

Commonwealth of Kentucky

EDUCATIONAL BULLETIN

DEC 9 1944

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PLANNING AN ACTION PROGRAM FOR SCHOOLS

(Teacher Education Work Conference Held at the
University of Kentucky August 27–September 1, 1944)



Published by

DEPARTMENT OF EDUCATION

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Periodical Librarian
University of Kentucky
Lexington, Ky.

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. XII

October, 1944

No. 8

FOREWORD

School leaders in all parts of the state are actively interested in planning their educational programs so they will be effective. Not only are they interested in teaching the fundamentals but they are interested in making schools serve the needs of people. The disposition to plan in terms of child needs is not confined to the State Department of Education and institutions of higher learning. Superintendents, principals and teachers are interested in making the schools mean more in the lives of people.

This Bulletin describes educational plans formulated by seven areas of the state. These plans were developed through cooperation of seven colleges with six county school systems and two schools. They are presented here as types of planning done in the state.

Other counties and cities are making plans for better education. Colleges are laying foundations for making more significant contributions to the state's educational program. The State Department of Education is planning for better attendance, better trained teachers, more functional school plants, better health services, more adequate supervision, better recreational programs, more emphasis upon vocational education, better service to returning veterans, and better service to the schools.

I want to congratulate the school leaders and patrons upon their vigorous cooperation in providing better school services.

JOHN FRED WILLIAMS,
Superintendent of Public Instruction.

October 18, 1944.
Frankfort, Kentucky.

THE COOPERATIVE STUDY

The 1944 Work Conference is a part of a Cooperative Study for the Improvement of the Quality of Living through the Schools. The study was made possible by a grant-in-aid by the General Education Board to the Department of Education for a continuing study of teacher education in Kentucky.

The purpose of the study, in brief, is to study social and economic problems as they affect living in a community and to understand the implications of these problems for the preparation of teachers in Kentucky. The study is concerned with ways and means of making teacher education more effective in the solution of the social and economic problems of living.

Colleges, Counties, and Schools

Under the Cooperative Study each of seven colleges is working cooperatively with a county school system or a large school in attempting (1) to develop a more functional school program which will improve the quality of living in the school community and (2) to develop further the program of teacher education which will prepare teachers with understandings, skills, and techniques necessary for leaders in community schools.

Very early in the study each participating college selected the county or school as its cooperating area and has been making its study in terms of the problems of that area in an effort to find out how much schools can do to improve local living conditions. The participating colleges, counties, and schools are:

- Berea College and Pulaski County
- Eastern and Bell County
- Morehead and Carter County
- Murray and Marshall County
- University of Kentucky and Green County
- University of Louisville and Lowell and Valley Schools
- Western and Hopkins County

Coordination

Each college has a coordinator, assisted by a committee of the faculty, who works with the cooperating county or school in formulating plans and in bringing about desirable action. The coordinators are:

Berea College—Pulaski County	C. C. Graham
Eastern—Bell County	D. T. Ferrell
Morehead—Carter County	G. C. Banks
Murray—Marshall County	Rubie Smith
University of Kentucky—Green County	Maurice Seay
University of Louisville—Lowell, Valley Schools—	J. J. Oppenheimer
Western—Hopkins County	H. H. McMurtry

The coordinator works very closely with the county superintendent and other local professional groups. The superintendents of these participating counties and key persons of the participating schools are:

Bell County	W. M. Slusher
Carter County	Heman H. McGuire
Green County	Nona Burress
Hopkins County	H. W. Wilkey
Marshall County	Holland Rose
Pulaski County	Raymond J. Wesley
Lowell School (Louisville)	Mrs. Ada Bache
Valley School (Jefferson County)	Mrs. Julia Fahey

The study is sponsored by the Superintendent of Public Instruction and the Council on Public Higher Education. The State Director of Teacher Education and the Advisory Committee on Teacher Education have over-all supervision of the cooperative study. The Director of Teacher Education is general coordinator of the study.

Activities During the Year

An aggregate of 320 persons have participated in 8 specific enterprises.

1. *Peabody Seminar* was held April 9-10, 1943, at Nashville under the direction of Dean John E. Brewton and Dr. Henry Harap. The Deans of the cooperating colleges, the State Director of Teacher Education, and the State High School Supervisor took part in the seminar. Its purpose was to discuss the broad approaches to the study. *Nine* persons attended. A detailed report of the seminar is given in Part II of Teacher Education Circular No. 46, released April 15, 1943, through the Division of Teacher Education and Certification.
2. *Gatlinburg Conference* was held August 2-16, 1943. This was a regional conference devoted to the development of learn-

ing materials in the field of natural and human resources. The State Director of Teacher Education who is coordinator of the Cooperative Study and two persons from one of the cooperating colleges attended.

3. *Work Conference at Eastern State Teachers College* was held August 26-31, 1943. Representatives from the cooperating colleges, schools, the staff of the State Department of Education, and several consultants attended. The purpose of this work conference was to give opportunity for the cooperating units to work out plans in each of the areas. Participating in this work conference were 120 persons.

An evaluation of this work conference is found in Teacher Education Circular No. 50, released September 24, 1943. A full report, including tentative plans for 5 college-county groups, is given in the January 1944 bulletin published by State Department of Education. Tentative plans for the year for the other 2 college-county groups (Berea-Pulaski County and Murray-Marshall County) were given in Community Circulars No. 6 and No. 7 released February 14, 1944.

4. *Study-Visit to Holtville, Alabama*, was made November 15-18, 1943. This group was made up of the deans of the cooperating colleges, the coordinators, and the county superintendents of the cooperating counties and principals of the two cooperating schools. On this trip there were 22 persons. This was a study of the ways and means used by a school, working with a community in improving the quality of living. A description of observation of this school-community relationship and enterprises is given in Teacher Education Circular No. 51, December 15, 1943.
5. *An Institute on Conservation* was held in Richmond on March 2-3, 1944. Dr. H. A. Morgan of the TVA, Miss Virginia James of the TVA, and Dean John E. Brewton, Dean of the Graduate School, George Peabody College for Teachers, were consultants. There were 81 persons from the cooperating colleges, counties and schools in attendance. The purpose was to develop ways and means of relating resource knowledge to the everyday school curriculum to the end that there may be improvement of the quality of living. A report of this Institute is given in Teacher Education Circular No. 53. Other reports relative to this Institute are given in

Community School Circulars No. 10 and No. 13, March 18, 1944.

During this Institute the coordinator of each cooperating college-county group reviewed and evaluated the accomplishments in their cooperative program for 1943-44, set up at the Eastern Conference, August 1, 1943. Each coordinator and all representatives from each cooperating county or school worked together at this time on next steps in their programs of action and presented these to the group attending the Institute. Teacher Education Circular No. 54, March 23, 1944, is devoted to these Cooperative Study Progress Reports.

6. *First Carrollton, Georgia, Study-Visit* was made March 28-29, 1944. This group was made up of coordinators, superintendents, principals and State Department staff members. This trip was made by 16 persons. The visit was to study college-county (West Georgia College and Carroll County) school relations in improving the quality of living through "cooperatives" and to note changes in the quality of school-community relations resulting from the program. Impressions gained from observing the West Georgia College and Carroll County programs are described in Teacher Education Circular No. 55, June 9, 1944, and Community School Circular No. 19, July 7, 1944.
7. *Second Carrollton, Georgia, Study-Visit* was made May 1-3, 1944. In this group were 11 members of the Advisory Committee on Teacher Education. The purpose of this visit was to study administrative relationships in the teacher education program and to observe how these relationships had affected the quality of teaching.
8. *Institute on Learning Materials for Schools* was held at the University of Kentucky, April 29, 1944. The purpose of this conference was to give persons in all levels and areas of interest in the schools opportunity to think together on the problems related to re-examination and restatement of goals of learning programs in the schools, and to study the materials developed in the Sloan Experiment. At this Institute there were 38 persons. The Report of the Institute is given in Community School Circular No. 15, released May 10, 1944.

Community School Circulars

Community School Circulars are issued from the office of the State Coordinator of the Cooperative Study. To date 25 of these have

been released. Each circular is based upon some incident or problem related to the community school concept. Other circulars will be devoted to further activities of these programs as they develop.

Only persons who have participated in the Conferences and study-visits receive the Community School Circulars.

Teacher Education Circulars

These larger circulars are prepared when longer statements of information or policy are needed. Since August 1933, we have released 56 of these.

1944 WORK CONFERENCE

The Second Annual Work Conference of the Cooperative Study was held at the University of Kentucky August 27 to September 1, 1944, inclusive. Its purpose was to give the colleges and school systems which were working together on the program of making the schools function more effectively in the improvement of the quality of living, opportunity to study what had taken place during the past eighteen months in their cooperative efforts, and, in the light of these experiences, to plan the immediate and long-time programs of action which might appear desirable.

There were representatives from seven colleges, six counties and two schools engaged in the cooperative study in the Work Conference. In addition to these a majority of the professional staff of the State Department of Education took part as well as representatives from four-year colleges not engaged in the cooperative study, representatives from the Kentucky Education Association, and a staff of consultants. More than 100 persons attended, including college teachers, college deans, college presidents, county superintendents, classroom teachers in large elementary and secondary schools, one room teachers, helping teachers, supervisors, principals, and specialists from the Department of Education.

The first three days of the Work Conference were spent by each of the seven cooperative areas, (1) in setting up desirable programs for the cooperating college-county units, (2) determining how much of this desirable program is now in operation in each cooperating area, (3) what is still to be done in order that there may be a program which will actually improve the quality of living, and (4) what steps are to be taken in the 1944-45 school year toward a desirable program. *The time was spent, as can be seen, in planning educational programs for the present and post-war period.*

In order that the work conference might be carefully guided toward accomplishing its purpose, each group followed a specific outline. This outline suggested (1) the point of view which should be the working basis, (2) a method of approach, and (3) the nine specific phases of a community school which should have attention. Each group was left free to work out its plans in the light of needs in each area. It was the desire of the steering committee, not to suggest what any group would do to accomplish its purpose, but to emphasize the

importance of planning toward making the school influence the quality of living. The following outline served as the guide to the groups:

Working Point of View

A school which builds its program of activities upon the needs and resources of the community and the people—young and old—who live where there is a community school; and such a school will contribute substantially to the improvement of the quality of living.

Work Plan

Each cooperative group should study its program of action under the nine areas in the next paragraph below. Under each area four questions should be answered in detail and in tabular form where possible. These questions are:

1. What is desirable in our area?
2. What do we now have in our area?
3. What do we still need to do to get a desirable program?
4. What shall we undertake to do in 1944-45?

It is believed that every community school which desires to improve the quality of living will attack the problem from at least the following nine directions. It is urged that the four questions listed in the preceding paragraph be answered by each group about each of the following nine phases of a community school:

1. Health, physical education, and recreation for school and out-of-school population
2. The fundamental processes
3. Vocational competencies of people in school and out
4. Worthy home membership and family life
5. The development of ethical character
6. The development of the appreciation of esthetic values
7. Citizenship training
8. The development of the individual as a person—self-realization
9. The development of desirable human relationships

Each major problem should be approached with the view of showing the extent to which its solution is or may be reached through consideration of community needs and resources.

College-County-School Planning in 1944

The Work Conference was truly a planning conference. Each cooperating college-county and college-school group got down to the serious business of planning. Each group approached its problems in

an orderly manner: (1) Each took stock of its belief as to what kind of a long-time school program might reasonably be expected over a series of years, (2) each took an inventory of school conditions to see just how much of a desirable program now existed in the area, (3) each selected the things which would be worked upon during the current year, and (4) each organized its plan of attack.

The remainder of this bulletin describes the plans formed by each of the seven cooperating groups.

The September 1944 Educational Bulletin contained the report of work done during the last two days of the Conference under the title "Evaluating the Community School". It also contained a list of persons attending the conference.

BEREA-PULASKI COUNTY PLAN

CHAS. C. GRAHAM, Coordinator
RAYMOND WESLEY, County Superintendent

Health, Physical Education, and Recreation for School and Out-of-School Population

What is desirable?

- A. Healthy population with reasonable access to diagnosis and proper care
 - 1. Personnel
 - a. More activity on part of medical profession already in the county
 - b. More physicians to serve rural areas
 - c. More oculists
 - d. More dentists
 - 2. Plants
 - a. Hospital
 - b. Sanatorium
 - 3. Program
 - a. Broadened so as to include not only diagnosis, vaccination, and health education, but sanitation as well
 - (1) Attention to water supply
 - (2) Schools equipped with sanitary toilets
 - b. Broadened so as to include efforts toward posture correction, rest periods, and recreation
 - (1) For school
 - (2) For community
 - c. Expanded to include instruction in making of play equipment

What we have available

- A. Personnel
 - 1. Eight doctors varying in efficiency
 - 2. One health officer
 - 3. Three full-time nurses
 - 4. One sanitary inspector
 - 5. Seven dentists

- B. Plants and equipment
 - 1. Unfinished hospital
 - 2. Very insanitary toilets
- C. General conditions
 - 1. Epidemic of typhoid
 - 2. High rate of T.B.
 - 3. Polluted streams
 - 4. Undesirable playgrounds
 - 5. 85% of wells tested found impure
- D. Program
 - 1. Few hot lunch programs
 - 2. Helping teachers stressing health practices
 - 3. Free medical care for railroad men
 - 4. Free supplying of glasses for those school children who need them
 - 5. Little directed play
 - 6. No time in school program for rest periods

What we still need

- A. Personnel
 - 1. More doctors
- B. Plants and equipment
 - 1. Hospital
 - 2. Sanatorium
 - 3. Sanitary toilets
 - 4. Better playgrounds and equipment
 - 5. Dental clinic
- C. Program
 - 1. Protection against flies and harmful insects
 - 2. Improvement of diet
 - 3. Supervised play and rest periods
 - 4. Special program for care of eyes
 - 5. Improvement of water supplies

What we shall undertake

- A. To get more rural doctors
- B. To complete hospital and to work toward sanatorium
- C. To supply all schools with toilets
- D. To insist that all toilets be kept clean
- E. To put on campaign to purify streams and water supplies

- F. Disseminate health knowledge through the school
- G. To create better understanding between health department and schools
- H. To stress personal cleanliness
- I. To encourage the placing of hand washing facilities in all schools
- J. To encourage hot lunches
- K. To encourage production of proper foods
- L. To have playground supervision in all schools
- M. To teach the making of playground equipment
- N. To emphasize value of rest periods
- O. To emphasize posture correction

Fundamental Processes

What is desirable

- A. For the entire population to be able to apply the fundamental skills to the problems of daily living

What do we have?

