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EDUCATIONAL BULLETIN

Toward Better Teaching

A Report

On

**How A District Education Association
Through A Work Group Conference
Initiates An In-Service Program
For The Improvement Of Teaching**

Published by

DEPARTMENT OF EDUCATION

Boswell B. Hodgkin

Superintendent of Public Instruction

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FOREWORD

This bulletin describes the fall conference of the Middle Cumberland District Education Association on October 13-14, 1949. A report of this conference is being presented as a State Department of Education publication, because the conference demonstrated a unique type of district education association conference in Kentucky, and because it has been recognized as a good work conference and as an effective approach to better teaching and better schools.

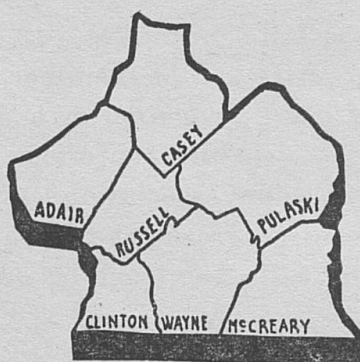
The bulletin was prepared by **Miss Nona Burress, Director of Field Service, Kentucky Education Association, and Miss Louise Combs of the State Department of Education**, who served as planning consultants to the officers and program committee of the Middle Cumberland District Education Association.

It is hoped that this publication will be useful to local, district, and state groups in planning and conducting work-group conferences—conferences which stimulate professional growth and provide opportunity for members of the profession at all teaching and administrative levels to work together on problems which are real to them and to plan for real progress in the State's program of education.

BOSWELL B. HODGKIN,
Superintendent of Public Instruction

June 8, 1950

AT A DISTRICT EDUCATION ASSOCIATION CONFERENCE



MIDDLE CUMBERLAND DISTRICT EDUCATION ASSOCIATION

- A District Education Association
- A State Education Association
- A State Department of Education
- A Group of Colleges and a University

Work Together
For
Better Teaching

PROGRAM COMMITTEE FOR 1949

W. E. Lacy, President

Audrey Maupin, Vice President

O'Leary Meece, Secretary

Louise Combs, Planning Consultant

Nona Burress, Planning Consultant

Willa Harmon

C. D. Harmon

Orville Swearingen

Freda Baugh

P. H. Hopkins



P. H. Hopkins

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TRIBUTE

The 1949 Conference of MCDEA was a tribute to the professional spirit and effective leadership of Mr. Porter Hopkins, Superintendent of Somerset Schools and a member of the Board of Directors of the Kentucky Education Association. This Conference had its incipency in his vision, enthusiasm, and sense of professional responsibility. He sensed the need for a new type of conference experience to comport with the desires of the members of the teaching profession.

Mr. Hopkins has served more than forty years in the field of education as a teacher of one-, two-, and three-teacher schools; principal of small elementary and high schools; superintendent of Lancaster Schools; State Supervisor of Rural Schools, 1920-27; Superintendent of the Somerset Schools from 1927 to the present time; President of the Kentucky Education Association, 1935-36; and a member of the KEA Board of Directors for the last twenty years, representing the MCDEA. A fine professional spirit has permeated his services through these years, and his professional conscience has urged him on to greater effort for the cause of education.

During this Conference Mr. Hopkins saw the realization of some professional goals he set for himself and for the profession over 25 years ago while serving as State Supervisor of Rural Education. The Conference, however, was not a tribute to a finished task, but a tribute to an unfinished chapter of his active professional life.

It is hoped that Mr. Hopkins will take the lead in providing additional experiences through which there will be developed in younger members of the teaching field the same qualities of leadership that have characterized his years of service.

In the poem "The Bridge Builder" a man of long years of service is asked, "Why build a bridge at eventide?"

"Good friend, in the path I have come," he said,
"There followeth after me, today
Youth whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth a pitfall be.
He, too, must cross in the twilight dim.
Good friend, I am building this bridge for him."

The message conveyed in this response reflects a perspective and a deep feeling of responsibility to the future and to all of those who follow.

Mr. Hopkins envisioned this unparalleled Conference in Kentucky as a stimulus to greater cooperative effort on the part of the total profession for a more effective program of education and for better teaching in the future. So long as these goals are pursued so long will tribute to Mr. Hopkins endure.

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PART I

How The Program of the Work Conference Was Initiated and Conducted

THE MIDDLE CUMBERLAND DISTRICT EDUCATION ASSOCIATION CONFERENCE

Theme: Toward Better Teaching

When the Middle Cumberland District Education Association held its annual fall Conference on October 13-14, 1949, in Somerset, those who attended found something different in the way of district education association meetings. This program broke with the traditional speech making conference. The MCDEA planned and conducted a work-group conference for two days, providing opportunity for full member participation, one thousand strong.

It is necessary to go back to the early planning sessions in order to understand the full background and significance of the initiation of a work-group conference such as this one. When the elected officers of the Kentucky Education Association and of the eleven district education associations met in the early spring of 1949 to discuss plans and programs for the fall conferences, it was the consensus of the group that teachers and administrators were of the opinion that even though their past meetings had been especially good, a different type meeting was needed—one in which all the members would have the freedom to suggest the everyday school problems which were giving them concern and then have an active part in planning the program, participating in it, and deciding on the follow-up. These officers agreed that there was a need for a type of conference which would produce better results. Sensitive to this need, Mr. Porter Hopkins with the officers and program committee of MCDEA, decided that the fall conference at Somerset in 1949 would be a "participation conference" rather than a "sit-and-listen" conference. With this decision made, the actual planning started.

