crave and deserve. . . . After Emily has watched the procedures there, she turns to her mother and says, "Mama, just look at me one minute as though you really saw me. Mama, fourteen years have gone by. I'm dead. But, just for a moment now we're all together. Mama, just for a moment, we're happy. Let's look at one another." As Emily sees the earthly procession of events, she realizes the mad rush in which we all go, and she says to the stage man-

ager who is a part of the play, "I can't go on! Take me back to Heaven! But first: Wait! Good-by world; Good-by, Grover's Corners. Good-by to clocks ticking. Good-by to sleeping and waking up. Oh Earth, you're too wonderful for anybody to realize you! . . . She looks toward the stage manager and asks abruptly through her tears, "Do any human beings ever realize life while they live it?—every, every minute? No! The saints and poets, maybe they do some. . . . Human beings are just people!"

Too often we move about in such a mad rush that we don't give the time and the love and understanding necessary to really help the boys and girls who comprise the human material with which we work. If we are to shore the foundations, then we must give to these boys and girls the understanding and love which they deserve.

Another story which will illustrate the necessity for gaining a thorough understanding of each situation is this. It is ten o'clock. Sammie slid into his seat—late again. "Why isn't Sammie late in the afternoons?" Miss Adams thought. "He's sleepy then, but never late." The day flew on and right in the middle of the best story of the day, his head nodded. He was asleep. The three o'clock bell rang, and Miss Adams was alone with Sammie. "What time do you go to bed?" she asked. "Oh, but I've asked that before." "I told you teacher," Sammie said. "Nine o'clock, I'm in bed." "That's fine," she said, and murmured to herself, "I wonder what questions I haven't asked." Suddenly a thought struck her. "But what time do you get up, Sammie?" "Four o'clock, teacher." "Four in the morning? You don't get up in the dark, do you." "Sure, teacher, four o'clock. I set up the pushcarts for my uncle, for my cousins, for Mr. Coppola, for my grandpa, and my aunts. Three dollars I get every week. My mother, I give her the money." Through the windows Miss Adams could see the end booths on what she called the "Street of Pushcarts." "Why didn't you tell me?" she asked. "You never asked me what time do I get up," Sammie replied. Miss Adams saw to it that Sammie's family received help and he no longer had to rise before dawn to make ready the pushcarts for his uncle, his cousins, and his aunts. Years later, when she saw Sammie's name at the head of a list of state scholarships, she remembered the "Street of Pushcarts" and the question that had not been asked.

We too have a responsibility for going that second mile in service rendered. We must remember that one question is not enough. We must go that second mile if we are to do a thoroughly good job of the task which lies ahead of us.

Thus far, I may have left the impression that the responsibility for developing better home-school relationships rests entirely with the teacher. I do not wish to leave that impression, for nothing would be more fallacious. Parents must assume their obligations in this matter, but I should add that it becomes the duty of the teacher to take the initial steps in encouraging such interest. Parents should be urged to come to the school, not just on one particular day during the year, but from time to time during the year. Every parent feels that his child is something rather particular and certainly it becomes the obligation of

the teacher to enable the parent to observe the child in his school environment. As you have probably detected, I am convinced that the first requisite to the development of a better school program and particularly better home-school relationships is the full understanding of the child and his background. Such an understanding is developed through inter-visitations, conferences, and real interest in every child as an individual.

There is a second area which I wish to discuss with you briefly this morning and that is the problem of developing better home-school relationships through a cooperative study of curricular problems. Such a study requires efforts on the part of all concerned—administrators, teachers, parents, and pupils. Nothing less than total mobilization of all our resources on the community level will bring about the improved schools which we desire.

I believe that this point can best be illustrated by a bit of practical philosophy written by Dr. Stephen M. Corey. "The Poor Scholar's Soliloquy" is an excellent example of the need for closer home-school relationships in curriculum planning.

No I'm not very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the schoolroom, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my own room at home—books like **Popular Science Mechanical Encyclopedia**, and the Sears' and Ward's catalogues, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand I look it up in Sears' or Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

### **Kids Seemed Interested**

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off.

It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big truck Diesel down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about two hundred miles and we brought almost ten tons of stock to the Chicago market.

He had told me where we were going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to.

Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear on the truck . . . he calls it depreciation . . . so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said—all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

If a 57 foot telephone pole falls across a cement highway so that 17  $\frac{3}{6}$  feet extend from one side and 14  $\frac{9}{17}$  feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

### Not Getting Any Younger

Even in shop I don't get very good grades. All of us kids made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him \$10.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the



teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym from old pipe and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and as my uncle says, I'm not getting any younger. (From **Childhood Education**, January 1944, pp. 221-222.)

This morning I have presented two suggestions to be considered in your group discussion periods as you deal with improvement of schools through better home-school relationships. As I have already indicated, there are numerous other areas to be considered. Regardless of the ideas which you discuss, I should like to leave with you one paramount suggestion. Remember that the school and the home are not the primary elements in the relationship. The **child** is the important figure and major emphasis should be focused upon the boy or girl for whom the school has been established.

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## **DISCUSSION GUIDES FOR WORK GROUPS**

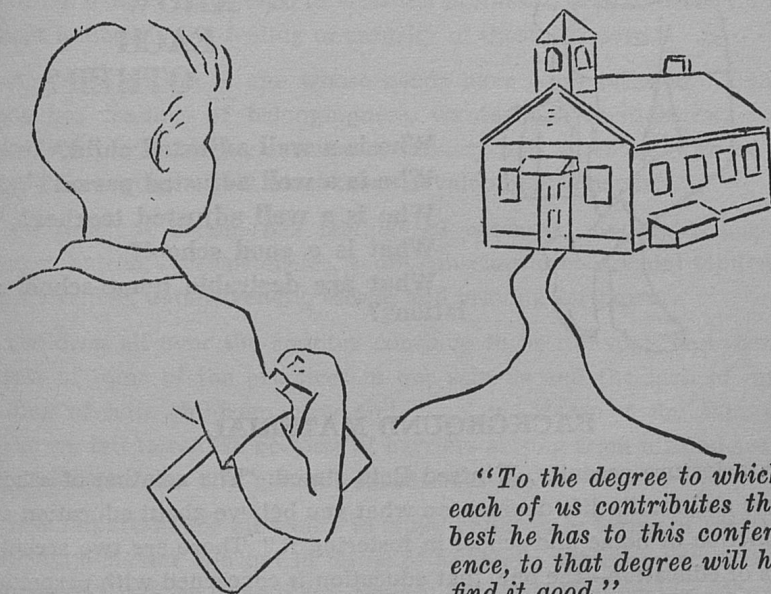
The following six pages of materials are the discussion guides which were developed from the questions, problems, and needs expressed by all the members of the Fourth District Education Association. A copy of this material was made available to every member of the nineteen work groups.

DISSEMINATION GUIDES FOR WHITE GROUP

The following six pages of material are the dissemination guides which were developed from the research project and were reviewed by all the members of the Faculty Training Committee. A copy of this material was made available to every member of the district work group.

ANNUAL CONVENTION  
FOURTH DISTRICT EDUCATION ASSOCIATION  
ELIZABETHTOWN, KENTUCKY — OCTOBER 20, 1950

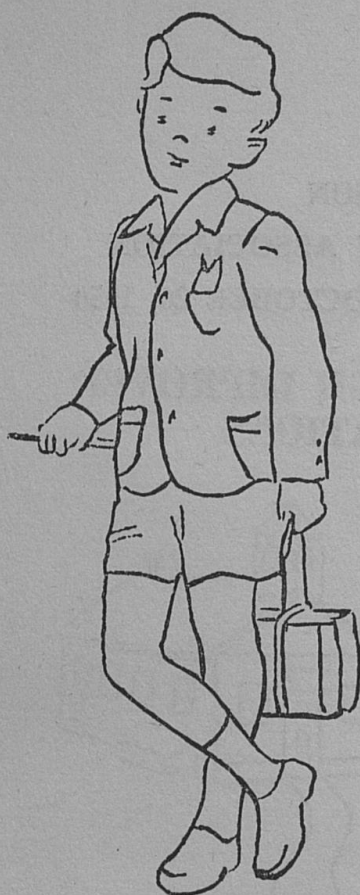
BETTER SCHOOLS THROUGH IMPROVED  
HOME-SCHOOL RELATIONS



*“To the degree to which  
each of us contributes the  
best he has to this confer-  
ence, to that degree will he  
find it good.”*

**THE PROCESS OF EDUCATION IS A  
JOINT RESPONSIBILITY**

When the point of mutual understanding and respect of school, home and community has been reached, there is no end to what can be done for and with children in their growth and development. When parents and teachers sit down together in a conference the children win.



**HOW  
CAN  
YOU  
AND  
MY  
TEACHER  
BRING  
ME UP  
IF YOU  
DON'T  
KNOW  
EACH  
OTHER?**

Who is a well adjusted child?  
Who is a well adjusted parent?  
Who is a well adjusted teacher?  
What is a good school?  
What are desirable home-school relations?

**BACKGROUND MATERIAL**

In a lecture recently, Winfred Bain stated: "The relation of schools to home and family life depends on what you believe about education and the function of home and school in fostering it." There are two accepted beliefs of education—the one, that education is concerned with perpetuating the heritage of the culture; the other, that education is the process of growing and developing. If we accept the latter, we will come to the realization that this process concerns the whole of life and must be fostered by all working together in schools, homes, and communities. Schools cannot say, "World, keep out"; nor can homes and communities say, "Schools, keep out." All should consider to whom the schools belong and all should work for mutual understanding and respect. The schools need to have a clear understanding of what they are doing and what is happening to children, to teachers, to parents.

Parents and teachers and other members of the community need friendly relationships with each other. All can learn by studying children

and situations where they live and work, whether it be in the home or the school. Too often people feel, "Knowledge is over there somewhere." We need to be sensitive to the intangibles in school living, in family living—to those things which cannot be accomplished by legislating, editorializing or teaching a course.