- A. Traditional schools
- B. No provisions for adult education
- C. Average population school attendance is approximately seventh grade
- D. Average attendance of those enrolled 77%
- E. Tentative standards of achievement formulated during Workshop 1944 as a guide for teachers
- F. Three helping teachers trying to improve methods

What we still need

- A. To develop the practical program of community schools
- B. To provide opportunities for adults to learn to read and write
- C. To raise average population school attendance to approximately high school level as exemplified in community school
- D. To enroll all children
- E. To improve teachers' methods through grouping and caring for individual differences

What can we do in 1944-45

- A. Keep school so attractive that children will want to come
- B. Have all schools work toward becoming real community schools
- C. Attempt to make the fundamental skills function in ordinary living

- D. Make effort to get all school-age children enrolled
- E. Provide library facilities for adult population
- F. Make effort to show movie entitled "West Virginia One-room School" to all teachers as an incentive toward better grouping and schedule making.

Vocational Competencies

What is desirable

- A. To obtain and apply the available vocational knowledge
- B. To furnish more vocational service to out-of-school people
- C. To employ more well-trained vocational teachers
- D. To establish more cooperatives
- E. To make every effort to get surplus war commodities

What do we have?

- A. Four-fifths of population are farmers
- B. We have employed :
 - 1. One county agent
 - 2. One assistant agent
 - 3. Three agriculture teachers (supervisors)
- C. We have as equipment and services :
 - 1. Three farm shops with extension services
 - 2. One vocational training center
 - 3. One vocational training school in county
 - 4. One cannery
 - 5. Home nursing course given by nurses
 - 6. One business college
 - 7. Three chapters of F. F. A.
- D. Program of county agent has cooperation of board of education
- E. Five communities are encouraging "whole" education

What we still need

- A. More scientific farming
- B. More cooperative community enterprises
- C. More adequately trained home economics and agriculture teachers
- D. A home demonstration agent

What shall we undertake in 1944-45

- A. To get surplus war commodities if possible
- B. To influence fiscal court to get home demonstration agent

- C. To encourage growth of community schools
- D. To establish more 4-H clubs
- E. To plan another workshop for in-service teachers
- F. To establish three new canneries

Worthy Home Membership and Family Life

What is desirable?

- A. To work through the schools for
 1. Improvement of appearance of homes
 2. Improvement of nutrition in homes
 3. Improvement in understanding of family relationships
 4. Attainment of democratic living
 - a. Respect for opinion of others
 - b. Respect due individual's personalities
 - c. Sharing of responsibilities
 - d. Accepting obligations and responsibilities of home life
 5. Improvement in comforts in home
 6. Improvement in child care and psychology
 7. Improvement in home nursing
- B. To gather patrons and community adults into school for meetings
 1. To discuss the psychology of family living
 2. To discuss child care
- C. To have visits by teachers in community home with frequency

What we have

- A. Teachers of schools who help pupils to make articles for home use and beautification
- B. Helping teachers who are emphasizing home improvement
- C. Different agencies working on home problems

What we still need to do

- A. We need to give emphasis to each point listed under "What is desirable"

What we shall undertake in 1944-45

- A. Collect and tabulate information about home life through questionnaire (already formulated)
- B. Encourage patrons to meet in schools
- C. Encourage home visitation
- D. Cooperate with various agencies

- E. Stress the importance that the home be made a place of enjoyment for all members of the family
- F. Stress democratic living in the school
 - 1. Respect for personality
 - 2. Respect for opinion of others
 - 3. Accepting of responsibilities and obligations
 - 4. Sharing of responsibilities

Development of Ethical Character

What is desirable?

- A. Having every subject, every activity become an opportunity for inculcating character and morals within the school
- B. Developing in community concern for welfare of all
- C. Creating county-wide enthusiasm for absolute honesty
 - 1. In thought
 - 2. In action

What we have

- A. Administrators who are setting examples in ethical behavior
- B. Teachers who are developing school programs that encourage pupils to live:
 - 1. Honestly
 - 2. Unselfishly
- C. Churches which cooperate in spiritual and moral training
- D. Bible reading in school during opening exercises
- E. Various very strong community sentiments and morès

What we still need

- A. Entire school program pointed toward ethical character
- B. Survey of various religious groups and clubs purporting to promote ethical character
- C. Meetings of parents, pupils, and teachers to work out important phases of character building

What shall we do in 1944-45

- A. Work through teachers' organization to stress ethical concepts
- B. Organize Girl Reserves and Hi-Y
- C. Start meetings of parents, pupils, and teachers for discussion of ethics
- D. Emphasize qualities of:
 - 1. Truth
 - 2. Sportsmanship

3. Loyalty
4. Accuracy
5. Unselfishness
6. Reverence and similar attributes

Development of Worthy Use of Leisure

What is desirable?

- A. Family solidarity in social life
- B. Schools kept open for family fun
- C. Development of crafts and arts
- D. Community play productions
- E. Community "sings"
- F. Reading centers
- G. Radio discrimination
- H. Community recreation houses
- I. Traveling libraries
- J. Improved movies
- K. Community playgrounds

What we have

- A. A few school libraries
- B. One public library
- C. Travelling libraries
- D. Wild West shows (picture)
- E. Saturday street corner sociability
- F. County singing festivals (shaped note and religious)
- G. Pie suppers, carnivals and programs and plays in schools
- H. Sports
- I. Few radios in homes

What we need

- A. Increased emphasis on entire list of "desirables"

What shall we do in 1944-45

- A. To encourage people to spend more time as a family unit
- B. To foster better understanding between adults and youth
- C. To build better playgrounds
- D. To develop better community evening entertainments
- E. To demand better moving pictures
- F. To create reading centers
- G. To encourage community singing
- H. To turn school houses into recreational centers
- I. To establish shops for simple woodwork and crafts (arts)

Citizenship

What is desirable?

- A. Community and county-wide realization of the costs of poor citizenship
- B. Citizens with a sense of belonging to community (local, county, state, etc.)
- C. Citizens with a sense of ownership of public property
- D. Citizens with respect for constituted authority
- E. Citizens with knowledge of governmental agencies
- F. Citizens who desire civic improvement and who assume responsibility
- G. Schools which give actual apprenticeship in citizenship through pupils' assuming of responsibilities

What we have

- A. Disrespect for law agencies
- B. Disrespect for private and public property
- C. "Imposed" citizenship
- D. A beginning awakening among teachers of the potentialities of the school in citizenship development

What we need

- A. To emphasize the role of the school in building citizens
- B. To re-think the course of study in social studies for the purpose of bringing it closer home
- C. To persuade and convince pupils and patrons that politics need not be crooked
- D. To make prominent reference to examples of good citizenship and to advertize the benefits of active citizenship
- E. To project pupils into active citizenship participation

What shall we undertake in 1944-45

- A. Bringing parents and community adults into school for purposes of planning community schools
- B. Giving pupils responsibilities in organization of school and community as apprentices in citizenship
- C. Initiating social studies with local emphasis

Self Realization

What is desirable?

- A. A school system with knowledge of potentialities and abilities of each child

- B. School programs of total experiences which will result in maximum growth of individuals
- C. Schools that fit all children into *satisfying* niches in society

What we have

- A. Little respect for individual differences
- B. Little patience for the underprivileged child
- C. Neglect of the superior child
- D. Too little emphasis on development of leadership

What we need

- A. A testing program
- B. Cumulative record files
- C. Program of experiences and appreciations to widen horizons and deepen feelings and sensibility
- D. Teachers who through example show the benefits and joys of being genuine and true to oneself

What we shall undertake in 1944-45

- A. Work out testing program for skills and aptitudes
- B. Encourage teachers to keep cumulative records and files of:
 1. Health records
 2. Personality traits
 3. Discipline
 4. Achievements
 5. Family relationships
- C. Acquire portable radio and good victrola and records for giving deepening appreciations
- D. Encourage moments of worship in the school for giving deepening spirituality

Human Relationships

What is desirable?

- A. Leaders who know techniques of working with people
 1. Proper attitudes
- B. Followers who identify themselves with leaders and with the situation ("It is I")
- C. Cooperation between peers in authority
- D. Total understanding of less fortunate people
- E. Tolerance and brotherhood
- F. Stressing of man's responsibility in a democracy for being his brother's keeper

What we have

- A. Traditional schools turning the children off assembly lines
- B. A tendency to depreciate childhood
- C. Poorly developed leadership within student groups
- D. Little sense of value of cooperative effort among youth or adults
- E. Little sympathy toward the less fortunate
- F. Trends toward homogeneous grouping

What we need

- A. Increased respect for individual
- B. Increased effort toward building of self confidence in individuals
- C. Movements that require cooperative thinking and working
- D. Efforts toward development of tolerance and understandings of other creeds and races

What we shall undertake in 1944-45

- A. We will encourage activities in schools to develop proper attitudes of leaders and followers
- B. We will encourage activities in schools to develop sympathetic understanding of less fortunate
- C. We will encourage activities in schools to develop cooperation between peers in authority
- D. Strive for setup in school in which every child is given places of responsibility and opportunities for cooperation with others
 - 1. Watch grouping so that fortunate and less fortunate react wholesomely upon each other

Members of the Planning Group

(Berea College)

Luther AmbroseDepartment Education
 Maureen FaulknerEnglish
 Charles C. GrahamGeneral Science
 J. W. HatcherSociology
 Gladys V. JamesonMusic
 Louis SmithDean of the Upper Division

(Pulaski County)

Elsie GardnerHelping Teacher
 Mary E. HammHelping Teacher
 Gertrude JenkinsHelping Teacher
 Orville L. SwearingenAttendance Officer
 Raymond J. WesleySuperintendent of Schools

EASTERN-BELL COUNTY PLAN

D. T. FERRELL, Cordinator

W. M. SLUSHER, County Superintendent

Health, Physical Education, and Recreation for School and Out-of-School Population

What is desirable in our area?

- A. A full-time, adequately staffed county health department working in close cooperation with the school
 1. Extension of immunization against communicable diseases
 2. Correction, when possible, of pyhsical defects
 3. Functioning health instruction in school and community
- B. An active health consciousness on the part of teachers, pupils, and all other people of the community and a genuine desire to conserve human resources
- C. Clean and attractive buildings and grounds at home and at school
- D. Buildings adequately heated and lighted
- E. School and community groups working to raise the nutritional status of the community
 1. Sanitary and well-balanced hot lunch programs in the schools
 2. Home and school gardens
 3. Canning projects
- F. Physical and recreational programs which take care of individual differences and all age groups
 1. Play grounds suitable for a good physical education program
 2. Well-organized play programs in all schools
 3. Community recreation or physical education such as, basketball, dramatics, singing
 4. Development of public parks, playgrounds, festivals, etc.
 5. Encouragement of hunting and fishing for people in the country
 6. Libraries and reading centers
 7. Excursions and trips
 8. Functions in schools in which all members in the homes participate

What do we now have in our area?

- A. One part-time nurse
- B. A sanitary inspector
- C. Services of mining camp doctors available to schools in the camps
- D. Home demonstration agent who is working on a nutrition program
- E. "Save the Child Fund" representative working in the county (She is emphasizing the hot lunch program in the schools)
- F. Many teachers who are health conscious and who are trying to develop a functional health program in school
- G. Organization of softball teams
- H. Active 4-H clubs which have school fair each year
- I. Play equipment in many schools
- J. Directed physical education program in a few schools
- K. Traveling library
- L. Community meetings such as box socials for raising money for schools
- M. Parent-Teacher organizations in some communities
- N. Civic clubs sponsoring some schools in order to improve conditions
- O. Services of a T.B. Clinic

What do we still need to do to get a desirable program?

- A. All agencies working toward getting a health department
- B. Functional health education in all schools
- C. Communities and schools working together on problems of health, physical education and recreation
- D. Program which is concerned with correction and prevention of diseases and deficiencies that interfere with human conservation

What shall we undertake to do in 1944-45?

- A. Get a full time health doctor
- B. Continue program of getting schools and communities health conscious
- C. Have functional health education in schools
- D. Set up community recreation centers in some communities
- E. Work for improvement in cleanliness and attractiveness of school buildings and grounds
- F. Extend hot lunch program and emphasize the teaching of nutrition in schools

- G. More meetings in which the people of the communities work together to solve the problems of health, physical education and recreation in their respective communities and the county as a whole

The Fundamental Processes

We usually think of the fundamental processes as the school subjects such as: reading, writing, arithmetic, spelling, and language. They are important in that they function in all of the activities in which children may engage.