Pre-planning. The first planning session of the program committee was held in the first week of April 1949 and from that time until the conference was held in October dozens of planning groups met and all members of the Association were involved in some significant way in the planning. During the KEA Convention in April that year the superintendents of the fifteen school systems in the District met for a planning breakfast period. Each superintendent, the president and secretary of MCDEA and the Director of Field Service of the KEA planned ways to meet with the 1,000 teachers, principals, and supervisors to prepare them for a different type of

fall conference and to find out just what the problems were which were giving them the most concern. The questions and problems presented most frequently were: How do I know when a child is ready for reading? What are good activities that promote reading readiness? How can reading contribute to child growth and development? Where can I find good supplementary materials? What must I do with the retarded child? How do I group children? How do other teachers teach reading? How must I handle discipline? How do I get started in getting the total staff to work on their problems?

It was evident that the members of the Association wanted the conference to give major consideration to the "How" of their everyday simple professional jobs. The planning committee knew that a work conference could best meet this need. Further from the type of problems on which the teachers and administrators wanted help, the improvement of instruction in the classroom on a practical, workable basis seemed to be the most needed theme for a work conference in this particular area. "Toward Better Teaching" was agreed upon as the central theme.

Selecting leaders and consultants. In most of the eleven districts there is one or more senior colleges and quite naturally the staff members of these colleges make valuable contributions to the programs. In the Middle Cumberland Education District, however, there is only one college—Lindsey-Wilson Junior College. This college made its staff available, but many leaders, consultants, and resource persons were needed; therefore Mr. Hopkins interviewed the presidents of all the nearby state college and the University of Kentucky. President Donovan of the University of Kentucky said, "For a Conference of that kind you may have all the staff members you need, even if this means closing the College of Education for a day or two." This same enthusiastic cooperation was manifested by all the presidents whose staff members were invited to help make this a good conference. The University of Kentucky, Eastern Kentucky State College, Union College, Berea College, Lindsey-Wilson Junior College, Campbellsville Junior College, the State Department of Education,* the Kentucky Education As-

*The state superintendent, Mr. Boswell B. Hodgkin, could not accept the invitation to participate because of a previous appointment with another district education association on the same date, but he contributed by making available one staff member as a planning consultant over a period of six months and the services of other staff members to serve as leaders and consultants who assisted in one or more planning sessions, prepared materials, and participated in the two-day Conference.

sociation several public school systems outside of this area, and the text book companies provided leadership for the conference in addition to the leadership in the Association. Also the Oak Ridge School System in Tennessee made available three former Kentuckians, two of whom had been members of the MCDEA. For each of the thirteen work-groups the co-leader and recorder selected were members of the Association.

Organizing the Conference. The conference was so organized that teachers, principals, supervisors, and administrators worked together in the same groups. Those whose interests and problems were in the secondary field were placed in one of six different groups, and the secondary field were placed in one of six different groups, and those with interests and problems in the elementary field were placed in one of seven different groups. Each superintendent requested his teachers to register for groupwork in such a way that some members would be in each of the thirteen groups. The registration card gave the section number and the room where the meeting would be held. By having this kind of organization, the groups were well divided and easy participation was made possible. Each teacher remained in the same work group for both the morning and afternoon sessions. The leader, co-leader, and recorder remained with the same group for both the morning and afternoon sessions. Each group had the services of two consultants for the entire morning session and two different consultants for the afternoon session and the general consultants, Mr. William D. Chilton, Mr. Lyman Ginger, Miss Nona Burress, Miss Louise Combs, were available to all groups. Also, Mr. J. W. Brooker and Mr. Adron Doran who had other responsibilities on the program served as consultants-at-large.

General Meetings. Mr. Adron Doran, past president of the KEA, and a graduate student of the University of Kentucky, gave the opening address on "What Constitutes Good Teaching." After the address which was the keynote for day's work, the thirteen discussion groups met for an hour and a half in the morning and for a two-hour session in the afternoon. At the close of the afternoon session many planning and business sessions were held, including the recorders who made their reports available to Mr. Ginger, the over-all reporter; the Friday morning panel members with Mr. William D. Chilton as chairman; officers of classroom teachers with State Classroom Teacher President, Miss Nanalyne Brown. It was not considered wise to hold an evening session since many members

had a great distance to drive in getting home. The dinner meeting for guests, leaders and consultants and administrators provided by the Somerset Chamber of Commerce and the Association contributed to the success of the conference. There was opportunity for all persons to become better acquainted and to hear Mr. J. T. Alton discuss the significant work of the N.E.A.; Mr. William D. Chilton discuss the two proposed amendments to the constitution, to be voted on in November 1949, and which held significance for progress in education in Kentucky; Mr. Adron Doran discuss history of past amendments; Miss Louise Combs discuss values of the conference, including a tribute to Mr. Porter Hopkins.

On Friday morning Miss Nona Burress served as chairman of the total elementary group and Miss Mary Elam, consultant for the Silver Burdett Company, led a discussion on "What Constitutes Better Teaching in the Elementary Grades." It was significant that Miss Elam could work with the elementary teachers because she served as director of one of the largest and best workshops for elementary teachers in Kentucky at Lindsey-Wilson Junior College in 1945.