The organization and administration of schools should function for maximum cooperation for teachers and parents. There is encouragement in the fact that more schools are finding ways through which the administrators, the teachers and the parents can cooperatively work, each using his or her own position and abilities to work for children.

Change and growth come slowly. It is necessary to watch the process, to find the worthy directives, to view the problems, then to move forward without impairing the feeling of security of those involved.

A secure person is one whose needs have been satisfied. A secure person has feelings of belongingness, wantedness, friendliness, safety, benevolence, self-esteem, absence of anxiety and a tendency to be "out going." Does your school meet these developmental needs?

An insecure person has feelings of coldness, aloneness, hostility, jealousy, hatred, inconsistencies, acute consciousness, suicidal tendencies, submissiveness, defensiveness, escape and craving for power.

Children all over the country continue to be unhappy and insecure because of some of the practices in our schools and the lack of understanding of how children grow and develop. Many of the things we believe we fail to realize because of barriers arising from misunderstanding, misinformation and general educational lag.

It is important for all adults to study children in terms of social and emotional behavior and not in terms of academic achievement. A better academic job will be done when general behavior is improved. This can only be realized when we understand children and know their developmental needs and how to satisfy them, and when we remove the barriers that stand in the way of children growing normally and happily.

As parents and teachers grow in knowledge and understanding of child growth and development, they will seek to improve the educational program for children by:

1. Providing for child-teacher-parent planning
2. Providing for school-community planning
3. Enriching the environment so that the child has something to grow on

4. Evaluating the type of school organization necessary to meet the needs of children
5. Recognizing that children's behavior may be a symptom of the school's error
6. Understanding the process of learning and how it operates for self.\*

## **DISCUSSION GUIDES**

The teachers of the Fourth District Education Association recognize the importance of cooperation and understanding between the home and school. They believe that the educational program for children will be improved when the home-school relations are built on common understandings on such major problems as the following:

### **I. Understanding Children**

1. How to recognize the potentialities of individuals and planning experiences needed to develop them.
2. How to use democratic procedures with children.
3. How to help children find satisfactions in experiencing and in realizing values that depend on individual and group effort rather than on status.
4. How to understand and recognize the developmental needs of children.
5. How parents and teachers can work together in understanding children.
6. How to meet needs of children through the school program.

### **II. Planning the School Program**

1. How to provide meaningful learning experiences for children.
2. How to encourage and enlist parent participation in developing the school program.
3. How to develop a program which serves both the pupils and the community.
4. How to relate the school program to the needs of the community.

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\*Note: Background material is based on ACEI and ASCD materials.



### III. Reporting to Parents

1. How to use parent-teacher conferences as a part of the program of reporting to parents.
2. How to use reports which include planning, recording, and evaluating the "whole child."
3. How to determine the kinds of reports needed for most effective service to both school and home.
4. How to get a total faculty to develop uniform practices of reporting.
5. How to enlist support of parents in changing the present practice of reporting.

### IV. Assigning Homework

1. How valuable is homework?
2. How much homework should be assigned?
3. How to consider the total life of the child-home relations, abilities, and individual needs.
4. How to determine when homework is necessary? For which children? For what purposes?
5. How can the total staff of a school develop common practices and understanding in regard to homework?

### V. Providing Extra-Curricular Activities

1. How to plan extra-curricular activities as a regular part of the school program.
2. How to plan programs which will meet the needs of the average child, the superior child, the handicapped child, and other types of exceptional children.
3. How to keep trips on an educational rather than a sightseeing level.
4. How to provide adequate time for extra-curricular activities.

### VI. Securing Better Attendance

1. How to get parents to see the value of school attendance beyond the first few years.
2. How to recognize and cope with factors contributing to poor attendance.
3. How to provide for the pupil who misses because of a dental appointment, attends the state fair, goes on a trip with parents, et cetera.

4. How to reduce non-attendances through a better school program.

#### **VII. Providing Safe and Adequate Transportation**

1. How to establish bus routes to the welfare of all children.
2. How to help parents understand the transportation program.
3. How to secure adequate financial support for school transportation.
4. How to promote safety.
5. How to establish closer relations with parents of transported children.

#### **VIII. Using Community Resources**

1. How to enrich the instructional program through the use of community resources and agencies.
2. How to bring about pupil participation in desirable community campaigns and enterprises.
3. How to discover the community resources and agencies.
4. How to improve the quality of living in the community, through the school program.

## A REPORT ON THE DISCUSSION GROUPS

All nineteen groups met in two sessions, one hour and fifteen minutes in the morning and two hours in the afternoon. All groups followed the discussion guides given on pages 243-250. The leaders and co-leaders received a copy of these guides well in advance of the conference. The discussions in some groups covered all problems and questions, while other groups devoted the two sessions to consideration of three or four problems in which they were deeply interested.

The nineteen reports from the recorders indicate that the participants went to work in earnest in sharing with each other their thinking on these problems which were really giving them concern. These were their own problems and they were trying to agree on some effective solutions. It is significant that so much could be accomplished in one day with a group of 1400 persons. It is evident from a review of the nineteen reports that each topic was discussed fully, but that the groups did not stop with discussion. They moved rapidly to a common agreement on what seemed to be a solution to each problem, in light of what is accepted as sound educational practice.

It is significant that common agreements and conclusions were reached. The highlights of the discussions, including suggestions, conclusions, and recommendations on which the nineteen groups were in almost complete agreement as follows:

### I. Understanding Children

1. Teachers need to remember that first of all they are teaching children, not subjects.
2. Trends in education are on such emphasis as:
  - a. Understanding the child and his developmental needs.
  - b. Having factual information about all phases of the child's life.
  - c. Recognizing individual differences of children.
  - d. Discovering each child's growth pattern and his potentialities and planning experiences to develop him to his maximum.
3. Understanding children is the first essential element in all good teaching.
4. The child's background is of first importance. This needs to be secured from parents who have complete confidence in their child's teacher.
5. Some of the basic needs of children which must be met by home and school working together are:
  - a. Need for a feeling of belonging.
  - b. Need for a sense of achievement.
  - c. Need for freedom from fear.
  - d. Need for love and affection.
  - e. Need for freedom from guilt.
  - f. Need for sharing.

- g. Need for understanding and knowledge.
  - h. Need for economic security.
6. Teachers and parents need to be able to recognize symptoms of these needs and to share this knowledge with each other for the child's welfare.
  7. The total development of a child includes his mental, social, physical, spiritual, emotional development.
  8. Some techniques for understanding children are:
    - a. Having frequent conferences with the child in which the teacher listens to the child, getting his point of view and reaction.
    - b. Observing children in their home environment, at play, and in outside activities.
    - c. Talking with parents and understanding their ambitions for their children. Begin at grass roots, by going into the home and understanding the culture in which the child lives at home.
    - d. Discovering the child's deep interests and special abilities.
    - e. Discovering the "invisible child."
    - f. Giving personality, I.Q., and achievement tests.
    - g. Maintaining a guidance program involving accumulative records.
    - h. Being personally interested in every child and winning his confidence.
    - i. Looking at children through eyes of children rather than always by adult standards.
    - j. Using the PTA for a way of understanding children and for bringing parents and teachers into closer relationships.
    - k. Making PTA meetings more functional and informational.
    - l. Confering often with previous teachers of children.
    - m. Using "What Do Parents Really Know About Children" as a basis for a series of discussions.
  9. It is just as important for parents to know about the schools as it is for teachers to know about the homes.
  10. The first basis for understanding children is through an open heart and an open mind. When teachers believe that every child is of immense worth, they treat them in such a way that the child feels secure.
  11. Teachers and parents are brought into closer relationships as they work together to understand the child and to provide experiences to meet his developmental needs—his total needs as a person.
  12. Teachers and parents who understand children do not measure by the same "measuring stick" their growth and development.

13. Children grow and develop when democracy is practiced in the classroom. Some pertinent agreements on democratic procedures are:
  - a. There is no single pattern of democracy, but the first essence of democracy is genuine respect for worth and ideas of every person.
  - b. Teachers need to take time always to follow democratic procedures. As children grow in sharing, in planning, and in making decisions, they grow in self-direction.
  - c. When teachers dictate to children they deny children the opportunity to learn to live by democratic principles. Children are more interested when democratic principles are followed.
  - d. Democracy is a practice of making choices and decisions. Unless children have this experience and grow in this competency, they are lost and become followers instead of leaders as adults.
  - e. Democracy is taught by permitting every child to participate in planning and in making decisions on his level. This should begin even in kindergarten and first grade.
  - f. Teachers are slow to accept the "newer practices" of democracy in the classroom because they follow tradition and teach as they were taught. "Democracy in the classroom" is practiced by teachers who understand principles of child growth and development.
14. A good school program will focus upon the child and his total needs as a person. This kind of program will involve parents as partners in the child's education.
15. The barrier between teacher and parent should be broken by the teacher. The teacher should be the leader in the pupil-parent-teacher relationship.
16. Many parents and other citizens consider it an honor to be invited to serve on school committees. Schools need to recognize this.
17. Gaining parental friendship and getting to know parents as people are very important for the establishment of cooperation and interest.

## II. Planning the School Program

1. The groups discussed their present beliefs and practices and then were led to see opportunities for expanding their school program to meet the total needs of children. The groups strongly felt that improving the program is not possible without the aid and interests of the parent. It was agreed that a clear-cut well defined philosophy of the school needed to be agreed upon by the teachers and parents. All of these problems being discussed today are problems on which general agreements of belief should be reached and then the school

program should be planned accordingly. For example, parents and teachers should decide on the purpose of the school. Is it to develop the total child or his intellect only? Is the school responsible for teaching citizenship? Is the curriculum to be such as to prepare students for college when a large percentage of the students never go to college? How should students be graded, in comparison with others on a basis of the growth of each student? These are basic questions and concern both the school and the home.