What is desirable in our area?

- A. Children should be able to
1. Read comprehensively on their ability levels
 2. Keep a permanent interest in reading
 3. Spell commonly used words
 4. Use the fundamental processes of arithmetic that are necessary in solving problems that arise in and out of school
 5. Express themselves clearly both orally and in writing

What do we have in our area?

- A. Some libraries in the school rooms
- B. A professional library in the superintendent's office for the use of teachers
- C. Donations of books from several sources
- D. Materials such as printing outfits and hectographs for the use of teachers in making teaching materials
- E. Helping teachers in improving their methods of teaching
- F. Workshops which serve as training centers
- G. Extension courses which deal with general problems
- H. A demonstration school where all teachers may observe good teaching

What do we still need to do to get a desirable program?

- A. More interest on the part of teachers to improve their methods
- B. More use of the environment in developing skills in connection with other activities in the school
- C. More reading material on all levels, especially in the primary grades
- D. Better physical conditions under which to work

What shall we undertake to do in 1944-45?

- A. Continue the training service program which has already been started
- B. Add more books to libraries
- C. Improve physical conditions in the schools
- D. Continue extension classes

Vocational Competencies

What is desirable in our area?

- A. Ability to make a living in the community in which one lives and from what one has in the community
 - 1. Desirable vocations are:
 - a. Good truck gardens
 - b. Raising poultry
 - c. Growing fruit trees
 - d. Carpentry work
 - e. Mining
 - f. Developing home handicrafts and hobbies
 - g. Forestry

What do we now have in our area?

- A. Coal mining
- B. Farming
- C. Trucking
- D. Carpentry work and its allied trades
- E. A commercial course at Bell County High School
- F. Forestry

What we still need to do to get a desirable program

- A. More home ownership in our communities
- B. Expanded vocational training facilities
 - 1. by consolidating from the sixth grade to the twelfth grade in vocational training schools
 - 2. by teaching parents through girls and boys taking training in vocational work, so that parents will respect and lend moral support to vocational training programs.
- C. An intensive study of the vocational possibilities possible for the different sections of our area
- D. Introducing and studying of farming, gardening, fruit growing in all the grades of the school

What do we intend to undertake in 1944-45?

- A. Establish vocational training at Bell County High School
- B. Introduce *Occupational Guidance* in the seventh and eighth grades of our rural schools of the county

1. Teachers urged to use larger boys in the school in repairing the school, school equipment and also make additions to the school
2. Teachers urged to enlist aid of all the adult members of the school community in repair and building program in and for the school

Worthy Home Membership and Family Life

What is a desirable home membership and family life in our area?

- A. Homes that recognize their responsibility to the community as well as to themselves
- B. Families where each member recognizes the rights, privileges and responsibilities of each other member
- C. Home training that includes the fundamentals of good citizenship
- D. Homes which embrace true love, devotion, and mutual understanding
- E. Families where all members are endowed with personal and collective pride in their homes
- F. A coordinated program where all agencies work in a unified manner

What do we now have in our area?

- A. Too many homes guided with ill-informed parents
- B. An attitude toward all public, civic, social, and benevolent agencies operating for the betterment of the community
- C. Many fine homes where children are well guided
- D. Broken homes which are a burden to society
- E. Transit people who stay too short a time in one place to become well established

What we still need to do to get a more desirable program?

- A. Encourage home ownership and develop home and community pride
- B. Develop a genuine understanding between the functions of the home, church, and school
- C. Discourage young, hasty, and misfit marriages
- D. Help the people to see that they cannot always meet the needs of a large family
- E. Encourage the school to assume some responsibility for the spiritual life of the homes and the community

What shall we undertake to do in 1944-45?

- A. Develop a spirit of cooperation between the pupil and the teacher
- B. Contact mothers through P.T.A.'s and other community agencies
- C. Educate the people by more good reading material and informational programs
- D. Try to improve the general living conditions in the home by using our schools as examples in health practices, social behavior, and physical conditions

The Development of Ethical Character

What is desirable in our area?

- A. The type of character that is desirable for our area would be the development of personality in such a way that each individual would regulate his thoughts and actions to the welfare of the total group of which he is a part. This would involve, as Kilpatrick states, "thinking, feeling, deciding, and moving." He states that each individual has certain moral obligations with regard to his relations with others. He is morally obligated to consider what effect his actions will have on other people; decide the best course to follow by intelligent consideration of the consequences and the possible alternative actions; and have will to do what he has decided will be best

What do we now have in our area?

- A. We have in our area typical character building agencies of most Kentucky communities—churches, schools, welfare agencies, libraries, youth movements of various kinds, scouting, and certain elements not conducive to the proper development of the type of character which we would suggest as desirable
- B. Our school population could be described as the cross section of the youth population of Kentucky. Each has developed through the years into a particular individual with traits, and attitudes different from all others. They come from homes that vary in background from the highest to the lowest level of society. Some have had little or no religious training while many others have been reared within the "shadows" of the church itself. Some are strong and well, others ill discontented.

- C. Some of these children have been loved and treated with respect by their parents; others have grown up without the presence of parental affection. Some have been severely punished at the slightest provocation while others have been more humanely disciplined by their misdemeanors. Some have had chores to do around the house; others have spent their leisure in a variety of wasteful ways.

What do we still need to do to get a desirable program?

- A. We should attempt to develop the individual to the point of most effective participation in the society of which he is a part. Considering this from the positive standpoint, however, Ethical Character is represented by the presence of the following attributes or traits: Self-control, reliability, cooperation, courtesy, alertness, accuracy, persistence, intelligence, industriousness, honesty, endurance, courage, courtesy, perseverance, loyalty, neatness, thoroughness, poise, tact, effort, disposition, promptness, judgment, reverence, kindness, sympathy, fair-play, obedience, and a host of others.

What shall we undertake to do in 1944-45?

- A. Investigate apparent lack of activity in the churches, cooperation between school and outside agencies in order to strengthen this phase of the children's lives
- B. Stress those points in the scout law which are found deficient in the pupils
- C. Encourage teachers and parents to promote character development through all activities on the playground, in the classroom, and at home

The Development of Worthy Use of Leisure Time

What is desirable in our area?

- A. Make the school a community-center
1. Develop a leader in each community
 2. Create interest in the community
 3. Plan a good recreational program
 4. Have adequate equipment
- B. Encourage pupil and adult participation in church work and any other organization in the community such as 4-H clubs, Mothers clubs, P.T.A.'s, Boy Scouts, and Girl Scouts.

- C. Encourage the development of hobbies among both children and adults
 1. Hiking
 2. Fishing
 3. Collecting stamps
 4. Experience story writing
 5. Carpentry work
- D. A desirable play program with the school
 1. Indoor and outdoor games
 2. Games that can be checked out
- E. Music appreciation
- F. Libraries

What do we now have in our community?

- A. Several clubs organized
- B. Traveling libraries
- C. Hobbies
- D. Singing

What do we still need to do to get a desirable program?

- A. More interest among the teachers and people in developing leadership in the community center
- B. Help in organizing clubs
- C. More and better playground equipment
- D. A more desirable play program within the school
- E. More books

What we shall undertake to do in 1944-45

- A. Develop several recreational centers keeping the recreational center open several nights out of the week
- B. Hobby development
- C. Music development
- D. Dramatics

Citizenship Training

What is desirable in our area?

- A. A greater number of leading citizens to accept a greater degree of civic responsibilities such as
 1. Encouraging more citizens to vote
 2. Encouraging good citizens to accept jury service
 3. Developing good leadership in the sense of responsibility for cleaning up and abolishing vice practices
 4. Purging of precinct voters lists

5. Taking county government away from machine control
6. Enforcing stricter and impartial laws
7. Encouraging more speedy trials for law violations

What do we now have in our area?

- A. Approximately fifty per cent of legal and registered voters are voting
- B. Churches and ministers working for better citizenship
- C. A citizens league which advocates greater participation in civic affairs, as well as clean and fair elections
- D. Schools teaching citizenship and trying to direct young people in civic affairs

What we still need to do to get a desirable program

- A. Law enforcement
- B. Educate the public to vote

What shall we undertake to do in 1944-45?

- A. Teach respect for public property and individual rights
- B. Help teachers to stimulate the idea in pupils that privileges carry responsibilities
- C. Teach cooperation through games and living and working together at school
- D. Develop greater appreciation for beauty through beautifying the school rooms, the school buildings, and the school grounds; and by living close to nature

The Development of the Individual as a Person-Self-realization

The purpose of the school is to develop each individual to the greatest capacity of which he is capable. In so doing the teacher must take into consideration the physical, mental, social, moral, and spiritual capacities in order to develop the child into a well-rounded person, capable of taking his place in society.

If the seven directions previously considered are taken care of, there will be a definite development of the individual as a person because he has lived in an atmosphere in which he has had an opportunity to carry on activities that call for thinking, planning, executing, and evaluating, always realizing his own responsibility to the group.

The Development of Desirable Human Relationships

What is desirable in our area?

- A. Set up a long-time program for helping teachers to become conscious of the need for developing desirable human relationships

- B. Seek ways and means of getting teachers, parents, and pupils to become more aware of their duties and responsibilities as good citizens
- C. Develop a long-time program of desirable parent-pupil-teacher relations
- D. Develop respect for the personality of people
- E. Create better understanding and appreciation among teachers, pupils, and parents of the human element in all relationships

What do we now have in our area?

- A. Many teachers are visiting the homes of their patrons and are becoming better acquainted with the problems of people in the community
- B. Many school and community meetings have been held to bring people together and to make money for school purposes
- C. Bible study conducted in many schools
- D. Various agencies, organizations, and civic groups that can help in the program
- E. Many friendly, courteous people as a nucleus with which to begin a program

What do we need to get a desirable program

- A. Encourage more teachers to live in the communities where they work so that they may become a part of the community in which they live
- B. Encourage more parents to visit the school
- C. Recognize that each child is a distinct person with various abilities, attitudes, habits, appreciations, likes, and dislikes
- D. Develop the idea that people can still be friends even though they have different points of view
- E. Provide opportunities for many types of wholesome recreation in school, at home, and in the community
- F. Provide a service flag, honor roll, or other form of recognition for loyal people in military service
- G. Arrange school and community picnics, singings, dramatic events, and other types of activities that help to create and foster good fellowship
- H. Cooperate with other agencies, organizations, and groups to develop better human relations
- I. Make every child, if possible every parent, feel that he has a share in helping to make the school a better place for children to live, learn, and work

What shall we undertake in 1944-45?

- A. Discuss with teachers, by means of the helping teacher program, teachers meetings, conferences, and the like ways and means of developing better human relations
- B. Set up a program in each classroom that will make pupils feel at home and that will provide a wholesome place for them to work
- C. Provide opportunities, if possible, for teachers to become better acquainted with each other. This might be done through informal meetings, luncheons, dinners, parties, work conferences, picnics, and the like
- D. Appoint a social or welcoming committee at each school to receive new students, parents, and other visitors
- E. Try to make pupils and parents feel important by recognizing their individual worth and by giving deserved recognition to all those who help do things for the school
- F. Ask parents to do something for the school
- G. Seek ways and means of teaching pupils standards of right conduct
- H. Make the school a friendly place

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MOREHEAD-CARTER COUNTY PLAN

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Health, Physical Education, and Recreation for School and Out-of-School Population

What is desirable?

A well rounded program involving not only physical health but mental health as well. Such a program deals with nutrition, pure water supply, immunizations, and correction of defects such as tonsils, teeth, adenoids, poor eye-sight, etc. It requires an adequate program of physical education and recreation for mental health as well as physical health. Suitable playgrounds and recreational centers are necessary. A twelve-month program for the use of the school for recreation is advisable.

What do we have now in Carter County?

- A. Have had a good health department but have lost the doctor and one of the nurses due to the war
- B. Almost 100% smallpox immunization
- C. Increased immunization for typhoid
- D. Lunch programs in twelve schools—(1/2 of the children served)
- E. Sanitary inspector from the state health department (full-time)
- F. Playground facilities are being improved at all of the schools
- G. Adult classes in nutrition are given at sixteen centers

What do we still need to do to get a desirable program?

- A. Get a doctor and another nurse for the health department
- B. Increase playground facilities
- C. Try to manage twelve month type of supervision over these school center playgrounds
- D. Increase the number of school lunch programs
- E. Increase the use of the two canning centers
- F. Work on a live-at-home program in each rural community center
- G. Make a survey to find out the needs of the community

What shall we undertake to do in 1944-45?

- A. Plans are already under way for procuring a health doctor and another nurse.
- B. A much greater number of schools are planning hot lunch programs (exact number not known as yet).
- C. Playground facilities are being increased. Bulletins are to be sent out from Morehead giving plans that the parents and pupils can follow in making much playground equipment. These parents will help keep these playgrounds up during the summer until a better arrangement can be made.
- D. Questionnaires are being sent out to the schools which deal with home health problems, such as nutrition, food preservation, water supply and wholesome recreation. These are to be used in building a program around the needs of the community.
- E. Increased emphasis is to be placed on the live-at-home program. Bulletins are to be sent out telling what should be planted in the gardens during certain months, the use of small vineyards and fruit orchards, etc., in this program. Free seeds are being obtained for needy.
- F. Morehead plans to give more assistance in regard to testing of vision.
- G. Morehead plans to place in the teachers' hands detailed information in regard to communicable diseases, the symptoms, length of quarantine, etc.
- H. One of the committees at the 1944 workshop worked out a bulletin on games to be used by the teachers in Carter County.
- I. Clothes are secured for the needy through the Save-the-child Federation.