On Friday, also, the secondary group participated in a panel discussion led by Mr. William D. Chilton, Director of the Bureau of Finance, State Department of Education, and a member of the State Committee on Public Relations. The Panel under the leadership of Mr. Chilton considered "Better Teaching Through Better Public Relations." This was a timely and significant approach to the improvement of teaching.

The final morning session included the message of the president of the Kentucky Education Association and a report on the over-all conference and the evaluation.

Evaluating. Mr. John W. Brooker and Mr. Lyman Ginger who observed all groups of the Conference at work presented reports and their own evaluation of outcomes and values. The real evaluation, no doubt, was made by each participant as he returned to his work and approached it in light of the two-day experience he had had at Somerset in the work conference. A very strong force for inducing change and improvement in teaching would have been an evaluation on the part of the participants whereby they would have committed themselves to certain action in the future. This process, however, was not employed at this particular conference.

(It was hoped that the commitments would be made at a follow-up meeting of representatives from each of the fifteen school systems in the Middle Cumberland District Education Association.) The following comments typical of hundreds of such comments made by the participants are significant:

"This was not just another conference. We have been searching for something for a long time in the way of effective conferences. This one was a 'ringer'."—An administrator

"You can sum it up by saying that it was so apt."—An educational consultant of one of the book companies

"I have been attending teachers' meetings twenty years and this is my first opportunity to feel that I could participate and talk about my down-to-earth school problems."—A principal

"Certainly an improvement over the past."—A teacher

"I like the group participation."—A principal

"I have learned things; I want to get home now and try them out Monday."—An elementary teacher

"It was wonderful. I am going to thank everyone who helped plan it."—An elementary teacher.

"I have attended regional, state and national meetings for a long time and this is the most realistic and best meeting yet."—A delegate to the NEA.

"You made it so easy for us to discuss our problems. This is the first time the teachers of the one-teacher schools have felt free to discuss their problems along with the problems of teachers in the larger schools. It didn't seem to matter this time whether we taught in large or small schools. No problem seemed 'too little' to be considered."—A teacher of a one-teacher school

"We need more meetings like this."—A high school principal

"I feel that this was the most worth while thing that has ever been done in this or any other area by a district education association toward the improvement of instruction. I am fully convinced that we have moved in the right direction and I am hopeful that the idea of work conferences spreads to other districts."—A director of the KEA

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PART II

Keynote Address	Adron Doran
Discussion Guides and Reports from Work Groups ..	Recorders and Program Committee
Evaluation and Report	John W. Brooker and Lyman Ginger
President's Message	Henry Chambers

KEYNOTE ADDRESS

The January issue of the KENTUCKY SCHOOL JOURNAL of the Kentucky Education Association carried the following keynote address of the conference: "Toward Better Teaching" by Adron Doran, Member of the KEA Board of Directors.

TOWARD BETTER TEACHING

(Keynote Address by Adron Doran)

I am sure you are impressed by the fact that this subject, **Toward Better Teaching**, is a rather ambitious one, and the task of discussing it is a rather challenging one. The combination of these terms into this phrase is wrought with great significance. This is the title given to the **1949 Yearbook** of the Association for Supervision and Curriculum Development, produced by a committee under the direction of Alice Miel, Columbia University, and Kimball Wiles, New York University. In commenting on the selection of this topic by the executive committee, President Walter A. Anderson said, "We are convinced that there is no more important topic for consideration in these times."

The subject, **Toward Better Teaching**, implies that we count not ourselves to have attained or to have become static. "Toward better teaching" has a dynamic quality which points ahead. Each of us then should be moving in the direction of better teaching. It is saddening to observe that many who have had years of experience have moved no closer to better teaching than when they first began. As someone has well said, "Instead of having ten years of experience they have the same experience ten years."

The big question of this discussion, and I suppose one of the most mooted with which we are concerned, is—What constitutes better teaching? After deciding what constitutes better teaching then—What steps must we take in moving toward it? There are some who would say that we are moving away from better teaching instead of toward it. It is not an uncommon thing to hear discussions, and see them in print, on the merits of the "ABC method" versus the "larger-span method" of teaching children to read. Often we hear some say that we should return to the good old days when a school consisted of a log with Mark Hopkins on one end and a student on the other. What shall we say then?

Let us look at a definition which we shall be able to give to the term teaching. Mursell defines teaching as, "organization of learning," and successful teaching as that which "brings about effective learning." The decisive question is not what methods or procedures are employed, and whether they are old-fashioned or modern, time-tested or experimental, conventional or progressive. The ultimate

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criterion for success in teaching is results. Mursell hastens to add that the results about which he speaks are those which are lasting rather than transitory; results which a learner can use freely, flexibly, and confidently in a variety of situations; results in terms of the learning of subject matter and in terms of the development of pupils as persons. In line with this thinking the Committee on Curriculum Planning and Development of the National Association of Secondary School Principals released a publication in 1944, entitled, **Planning for American Youth**, setting forth the ten imperative needs of youth. These needs, say the committee, are:

All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.

All youth need to develop and maintain good health and physical fitness.

All youth need to understand the rights and duties of a citizen in a democratic society and be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

All youth need to understand the method of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and man.

All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

All youth need to be able to use their leisure time well and budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.

All youth need to grow in their ability to express their thoughts clearly and to read and listen with understanding.