2. The school program should be planned by teachers, the parents, and the pupils. It is urgent that teachers take the initiative in getting parents' and pupils' thinking in regard to the school philosophy and program.
3. Teachers should plan within the program every day teaching experiences to fit the needs of the individual child, keeping in mind individual differences, so that all children will be taught fundamentals on his own level of understanding, ability, and interest.
4. A good school program requires ample materials. More emphasis needs to be placed upon funds for instructional materials for the elementary school. Many upper grade children need books on interest level for their age, but on lower reading level.
5. The school program should serve the individual pupils and the community; beginning with the kindergarten and continuing through high school into adult education programs.
6. A good school program today is a community school program based on the needs and resources of the children and adults in the locality. A community school program continuously points toward improving the quality of living in the community.
7. Children and the community and not subjects should be the basis for program planning. Therefore, a good program should be flexible so that it can be changed from time to time to meet needs.
8. The school program is no longer planned to meet intellectual needs only, but is planned to meet the total needs of the children and the total needs of the community.
9. The program should include a curriculum that provides realistic experiences related to the child's everyday living.
10. The following ways were given to interest parents in the school program:
  - a. Organize Boards or Councils to work with school leaders.
  - b. Send news letters home often to keep parents informed.
  - c. Know parent-resources and use their special abilities and talents.
  - d. Be honest with parents and give them accurate information on all phases of the school program.

- e. Build attitude on part of parents that their ideas are needed, and help them to feel that they are partners in planning the school program.
  - f. Plan parent days and parent nights, including fathers.
  - g. Devote some P. T. A. meetings to problems of the school program and to the understanding of children on various developmental levels.
  - h. Involve parents in various surveys in determining the kind of school program needed in a particular community.
11. When parents participate in planning the total school program, they are likely to take an intelligent attitude in planning and supporting a financial program necessary for supporting the program as planned.
  12. Lack of understanding is usually the basis for criticism. Parents should have a part in making decisions about their schools for which they pay.
  13. The child is the link between the home and the school, and a school program based on the individual child is likely to draw the parent closer to the school.
  14. School leaders must help parents face the facts that they get the kind of school they pay for.
  15. The school program is more and more being planned on a twelve-month basis. The home and the school **together** are responsible for the child twenty-four hours a day the year round.
  16. Parents and teachers should evaluate the school program often to determine the extent to which the philosophy and objectives are being met and to determine the very next step to take in improving the school program.

### III. Reporting to Parents

1. Since greater emphasis is now placed on the total development of the child, it is important that the report card show that we consider other phases of a child's development just as important as his academic achievement. Growth and development of the child should be reflected on the report card.
2. Since the emphasis in education is shifting from grades in competition with others to total growth and development of the child, re-thinking of the grading and reporting system is necessary.
3. Purpose of the report card should be decided upon by the total staff and the parents should understand the purposes of the school and the purpose of the report. The purpose of the report card:
  - To help the child understand himself.
  - To help the parent understand the child and how he is developing.
  - To bring about better understanding and closer cooperation between the school and the home.

4. Our present traditional system of grading and reporting using A's, B's, and C's is inadequate. There is need for improved report card, or a letter to parents, or individual conferences with parents or perhaps it would be helpful to use all three ways of letting parents know how their children are progressing
5. The report card is a short cut between the home and school. It is a report on those phases of child development the school and parents decide are important.
6. Present method is unfair to the child with average and low mentality, and to those who do not learn quickly from the printed page.
7. Progress is being made in reporting to parents, but more study and research are needed. When parents and pupils share with teachers in planning the report card they understand the message the reports convey.
8. The kind of reporting used should be determined by the philosophy of the school.
9. The greatest need is for a change in the basis on which grades are given.
10. Mental health of children is impaired through stress and strain of emphasis placed on grades and passing, and upon competition with others.
11. Achievement tests should be given early in the school year to help analyze the child's needs and serve as a basis for planning the teaching program rather than be given at the close of school as a basis for promotion. The plan of promotion is a big factor in the kind of reporting system a school uses.
12. Cumulative records should be kept for every child from the first grade through the twelfth. Such records should be used often by teachers and passed on from teacher to teacher as the child progresses. This procedure influences the kind of reporting the school follows.
13. Teachers should use for grading and promotion only standards in which they have confidence. Then they will be in position to give parents the understanding they need.
14. Children may be retained in the three lower grades until they can use the necessary skills in the intermediate grades. Thereafter, they should usually progress year by year with their age group.
15. Remedial work and personal help from a teacher should be made available to the children who are not progressing up to their abilities.
16. The very bright child should not be accelerated, but should be kept with his age group that he may develop socially and develop an all-round personality. The teacher is obligated, however, to provide enriching experiences for the exceptionally bright. Children should be graded on basis of ability and effort and progress they make—each on his own level.



17. Suggested methods to use in supplementing the report card:
  - a. Pupils write letters to their parents evaluating themselves. The letters are returned with parents' comments. These notes precede the teacher's report cards.
  - b. Parent-teacher interviews.
  - c. Teachers letters to parents.
  - d. Personal notes and comments to supplement the report card.
18. Any changes made in the system of grading and in the system of reporting should be understood by the parents. Show parents why less stress should be placed on grades, and show importance of the all-round growth and development in light of each child's need and ability. Help the child to become interested in himself—improvement and maximum development rather than grades in competition with others.

#### IV. Assigning Homework

1. There is no set pattern for determining home-assignments, but certain principles when followed contribute to improved relations and the ultimate purpose—meeting the needs of children.
2. Teachers must determine through knowledge of each pupil's needs, home life, and background, the home-assignment program. The program depends on the individual child and the environment in which he lives.
3. Adjusting the level of instruction and materials to the ability and achievement levels of each child promotes more effective classroom teaching and reduces the need for home assignments.
4. Too much homework often destroys home-school relations by demanding time that should be used for family activities. Teachers should keep in mind that parents and children need a chance for real home life.
5. Objections given by teachers to homework include the following: pupils may have difficulty doing work correctly, pupils do not have time for out-of-school experiences needed, and pupils often receive too much parent help.
6. Factors influencing the amount of time children have for homework such as length of the school day, community activities in the evening, time spent in going to and from school, and student activities after school hours need to be recognized.
7. Desirable homework provides opportunity to explore special interests and to broaden experiences which will give added meaning to school work.
8. Each teacher should avoid trying to "use up" the child's evening apparently in pursuit of her special subject.
9. Homework can be reduced to a minimum, and perhaps entirely omitted, if the teacher uses part of the day for supervised study.

10. An effective plan for the high school is an hour period in which the teacher has the class, then immediately the pupil has a study period under supervision of the teacher of that particular course of study.
11. The trend is away from homework—yes, the type to which yesterday's teacher was accustomed.
12. Today's teachers know that when there is efficient planning and proper use of time during the school day there is little need for homework.
13. Home atmosphere or environment and home facilities, such as proper lighting, are not always proper and conducive to study at home.
14. Home projects related to the school program are desirable homework assignments.
15. If home assignments are made, they should be based on individual differences of children. Every child should not have the same kind and amount of home assignments.
16. Homework may sometimes be used advantageously as supplementary work to help bring certain children up to a level to do work with the class.
17. Practices concerning homework should be arrived at and followed by the staff, pupils, and parents. When a change in practice is necessary parents should be informed.
18. It is evident that whatever practice is followed in the matter of homework close understanding between the parent and the teacher is essential.

#### V. Providing Extra-Curricular Activities

1. The purpose of activities is to broaden pupils' experiences and to enrich the school program; therefore, all activities of the school should be curricular, **not extra**.
2. Since "extra-curricular activities" are recognized as "a part of" the school program, the terminology "extra" is considered misleading. The term "co-curricular" is suggested as acceptable.
3. The "total life" of every child should be enriched through a program designed to meet special interests, abilities and to satisfy individual needs—a program which meets the needs of the average child, the superior child, the inferior child and the handicapped child.
4. Teacher-pupil planning is "a must" in developing a program of desirable activities.
5. Use of surveys to discover needs and interests of the pupils is valuable.
6. Constant planning and evaluating is needed for a functional program.

7. Activities are provided for **all** the pupils, not just a **few**, and the pupils are permitted freedom to choose and participate in various phases of the program according to their own special interests.
8. The need for teacher responsibility, with help from others, in sponsoring club activities is of major importance.
9. The time-element is recognized as a major factor in the program. Time should be provided for pupils to pursue activities which meet special and individual needs. It is the consensus of the groups that in so far as possible these activities should be engaged in during the regular school day.
10. Out-of-school time is required in some cases in order to meet special or specific needs of certain individuals.
11. Well-planned trips with opportunity for pupils to share experiences is included as a desirable activity. Emphasis is also placed on reading for leisure the newspaper, material on hobbies, library books and periodicals.
12. Athletics, clubs, student councils, home room programs and participation in community events and programs are included in a well-balanced program of extra-curricular activities.
13. In a good school program, extra-curricular activities are the outgrowth of the regular school program, and based upon the special interests and individual needs of the particular student group.
14. Teachers need more experiences in the area of curriculum development in their pre-service term.

#### VI. **Securing Better Attendance**

1. Close parent-teacher relationship promotes good school attendance. Through closer relationships opportunity is provided for understanding children, the school program and the factors which contribute to good or poor attendance.
2. Some of the ways suggested for bringing about closer parent-teacher relationships are:
  - a. Use of parent-teacher workshops and study groups devoted to better understanding of children—how they grow and develop—in order to find better ways to improve the school's holding power.
  - b. Holding individual and small group conferences with parents.
  - c. Having homeroom mother's program.
  - d. Arranging for parent committees to visit homes of absentees to encourage better attendance.
3. Some of the causes of poor attendance recognized were: lack of interest, unattractiveness of physical surroundings, sense of insecurity, sickness—real and imaginary—work, and lack of food and clothing.