Fundamental Processes

What is desirable in Carter County?

- A. It is desirable to help each pupil master the fundamental processes to the best of his ability and so far as their use will be vital to him in life situations.

What do we now have in this area?

Generally speaking the schools are below standards in the teaching of the fundamental subjects. This is especially true in regard to reading, writing and spelling. Much of this is due to the necessity of having to use permit teachers, and too inadequate reading material, and to the teachers' need of knowledge of really sound first grade

methods of teaching in reading. There are some library facilities. There is a helping teacher. Workshops of one week (1943) and of five weeks (1944) have been sponsored by Morehead College. The helping teacher comes to the college training school for help on specific problems. Extension classes for the teachers are sponsored by Morehead during the school year. There are 72 one-room schools and 7 two-room schools here.

What do we still need to do to get a desirable program?

- A. Have more training and demonstration teaching in the county schools by members of the Morehead faculty.
- B. Organize the county so that approximately twenty-five teachers can come to one center for the special training and demonstrations.
- C. Another helping teacher is needed.
- D. Teachers need more skill in the making of charts, etc.
- E. Libraries need to be increased.

What shall we undertake to do in 1944-45?

- A. Organize the centers and have special training and demonstrations in cooperation with Morehead College.
- B. More supervisory work by the faculty of Morehead.
- C. A greater emphasis on diagnostic testing and meeting the child's needs in the fundamentals.
- D. More intervisitation of teachers, especially of permit teachers to the experienced teacher schools.
- E. Library lists are being worked out by a member of the Morehead faculty. A certain amount of books to be purchased immediately for traveling libraries for the schools.
- F. The Board of Education meets any sum that the school or community raises for school equipment.
- G. The school work score card allots so many points for various teaching devices which the teacher may make or purchase. These help in the making of the points for which a bonus in salary is paid.
- H. Teachers are also given points for subscription to educational magazines and attendance at professional meetings.
- I. Morehead will help provide more reading material.
- J. Vocational Competencies of People In School and Out

What is desirable?

- A. The people should be able to make an adequate and a comfortable living in the community. They need to be able to

take advantage of their natural resources. They need to work out a live-at-home project in each family.

What do we now have in Carter County?

- A. There are two agriculture teachers and four home economics teachers. These teachers not only teach the student in high school, but have worked out programs of adult education.
- B. The county agent is working with the program, also.
- C. Business courses are taught in all of the five high schools.
- D. There are three manual training departments in the high schools.
- E. There are two canneries, one hatchery, and seed beds at one school.
- F. Three key farmers in the county are used in farm education program.

What do we still need to do?

- A. A home demonstration agent is needed.
- B. Develop a guidance program for the students. This guidance should be an interdependence program involving teacher-pupil and parents.
- C. Increase the use of canneries, hatcheries, etc. Make a survey of the canning done to see if it meets the nutritional needs of the family.
- D. More consumer-problems general business education.
- E. Advocation of more and stronger 4-H Clubs in the elementary schools.
- F. Greater range in the mechanical activities taught in the manual training courses.

What shall we undertake in 1944-45?

- A. Continue efforts to get a home demonstration agent.
- B. Develop or begin a vocational guidance program in the high schools.
- C. Survey sheets are already distributed in regard to the food preservation records and balanced family diets.
- D. More consumer-problems and general business education to be taught in high school, and in the grades whenever this can be fitted into the program. (i.e. the purchase of certain supplies by the children)
- E. The goal for the county is an active 4-H Club in each county school.

- F. An effort will be made to have skilled workmen from the various industries as mentioned above come in for specific training in these fields whenever this is possible.
- G. Greater use of these key farmers in helping the farmers improve their land, farming methods, crops, etc.
- H. Help the children become well-grounded in the community but at the same time not setting up barriers which will retard growth in other special fields.
- I. Increased help from Morehead College and other state schools and agencies in this program. (Bulletin, visitation, demonstrations, etc.)

Worthy Home Membership and Family Life

What is desirable?

- A. It is desirable that the home unit be kept intact and that each member accept his responsibility in regard to home life.

What do we now have?

- A. Many of the mothers are working in the war industries.
- B. More and more responsibility for the child is being pushed off on the school.
- C. Some instruction in child care and in home nursing is given to the students in high school by the home economics teacher and the school nurse.

What do we need to do to get a desirable program?

- A. Instill in the children and as many adults as can be reached the idea that the family group gives security, affection, group approval, new experiences, and cooperation.
- B. Encourage in the children the desire to be helpful, to shoulder some responsibility. (In the survey sheets some questions deal with the assumption of responsibility in the home by the children)
- C. Families should have more recreation together.
- D. Children need to appreciate the importance of family life, and the responsibility involved in parenthood.
- E. Have a demonstration home on the consolidated school campus showing the parents that comfortable, attractive, and practical homes can be built at small cost—(Approximately \$1,000.00)
- F. Adult education in child care and home management.

What shall we undertake in 1944-45?

- A. All of the needs for a desirable program can be worked on by the teachers, county nurse, and child study programs and bulletins sponsored by the college.
- B. If possible a demonstration home should be built.

The Development of Ethical Character

What is desirable?

- A. Development of ethical character as a part of every day living, not because of the pressure of disapproval of the group, but because honesty, integrity, morality, etc., are the natural and happy ways of living.

What do we now have?

- A. Much is being done by such organizations as Hi-Y, 4-H Club, Boys' Scouts, Girl Scouts, Girl Reserves, and religious organizations.
- B. The schools are attempting to take advantage of the rich opportunities which offer themselves to teach ethical character in real life situations.
- C. Emphasis on testing is being changed to diagnostic rather than checking ability.

What do we need?

- A. Careful selection of teaching personnel is necessary. Ethical practices can best be taught by example.
- B. Develop in the students a feeling of responsibility. Teach them that in life "the books are audited".
- C. Help them learn to accept the responsibility for the wrong which they do as well as the right, and to accept the punishment needed.
- D. Give greater opportunities for the children to make decisions for themselves.
- E. Wise teacher guidance is necessary above all things.
- F. Show that you have faith in the children as human beings, but do not carry this to ridiculous lengths by making the temptations too great for them.

What shall we undertake in 1944-45?

- A. The above needs will be met in as far as possible.

The Development of Worthy Use of Leisure Time

What is desirable?

- A. It is desirable that the use of leisure time result in physical development, mental development, relaxation of body and mind, and pure enjoyment, whether it be in a group or alone.

What do we have in the area?

- A. One school has a movie projector and two others have placed their orders for one each.
- B. Community leisure time is spent at pie suppers, Hallowe'en carnivals, etc.
- C. Some of the schools have had hobby clubs.

What do we still need and what shall we undertake in 1944-45?

- A. The survey on radios, newspapers, magazines, and books in the home is to be compiled this year.
- B. The teachers should encourage better program selection on the radio, and develop literary and art appreciation.
- C. Teachers should make every effort to discover latent talents which may be developed into vocational or avocational interests.
- D. The use of leisure time by the family as a group and the community as group should be encouraged.
- E. Wider participation in sports and physical education should be encouraged.
- F. Use of leisure in nature studies and appreciation may be developed into family or community group activities.
- G. Greater library facilities are being developed and greater use of these encouraged.

Citizenship Training

What is desirable?

- A. The child may be developed into a worthy member of society not as a citizen of the future but as a citizen of today.

What has been done?

- A. The various clubs such as—Girl Scouts, Boy Scouts, Girl Reserves, 4-H Club, F. F. A., Hi-Y, Knighthood of Youth, and home Economics Clubs build their programs around citizenship training.
- B. The children receive some citizenship training in the schools, especially in the social studies.

- C. Four out of the five consolidated high schools have student government, based on a constitution, by-laws, and a student council.

What we need and what we expect to do in 1944-45

- A. Help in making the clubs mentioned above stronger and help them to reach more and more students.
- B. Renewed emphasis on citizenship training in the schools.
- C. Greater development of citizenship through living as a citizen in the school from day to day—deal with the child's life situations.
- D. Develop a more elastic program and daily schedule in the elementary school so that more pupil planning, participation, and evaluation can take place.
- E. The Development of the Individual as a Person—Self-Realization.

What is desirable?

- A. Every person should be given the opportunity for maximum development as a person or an individual—self-realization.

What do we have?

- A. Hobby clubs are encouraged in the consolidated high schools.

What is needed and what shall we undertake in 1944-45?

- A. There is a definite need for a guidance-program. This should be started with informal tests and private conversation with students to help find out their aptitudes.
- B. In the elementary school this should take the form of "child-study" by teachers and then lead to more guidance along the lower levels.
- C. Generally speaking there are periods of readiness for certain activities. When these periods are reached they must be seized upon by the teacher in guiding the child toward maximum self-realization.
- D. In the survey one of the questions deals with the accomplishments of the community based upon the ability to do the things.

The Development of Desirable Human Relationships

What is desirable?

- A. It is desirable that there be a better understanding of the inter-relationship not only of people in the local or national

groups but the people in the international groups as well. There needs to be a mutual appreciation of all people by all people regardless of color, creed, nationality, or economic status.

What is done?

- A. All teachers take advantage of the oportunities to emphasize this in the daily school work. Special teachers in social studies are placing greater emphasis upon this.

What is needed and what shall we do in 1944-45?

- A. All teachers are placing greater emphasis on study of the world, of the peoples of the world and the inter-relationship of these peoples and taking advantage of the ample material which they have daily as a result of the war.
- B. Drives have been made in the school for Russian relief, etc., to help those less fortunate than we in this war.

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MURRAY-MARSHALL COUNTY PLAN

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Health, Physical Education, and Recreation for School and Out-of-School Population

What is desirable in our area?

1. Eradicate malaria
2. Immunize against communicable diseases
3. Provide adequate food, clothing, shelter
4. Provide more and better recreational facilities for an all inclusive recreational program
5. Provide sanitary living conditions at home and at school, as
 - a. Toilets
 - b. Water Supply
 - c. Drinking facilities
6. Provide for children's rest
7. Correct physical defects of children
8. Stress the care of eyes, teeth, etc.

What we still need to get a desirable program?

1. School lunch programs
2. More dental and X-Ray Work
3. Wider use of canneries and food storage
4. Wider production of food and livestock
5. Wider use of fertilizer and lime, and emphasis on soil conservation
6. Home demonstration agent
7. More adequate water supply and drinking facilities
8. In-door toilets in larger schools
9. Larger playgrounds with more equipment
10. Better homes with screens and healthful living conditions
11. Wider use of all agencies for the improvement of living
12. Plan for the use of Kentucky Dam Lake
13. Music and art guidance

What do we now have in our area?

1. An active health department
2. Cooperation of TVA on all phases of health, as

- a. Recreation
- b. Malaria control
- c. Safety
- 3. Malaria workshop
- 4. Survey of conditions in county
- 5. Community canneries
- 6. Five home economics teachers, five agriculture teachers, a county agent, and an active Farm Bureau
- 7. X-Ray Clinic
- 8. Pre-School Child Clinic
- 9. Regional Library
- 10. Sanitary toilets in all schools
- 11. One planned recreation program and the use of all gymnasiums for recreation
- 12. Law for immunization enforced
- 13. Facilities of Kentucky Dam Lake

What shall we undertake to do in 1944-45?

- 1. Make available the services of a dental trailer
- 2. Organize a planning council with committees on nutrition, recreation, etc.
- 3. Utilize home economics, agriculture, and health department teachers in teachers' meetings at all levels
- 4. Make playground equipment
- 5. Have one deep well and install five pumps
- 6. Screen lunch rooms and cabinets. Later screen buildings
- 7. Provide handwashing and sanitary drinking facilities
- 8. Work through entire program with teachers planning activities
- 9. Interpret survey and use its findings

Worthy Home Membership and Family Life

What is desirable in our area?

- 1. Family relationships which make for mutual respect, understanding, and love
- 2. Opportunity and responsibility for sharing in making decisions and plans
- 3. Each member take a part in home responsibilities and develop a pride in the home
- 4. Children's interests be stimulated
- 5. Schools give training in skills necessary for homemaking
- 6. Schools develop understandings of biological factors influencing home life

What we still need to get a desirable program?

1. Sensitize teachers to opportunities
2. Bring more parents into the school for contributions
3. Make more use of housekeeping and orderly living
4. Use luncheon program and other experiences of cooking and serving
5. Use group planning and chance for deciding conduct
6. Organize adult groups for discussion of child care
7. Circulate books and pamphlets of benefit to parents
8. Stimulate interest in belonging to clubs which study ways of better living
9. Increase income of people
10. Provide lovely schoolrooms and help parents to beautify homes by making drapes at school and engaging in other activities

What do we now have in our area?

1. Some schools which bring parents into the school, send gifts made by children home, etc.
2. Some schools which develop practices of housekeeping and orderliness
3. Some schools which develop planning ability to make fair decisions
4. Some teachers who stress value of being a real member of a home
5. Some work on art, music, home beautification, etc. which carries over into home
6. Child clinics with Health Department

What shall we undertake to do in 1944-45?