If we accept these as the valid results of successful teaching, it then becomes the responsibility of the instructor to organize the pupil's learning better than he can do it on his own account. What the teacher is paid to do is to organize the student's learning in a skillful and effective fashion. Therefore, if it can be said that we

are moving in the direction of accomplishing these results then it can be said that we are moving in the direction of better teaching.

Let us think now for a moment about some of the things necessary if we as individuals and as a profession are to move in the direction of better teaching. I would suggest, first of all, that every school unit in the Commonwealth of Kentucky must be manned by highly qualified, properly trained, and adequately paid personnel. I hope we soon may come to discuss more realistically the type of individual who should enter the teaching profession and become courageous enough to eliminate the "sow's ears in the process of making purses." The teacher is the most important factor in the school's effort to educate the youth of this land. Hollis L. Caswell, Columbia University, advances the following as necessary qualifications of better teachers:

The teacher should have a wholesome personality and broad interests.

The teacher should be concerned with the major problems of our times and should participate as a citizen in constructive action.

The teacher should be committed to the democratic ideal and should see education for all our youth as a principal means of its achievement.

The teacher should have a strong interest in youth, understanding their ambitions, possibilities, and problems, and possessing the sensitivity and skill to contribute to their wholesome growth as persons.

The teacher should have specialized competence in an area of knowledge, and skill appropriate to the development level of youth, with the ability to relate this competence to the varying capacities and concerns of pupils.

Furthermore, we should establish minimum pre-service requirements for certification at not less than four years of approved college training. Then enough money should be appropriated to the common school fund and raised from local sources to guarantee a minimum salary of \$2,400 for a beginning teacher. Although pre-service preparation for teachers is an essential, education in-service is of equal, or even greater, importance. The American ideal of equality of educational opportunity is directly related to the preparation of teachers; and all programs—state and national—to equalize educational opportunities should include as one of its important factors the education of the teachers.

Successful teaching is not a matter of using certain methods

and procedures but of producing effective learning upon the part of the student. There are certain characteristics of a good learning situation in which such desirable results are obtained.

1. The learning situation should be one surrounded by an environment that is comfortable, attractive, challenging, and stimulating.

2. The experience of the children should be meaningful and should establish an interrelation of general environment with school environment.

3. The curriculum should be adapted to individual variations both in terms of materials used and in ways in which the students are permitted to express themselves.

4. We should find in the situation a balance between "mental and physical activities," "active and passive operations," and "vicarious and direct experiences."

5. The classroom situation should reflect an understanding of the meaning of human beings, and a sensitiveness to the growth and development of children.

6. The situation should provide experiences for participation in the democratic processes and demonstrate that the teacher herself has developed interest, high morals, and a co-operative spirit.

School administration should be considered as we think of the avenue down which we move toward better teaching. In the introduction of his doctoral dissertation, **An Approach to the Development of a Program of In-service Education for Public School Superintendents in Kentucky**, Harold P. Adams says, "School administration exists for one purpose—to improve instruction and learning. The administrator must see that plans are made and that policies are formulated and adopted. He is responsible for the proper execution of plans and policies." School administration makes its greatest contribution by providing efficient teachers and by furnishing them and their pupils with the proper tools and environment in which and with which to work. The administrator should mobilize the human resources of all personnel engaged in the education enterprise for the realization of the purposes of education in a democratic society. He must lead in discovering the needs of individuals and groups. The expansion of school services reflects the faith which the American people have in their schools and the heavy responsibilities delegated to school officials.

There seems to be a feeling upon the part of some people that all school administration should be abolished. Some look upon it as a necessary evil. These are they who are uninformed on the complexity of the problems of education, or are unconcerned about public education, or have had experience with inefficient school administration. However, instead of taking the backward step of eliminating special administrative machinery and personnel let us march forward to the day in which we develop educational statesmanship and creative leadership in school administrators.

A discussion of this type would not be complete without mention of the importance of membership and participation of the teacher in the professional organizations at the local, state, and national levels. In most cases professional growth upon the part of the school personnel is in direct proportion to the interest and activity in the representative organizations of the profession. Jesse Stuart, in his recent book, **The Thread That Runs So True**, says, "Teaching is not charitable work. It is a profession. It is the greatest profession under the sun. I don't know of any profession that is more important to the people upon this earth. I've loved it. I still love it." Your professional organizations are designed to develop such a spirit upon the part of you who teach today.

We should speak at length of the relation between guidance and better teaching. Some effort must be made to enable the student to understand his abilities and interests, to develop them as well as possible, to relate them to life's goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic order.

Time forbids that I speak of parent-teacher relations, efforts at establishing a teacher-recruitment program, use of community resources, school buildings, transportation problems, nutrition and health, co-curricular activities, public relations, and many other things which are directly related to successful teaching and meaningful learning.

The hope of the future lies in the fact that we are conscious of our status and are moving in the direction of a solution to our problems. We will build a better Kentucky when we build a better system of public education. We will have built a better system of education when we have done better teaching.