4. Some things to be done within the program to improve attendance are:
  - a. Moving the pupil along with his age group.
  - b. Grouping pupils so that they will receive instruction and materials on their level of ability.
  - c. Providing activities and experiences that are realistic to children and based on their individual interest.
  - d. Treating each child in such a way that he will develop a sense of being wanted, needed, and loved.
  - e. Providing trips—short excursions within the community to enrich the classroom work.
  - f. Providing an attractive and stimulating school environment.
  - g. Striving to give every child a desire to be present every day.
  - h. Understanding children and being personally interested in each one.
5. Some policies basic to good attendance are:
  - a. Grading and promotional policies need to be improved and based on principles of total child growth and development.
  - b. Grading and promotional policies need to be agreed upon by the total school staff and parents and pupils.
  - c. Provisions need to be made for recognizing as part of the educational program some outside activities such as the 4-H Club work.
  - d. Teachers need to keep in close touch with parents whose child is in poor attendance, showing them the relation between regular attendance and their own child's welfare.
  - e. The school needs to serve the community in such a way that all parents feel "at home" at the school.

#### **VII. Providing Safe and Adequate Transportation**

1. Better programs of transportation result when the bus drivers, the principals, the teachers and the parents hold meetings early in the year on transportation within the school district to discuss factors which influence the program.
2. Major factors recognized in determining the bus scheduling are the school program; the number of stops and distance traveled as it influences children; and the number of stops, the roads and the distance with regard to cost and time.
3. Efficient systems make use of surveys in establishing bus routes.
4. Teachers have a responsibility to the program of transportation for teaching safety to children.
5. Teachers alert to their responsibility to the program find ways of knowing the parents of the transported pupils.
6. Teachers alert to their responsibility are cognizant of the various sources of materials and agencies which aid in the development of a desirable program. Materials including films available from the State Highway Department should be used.

7. To secure understandings which are basic to establishing safe and adequate pupil-transportation, school administration—including board members, superintendents, principals, and teachers—and parents should ride the busses with the bus drivers over the various routes, keeping in mind all factors pertinent to good transportation.
8. Since Kentucky is the only one of the fourteen Southern states with no state aid for pupil transportation, parents should be made aware that an efficient system of pupil transportation requires adequate financial support.
9. Emphasis was placed on the fact that a stop made to permit a child to board or leave the bus affected every other child on the bus route—probably influencing his health by causing him to ride the bus longer, by leaving home earlier or arriving home later.

#### VIII. Using Community Resources

1. The various groups concluded that it would be necessary to use all available community resources in developing a school program as described by them in their discussions.
2. It is a responsibility of the school to determine community resources including human and material resources, and organizations, institutions, and agencies.
3. The gap between the community and the school is closed as the school uses the community as a laboratory for relating learning to living.
4. In addition to surveys, community resources may be discovered through talking with children and parents and through exploratory visits and trips.
5. Any community is rich in resources that can be utilized to enrich the total school curriculum.
6. Teachers need more training in how to teach in relation to the community. They need more training in using the problem-solving method so that community problems can be approached through the school curriculum. When teachers have this competency they will bring parents into closer relation with the school.
7. When schools use community resources in connection with teaching, it is important that parents understand the method and purpose and what benefits may be expected for their children, and it is important that the general public understand.
8. Teaching needs to be related to living in the community through use of resources and the quality of living in the community is improved to the degree that resources are used.

## STATEMENTS FROM THE SUMMARY OF THE CONFERENCE

By

**R. E. Jagers**

**Head, Department of Education**

**State Teachers College**

**Florence, Alabama**

The program committee, acting in accord with the sentiment of the membership of FDEA, invited Dr. R. E. Jagers to assist in the Conference. He was one of the speakers at the dinner program preceding the conference, and served as one of the nineteen group leaders. In addition to these contributions he was invited to summarize and to evaluate the Conference at the evening session.

Dr. Jagers became a member of FDEA in 1912 and remained a member until he left Kentucky in the summer of 1947 to accept a position in the University of South Carolina, Columbia, South Carolina. He was elected President of FDEA in 1920.

Since Dr. Jagers had participated in some way in the annual fall conference each year from 1912 to 1947, it seemed quite natural to have him on this occasion to help make the new type conference a success in 1950.

He is considered one of the outstanding leaders in education. He is now on the staff of State Teachers College, Florence, Alabama, serving as Head of the Department of Education. His "footsteps" toward educational progress will be heard for years to come in Kentucky.

In his summary, Dr. Jagers observed that, "We are gathered here in the name of children, and it is right that those who gave them birth be gathered here with us." He approached the summary and evaluation from three viewpoints: (1) What led up to the Conference, (2) The day of the Conference, and (3) The future.

The following is the outline giving the highlights of the summary:

### **I. What Led Up To The Conference**

1. The Board of Directors of the FDEA appointed a planning committee representing all administrative units.
2. The staffs of individual schools were asked to submit problems in which they were interested.
3. Each school unit—system—nominated to the planning committee persons who would help lead the groups.
4. The Consultants—Miss Burress and Miss Combs—took the problems and personnel and organized this work conference program under the general sponsorship of the officers—President and Secretary.

5. The group decided that the problems as submitted by the teachers could be grouped under such heads as:
  - a. Understanding children.
  - b. Reporting to parents.
  - c. Assigning homework.
  - d. Extra-curricular activities.
  - e. Securing better attendance.
  - f. Safe and adequate transportation.
  - g. Using community resources.
6. All of these problems cluster so that the theme had to be "Better Schools Through Improved Home-School Relationships." (The theme was created out of the problems expressed by teachers and administrators.)

## II. The Day Of The Conference

1. Today teachers, parents, and specialists gathered here to work together for the children.
2. For the first time the specialist group included a specialist in "parenthood."
3. The profession gathered to work on ways and means of self-growth—In-Service Education.
4. The keynote address sparked the conference with a living, simple vision of our problems:
  - a. How can we better know child needs?
  - b. How can we meet these needs?These are two major aspects of the problem of providing a community school.
5. When the groups met, their first concern seemed to be that "good schools all over America are working with parents" in finding and meeting the needs of children.
6. In reading the reports of the nineteen groups it was soon crystal clear that the wise solution of Reporting to parents, Assigning homework, Extra-curricular activities, Using community resources, Better attendance, and Safe and adequate transportation depend upon understanding children and how they grow and learn.
  - a. Understanding that all people, including children, have persistent needs, such as: need to be active, need for integration, need for security, need for freedom to make choices, need to share.
  - b. Understanding that these needs are met in different ways, at the primary age, at the intermediate age, at the Junior High School age, at the Senior High School age.
7. Every problem was discussed and it was generally concluded that:
  - a. We must recognize children as people who have reasons for behaving as they do.
  - b. Parents, pupils, and teachers must share in program planning.

- c. Reporting to parents should be in terms of positive growth.
- d. That homework should be assigned only in terms of the growth needs of children.
- e. There are no extra-curricular activities. All acceptable activities are a part of the curriculum.
- f. Children will attend school to the degree that we make it important enough to them and their parents.
- g. Every child must get to school safely.
- h. Community resources are all around us and must be used if education is to improve the quality of living.

### III. The Future

- 1. In looking ahead the group thought that:
  - a. This procedure should be continued in the fall conference next year.
  - b. The report of this conference should be printed for the participants by the Department of Education and that Miss Burress and Miss Combs should take the lead.
  - c. Every person should go home with the question in mind "How good is my school in terms of what it is doing in development of children?"
  - d. Each school should have a School Planning Council, including representatives from all organizations in the community.
  - e. A summary report of the conclusions of the various groups should be sent to every school, PTA unit, and classroom teacher.
- 2. The **child** shall be our focus.
- 3. If we ask men and women **to give** to meet the needs of children.
  - a. We must focus upon the heart of parents and taxpayers and not upon the flank.
  - b. We must learn about child needs and learn to identify the symptoms. Learn to find actual needs and not treat symptoms as needs. **We need to work together.**



## APPENDIXES

### APPENDIX A\*

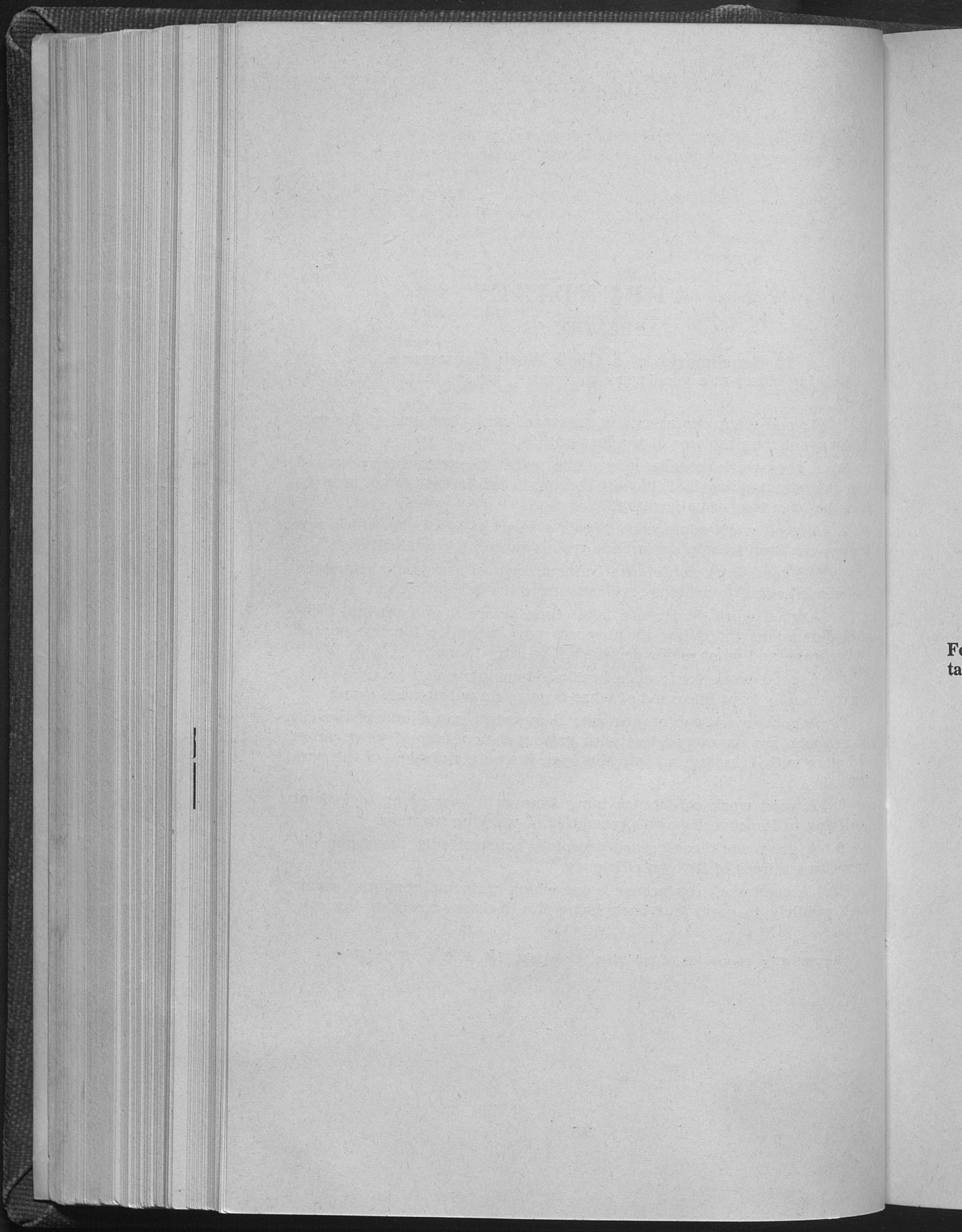
#### 10 Benchmarks of a Good Work Conference