1. Help teachers to understand that this is a phase of teaching
2. Bring parents into the school
3. Work on attractive schoolrooms
4. Arrange parent meetings and give help on child care, home beautification, and relationship of school and home

The Development of Worthy Use of Leisure Time

What is desirable in our area?

1. Teachers have ability to study the child and discover his needs and abilities
2. School program provides for children's release in suitable activities
3. Present gymnasium facilities be utilized

4. Well planned program provides fun for people at all age levels the year around in such activities as play nights, sings, forums, etc.
5. People have inner resources, as gardening, painting, etc.
6. Those who are to guide such a program know how people are at present spending leisure time

What we still need to get a desirable program?

1. More people capable of directing leisure activities
2. Teachers who are alert to total leisure time problems and capable of giving guidance
3. More facilities and equipment, as motion picture machines, handicraft materials, etc.
4. Community organizations to assume responsibility along with the school for helping people develop through leisure time activities
5. Skill in teaching people to select worthwhile literature, radio programs, etc.
6. More interest in flowers, home beautification, and worthwhile recreation

What do we now have in our area?

1. Five gyms, auditoriums, and ball diamonds
2. Some play equipment
3. People capable of directing singing, dramatics, and art experiences
4. Fishing, boating and hunting facilities
5. Regional Library Service which circulates pictures, books, maps, etc., and sponsors forums
6. Community organizations as Homemaking Clubs, 4-H Clubs, Scouts, Women's Clubs, Churches, etc.
7. TVA recreation director and his facilities—as motion picture projector
8. People interested in flowers, home beautification, etc.

What shall we undertake to do in 1944-45?

1. Increase the use of TVA movie projector and other facilities
2. Plan toward adding equipment in school centers
3. Secure greater use of facilities
4. Bring organizations together to provide community recreation
5. Emphasize school beautification, flower gardening, flower shows, antique shows, Harvest Festivals, etc.

Citizenship Training

What is desirable in our area?

1. It is desirable that the community belong to the people and they take responsibility for its welfare
2. The school be a small democracy and all the members have a part in its program
3. All people know the principles of democracy, use them in daily living, and work to preserve our heritage

What we still need to get a desirable program?

1. Organize and manage the entire school on a democratic basis —from first grade through the twelfth
2. Use resources and opportunities for developing citizenship
3. Strengthen in-service training to guide teachers in carrying out such a program by workshops, conferences, demonstrations, inter-visitation, etc.
4. Provide more attractive materials which help interpret our way of life and culture
5. Hold all community gatherings centered on some aid

What do we now have in our area?

1. Many democratic practices such as child planning, home-room organization, and teacher-child-principal planning
2. Administrative freedom from the school board through the superintendent to the teachers
3. Opportunities for children to participate in programs for community betterment, as well as to see the way our government works

What shall we undertake to do in 1944-45?

1. Further in-service program to help teachers understand the ways to develop democracy in the school
2. Acquire materials
3. Study the plan of increasing the salary of the rural one- and two-room teachers
4. Secure more pupil participation in the affairs of the school
5. Attempt to have all community meetings centered on such aims as recreation, school beautification, and community projects

The Fundamental Processes

What is desirable in our area?

1. Ability to read for enjoyment and information, silently and orally

2. Ability to express ideas orally, written, and creatively
3. Power to compute and reason in arithmetic
4. Knowledge of local history as it relates to national and world history
5. Knowledge of local geographical conditions and resources as well as those elsewhere; the understanding that prosperity depends on use of this knowledge
6. Understanding and appreciation of natural world
7. Ability to enjoy music and art

What we still need to get a desirable program?

1. More good teaching materials
2. More excellent teachers trained to guide children in total growth and to work with people in the community
3. Better in-service program
4. Stronger organization of teachers on a working basis doing planning and constant work
5. Closer cooperation with all agencies which contribute to child growth
6. Education as to value of advertised materials to the whole educational program, as clocks, expensive loud speakers, etc.
7. Longer school term
8. Longer tenure
9. Music and art instruction

What do we now have in our area?

1. Regional library
2. Fifty per cent properly certificated teachers
3. Thirty per cent teachers capable of demonstration for others
4. A well trained supervisor who understands children's needs as well as how to live with people and help them
5. Eighty-nine per cent teachers of experience
6. Twenty-five per cent possession of desirable teaching materials
7. People who will be of value in sharing experiences
8. Industries and places worthy of interest for children's trips
9. County Board which matches district funds for materials, improvements, etc.

What shall we undertake to do in 1944-45?

1. Testing program in 10 schools
2. In-service program including :
 - a. Workshop

- b. Demonstrations
 - c. Inter-visitation
 - d. Conferences
 - e. Supervisory activities
3. Materials Bureau on county basis
 4. Increased use of Regional Library
 5. Planning with teachers a course of study and goals for a total education program
 6. Evaluation of materials most worthwhile to the entire program with limited amount of money

The Development of Ethical Character

What is desirable in our area?

1. People develop certain fundamental traits in all life activities such as, honesty, reverence, truthfulness, perseverance, industry, sincerity, sense of value, emotional stability, fair play, etc., and use them in living with people

What we still need to get a desirable program?

1. More emphasis upon how teachers live with children
2. Discussions with children about problems as they arise, always weighing decisions
3. Careful guidance of playground experiences
4. Concept developed in the minds of teachers and students as to what makes us good character and satisfactory behavior
5. More stress upon being reverent when reverence is due

What do we now have in our area?

1. Teachers and parents who are attempting to live by these principles and who are attempting to develop them in children as they live with them daily
2. Organizations such as Scouts, Churches, and lodges which develop these traits
3. Athletic and play programs which contribute to character development

What shall we undertake to do in 1944-45?

1. In-service program helping teachers know how to provide opportunities for training in character development
2. Extension of playground guidance program, stressing sportsmanship and fair play
3. Cultivation of the attitude of reverence when there should be reverence

Vocational Competency

What is desirable in our area?

1. Children understand and experience best farming methods
2. Children understand and experience ways of improving homes, as in painting, carpentry, wiring, plumbing, etc.
3. Children understand the various vocations in the community and get information about requirements for following these vocations
4. Children's aptitude be studied and guidance into vocations be based on these aptitudes
5. Children respect work and honor all people who make a living in any acceptable way
6. Continual training for out-of-school people in desired vocations, especially farming, be given

What we still need to get a desirable program?

1. Teachers who can discover and guide the interests and aptitudes of children
2. School program which provides activities which will let children have such experiences as will reveal aptitudes and interests
3. Schools which use the human resources available
4. Schools which sponsor adult classes in vocational training
5. Assistance of specialists who can fit into the program
6. Home demonstration agent
7. Better understanding of our social-economic situation
8. Further work opportunities on a possible apprenticeship basis
9. Greater farm income from a more intensive farm program
10. Competency in processing products for market

What do we now have in our area?

1. Vocational Departments with farm shops in high school
2. Opportunities for vacation work in various types of vocations
3. Good farmers, homemakers, carpenters, painters, plumbers, electricians, doctors, nurses, lawyers, bookkeepers, mechanics, merchants, and preachers
4. Adult classes in various vocations
5. Cooperatives and associations for the use and processing of products

What shall we undertake to do in 1944-45?

1. More teachers alert to importance of vocational training as an integral part of school life
2. Begin use of people in community to aid in school program
3. Survey of vocational resources both human and material in the community
4. Continue adult classes and extend services of vocational people available

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UNIVERSITY OF KENTUCKY—GREEN COUNTY PLAN

MAURICE F. SEAY, Coordinator

MISS NONA BURRESS, County Superintendent

Our committee believes that a Community School should do three things :

1. It should help to make the people of a community, both children and adults, conscious of their problems. It is an evident fact to all that in most communities the people are not aware of what the problems are. For example, soil may be washing away, children may be heavily dropping out of school before high school graduation, insanitary conditions may abound on every hand, but they are not cognizant of them.
2. A Community School should help to motivate the community, both children and adults, to want to solve their problems. This perhaps is the most important of all; for if people in a community can be really aroused to want to do something about their situation, with a reasonable amount of guidance and the latent leadership that probably exists, something will be done.
3. A Community School should be one of the leading agencies for furnishing techniques, information, and guidance to the people in the community in the solution of their problems.

The committee believes one of the best ways to get a community cognizant of its problems is to be able to show the weaknesses with data and facts.

When the University started working with Green County, it was evident to the superintendent and to the teachers in that county, without any sort of a survey for searching for facts, that certain weaknesses existed. Those working with the county, therefore, decided to work on these more or less self-evident weaknesses and those that seemed to be crucial. Through the fine cooperation of Miss Burress and her teachers with the University staff, these problems have been met in an excellent way. Reading clinics have been held, library facilities have been greatly improved, and already plans are under way for an improvement in the schedule in the various phases of the school work.

As we progress in our work, though, our committee believes that we need more facts and data on the various problems than are now readily available. Therefore, one of the general objectives that we shall try to accomplish next year is that of securing further information about the county and its schools.

Illustrative of the information that we shall seek are these:

1. Population trends.
Are more people tending to leave the county than to stay there?
Is a greater percentage of the children in high school tending to graduate and go on to college, or stay in that community than in the past?
2. Historical facts and influences
3. The extent of crime and juvenile delinquency
How many arrests are made?
What age-groups do they represent?
What is the nature of the offenses?
4. Population groups, such as rural—farm and nonfarm
5. The number of persons owning their own homes and the number of tenants
6. Amount of social dependency and state and national assistance to the needy

We are only trying here to illustrate some of the facts that we hope to secure, and to make the point that the committee believes before we can go very far in trying to improve our work in the community, it is tremendously important that we have the necessary data whereby we can move wisely.

A special subcommittee of our committee has already prepared a list of source materials now available which will be put at the disposal of the community planning council.

In this connection we might suggest to other committees who are studying the community that if you have not seen the book entitled "Your Community—Its Provisions for Health, Safety, Education, and Welfare," by the Russell Sage Foundation you will find it contains much information worth noting in any community study. This book not only points out the large number of types of data and information one should know about his community, but gives many excellent suggestions on where to find such information. Also, the bulletin, "Know Your Community," by the U. S. Office of Education is most excellent in this connection.

Much of the information which our committee hopes to secure on Green County this year can be secured through searching materials already in print, such as the U. S. Census Reports, public health records, and local court records. We know, however, that some of the data will have to be secured directly through questionnaire studies and the like. We shall try to keep our quest for data practical by keeping within the limits of what the teachers through their schools and with the aid of the local citizens may be able to secure.

The second big objective will be to develop more community and school spirit. This we hope to do through a sharing of the people of the community in all the problems we shall undertake to study.

Health, Physical Education and Recreation for School and Out-of-School Population

What is desirable?

To have individuals who can live happily as an individual and who are strong enough physically, mentally, and emotionally to contribute to the happiness of their homes, their schools and their communities.

What do we have?

- A. Active health department
- B. Full-time nurse
- C. Four doctors in county
- D. Immunization of all children—typhoid, smallpox—diphtheria for those willing to take it
- E. Physical examination for all teachers—emphasis on tuberculosis
- F. Sanitary toilets in most schools
- G. Pastuerized milk in the one dairy
- H. Safe water in most schools
- I. Eight canning course centers. One cannery

What we need

- A. More help on staff of health department
- B. Sanitary toilets in all schools
- C. Safe water in all schools
- D. All families to produce and preserve the amount of food needed by all for good health.
- E. All children have a good lunch at noon.
- F. All children practicing the rules for healthful living in the schools and communities.

- G. Opportunities for creative expression be provided : art, music drama
- H. Opportunities for creative thinking in planning, in executing and in evaluating that brings about a sense of growth and satisfaction.
- I. Find more information concerning facts on health and recreation in Green County.

What we propose to do this year

- A. Immunization of all children
- B. Sanitary toilets in all schools.
- C. Safe water in all schools.
- D. Help to all teachers and families on producing and preserving sufficient food for their own families.
- E. Additional emphasis on the importance of a balanced lunch and provision being made for the care of milk for school lunch.
- F. All children practicing the rules for healthful living in the schools such as handwashing.

Physical Education and Recreation

What is desirable?

To have individuals who can live happily as an individual and who are strong enough physically, mentally, and emotionally to contribute to the happiness of their homes, their schools, and their communities.

What do we have?

- A. Motion picture projector in high school.
- B. Basketball in high school.
- C. Music and band in high school
- D. Ice cream and box suppers.
- E. 4-H Club.
- F. Future Farmer Association.
- G. Swimming

What we need

- A. Electricity in schools
- B. Utilization of projector for communities.
- C. Ball games in communities.
- D. Music program in communities.
- E. Help from outside as well as a utilization of home talent.
- F. Folk game program

- G. Fine arts functional program.
- H. Libraries in schools of books, magazines, and publications which could be used by children and adults of the community.
- I. Hobby clubs

What we propose to do this year

- A. Utilization of projector where possible in community schools
- B. Arouse interest in games in community school grounds.
- C. Utilization of high school for community recreation—folk games, singing, and drama.
- D. Encourage worthwhile hobby clubs at school and in community.
- E. Begin a community-sing program

The Fundamental Processes

The committee interprets the "fundamental processes" to mean not only the skills, reading, writing, arithmetic, spelling, and language, but concepts necessary to the understanding of the world in which we live, past and present. This involves the use of facts and skills in critical thinking on the problems of living.

What is desirable in our area?