DISCUSSION GUIDES AND REPORTS FROM WORK GROUPS
by
Recorders and Program Committee

"TOWARD BETTER TEACHING IN THE ELEMENTARY GRADES"

Suggested Discussion Guides

The elementary teachers of the Middle Cumberland District were asked to indicate to the secretary of the association the problems on which they needed help and would like to have discussed in the group meetings at the fall conference in Somerset, October 13 and 14. In response to this request many replies were received. The following are problems about which they had the greatest concern:

I. Child-Growth and Development

- (1) How to solve discipline problems
- (2) How to keep children from thinking they are not good in their work
- (3) How to cope with bad behavior
- (4) How to gain better attendance
- (5) How to create enough interest in the truant child to cause him to want to, instead of being made, attend school
- (6) How to discover children's interests
- (7) How to develop new interests

II. The Curriculum

- (1) How to secure more material for the classroom
- (2) How to teach reading to the slow group
- (3) How to succeed in teaching arithmetic
- (4) How to work with retarded students
- (5) How to correlate subjects or classes
- (6) How to help pupils evaluate work
- (7) How to have a more interesting music program
- (8) How to relate art to other parts of the elementary curriculum
- (9) What can we do about music or how much is expected of us where there is no special music teacher
- (10) How to correlate social sciences
- (11) How to report to parents
- (12) How to know the best methods of teaching spelling, history, geography and science in the elementary schools
- (13) How to teach health and physical education under the new code
- (14) How to teach remedial reading
- (15) How to provide seatwork in a rural school with eight grades
- (16) How to teach primary children to read
- (17) How to teach eight grades and use all the textbooks supplied
- (18) How to teach arithmetic to the first grade and how much

(19) How to teach science in the lower grades

(20) How to teach phonics

III. Organization

(1) How to seat the groups effectively

(2) How to secure and determine best lighting effect

(3) How to make a schedule or program of daily activities

(4) How to group children for effective teaching

IV. Building and Grounds

(1) How to get better and more adequate buildings

(2) How to equip playgrounds

V. The Teacher

(1) How to get cooperation of parents with teachers in a rural community

(2) What are benefits of joining the KEA? The NEA?

(3) Teachers' attitude on ethics

(4) How to secure good public relations

(5) How to organize a PTA

(6) How to get started on effective staff meetings

The discussion leaders organized the problems in the following areas for discussion:

I. Child Growth and Development

Understanding Children

(1) Behavior patterns at the various age levels

(2) How learning takes place

(3) Individual needs

(4) Readiness

(5) Tests and reports

II. The Curriculum

(1) Experiences

(2) Subject-matter

(3) Instructional materials

(4) Evaluation

III. Organization

(1) Schedules

(2) Grouping

(3) Room arrangement—seating, lighting

IV. Building and Grounds

(1) Maintenance

a. Sanitation

b. Repair

c. Beautification

d. Equipment

(2) Use

a. School

b. Community

V. The Teacher

- (1) Philosophy
- (2) In-service growth
 - a. Training
 - b. Professional organizations, local, state and national
- (3) Human Relationships—pupil-teacher, teacher-parent, teacher-teacher, teacher-administration

Excerpts from the Elementary Work Groups

The following are excerpts from the reports of the work groups which gave attention to various approaches to better teaching and to those problems with which teachers showed greatest concern:

Child Growth and Development

1. In the discussion on child growth and development the various groups recognized that teachers must be sensitive to the following needs of children:
 - a. Need to be an integral part of the group
 - b. Need for achievement
 - c. Need for freedom from fear
 - d. Need for love and affection
 - e. Need for freedom from guilt
 - f. Need for sharing
 - g. Need for understanding and knowledge
 - h. Need for economic security
 - i. Need for beauty
 - j. Need for guidance
 - k. Need for adventure
 - l. Need for work and play
 - m. Need for continuity
2. Children need expression through movement and noise.
3. Opportunities should be provided to develop the body and mind.
4. Creative activity should be encouraged.
5. Children must have a feeling of belonging. They must be wanted.
6. Children must be given time to find their places—places where they fit.
7. Children steal, lie, and draw vulgar pictures because they meet needs.
8. Children have a real need for success.
9. Children need to be complimented. The compliment must be **sincere**.
10. Confidence is built upon small things.
11. Children are taught—not books.
12. The day will come when we approach the child and his problems as a doctor approaches a case.
13. A child could be on
 - Third grade level in writing
 - Third grade level in arithmetic
 - First grade level in reading

14. The teacher must inform the parent about the "child's life in school." Write a note, card or letter to parents. Explain remarks and actions of the child whenever it is felt that parents need contacting.
15. Achievement test should
 - a. Help growth
 - b. Find out where child is
 - c. Be used for analytical purposes
 - d. Never be used as promotion basis
16. Achievement tests should be given early in the school year, to help analyze the child's needs and serve as a guide in determining the actual teaching program rather than at the close of school to determine whether a child should pass a grade or not.
17. Most educators agree that the best type of report to parents is the personal interview of teacher and parents.
18. Consideration should be given to rating a child in terms of his own ability.

Reading

1. Readiness—ways of developing oral language readiness
 - a. Showing period in which experiences are told
 - b. Experience records
 - c. Common experiences in school
 - d. Listening to stories and poems
2. Use teachers' manual in teaching reading. Use reading tests and informal check lists.
3. Find interests—should have well balanced reading program.
4. Develop new interests—have reading corner including books the children enjoy.
5. Grouping—individual differences.