Looking closer at a good work conference, we see that it has 10 features:

1. A good work conference is concerned with problems of the participants, not the problems of the leaders.
2. A good work conference is one to which delegates come prepared with an understanding that they are coming to a different type of meeting from the ones they usually attend.
3. A good work conference selects a corps of assistants which acts as a service team to help conference groups reach high productivity.
4. The good work conference trains a corps of assistants, before the conference begins, to act as a service team to the delegates.
5. A good work conference takes time before it plunges into technical discussions to review its purposes and its major themes; how it will operate; and what major decisions it will try to make.
6. A good work conference breaks down into small groups which are continually kept informed of what is going on within each group.
7. A good work conference uses democratic group and discussion leaders who are concerned less with getting their points of view across and more with bringing out into the open the points of view of the participants.
8. A good work conference takes time as it goes along to look at itself and to improve its own procedures of working together.
9. A good work conference accepts wholeheartedly the group observer as a mirror of its own efficiency.
10. A good work conference is one which in its final session commits itself publicly to carry out back home the decisions made at the conference.

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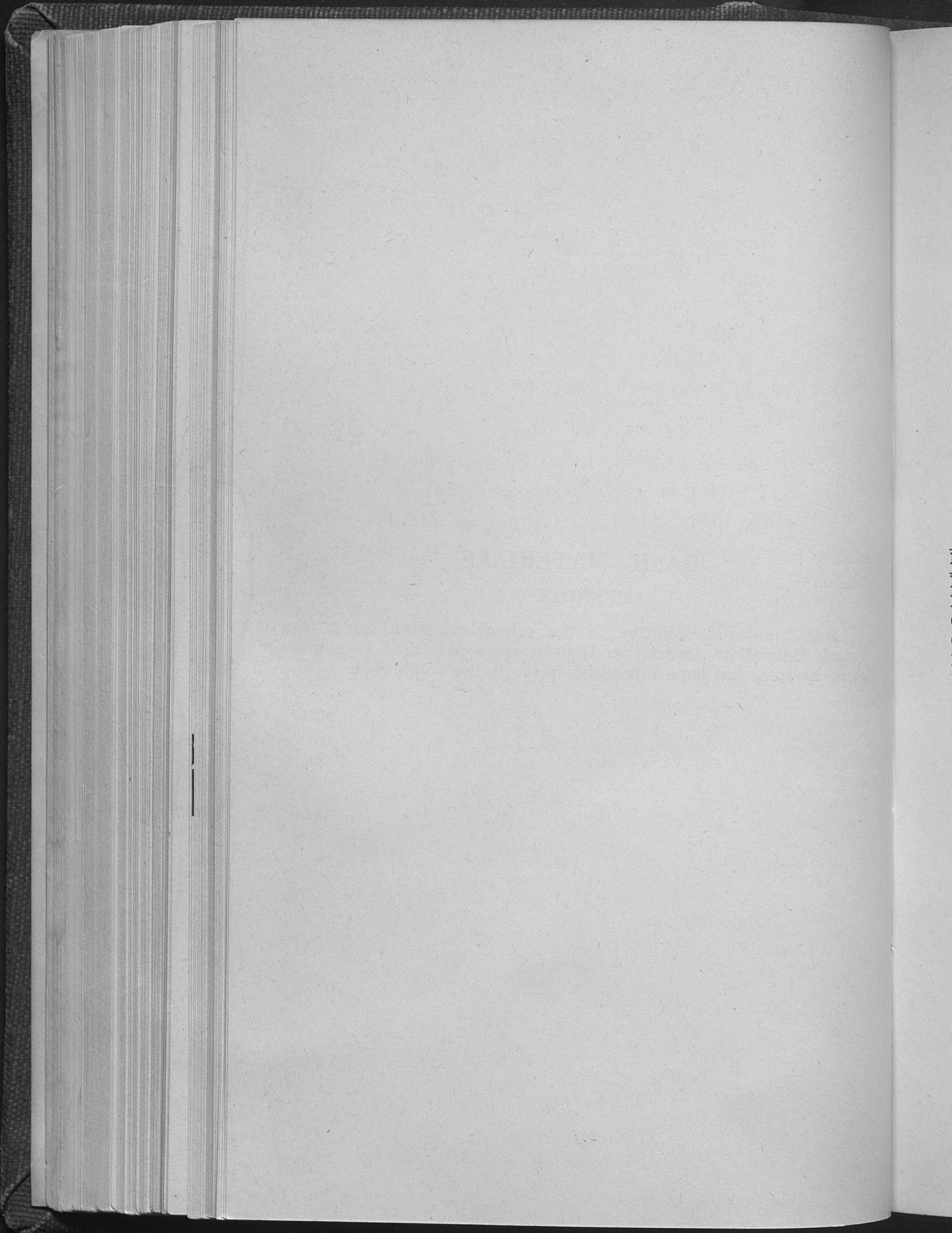


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## **BASIC MATERIALS**

### **APPENDIX B**

**Basic materials relative to the school organizations in the Fourth Education Association District were presented to consultants, leaders, and superintendents prior to the conference.**



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## APPENDIX B

### Basic Materials

#### NUMBER OF ONE-TEACHER, TWO-TEACHER AND THREE-TEACHER SCHOOLS IN THE FOURTH DISTRICT EDUCATION ASSOCIATION

Name of County	1-Teacher	2-Teacher	3-Teacher
Breckinridge .....	34	2	--
Bullitt .....	6	1	2
Grayson .....	72	6	2
Green .....	53	4	1
Hardin .....	16	4	--
Hart .....	23	1	1
LaRue .....	21	2	--
Marion .....	5	--	2
Meade .....	18	1	--
Nelson .....	4	5	--
Ohio .....	24	1	--
Taylor .....	55	5	--
Washington .....	7	5	1
TOTALS .....	338	37	9

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**HIGH SCHOOLS**  
**IN**  
**FOURTH DISTRICT EDUCATION ASSOCIATION**

**Name of High Schools by Counties**

**Breckinridge County**

Hardinsburg High School  
Irvington High School  
Cloverport High School

**Bullitt County**

Mt. Washington High School  
Shepherdsville High School  
Lebanon Junction High School

**Green County**

Greensburg High School

**Grayson County**

Caneyville High School  
Clarkson High School  
Leitchfield High School

**Hardin County**

Glendale High School  
Howevalley High School  
Lynnvale High School  
Rineyville High School  
Sonora High School  
Vine Grove High School  
Elizabethtown High School  
West Point High School  
Bethlehem Academy High School  
Fort Knox High School  
St. James High School

**Hart County**

Cub Run High School  
Memorial High School  
Munfordville High School  
Horse Cave High School

**LaRue County**

Buffalo High School  
Magnolia High School  
Hodgenville High School

**Marion County**

Bradfordsville High School  
Holy Cross High School  
St. Charles High School  
St. Francis High School  
Lebanon High School  
St. Augustine High School  
St. Mary's College High School

**Meade County**

Brandenburg High School  
Flaherty High School

**Nelson County**

Bloomfield High School  
Old Kentucky Home High School  
Bardstown High School  
Bethlehem Academy High School  
Nazareth Academy High School  
St. Catherine High School  
St. Joseph's Preparatory High  
School

**Ohio County**

Beaver Dam High School  
Centertown High School  
Central Park High School  
Cromwell High School  
Dundee High School  
Fordsville High School  
Hartford High School  
Horse Branch High School  
Rockport High School

**Taylor County**

Taylor County High School  
Campbellsville High School

**Washington County**

Fredericktown High School  
Mackville High School  
Willisburg High School  
Springfield High School  
St. Catherine Academy High  
School



# HIGH SCHOOL ENROLLMENT AND TEACHERS

## In Fourth District Education Association

School District	Enrollment	Teachers	Average Enrollment	Average No. Teachers	Av. No. Pupils Per Teacher
<b>1. Breckinridge County</b>					
Hardinsburg .....	349	12			
Hardinsburg (C) .....	52	3			
Irvington .....	175	8½			
Cloverport (Ind.) .....	105	5			
TOTAL .....	671	28½	168	7	24
<b>2. Bullitt County</b>					
Mt. Washington .....	114	7½			
Shepherdsville .....	201	12½			
Lebanon Junction (Ind.) ..	111	6			
TOTAL .....	426	25½	142	8	18-
<b>3. Grayson County</b>					
Caneyville .....	244	9½			
Clarkson .....	192	9½			
Leitchfield (Ind.) .....	208	8			
TOTAL .....	644	27	215	9	24-
<b>4. Green County</b>					
Greensburg (Ind.) .....	251	11			
TOTAL .....	251	11	251	11	23-
<b>5. Hardin County</b>					
Glendale .....	270	10			
Howevalley .....	180	7			
Lynnvale .....	203	8			
Rineyville .....	156	7			
Sonora .....	188	7			
Vine Grove .....	296	13			
Elizabethtown (Ind.) .....	185	11			
Elizabethtown (Ind.) (C) ..	65	3			
West Point (Ind.) .....	82	4			
Bethlehem Ac. (Pri.)* .....	60*	5*			
Fort Knox (Pri.)* .....	204*	11*			
St. James (Pri.)* .....	24*	1*			
TOTAL .....	1,625	69	181	8	23-

\*Private Schools not included in totals.