The fundamental processes should be taught in such a way that they will function in the life of the child and in the life of the community. This means that not only will they function in a practical way for better food, clothing, and shelter, but will enrich the social and cultural living of the child and of the community.

What do we now have?

A beginning has been made in improving the teaching of reading, arithmetic, spelling and health through the two workshops that have been held. Emphasis was placed on the functional use of reading (i. e. as a means of getting information and for recreation). A circulating library has been started. This includes material of all levels. Materials for remedial reading have been provided so that each child has something he can read. Sloan Foundation materials are available to all schools.

Plans for better study habits in spelling and for children to help choose words they need has been provided.

A study of better ways of presenting arithmetic processes growing out of school and community situations has been made with their application to many common problems.

Plans have been made for incorporating current events discussions into the program and the placing of a world map in each school.

Each teacher has worked out a new schedule for her particular school in line with the more modern point of view in education.

What do we still need?

- A. More materials for work in art, industrial arts and numbers.
- B. An increase in library facilities for improving the kind of material read in leisure time.
- C. More study on the weakness in the fundamental processes. Probably a county-wide testing program.
- D. Teachers to survey community for problems that will make more functional the teaching of the "fundamental processes".

What shall we undertake in 1944-45?

The teachers are attempting to apply plans made this summer in the workshop. Group meetings are planned to help teachers with problems that have arisen since school began. We propose to:

- A. Continue building library facilities
- B. Continue improvement of reading ability and taste in reading.
- C. Continue the improvement of arithmetic through right drill and application.
- D. Increase the feeling on the part of children that correct spelling is important in all writing.
- E. Learn to write with greater clarity through real life situations
- F. Put into use the new schedule (program for daily living)
- G. Improve attendance and study of attendance records.
- H. Use the community resources wherever possible
- I. Work with certain teachers to establish visiting centers
- J. Encourage children to help in planning work and to be sensitive to their own needs

Vocational Competence

What is desirable in our area?

- A. Some guidance should be given every child in school to help him choose the life work in which he is interested and shows a capability.
- B. Since Green County is agricultural, training in agriculture should reach more people to help them become better farm-

ers. This should be for the present and future farmers. More agriculture work should be extended to pupils in the lower grades as many of these pupils will not go to high school.

- C. More home making training is needed for adults, boys and girls in high school and elementary school.
- D. To know what opportunities there are for different occupations in Green County.
- E. To know what training is needed and where to send boys and girls to get the training that is needed.
- F. To increase income of the farmers.

What do we have in our area?

- A. Farm shop
- B. Agriculture and home-making teachers
- C. County Agent
- D. Soil conservation person.
- E. Farm Security Supervisors
- F. Some vocational guidance

What we still need to do to get a desirable program?

- A. Make a survey to find how many people are getting an opportunity to have training in agriculture, homemaking and guidance in a vocation.
- B. Make a study of the number of people who need to be trained for difficult occupations which Green County may furnish and what is needed outside of the county.

What shall we undertake to do in 1944-45?

- A. Make a survey letting pupils assist with the planning and making the survey.
- B. Give individual guidance to seventh and eighth grade pupils, getting them interested in wanting to go to high school. Help pupils decide what subjects to take in high school that will help them with a future vocation.

Worthy Home Membership

What is desirable in our area?

- A. Children participating and sharing in the responsibilities and activities of the home, in the planning of work, in the doing of work, in the management of money and in the care of children.

- B. Children to be given an opportunity to own something and be responsible for it. For example, a calf, a room, a part of the garden or some chickens—in which he pays for the costs of production and receives the profits. Guidance to be given in the spending of the money
- C. That the school should be equipped and decorated and cared for as much like a real home as possible. Children should be given the opportunity to do this.
- D. Living in the schoolroom should be as much like satisfactory family life as possible.
 - 1. Sharing of responsibilities
 - 2. Providing a place for everyone's things
 - 3. Everyone helping decide what to do and how to do it
 - 4. Learning and using good manners
- E. Some instruction be given in the care of babies.
- F. Wholesome relationships be developed between boys and girls by playing and working together at school and at home.

What do we now have in our area?

- A. Health department which will help in the teaching of child care.
- B. A beginning has been made in making the school more home-like.
- C. Some schools serve a hot dish at lunch time where more help can be given with table manners.
- D. Agriculture and home economics teachers who can give help on all phases of home living.

What do we still need to do to get a desirable program?

- A. Make a survey to find the needs, such as:
 - 1. Facilities for entertaining friends at home.
 - 2. Number and age of children in the family.
 - 3. If a child has his own room or shares his room with other brothers and sisters. If so, how many?
 - 4. How parents treat their children?
 - 5. What responsibilities children have at home?

What shall we undertake in 1944-45?

- A. Begin making survey of needs, letting pupils help plan and participate in this.
- B. Plan for each child to have something of his own at home as a calf, garden, etc. Work with county agent in doing this.
- C. Continue with improving the inside and outside of the school. Each school planning to do the thing it needs to do the most.

Ethical Character and Self-Realization

What is desirable in our area?

A. Recognize always the nature and extent of the educational process.

1. Education is more than a preparation for life. It is life itself.

In the schools emphasis upon preparing pupils to meet their future responsibilities as citizens in the community, it is important not to lose sight of the pupils as they are while still in school—growing, developing individuals, each with his own unique personality.

2. Education is broader than school experience, which is only one educational agency. The whole community educates.
3. That education is a continuous process which starts before the pupil enters school and must continue beyond the period of formal education.

The schools must seek to awaken and develop an appetite for knowledge as well as transmit the tools and techniques for its acquisition.

4. Education is more than knowledge and skills. It includes the pupil's fundamental outlook, his standards of value and his philosophy of life.

B. Recognize clearly between means and ends in education

1. Textbooks, courses of study, shops and equipment of all sorts are but means to an end; the development of happy, harmonious, integrated personalities.
2. As the schools enlarge their programs, opportunities are extended for developing desirable personality traits, such as poise, self-reliance, tolerance, cooperativeness, and ethical character.
3. But even when the school has a well thought out program of education, it is not wise to assume that desirable character will result automatically.

What do we have in our area?

A. Average American homes and churches throughout the county.

B. Central high school at Greensburg and 60 rural elementary schools, all but 5 of which are of the one-room type.

C. 4-H clubs and community clubs in most of the schools of the

county, and a Future Farmer organization in the senior high school.

- D. A Rotary Club, two women's clubs, and several fraternal organizations in the county.

What do we still need to do to get a desirable program?

- A. To awaken the people to the needs for building desirable habits, attitudes, and standards in developing ethical character.
- B. Creating awareness of the responsibility on the part of both teachers and the community at large for character education.

What shall we undertake to do in 1944-45?

- A. A fuller utilization of existing agencies for character and personality development—Emphasis should be placed upon coordinating the efforts of the school with those of the homes and churches.
- B. Since the teachers of the county occupy a strategic position in the program, the in-service education of teachers should consider the best available ways and means of developing character and personality. This might well include study groups a professional library, workshops, and speakers on various topics relating to the program.
- C. The organization of the various schools should be expanded to include:
 - 1. Student councils
 - 2. Community planning councils in each school
 - 3. Recreation for school and out-of-school population

The Development of Worth Use of Leisure Time

What is desirable?

That individuals recognize the value of leisure time and spend it in a way to promote desirable growth.

What do we have?

- A. People skilled in needle craft
- B. Jane Todd Crawford library
- C. Resources and possibilities for nature study and picnics
- D. Women's Clubs

What do we need?

- A. Locate leaders and organize groups who would be interested in working together with needle craft.

- B. Develop an appreciation of the possibilities of using nature study as a hobby.
- C. More facilities and equipment for doing craft and art activities.
- D. Help for art program
- E. (See Recreation)

What will we do this year?

- A. Form needle craft clubs in different communities.
- B. Encourage children to develop hobbies—nature study, stamp collecting, modeling, carving-whittling, and painting

Citizenship Training

The teachers of Green County, like the teachers everywhere in America, are facing conditions of a rapidly changing world. Concepts of national and international relationships are undergoing a complete revision. We think it necessary for both national and international security that the teacher in even the smallest school in Green County keep before her the vital proposition that it is necessary that she bear the responsibility to a large extent of interpreting the wider concept to both pupils and parents. Traditionally isolationism has been a fundamental philosophy of American people. This has been the product of such communities as the one under immediate consideration. We believe that is the part of good citizenship that the modern pupil be informed of the world in which he lives. Likewise, concepts of national, state and local governmental relationships are of the utmost importance. The world of the future will be a world of more government rather than of less; the interest of the individual in government will be more vital than has been true of the historical past. Concepts, attitudes, and participation in the political affairs by every citizen will determine both the course and the application of democracy. This must be clearly recognized by every participant in an educational program. Political handicaps which now exist and which interfere with the processes of good government must be removed by intelligent civic education. This statement is based upon the belief that good government comes only where people sincerely desire it. Democracy works best where people are best informed. Such a state of good citizenship and desirable human relationships can be developed, we believe, by the following means which are within the realm of practical possibility of the poorest rural school.

The imaginative teacher can go a long way toward correcting the general state of indifference and inertia, which exists within the school

neighborhood by wise selection and circulation of reading materials of a sound nature, and which are within the scope of understanding of both her pupils and parents. A simple project for raising funds for the purpose of financing subscriptions to a few magazines which will give a broader outlook on the responsibility of the citizen and of the happenings of the world would be practical. A teacher might easily constitute herself a central factor in circulating such materials. She might collect from parents who are subscribers to magazines and periodicals their used copies and circulate them among less fortunate patrons. It would not be impossible for an industrious teacher to go beyond the confines of her school duties and secure such materials. A good teacher will attempt to maintain a simple library in her school for the purpose of encouraging reading by everyone in the district.

The community forum has worked with high degree of success in many areas and this perhaps is one of the most stimulating means by which a community can be aroused to its civic responsibilities. A wide awake county will explore this avenue of education in the changing world of the immediate future. This will afford opportunity for a general discussion of community needs by everybody. In light of the fact that the barriers of provincialism have been badly shattered by the drafting and distribution over the world of hundreds of Green County boys and girls, it is imperative that the new concepts of the whole democratic process be instituted to make the community a more interesting and understanding place in which to live, if the American and democratic system is to survive.

Specific Recommendations for 1945

- A. Begin the building of a modest library in each school that will keep the community abreast of the world in 1945.
- B. Hold at least one or more forums at schools or at some central place where domestic and world problems can be discussed with clarity, honesty, and frankness.
- C. Give serious thought to the problem of readjustment of men and women from the army who probably will be coming back to Green County by the end of 1945.
- D. Arouse interest in the problems of local government. Try to determine what failures of local government block the realization of a fuller enjoyment of life in the county. Plan toward an honest and sensible correction of any deterrent conditions.
- E. Enlist the services of the county editor by encouraging him to broaden the scope of his paper's editorial policy and com-

munity services. Get him to adopt an attitude of better and saner civic planning for postwar Green County.

- F. Since recent tests have publicized the information that Americans are woefully lacking in knowledge of the fundamental principles of the American democratic government that a good beginning can be made toward emphasizing the teaching of these facts, especially the Bill of Rights.

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UNIVERSITY OF LOUISVILLE—VALLEY SCHOOL-LOWELL SCHOOL PANS

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LOWELL SCHOOL PLANS

Health, Physical Education, Recreation, and Safety

What is desirable in our area?

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- A. A satisfactory program would include an adequate knowledge and wholesome attitude toward health in the school and the community.
 - B. Periodic physical examinations for pupils and teachers, and dental examinations for pupils should be regularly scheduled. There should be follow-up when the need is indicated by the above examinations, this responsibility to be assumed by the teacher, visiting teacher, or school nurse.
 - C. Each classroom should have routine daily health inspection.
 - D. An immunization program and clinic facilities should be provided for the community.
 - E. Proper hygienic and sanitary conditions should be maintained in school buildings and on the grounds, and throughout the community.
 - F. An effective safety program including safety information and practices should be planned.
 - G. Classroom instruction in nutrition should correlate with the school lunch program and with the home.
 - H. The school should have a daily supervised physical education period with provision for corrective exercises when necessary.
 - I. There should be ample playground space and equipment, and a gymnasium or other provision for indoor play.
 - J. The program should foster the educational values of physical education through team-work and fair play.
 - K. Satisfactory planning for recreation would include a variety of activities wide enough to appeal to the various age groups, interests, and income groups in the community. This would necessarily enlist the cooperation of representatives of the community in planning, directing, and participating in such a program.
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- L. Hobbies, arts, crafts, games and sports for adults and children should be included.