All children don't have a square deal when they enter school. The child who is ready to read and is bored with what goes on should not have to go through a readiness period just because some need it.
6. Amount of oral reading in the fourth and fifth grades.
 - a. Depends on type of material.
 - b. Where should be balance of oral and silent reading.
 - c. Free reading should be two levels below child's ability.
 - d. Seventy-five per cent silent reading and twenty-five oral is frequently given as standard.
 - e. Use guidebooks to help determine the amount of oral reading.
7. Factors that determine purpose of oral reading.
 - a. Oral reading is for pleasure and to entertain others—not to learn the mechanics of reading.
 - b. Children read silently first, then orally.
 - c. Oral reading needs an audience.
 - d. Select best reader to do oral reading.
 - e. Program organized so that teacher may have time to help poor readers, read orally.

- f. Bible reading to improve oral reading.
- g. We need to train children to read well orally, in situations where needed.
- h. Oral reading needs purpose.
- i. Children should be taught to be intelligent listeners.
- 8. Different methods of word attack—pictorial clues, context clues, word forms, phonetic analysis, structural analysis, dictionary.
- 9. Teaching reading to a retarded pupil—suggestions:
 - a. Give him individual assistance on his instructional level.
 - b. Check on his eyes and other physical conditions to see that these conditions do not hinder his reading.
 - c. Check on home life to discover conditions and emotional conflicts which might affect learning.
 - d. Make the child take reading 'by giving him books with high interest level.
 - e. Let the child know his difficulties then work with him on them.
 - f. Provide a meaningful experience about material he is expected to read.
 - g. Correlate music, art, science and other enriching and creative experiences with his reading.
 - h. Provide an attractive, home-like, colorful, environment filled with many interesting reading captions.

“Remember reading is caught as well as taught.”

Science

- 1. The teaching of science.
 - a. appreciation of environment
 - b. experiments
 - c. based on needs of community
 - d. make insect cages, mount butterflies, build terrariums, aquariums.
- 2. Science is more than nature study.
- 3. The course of study should take in the problems of the child.
Examples:
 - a. Why does the wind blow?
 - b. What's in a cloud?
 - c. What makes the bell ring?
 - d. What makes a fire burn?
- 4. The teacher should have clear aims in mind and should suggest problems unless they arise from child's work.
- 5. Science equipment need not be purchased.
- 6. Broad science generalizations should be established.
- 7. Be willing to admit you don't know all the answers and be ready to help a child find his information.
- 8. Preserve the child's curiosity.
- 9. Teacher may broaden his own science background by use of elementary science textbooks.
- 10. Child needs to develop a respect for facts and to develop a scientific attitude.

11. Every grade level may have an interest in
 - a. weather
 - b. living things—caterpillars, leaves, trees, animals. Keep records and pictures of changes.
 - c. story of the earth
 - d. magnets and electricity
 - e. machines and how they help us
12. Interest in science may be developed by
 - a. using weather calendar
 - b. noticing clouds
 - c. simple experiments
 - d. testing soil
 - e. playing with magnets
 - f. aviation
 - g. observations
 - h. taking field trips
 - i. using visual aids

Arithmetic

1. Beginners
 - a. Authorities have not decided how much material they should know.
 - b. They have definite readiness for numbers.
2. Present arithmetic in everyday learning situations—make arithmetic meaningful.
 - a. Social application (concrete).
 - b. Teach the child to think quantitatively.
 - c. Go to concrete from abstract with social application.

Language

1. Make language a functional subject.
2. Very young children do not mind corrections. In intermediate grades mistakes may be listed and corrected in class.
3. Have pupils proof-read their materials and find their own errors.
4. Letter writing is excellent in real situations.
5. Language should be taught in conjunction with science and social studies.
6. Children often dislike language because teachers teach as they were taught.
7. Children need opportunities for oral expression.
8. Use natural situations to bring about use of written English—letter writing, etc.
9. Adjust textbooks to needs of class.
10. Informal teaching situation is necessary.
 - a. Children should set standards for discussion period.
 - b. Children want self-discipline.
 - c. Children need practice in leadership.
11. To teach boys and girls to read, write and speak well.
 - a. Give pupils more time to participate in life-like talking situations.

- b. Give meaning to assignments.
- c. Tie up language experience to their own lives.
- d. In correcting pupils do not kill enthusiasm.

Art

1. Use inexpensive, discarded and native environmental material such as:
 - a. native clay
 - b. home-made finger paint
 - c. spatter painting
 - d. native sandstone
 - e. seed pods, walnuts, berries
 - f. block printing with Irish potatoes
 - g. weaving—rugs, mats, chair backs, and other colorful articles from old rags, etc.
 - h. spools
 - i. Christmas cards
 - j. booklets

Music

1. Make instruments for rhythm band—whistles, tin horns, fruit jar lid xylophone, coca cola top cymbals.
2. Have children bring instruments to school.
3. Do not kill music by so much theory.
4. Folk games.
5. Borrow or buy a victrola and records.
6. Organize a circulating library of records and victrolas.
7. Community singings and get togethers.
8. Varied rhythms carried out in classrooms as marching, walking, skipping, tapping on desks or glasses, clapping hands, etc.
9. Use radio.
10. Act out music.
11. Read music—notes, position on line.
12. Men can use tonette—to help pitch lighter.

Organization

The better school is organized so children can work at purposeful, worthwhile activities—setting goals for themselves, planning their work, going to varied sources for information, and practicing essential skills. Opportunities provided for children to learn to live and work with others.

Seating

1. The seating arrangement should be, to a large extent, determined by the child.
2. Seating in circles and at tables has the disadvantage of "framing the light."
3. The physical needs come first, then the spiritual, emotional and mental needs.
4. The seats should be arranged to create a spirit of friendliness.