School District	Enrollment	Teachers	Average Enrollment	Average No. Teachers	Av. No. Pupils Per Teacher
<b>6. Hart County</b>					
Cub Run .....	135	7			
Memorial .....	169	7			
Munfordville .....	176	9			
Horse Cave .....	153	8			
Horse Cave (C) .....	90	4			
TOTAL .....	723	35	144	7	21-
<b>7. LaRue County</b>					
Buffalo .....	196	7			
Magnolia .....	154	6			
Hodgenville .....	224	10			
TOTAL .....	574	23	191	7	27
<b>8. Marion County</b>					
Bradfordsville .....	78	3			
Holy Cross .....	79	3			
St. Charles .....	204	9			
St. Francis .....	69	3			
Lebanon (Ind.) .....	156	10			
Lebanon (Ind.) (C) .....	91	4			
St. Augustine (Pri.) .....	92*	6*			
St. Mary's College H. S. (Pri.) .....	85*	7*			
TOTAL .....	677	32	113	5	23-
<b>9. Meade County</b>					
Brandenburg .....	325	12			
Flaherty .....	95	6			
TOTAL .....	420	18	210	9	23
<b>10. Nelson County</b>					
Bloomfield .....	124	8			
Old Ky. Home .....	215	12			
Bardstown (Ind.) .....	142	9			
Bardstown (Ind.) (C) .....	80	4			
Bethlehem Ac. (Pri.) .....	98*	5*			
Nazareth Ac. (Pri.) .....	88*	12*			
St. Catherine (Pri.) .....	86*	4*			
St. Joseph's Prep. (Pri.) ..	191*	12*			
TOTAL .....	561	33	140	8	18-

\*Private Schools not included in totals.

Av. No. Pupils  
Per Teacher

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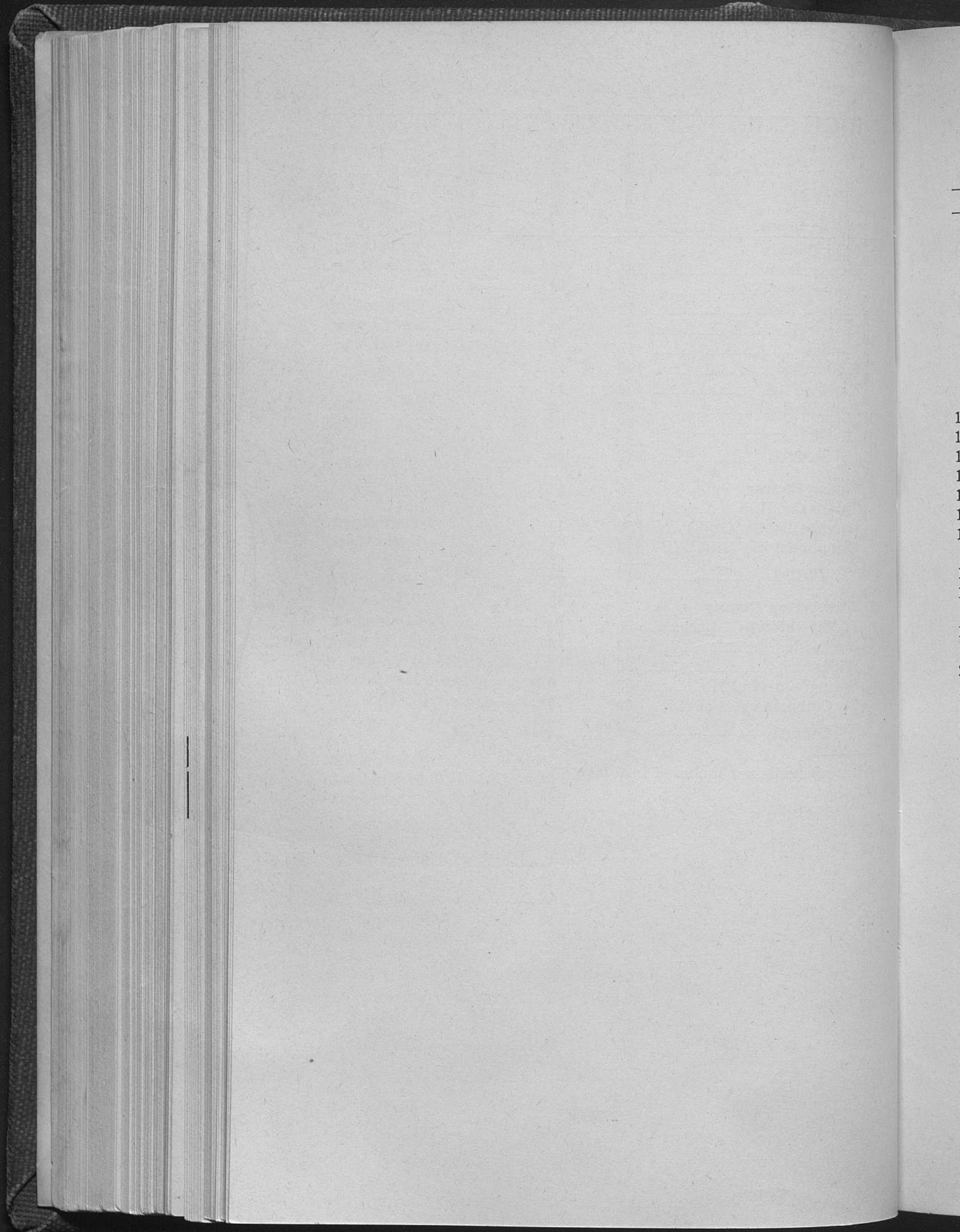
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School District	Enrollment	Teachers	Average Enrollment	Average No. Teachers	Av. No. Pupils Per Teacher
<b>11. Ohio County</b>					
Beaver Dam .....	141	8			
Centertown .....	90	6			
Central Park .....	72	4			
Cromwell .....	73	3			
Dundee .....	63	5			
Fordsville .....	100	7			
Hartford .....	154	10			
Horse Branch .....	87	4			
Rockport .....	63	3			
<b>TOTAL</b> .....	<b>843</b>	<b>50</b>	<b>94</b>	<b>6</b>	<b>16-</b>
<b>12. Taylor County</b>					
Taylor Co. H. S. ....	218	9			
Campbellsville (Ind.) .....	259	11			
Campbellsville (Ind.) (C) .....	172	7			
<b>TOTAL</b> .....	<b>649</b>	<b>27</b>	<b>216</b>	<b>9</b>	<b>24</b>
<b>13. Washington County</b>					
Fredericktown .....	98	4			
Mackville .....	92	6			
Willisburg .....	80	6			
Springfield (Ind.) .....	138	6½			
St. Catharine Ac. (Pri.) ..	60*	6*			
<b>TOTAL</b> .....	<b>408</b>	<b>22½</b>	<b>102</b>	<b>6</b>	<b>17</b>

\*Private Schools not included in totals.



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## HIGH SCHOOL ENROLLMENT AND TEACHERS In Fourth District Education Association

Schools	Enrollment	Schools	No. Teachers
1. St. James (Pri.) .....	24*	1. St. James (Pri.) .....	1
2. Hardinsburg (C) .....	52	2. Hardinsburg (C) .....	3
3. Bethlehem Ac. (Pri.) (H.) .....	60*	3. Elizabethtown (Ind.) (C)	3
4. St. Catharine Ac. (Pri.)	60*	4. Bradfordsville .....	3
5. Rockport .....	63	5. Holy Cross .....	3
6. Dundee .....	63	6. St. Francis .....	3
7. Elizabethtown (Ind.) (C)	65	7. Cromwell .....	3
8. St. Francis .....	69	8. Rockport .....	3
9. Central Park .....	72	9. West Point (Ind.) .....	4
10. Cromwell .....	73	10. Horse Cave (C) .....	4
11. Bradfordsville .....	78	11. Lebanon (Ind.) (C) .....	4
12. Holy Cross .....	79	12. Bardstown (Ind.) (C) .....	4
13. Bardstown (Ind.) (C) .....	80	13. St. Catherine (Pri.) .....	4*
14. Willisburg .....	80	14. Central Park .....	4
15. West Point (Ind.) .....	82	15. Horse Branch .....	4
16. St. Mary's College H. S. (Pri.) .....	85*	16. Fredericktown .....	4
17. St. Catherine (Pri.) .....	86*	17. Cloverport (Ind.) .....	5
18. Horse Branch .....	87	18. Bethlehem Ac. (Pri.) (Hardin Co.) .....	5*
19. Nazareth Ac. (Pri.) .....	88*	19. Bethlehem Ac. (Pri.) (Nelson Co.) .....	5*
20. Centertown .....	90	20. Dundee .....	5
21. Horse Cave (C) .....	90	21. Lebanon Junction (Ind.)	6
22. Lebanon (Ind.) (C) .....	91	22. Magnolia .....	6
23. St. Augustine (Pri.) .....	92*	23. St. Augustine (Pri.) .....	6*
24. Mackville .....	92	24. Flaherty .....	6
25. Flaherty .....	95	25. Centertown .....	6
26. Bethlehem Ac. (Pri.) (Nelson) .....	98*	26. Mackville .....	6
27. Fredericktown .....	98	27. Willisburg .....	6
28. Fordsville .....	100	28. St. Catharine Ac. (Pri.)..	6*
29. Cloverport (Ind.) .....	105	29. Springfield (Ind.) .....	6½
30. Lebanon Junction (Ind.)	111	30. Howe valley .....	7
31. Mt. Washington .....	114	31. Rineyville .....	7
32. Bloomfield .....	124	32. Sonora .....	7
33. Cub Run .....	135	33. Cub Run .....	7
34. Springfield (Ind.) .....	138	34. Memorial .....	7
35. Beaver Dam .....	141	35. Buffalo .....	7
36. Bardstown (Ind.) .....	142	36. St. Mary's College H. S. (Pri.) .....	7*
37. Horse Cave .....	153	37. Fordsville .....	7
38. Magnolia .....	154	38. Campbellsville (Ind.) (C) .....	7