What we now have in our area

A. Health

1. Well baby clinic for pre-school children, twice a month, under the supervision of the Louisville Health Department
2. Physical examination for kindergarten, first, and fourth grades, plus an immunization program for the first three grades (These are both aided by the P.T.A.)
3. Follow-up remedial work by nurse, teacher, and visiting teacher
4. Daily inspection before school to detect any communicable diseases
5. Regular schedule of instruction in health and nutrition
6. Nutrition instruction correlated with lunch program
7. Safety instruction in school with parent participation
8. Proper hygienic and sanitary conditions including a fire-proof building
9. Dentist chair set up in June for three weeks to serve all white children of community

B. Physical Education and Recreation

1. Daily instruction under supervision of teacher. This physical education program is carried out in the school gymnasium, the school yard, and with the use of the recreation grounds and equipment.
2. Intramural games every week that the weather permits
3. In the community recreation hall and grounds there are facilities for games, a wading pool, a lighted baseball diamond, use of arts and crafts equipment for varying age groups all day and evening
4. An air-conditioned picture show
5. Church entertainments in various churches and on a common lot
6. A branch library

What we undertake to do in 1944-45

A. Health

1. More intensive remedial program in connection with clinics under the Health Department, through the assistance of more adults of Highland Park

2. Practical nutritional study through children and parents participating in a regular lunch together
 3. Endeavoring to secure services of the dentist semi-annually
- B. Physical Education and Recreation
1. Increase the number of intramural games
 2. Increasing the number of "family nights" at the Recreation Hall
 3. Sponsoring matinee picture shows selected by the Highland Park Community Council

The Fundamental Processes

What is desirable in our area

- A. A testing program is necessary to determine the degree of skill or achievement possessed by incoming students. This should be used as a basis for individualized and group instruction.
- B. Training in fundamental processes should be closely related to their function in life situations, with less use of textbooks. This, obviously, will require more equipment of various types for the schools.
- C. The importance of drill is recognized. However, drill should be motivated by richer meanings through employing an approach from a new angle each time.
- D. Curriculum committees should be set up to plan basic courses of study, and teachers should be granted wide liberties in applying these to their local situations.

What we now have in our area

- A. Testing program of a Reading Readiness Test in the kindergarten, Reading tests in first grade, Achievement tests in 3A, and 6A, to be used as a basis for individual and group instruction.
- B. Drills, but not enough with a variety of interests.
- C. Semi-formal teaching of most subjects.
- D. Individual testing programs by each teacher to help in guiding for further individual drills and developing of skills.

What we shall undertake to do in 1944-45

- A. Greater stress on more functional type of teaching.
- B. Try to obtain more concrete materials for rationalization.

- C. Invitations to parents to participate through observation and actual working with their children in, e.g., spelling bees, arithmetical contests, educational movies, etc.
- D. Wider use of branch and main libraries by parents and children and of school supplementary materials.

Vocational Competencies

What is desirable in our area

- A. The child should understand that his school life is his present vocation. Therefore, he should develop competencies in his daily living, both at home and at school. He must develop attitudes of responsibility to inculcate proper attitudes of responsibility to inculcate proper attitudes toward work, and character traits desirable in vocational pursuits.
- B. In order to develop vocational competencies, the school should know the vocational background of the parents as a point of departure in planning for the child's future. The school should keep a cumulative record of the child's interests and capabilities as a guide in his vocational training.
- C. In secondary schools, plans should be made for part-time work in various fields. The child should receive school credit for this out-of-school work.
- D. Through group and individual counseling, the child should become familiar with physical and mental requirements of various occupations.
- E. Courses in consumer-education and conservation for children and adults.
- F. Use of cooperative stores to develop vocational traits.
- G. A view of the entire economic system, including banking, insurance, etc., in keeping with the grasp of the various age levels.
- H. Continual stress on vocational understanding; that is, respect for the contributions of others in the world at large.

What we now have in our area

- A. Inculcating vocational understanding that develops respect for contributions of others through pupil visitation to manufacturing and retail businesses and public and private service institutions such as fire department, L&N Railroad, police department, etc.
- B. Teaching through fundamental processes the understanding between producer-consumer relationships.

- C. Keeping a cumulative record of child's skills, habits, abilities, and health record

What we shall undertake to do in 1944-45

- A. Through experience gained in 1943-44 we feel that we can greatly intensify this program through better service to greater numbers of pupils and parents.

Worthy Home Membership and Family Life

What is desirable in our area

- A. Make use of all natural learnings in relation to home membership.
- B. The child should be taught to "give" in the home, as well as to "take", particularly in the matter of consideration for others.
- C. The family should be willing to recognize the work of each individual.
- D. School needs a thorough understanding of the home.
- E. Social work program to adjust "unworthy" homes.
- F. School has acted as a crutch to the family which it is not equipped to do.
- G. Give more dignity to the occupation of housewife. Since women are more largely employed, men may have to take more part in assuming the feminine duties.

What we have now in our area

- A. Group project of victory and flower gardens.
- B. Clean-up campaign as a means of developing community pride through a unified program.
- C. P.T.A. group meetings on beautification within the home.
- D. We have a remedial program for children in the low group and high group, not achieving up to capacity, in which the aid of the parents is enlisted.

What we shall undertake to do in 1944-45

- A. We intend to intensify the above program.

Development of Ethical Character

What is desirable in our area

- A. Ethical character is based on inner self-discipline. It is an attitude within one's self toward other people, and is dictated by emotion rather than by intellect. Studies show that the highest degree of correlation exists between the ethical

standards of parents and children in the home, while a very low degree of correlation exists between the child and the school teacher.

- B. Ethical character can be developed through student participation under sincere, sympathetic guidance. The machinery of student-government is not always of prime importance, but the school should be democratically run and gradually allow more and more freedom of activity.
- C. Experiences may be clinched through reading and study of great characters, and the character-building work of the school should be coordinated with the work of the church and other agencies.
- D. Consideration for others, thought for those less fortunate, and responsibility to obligation are vital factors in the development of ethical character.

What we now have in our area

- A. A sincere endeavor to establish a feeling of confidence in each child, so that he knows that we respect his decisions and believe in his integrity
- B. Ample provision of opportunities to practice consideration for others
- C. Follow up studies of great characters through discussions relating to the child's own decisions and activities

What shall we undertake to do in 1944-45

- A. An extension of the above program
- B. Continued effort to correlate the character building activities of the school with those of the church and other agencies

The Development of Worthy Use of Leisure Time

What is desirable in our area

- A. The school should broaden its area of activity through a longer school day and an enlarged staff utilizing the services of specialists.
- B. Increasing emphasis should be placed on cultural subjects and hobbies and creative activities should be developed.
- C. Attention should be directed to the best programs offered on radio and in motion pictures.
- D. Outdoor activities, such as gardening, should be encouraged.
- E. Opportunities for recreational reading should be provided.
- F. Schools should not be run on "production-line" methods, but should slow down the tempo to include some leisure time directly in the school day.

What we now have in our area

- A. Pupils taken to concerts by teachers and parents
- B. Increased reading by all family members through materials from school and public library
- C. Encouraging attention only to the better pictures in the theater and worthwhile programs on the air

What we shall undertake to do in 1944-45

- A. Send a suggestive list of suitable hobbies for the home with an exhibition in the school at the end of the term.
- B. Audio-Visual enrichment through efforts to obtain victrolas, radio, movie machine, etc. for the school that many "family programs" may be given.

Citizenship Training

What is desirable in our area?

- A. Schools should be more democratically organized and managed.
- B. A variety of books should be substituted for the use of the same text for each child.*
- C. More emphasis on the duties and responsibilities of the citizen and less emphasis on his *rights*.
- D. Study *problems of operation of local government*.
- E. Develop ability to detect *propaganda*.
- F. Study existing *controversial issues* to foster critical thinking.
- G. Invite citizens of the community to discuss *current questions*.
- H. Emphasize world citizenship, since we are only 16 hours from any point on the globe.

What we have now in our area

- A. Developing the qualities of worthwhile citizenship through observation in group activities.
- B. Observations by the teacher are the basis for the correction of the individual's misconduct.
- C. Observations by the pupils are the basis for the selection of officers and representatives for class, safety council and various school activities.*

What we shall undertake to do in 1944-45

- A. Discovering, by the children, evidences of good or bad citizenship in the school, and with the help of adults and items from local newspapers in the home, neighborhood, and city at large.

* The pride in the care of the building as a point of departure for respect for all public property.

- B. Tabulation and discussion of these in the class, with the end in view that these will be discussed at home.

The Development of the Individual as a Person

What is desirable in our area

- A. Only through group membership can the individual realize himself as an individual. The group, in turn, helps the individual to recognize his worth and express his individuality.
- B. Each child will grow in his own unique way; therefore, we should recognize the established laws of growth, and provide a versatile program to conform with these laws.
- C. Ample provision should be made for the development of separate intelligences.
- D. The richest possible environment should be provided to allow for the fullest development of the potentialities of the average child.
- E. The natural curiosity of the child should be developed.
- F. The teacher should realize that the class is made of individuals, and not regard it as merely a mass. There should be respect for the decisions of each individual.
- G. Classes should be smaller to allow a closer relationship between teacher and child.
- H. Post-war spending should be done in the light of providing greater flexibility of program and wider variety of opportunity to encourage the development of the individual.

What we have now in our area

- A. Planning in room, school, and community activities that each and every child may present his individuality through recognition by the group of its worth.
- B. A keener understanding of the pupil by the teacher is gained through the smaller groups in general classroom situations.

What shall we undertake to do in 1944-45

- A. Securing materials and equipment for other than academic activities to meet the varying intelligences.

The Development of Desirable Human Relationships

What is desirable in our area

- A. The only way that good can exist is through the community —“The common good is the individual good.” This de-

mands recognition of the inter-culture groups in the community and an understanding of the human element.

- B. All social relations are based on human beings, therefore it is desirable to curb the tendency to think in categories and to strive to think of the individuals in the group.
- C. An understanding of the interdependence of human beings would do much toward removing state and national barriers and developing international interests.
- D. Foster an interchange of ideas by exchanging teachers and pupils of various states and counties.
- E. Time should be devoted to recognition and control of propaganda.

What we now have in our area

- A. Develop an attitude of tolerance toward the minority groups in the community.
- B. The recognition of the worth of the individual.
- C. Creating civic and international consciousness through the sharing activities of the Junior Red Cross and similar local organizations.

What shall we undertake to do in 1944-45

- A. We plan, in addition to the program above, to strive to establish an understanding of the interdependence of mankind.

Members of the Planning Group

(University of Louisville)

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Ada G. Bache	Principal
Helen Schiemann	Teacher
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(Valley School)

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Mrs. Marguerite Lockhard	Teacher

(Jefferson County)

M. J. Clarke	Supervisor
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VALLEY HIGH SCHOOL PLANS

Health, Physical Education, and Recreation for School and Out-of-School Population

What we now have in health

- A. Nutrition—The P.T.A. operates the school lunchroom; however, the workers are regular, paid employees, the personnel consists of cooks, dishwashers, cleaners, a cashier and a book-keeper. A committee with the principal and the home economics teacher plans the menus and administers the lunchroom.

The study of nutrition and its effects upon health show up as a factor in the following classes: health, citizenship, home economics, physical education, chemistry and general science.

A survey at intervals is conducted to ascertain the reaction of the nutrition program in the everyday habits of the children and their respective homes.

Cumulative records describe the health habits and attitudes of the child as well as an antedotal information of the family background.

- B. Health—Physical examinations and treatments of the following nature are conducted regularly: hearing tests conducted by qualified parents, fluroscope testing, visual tests by physical education teacher, yearly dental clinics, weekly visit of school nurse for the benefit of children requesting consultation, immunization for small pox and typhoid, maintenance of a first aid room, courses offered by the Red Cross at a neighboring school are attended by students and parents.

Plans for 1944-45

- A. We visualize a clinic with physicians' and dentists' services for all members of the community. Since service to the community is a fundamental principle of education, we recommend that the University of Louisville Medical School and the Dental College furnish professional services of advanced students; the community will guarantee a location and the equipment. (This has been discussed favorably with the

University of Louisville and Dr. Leavell, city and county health officer.

- B. Emphasize more strongly throughout the curriculum the importance of good health as a fundamental success principle.

What we now have in physical education

- A. A playground of about four acres is equipped for the games of tennis, track, hockey and day and night baseball. All pupils who are not excused by physician's certificate, participate. The program includes competitive games, corrective exercises, drills, and calisthenics. Children learn that health and fun are to be derived from daily health exercises which helps them to build a balanced program of living. A May day program brought the community to the school to see what the children were doing in this area.
- B. A swimming pool and park have furnished the community with healthful and enjoyable exercise for many years.

Plans for 1944-45

- A. Include a stronger emphasis on the development of all children according to their individual needs. We are very proud of the fact that our basketball team went to the state tournament but we also wish to see to it that not one child is neglected in his physical education record.

What we now have in recreation

- A. Aside from the swimming pool, the usual parties and dances which most of the high school offer and a library service during school hours, the resources of Valley community have not been fully developed.

Plans for 1944-45

- A. A study of the present problem of juvenile delinquency and parent delinquency in Louisville and vicinity has brought about a definite movement which will aid the Valley community in establishing a recreation center for the common good of all. Although there is no formal organization as yet, a committee has been formed to select a supervisor. The project is to be financed to the initial appropriation by the Fiscal Court, the County Board of Education and the people of Valley of \$100,000. The tentative program is designed to offer good movies, bowling, skating, handicraft, homecraft and many other recreational activities.

The Fundamental Process

What we now have

- A. A testing program of all incoming freshmen to be used as a diagnosis of individual need for remedial work.
- B. A cooperative plan with the feeder schools for mutual improvement of techniques has been inaugurated to emphasize command of the fundamental processes
- C. A departure from the traditional methods employed in teaching English has meant that now the fundamental skills have taken on more meaning and usefulness for the child as the teaching is aimed directly at the child's present and future needs and presented in terms of his own experience.
- D. The formal study of the classics is supplemented by the more useful method of "free reading" in which the child is given great latitude in choosing what he reads. More reading and better discrimination has been the result.