Lighting

1. Light colored shades should be used to prevent glare.
2. Use health department in determining the proper lighting.

Schedule Making

1. The schedule should be made in terms of needs.
2. Try to do away with idea that we must have "spelling at 8:30." We as teachers seem tradition bound.
3. Children do not reach point of absorption by **time schedule**.
4. Attention should be given to a weekly program instead of a daily program.

Grouping of Pupils

1. Organize one-teacher school into groups. (Possibly three—lower, intermediate and upper grades.)
 - a. These groups would include the 6-8 year olds, 9-12 years, and 13-15 years.
2. Grouping of 50 pupils in one grade.
 - a. Give readiness test.
 - b. Give informal test by checking silent, oral reading, etc.
 - c. At least three groups within the fifty.
3. Group children in what they can do. Children sometimes group themselves.
4. Groups should be flexible.
5. Keep the child with the group in which he is socially adjusted. In a room with more than one grade the children should be considered a group of children rather than certain grades.
6. Children need to work on achievement levels.

Buildings and Grounds

Buildings of today are constructed to care for experiences of children. Good learning is enhanced by well planned, well built, well equipped, well kept school plants.

The following suggestions were considered:

1. Make classrooms as attractive as living rooms.
2. Full length mirror in the classroom will help child's posture.
3. A child's attitude is influenced by his physical surroundings.
4. Tastes for the good and beautiful may be formed for all time—the school should provide for this.
5. Children should share in making the school room and grounds attractive.
6. Classroom should have the atmosphere of a busy workshop.
7. Evidence of children's own work should be in all classrooms.
8. Children may assume responsibilities for the care of the building and grounds.
9. Attention should be given to the use of native shrubs, trees and grass. To the building of walks.
10. Adequate playground space and equipment are requirements for every child—the young child and the older child.
11. Cleanliness of buildings and grounds must be stressed.

The Teacher

Today's teacher teaches children, not subjects. Dorothy Baruch finds that the teacher who is most successful with children is the one who gives them plenty of loving affection, lets them make their own choices as much as possible, shares their enjoyment in activities, listens to what they have to say, gives them a chance to relieve tension by giving expression to their feelings, and permits them to experiment with materials without reproaching them for being "messy." The good teacher accepts actions and expressions that are typically childlike. It was agreed through discussions that the better teachers do the following:

1. Develop and maintain a spirit in the school that is conducive to positive learning.
2. Capitalize on child's genuine interests.
3. Provide for individual differences.
4. Strive to **live** examples before children.
5. Seek community participation in school's activities, programs and policies.
6. Home visitation.
7. Seek "to learn" and understand each child.
8. Encourage a state of acceptance on the part of the child that he may excel in one subject and be a slow learner in another.
9. Develop a philosophy of education.
10. Keep individual records of children.
11. Know that teacher-pupil relationship is important.
12. Develop a smile that appeals to children and puts them at ease.
13. Try to develop their own personalities.
14. Convince pupils that there is something missed by non-attendance.
15. Recognize that it is difficult for some parents to visit school so have something go into the home from school each week. Let the parents know of the accomplishments of the children.
16. Recognize value in having room mothers.
17. Improve themselves professionally through:
 - a. Belonging to local education associations.
 - b. Belonging to the K.E.A. and N.E.A.
 - c. Belonging to other organizations contributing to special interests, such as A.C.E., A.S.C.D., etc.
18. Participate in in-service programs.

"TOWARD BETTER TEACHING IN SECONDARY SCHOOLS"

Suggested Discussion Guides

"Teachers should spend half their time studying their pupils as individuals and the rest of their time doing what that study shows to be desirable and necessary."—Henry Morrison

We, of the Middle Cumberland Education Association, have decided to take a look at our high school programs, to consider the effectiveness of the service we are offering the young people of high school age in this area, and to find ways within the limits of our resources to improve teaching-learning.

What can we do to make the learning program in the high schools more effective, and what problems do we face in doing this? What are some approaches to better instruction? Where shall we begin?

Each group will be free to discuss problems which are important to the participants in that group. The following approaches to better teaching are suggested as topics for discussion:

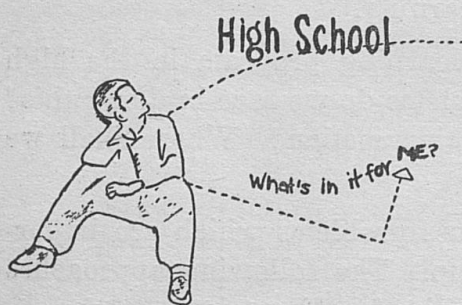
Better Teaching

1. Through formulating a sound school philosophy and determining definite objectives.
2. Through counseling and guidance.
3. Through understanding how learning takes place.
4. Through an adequate curriculum and program of studies.
5. Through study of drop-outs.
6. Through follow-up studies of graduates.
7. Through wider pupil and parent participation in planning, effecting, and evaluating the school program.
8. Through the teaching personnel.
9. Through professional growth of teachers and administrators.
10. Through curriculum development and programs of in-service growth of teachers.
11. Through homeroom activities.
12. Through pupil activity programs.
13. Through the library and instructional materials.
14. Through community resources.
15. Through administration.
16. Through the organization of a satisfactory school district.
18. Through a program of public relations.