Schools	Enrollment	Schools	No. Teachers
39. Hartford .....	154	39. Mt. Washington .....	7½
40. Rineyville .....	156	40. Leitchfield (Ind.) .....	8
41. Lebanon (Ind.) .....	156	41. Lynnvale .....	8
42. Memorial .....	169	42. Horse Cave .....	8
43. Campbellsville (Ind.) (C) .....	172	43. Bloomfield .....	8
44. Irvington .....	175	44. Beaver Dam .....	8
45. Munfordville .....	176	45. Irvington .....	8½
46. Howe valley .....	180	46. Munfordville .....	9
47. Elizabethtown (Ind.) ....	185	47. St. Charles .....	9
48. Sonora .....	188	48. Bardstown (Ind.) .....	9
49. St. Joseph's Prep. (Pri.) ..	191*	49. Taylor Co. H. S. ....	9
50. Clarkson .....	192	50. Caneyville .....	9½
51. Buffalo .....	196	51. Clarkson .....	9½
52. Shepherdsville .....	201	52. Glendale .....	10
53. Lynnvale .....	203	53. Hodgenville (Ind.) .....	10
54. Fort Knox (Pri.) .....	204*	54. Lebanon (Ind.) .....	10
55. St. Charles .....	204	55. Hartford .....	10
56. Leitchfield (Ind.) .....	208	56. Greensburg (Ind.) .....	11
57. Old Ky. Home .....	215	57. Elizabethtown (Ind) ....	11
58. Taylor Co. H. S. ....	218	58. Fort Knox (Pri.) .....	11*
59. Hodgenville (Ind.) .....	224	59. Campbellsville (Ind.) ....	11
60. Caneyville .....	244	60. Hardingsburg .....	12
61. Greensburg (Ind.) .....	251	61. Brandenburg .....	12
62. Campbellsville (Ind.) ....	259	62. Old Ky. Home .....	12
63. Glendale .....	270	63. Nazareth Ac. (Pri.) .....	12*
64. Vine Grove .....	296	64. St. Joseph's Prep. (Pri.) ..	12*
65. Brandenburg .....	325	65. Shepherdsville .....	12½
66. Hardinsburg .....	349	66. Vine Grove .....	13
TOTAL .....	8,482		403
AVERAGE .....	151		7

teachers  
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## APPENDIX C

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## APPENDIX D

### Were You A Good Leader?

1. Was your group arranged so all could see and hear each other and all were comfortable? .....
2. Did everyone in the group know each other? .....
3. Did your group have the "we-feeling"—a feeling of responsibility on the part of each member? .....
4. Was the atmosphere friendly and informal and was good humor noticeable? .....
5. Was an atmosphere which is permissive and conducive to full participation maintained? .....
6. Was the purpose of the group work clearly understood by all? .....
7. Did you make available to each member of the group the discussion guides? .....
8. Did you keep the group moving toward a goal or agreement? .....
9. Did you present some pertinent questions that resulted in good discussion of the problem? .....
10. Was everyone given an opportunity to contribute to the discussion and was each person's contribution recognized? .....
11. Were ideas treated objectively—only ideas judged, not personalities? .....
12. Were consultants and other persons called on to bring out points that might throw light on the subject? .....
13. Was the group led to evaluate its progress and way of working? .....
14. Did you and members of the group avoid monopolizing the discussion? .....
15. Did you summarize briefly and impartially at various points during the discussion and at the end of the discussion? .....
16. Was a record kept of main problems, issues, and decisions as they developed in the discussion? .....

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## APPENDIX E

### PROGRAM

#### Fourth District Education Association

Fifty-fourth Annual Meeting  
General Sessions, Work-Group  
Conferences, Special Sessions

THEME: BETTER SCHOOLS THROUGH  
IMPROVED HOME-SCHOOL RELATIONSHIPS

This new type of program has been carefully planned for this the fifty-fourth annual meeting of this association. The general theme, Better Schools Through Improved Home-School Relationships, should challenge every member of the FDEA, teachers and administrators, to full participation in the program throughout this meeting and to carry back to the children of the Fourth District area a renewed interest and enthusiasm for the purposes expressed in the theme.

Elizabethtown, Kentucky  
Friday, October 20, 1950

#### FIRST GENERAL SESSION—State Theatre

9:15 A. M.

Registration—High School Building  
starting at 8:30 A. M.

#### MORNING PROGRAM

##### State Theatre

Presiding—E. D. Brown, President

- 9:15 Invocation.
- 9:20 Assembly Singing, Mr. Marvin Dodson, KEA,  
Director of Public Relations, leading
- 9:30 President's Message.
- 9:40 Keynote Address—Dr. Frank Dickey, Dean of the  
College of Education, University of Kentucky.
- 10:10 Room Directions and Conference  
Explanation—Miss Grace Weller.
- 10:15 Assemble in discussion groups—full directions on  
assignment cards.
- 11:30 Business Meeting—State Theatre.
- Work Group Conferences ..... 10:15 to 11:30
- Afternoon ..... 1:30 to 3:30

**Group One—Room 10, H. S. Building**

Leader, Dr. C. H. Jagers, Western State College  
Co-leader, Miss Pauline Burdette, Lebanon  
Recorder, Mrs. Catherine Nichols, Bardstown

**Group Two—Room 13, H. S. Building**

Leader, Miss Ethel Barnard, Western State College  
Co-leader, Miss Pauline Sloane, Bardstown  
Recorder, Mrs. Walter Beswick, Lebanon

**Group Three—Room 11, H. S. Building**

Leader, Dr. Lee Francis Jones, Western State College  
Co-leader, Paul Davis, Howe Valley  
Recorder, Mrs. Sally Deener, Campbellsville

**Group Four—Room 12, H. S. Building**

Leader, Miss Frances Anderson, Western State College  
Co-leader, Mrs. Exie Tucker, Greensburg  
Recorder, Miss Mary E. Day, Leitchfield

**Group Five—Auditorium, H. S. Building**

Leader, Miss Ruth Dunn, Jefferson County Schools  
Co-leader, Wilbur Smith, Irvington  
Recorder, Miss Lola G. Black, Hartford

**Group Six—Home Ec. Room, H. S. Building  
(Basement)**

Leader, Mrs. Naomi Wilhoit, Fayette County Schools  
Co-leader, T. O. Thompson, Munfordville  
Recorder, Mrs. Fanola Despain, Greensburg

**Group Seven—M. R. C. Building**

Leader, Dr. Mary I. Cole, Western State College  
Co-leader, Mrs. R. H. Crowe, Bradfordsville  
Recorder, Mrs. Robert Miller, Hardinsburg

**Group Eight—Room 1 Small Grade Building**

Leader, E. M. Norsworthy, Fayette County Schools  
Co-leader, M. E. Swain, Flaherty  
Recorder, Mrs. W. M. Darragh, Vine Grove

**Group Nine—Room 2, Small Grade Building**

Leader, Dr. Frank Dickey, University of Kentucky  
Co-leader, Paul Kerrick, Elizabethtown  
Recorder, Stanley Hickerson, Brandenburg

**Group Ten—Room 3, Small Grade Building**

Leader, J. M. Dodson, KEA, Director of Public Relations  
Co-leader, Mary Marshall, Bardstown  
Recorder, Mrs. Carroll Hill, Elizabethtown

**Group Eleven—Room 4, Small Grade Building**

Leader, Richard Van Hoose, Jefferson County Schools  
Co-leader, E. E. Rogers, Shepherdsville  
Recorder, Mrs. Elvena Gibson, Munfordville

**Group Twelve—Circuit Court Room**

Leader, C. D. Redding, Frankfort City Schools  
Co-leader, Mrs. Leon Bland, Leitchfield  
Recorder, Mrs. Lucy Buckles, Chaplin

**Group Thirteen—Small Court Room**

Leader, W. D. Chilton, State Department of Education  
Co-leader, R. F. Peters, Hardinsburg  
Recorder, Mrs. Gladys Ramsey, Lebanon

**Group Fourteen—Baptist Church,  
Intermediate Department**

Leader, Dr. R. E. Jagers, Florence State Teachers  
College, Alabama  
Co-leader, Mrs. Ann Phelps, Cloverport  
Recorder, Mrs. L. B. Miller, Cloverport

**Group Fifteen—Baptist Church Basement**

Leader, May K. Duncan, University of Kentucky  
Co-leader, A. R. Cooper, Lebanon Junction  
Recorder, Mrs. Lettie W. Smith, Campbellsville

**Group Sixteen—Baptist Church,  
Intermediate Department**

Leader, E. P. Hilton, State Department of Education  
Co-leader, J. B. Pulliam, Bardstown  
Recorder, Mildred Matherly, Mt. Washington

**Group Seventeen—Band Hall**

Leader, Miss Margaret Clayton, Jefferson County Schools  
Co-leader, Mrs. Winnie Sanders, Campbellsville  
Recorder, Arley Wheeler, Glendale