Plans for 1944-45

- A. Continued emphasis to be given to the needs of the individual by constant study of the criteria for fundamental education, this study to provide subjects for discussion at the bi-monthly departmental meetings and meetings with the elementary schools.
- B. The introduction of visual education and field trips will expand this area as well as all other area.

Vocational Competencies of People in School and Out

What we now have

- A. We are now trying to start each student on a vocation with enough skill to put him on the road to making a living and to make a success of his own economic life—to know the value of a dollar and to develop a sense of discrimination in his buying. In the food and clothing classes and in the school book store and in consumer education, the students find opportunity to develop these traits. The student's cumulative record shows his vocational background as a basis on which to plan for him. Opportunity for investigating various vocations is afforded through reading, visiting hospitals, plants, and through the services of speakers who have been successful in some particular field. Opportunity for part-time employment with supervised experience in productive work, automobile mechanics, clerking, salesmanship are created so

that none shall be handicapped by lack of work experience. Where school equipment and facilities are deficient, we allow the student to go out in the community to meet his needs. Example of this procedure is time spent in a neighborhood garage on auto mechanics or learning how to operate a business machine which is not included in our equipment. One boy who stayed out of school for four years in order to save money to go to college spends the morning at the Baptist Seminary and the afternoon at Valley High School. A complete record of outside work is kept and credit is given. (Flexibility in the program, like this we hope will do much toward keeping the high school boy and girl in school despite the high wages they are now making.)

- B. Our community needs to include good training for secretarial jobs, for farming, for mechanics and a small percentage for the professions. The civil service, the firms of Louisville, some local firms, a committee of citizens interested in farming and animal husbandry, comprise the resources and help to tie in the problems of local interest with school activities by thus getting the voluntary enlistment and cooperation of the neighborhood.

Plans for 1944-45

- A. We must bear in mind that we should try to maintain a proper balance between the pre-Pearl Harbor type of education and the conditions which have developed since then, and what will be demanded in the way of technical and vocational training in the future. We know we are going to have to place greater emphasis on the vocational but we hope to combine the liberal and the vocational courses to meet the needs of the students today, realizing that success in the vocational field depends just as much on good English and good ethics as on the sccommon skills.
- B. In 1944-45, we are beginning a course in agriculture which is going far in bringing the school and community into a fine relationship. The soil of our community needs rebuilding; there is a waste of food from poor orchards, from a lack of knowledge of methods of good methods of planting and preserving, pest control and many things to make our homes more comfortable and livable. The new cannery will be in operation for the fall crops.
- C. We plan to investigate unions, to impress civic duty of voting, to think of "politics" in its generic sense.

Worthy Home Membership and Family Life

What we now have

- A. Definite units of teacher authorship have been incorporated in the citizenship classes.
- B. Panel discussion in English and citizenship classes on family life problems. These discussions have been carried on by groups with the P.T.A. and Rotary Club members.
- C. The economic aspects of the question are considered in discussing the family budget, in keeping personal accounts, in economic practices in buying, in installment buying, in the cost or rental of a home.

Plans for 1944-45

- A. Dr. Noble Kelley of the University of Louisville is going to work with us as consultant in a testing program and in individual conferences.
- B. We hope to develop in each child a sensitivity of his responsibility for a contribution to a happy home life, by no means overlooking the parent responsibility; to emphasize the dignity of lowly work; the importance of education for housewifery and the building of a home—not a house—“something where the heart is”; that home government is the foundation of world government.

The Development of Ethical Character

- A. We regard ethics in a sense of morality. There should be the gradual growth of a child from early training to realize that he has an obligation to do the right thing so that he and all who touch his life will live happily. There should be guidance from *all* teachers toward clear and independent judgments, of attitudes of behavior. Ethics must be built on the impulses and emotions and reasoning through a program of democracy and the Golden Rule.
- B. Student government which includes respect for personality, shared opinions a faith in each other that each can do better, a concept of the good life, a belief that the opinion of the group is better than the opinion on ONE—these all help to make esthical character a natural and evolutionary process. Every incident that can be used to advantage to foster these views is used. Assembly programs, clubs, community welfare service, classroom teachings showing the power and

menace of propaganda, a reasonable interpretation of the newspapers—all these make some contribution to the mental hygiene of the individual.

The Development of Worthy Use of Leisure Time

What we now have

- A. A broad program of music education includes boys' chorus, girls' chorus, glee club of mixed voices, orchestra, and classes in music appreciation. The music department has gone out and sung for disabled servicemen at Nichols Hospital, at Fort Knox, and at Waverley Hills and given programs in the various churches of the community. A large number of students attend concerts in Louisville. Radio appreciation is a vital part of any music or English course. The music classes have given many programs at the radio studios and in the department stores.
- B. The school library keeps its shelves replenished with new books that appeal to the individual taste and an attempt is made to keep the library a place for research and recreational reading. An art class was established during the past year, with emphasis on free, creative expression in various media. Requests for art work gave this class an opportunity to render service by making posters and programs for churches, stage settings and community festivals and home decorations.
- C. Hobbies have a vital function in the curriculum and there are few classes that do not give the child opportunity for the development of his special interest—model airplanes, 4-H Club, journalism, etc.

Plans for 1944-45

- A. We expect the recreation program discussed in Part I of this report to explain these plans.

Citizenship Training

What we now have

- A. Democratic procedure in classrooms is used in electing officers, and functioning committees. The Student Council has charge of all general activities in the school and helps to maintain student government. Faculty members act as advisors to all organizations. Order in the lunchroom is maintained by public opinion and not by faculty policing.

- B. Informal class discussions and panel forums have been successfully employed as learning technique. Social, political, and economical problems constitute the subject matter for units planned for classes in citizenship. Emphasis has been given to studies for the purpose of: acquainting the pupils with the human and natural resources of our country; understanding and appreciating our democratic form of government; realizing that the individual is a vital member of the local, state, federal and world communities and that human beings the world over are interdependent. Study of the Kentucky constitution.

Plans for 1944-45

- A. The panel forums between students and members of the community will be used more frequently as a method of adult education and a stimulus for drawing parents and civic leaders into the school program and in helping develop leadership where we have erred in thinking there was none. Here again visual education will contribute proof that problems do exist which might find a cure in cooperative civic responsibility. Field trips will form a large part of learning citizenship by actual participation when transportation facilities are available.

Development of the Individual as a Person

What we now have

- A. By using the group method in classes of an average of 30 members, a teacher can get much closer to a child. There is an informality about a situation where a teacher sits down with four or five pupils and allows free discussion on a topic, which cannot result with a larger group. There is a time in the activities when a unit of work is concluded when the whole group can work advantageously together, but the individual nearness between teacher and pupil is not there as it is in the smaller group where the child gets the feeling that a teacher has an individual interest in him. There are particular instances as in choral reading, speeches in chorus, where to get up and do the thing alone would be nothing short of a painful experience; in these instances, the group helps the child to realize he has capabilities.
- B. One of our needs is a flexibility and variety in the schedule which might open the door to opportunities offered a student,

set him thinking about himself and what kind of life he would like to live. Our methods in class are meant to develop the child as a whole so that by the time he leaves high school, he will at least begin to consider some special field of interest.

Plans for 1944-45

- A. We shall attempt to make the schedule more flexible, for instance if a child wants to pursue some work which requires his release at one or two o'clock from school, and the work is of such nature as to help him develop some talent or develop some skill, we feel that his time should be arranged to meet this need. Activities engaged in outside of the school-room do much to break down the barriers from which children may suffer. Why do they seem uninterested? Is it a matter of health, of home conditions, of parent-child relationship, of economics, of wrong schedule—whatever it is, a teacher should try to discover and develop him for a wholesome existence, whatever it may be for that particular individual.

Development of Desirable Human Relationships

What we now have

- A. Our community does not have now any problem of prejudice or discrimination against any minority group of a national, religious or racial character. We do consider these through a study of the origins and results of such problems as revealed in history or literature, with the hope that one of the outcomes of such study will be a respect for or sympathy with whatever a race or people choose to be or practice.
- B. Our human relationships with the people in the community are developed by getting the cooperation of health, recreational, cultural, civic or religious agencies; by drawing on these human resources to help our needs and give return services when possible. The interest will not "go dead" where first-hand actual study of present-day life experiences are HAD and not learned from a book *about* living.
- C. One of the most important ways to better our human relationships may be illustrated by noting an experiment we are now engaged in. As I related under Vocational Competencies, we are adding an agricultural course this year. We have called upon a group of people to stand by, as it were, with our faculty to help in any way that they, or we or the students may need help. One of the men in this group is peculiarly reticent and it was only after I walked over his

farm with him that I began to realize what a contribution he could make. I am convinced that he is a potential leader and that we are fortunate in having him work with the agricultural students; I had to ask him a lot of questions; he did not impose any of his views or theories on me and when I left him I found myself wishing that I might have some of the things in my life that he was enjoying in his.

D. There is one colored school in our community (elementary). The principal of this school meets with the other elementary principals, with us; we have visited the school on two occasions and started them on a school library.

E. We want very much to improve our attitudes toward each other; to be able to meet together in discussion with tolerance, respect and interest in each others viewpoints. We want the children to feel that we have faith in them that they are often much better than they reveal themselves to us. What answer is a student entitled to give when he evaluates himself on the questions: "What type of culture is my right in the education I am getting at this school? Is it a group of credits based on the study of algebra, English literature, and ancient history? Yes, undoubtedly, these I must have in some fair share if I wish to enjoy life. But what about *me*, my inner self, the person I have to live with always? Have I grown to realize that my education has developed attitudes and behaviors, that I have social responsibility, do I feel like I belong to this school and that what I do here will determine largely the kind of school it will be? Along with my timidity of tackling a job after I graduate, do I feel an eagerness to tackle it, a sense of security and self-confidence, of going forward with enthusiasm to meet what the world holds for me?" Whether we know it or not, as teachers, a child feels his own needs; he may not be able to express them but he is conscious of them. May it be ours to guide so that he can build efficiently and live truly.

WESTERN-HOPKINS COUNTY PLAN

H. H. McMURTRY, Coordinator
H. W. WILKEY, County Superintendent

SECTION I

Hopkins County and Western Kentucky State Teachers College began their cooperative efforts on the School-Community improvement program in 1942-1943, beginning with a country survey and community analysis which revealed problems on which the program is based.

The main purpose of the study was to make the schools more effective in the improvement of the quality of living in the communities which they serve.

From information revealed by the survey, certain objectives were set up and ways and means by which these might be accomplished and evaluated were outlined.

During 1942-1943, emphasis was placed upon a county-wide curriculum revision program in which administrator and teaching personnel participated. This cooperative effort was planned in meetings at regular intervals at which times definite procedures were adopted and means set up for each community according to its needs as revealed by the previous survey analysis.

In the past year, 1943-1944, the program was continued with school-community beautification as a central theme, with continued emphasis upon curriculum revision, the teaching-learning situation and the in-service training of teachers.

SECTION II

Community resources and needs in Health, Physical Education, and Recreation for school and out-of-school population

A. Resources

1. County Health Department staffed by
 - a. Medical doctor
 - b. Two trained nurses
2. Schools are equipped with sanitary toilets
3. A county sanitary engineer
4. School lunchroom in seven schools
5. Visual aid in health program

6. County hospital established and maintained by cooperative effort
 7. Approximately 500 homes have sanitary toilets
 8. Hospitalization insurance available and utilized
 9. Cooperation of mining companies through employee hospitalization fund
- B. Needs
1. Extension of health and sanitary program in school and community
 2. Extension of lunchroom and cafeteria facilities
 3. Greater emphasis on correlation of health problem and school problems
 4. More adequate physical education program and equipment

SECTION III

Fundamental Processes

- A. Resources
1. Comparatively well trained teaching staff
 2. Fairly adequate teaching facilities—globes, maps, books, etc.
 3. Practical application of the fundamental processes to community problems or needs
- B. Needs
1. Supplementary materials of learning
 2. Continued training for teachers
 3. Teaching aids and library facilities
 4. Continuation of curriculum revision program

SECTION IV

Vocational Competencies

- A. Resources
1. Two home economics departments
 2. Three vocational agriculture departments
 3. Two commercial departments
 4. Fifteen 4-H Clubs
 5. Fourteen P. T. A. groups
 6. Evening classes sponsored by schools
 7. Cooperative canning clubs
- B. Needs
1. Additional home economics and agriculture departments for high schools

2. Guidance program based upon cumulative records
3. Extension of community and school clubs

SECTION V

Development of worthy home membership, ethical character, worthy use of leisure time, and citizenship training (social competencies)

A. Resources

1. School parties sponsored by the teacher, aided by parents
2. Inter-school social activities
3. Beautification program
4. School chapel programs—participated in by outside speakers, pupils, clubs, etc.
5. Community festivals
6. Cooperation with church programs and activities
7. Class organization with elected officers
8. Field trips and visitation to courts and other community centers
9. Educational excursions to neighboring communities

B. Needs

1. Expansion of beautification program in schools and home
2. Continuing evaluation of these social competencies
3. Recognition of post war adjustment and reorganization of school and community to fit the needs of returning veteran and industrial workers

SECTION VI

Proposed Program for 1944-45

1. Continue and extend the home, school and community beautification program.
2. Expand the health program.
3. Continue and extend curriculum revision program.
4. Improvement of reading program through
 - a. Diagnosis of physical defects through audiometer, telebinocular, aphthalamograph
 - b. Diagnosis of reading habits and procedures
 - c. Application of remedial measures
 - d. Extension of library and facilities of reading into home and community life.

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