**Group Eighteen—Presbyterian Church,  
Sunday School Room**

Leader, Dr. Chester Travelstead, State Department of Education  
Co-leader, Mary T. Bilbrey, West Point  
Recorder, Tommy Cocanougher, Springfield

**Group Nineteen—Presbyterian Church  
Sunday School Auditorium**

Leader, Dr. Lyman Ginger, University of Kentucky  
Co-leader, Don Bale, Hardyville  
Recorder, Mrs. P. L. Hicks, Greensburg

### **SPECIAL CONSULTANTS**

(Number to left identifies Group assigned)

1. Jane Melton, State Department of Education
2. Dr. John Carter, President Campbellsville College
3. Ben Coffman, Superintendent Russell City Schools
4. John W. Brooker, KEA, Executive Secretary
5. Henry Chambers, McCracken County Superintendent
6. Porter Hopkins, Somerset Superintendent
7. Miss Louise Galloway, State Department of Education
8. Mr. Boswell Hodgkin, State Superintendent of Public Instruction
9. Miss Anne Hoge, State Department of Education
10. Miss Willie Moss, State Department of Education
11. Miss Gwen Retherford, State Department of Education
12. Miss Louise Bell, Louisville City Schools
13. Mrs. Jesse Adams, Lexington Schools
14. Mrs. Helen Flatt, Lindsay-Wilson College
15. Mrs. Nelle Travelstead, Western State College
16. Miss Leona Stuart, Jefferson County Schools
17. O'Leary Meece, Somerset Schools
18. Mrs. Emma Ward, Anderson County Superintendent
19. Mrs. Charles Shelton, Louisville, P-TA

### **PARENT CONSULTANTS**

(Number to left identifies Group)

1. Mrs. W. A. Boone, Pres., E'town PTA
2. Mrs. W. Moss, Hardyville PTA
3. Mrs. Edward Isaacs, Gravel Switch PTA
4. Mrs. J. C. Scobee, Bardstown PTA Pres.
5. C. A. Noe, Campbellsville
6. Mrs. Lou Anna Anderson, Clarkson PTA Pres.
7. Mrs. Wayne Priest, PTA Hartford
8. Mrs. Bowen Bell, Hardin County, Glendale
9. Mrs. Lavern Bucy, PTA Pres., Hardinsburg
10. Mrs. Elnora Edwards, PTA Pres., Campbellsville
11. Mrs. Esther Byrnside, PTA Pres., Lebanon
12. Mrs. Alice McAfee, PTA Pres., Mt. Washington
13. Mrs. Leslie Snider, Cloverport PTA
14. Judge W. R. Gentry, Bardstown
15. Mrs. Mary Ruth Chism, Brandenburg PTA
16. Samuel Moore, PTA President, Greensburg
17. Mrs. Lealda Seaton, Hardinsburg PTA
18. Mrs. Cecil Edwards, Greensburg PTA
19. Mrs. Aubrey Moorman, Leitchfield PTA

### **TEACHER CONSULTANTS**

(Number to left identifies Group)

1. Mrs. Virginia Squires, Green County
2. Mrs. A. H. Freer, Fordsville

3. Mrs. Louise Bischoff, Shepherdsville
4. Mrs. Mary Miller, Brandenburg
5. Mrs. Ruby Curry, Campbellsville
6. Mrs. Fred McDaniels, Leitchfield
7. Mrs. Bernice Goff, Green County
8. H. D. Puckett, Munfordville
9. Mrs. Geneva Murphy Coyle, Lebanon
10. Mrs. Ernest De Haven, Cloverport
11. Mrs. Minnie Carroll, Lynnvale
12. Mrs. James Skagg, Clarkson
13. Mrs. L. R. Smith, Rineyville
14. Catherine Hill, Lebanon Junction
15. Mrs. Howard Gardner, Hodgenville
16. Miss Alva Pike, Campbellsville
17. Nannie Allen, West Point
18. James Lewis, Sonora
19. Mrs. Harold Park, Irvington



3:45 P. M.—High School Auditorium  
Meeting of Classroom Teachers' Organization for  
Election and Other Business.



### FRIDAY EVENING SESSION

#### Memorial Recreation Center

Presiding—Mrs. Carroll Hill, Vice-President.

7:00 Panel Discussion—Subject, "How Can Schools and Homes Work Together For Better Schools for Our Children?"

Panel Leader—Dr. Lyman Ginger

Panel Members—Dr. Chester Travelstead, Sam Moore, William D. Chilton, Jane Melton, Margaret Clayton, Dr. C. H. Jagers, John W. Brooker.

7:30—Summary of Reports and Evaluation—Dr. R. E. Jagers, State Teachers College, Florence, Alabama.

### OFFICERS

E. D. BROWN, President

Supt. Breckinridge Schools, Hardinsburg

MRS. CARROLL HILL, Vice-President  
Elizabethtown, High School

W. T. BUCKLES, Vice-President  
Bloomfield School Principal

**DIRECTORS**

James Allen ..... Brandenburg  
Paul Kerrick ..... Elizabethtown  
John Dickey ..... Hodgenville  
Charlie Hart ..... Bardstown  
Mrs. Lillian Johnston ..... Lebanon  
James T. Alton ..... Vine Grove



**PROGRAM COMMITTEE**

A. R. Cooper ..... Lebanon Junction  
Mrs. Lillian Johnston ..... Lebanon  
Charlie Hart ..... Bardstown  
James T. Alton ..... Vine Grove  
Mrs. Geneva Campbell ..... Campbellsville  
E. D. Brown ..... Hardinsburg  
Mrs. Howard Gardner ..... Hodgenville



**PLANNING CONSULTANTS**

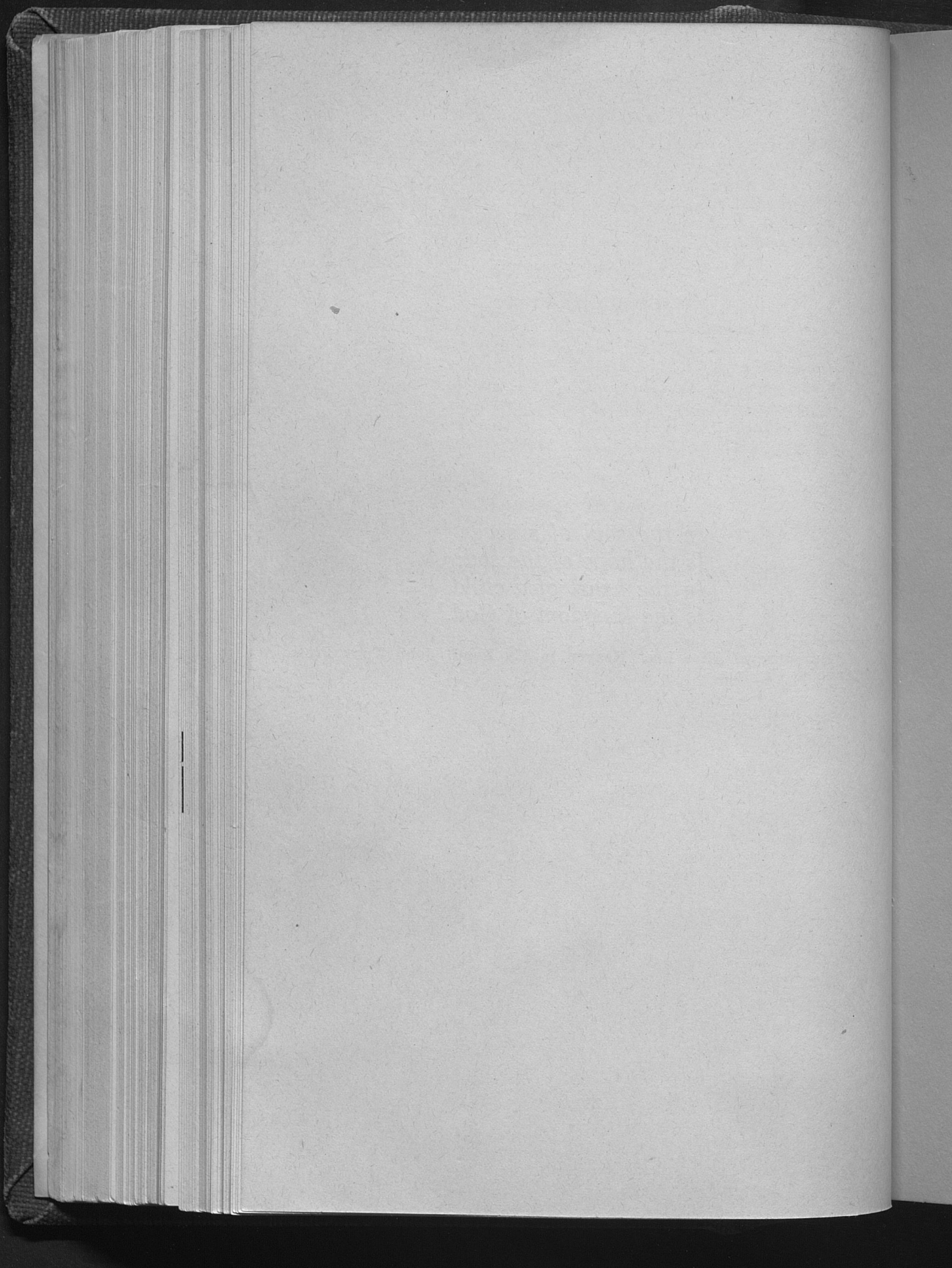
Miss Louise Combs, Acting Director Teacher Training  
State Department of Education  
Miss Nona Burress, KEA, Director of Field Service



*In the soul of a seed  
Is the hope of the sod;  
In the heart of a child  
Is the kingdom of God.<sup>1</sup>*

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<sup>1</sup>Humphreys, Alice Lee. **Heaven in My Hand.** John Knox Press,  
Richmond, Virginia.





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