PROGRAM COMMITTEE

Middle Cumberland Education Association

NOTE: It is not expected that any group will cover all of the discussion topics.



A BASIC QUESTION

"To meet the needs of all youth, every youth, is the one fundamental purpose of all education.

"The high school today must be concerned with its entire pupil group, providing program and facilities to satisfy the interests of pupils going to college, into business and industrial life of the community, into homemaking and parenthood.

"Of every 100 youngsters, 55 drop out of school.

"Investigations clearly show that the great majority of drop-outs leave school because they cannot see that education as they know it is getting them anywhere.

"Improving the holding power of the school depends upon building a program the value of which youth recognizes in terms of his own interests: understanding the maturing body . . . getting along with the opposite sex . . . obtaining group approval . . . getting started as a worker . . . settling on a philosophy of life."*

*Excerpt from **High School—What's In It For Me**, published for the Life Adjustment Commission by the U. S. Office of Education.

Excerpts From the Discussions of the Secondary Groups

The following are excerpts from the reports of the various groups which chose to consider better teaching through the approaches of developing a philosophy, guidance, holding power of the school, recognition of individual differences and other approaches with which there was great concern:

Philosophy

1. The thought of the group was that a school's philosophy of education should be broad enough to include the four fundamental purposes of education:

- (a) The growth and development of the individual.
- (b) Personal relationships of the individual.
- (c) Economic efficiency of the individual.
- (d) Civic responsibility of the individual.

The philosophy should also include the specific objectives of the individual school. The philosophy would vary somewhat from school to school and even from class to class. It cannot be a finished thing but will necessarily change with the growth and development of faculty and leaders and with the changes which come in the community. The formulation of a philosophy should be a cooperative venture participated in by administrators, school faculty, parents and students. This cooperative effort tends to unify the school program and make for its success.

A philosophy of education is our belief of what we are trying to do for students and is based on the idea of the worth of the individual.

2. What is a sound philosophy?

- (1) A changing set of values evolved as progress is made.
- (2) A set of beliefs to be carried out through certain specific objectives.
- (3) A set of beliefs and standards developed by the faculty of an individual school.

What are the advantages in having a faculty share a common philosophy?

- (1) Without it teachers would work at cross purposes.
- (2) The child caught in the cross fire of different philosophies is confused and frustrated.
- (3) The community cannot get a clear idea and then be able to recognize the over-all policy of the school.

3. Some of the facts agreed upon by the group:

- (1) The teacher must have a part in formulating this philosophy.
- (2) The teacher must have a personal philosophy.
- (3) The student must have a part in formulating this philosophy.
- (4) There must be a careful study of the community.

- (5) Every teacher must work toward this goal.
- (6) Philosophy is an ideal—a goal—a belief.
- (7) This philosophy must be a philosophy of education and of life.
- (8) It must be a changing philosophy to meet immediate and long-time objectives.
- (9) A philosophy is essential to good teaching. It must be workable. The teacher must have a philosophy before the school can have a philosophy.

Guidance

1. Guidance is a continuous process. The big question is whether or not it is, or even can be correctly done by classroom teachers. The welfare of the students should be discussed with the parents at all times and not just when there is some difficulty. Teachers should do counseling until they are confronted with a problem which they feel that they cannot handle, then they should seek the advice of a counsel specialist.

The best guidance program develops where the teachers take the guidance problem as a common problem and work together on it. A guidance program necessarily varies from school to school.

2. Common Agreements:

- (1) To guide we must help the child to find the solution to his own problems.
- (2) We must have clearly in mind the desirable objectives toward which we wish to guide the child.
- (3) Vocational guidance tests are helpful in placing students on the road to work they can do successfully.
- (4) Home rooms properly carried out make a fine opportunity for guidance.
- (5) Teacher must be acquainted with home life of child in order to give wise guidance.
- (6) Making a cumulative record of reactions of child at work and at play will reveal a pattern of behavior that will help the guidance counselor.
- (7) Studying the child in club activities and in community situations will reveal still more about his personality.
- (8) A faculty conference pooling the information each teacher has on one student will make the faculty conscious of the student as a separate personality.
- (9) Actual practice in the home room technique needs to be given to teachers.
- (10) We need to find ways for teachers to develop a friendly team work on their common problems.
- (11) We must somehow make the student realize that all work is honorable and dignified and that everybody can't find a so-called white-collar job.
- (12) We need to encourage students to develop hobbies and avocational interests as well as vocational interests.

- (13) Good films and books on guidance are available.
- (14) Field trips and conferences, both group and individual, are helpful.
- (15) Having students write of personal experiences and dramatize incidents in their experience will reveal much to a close observer.
- (16) Use the resource people in the community to acquaint students with the types of work available.
- (17) The function of a professional guidance director is to work with teachers and parents so as to bring to bear the best influences on the child.
- (18) No type of guidance or any other part of a school program can go forward without competent leadership from the administration.
- (19) The student should be encouraged to seek personal guidance from his teachers.

Individual Differences

1. Why changes in teaching in secondary schools needs attention. Many students drop out. In some cases 50% are lost from the freshmen class to graduation. Lack of interest on the part of students is one main cause of this drop-out. It is essential to know the student's individually in order to understand causes for drop-outs.

How to know individual pupil's needs:

- (1) Conferences with pupils.
- (2) Conferences with parents.
- (3) Consultation with individual groups.
- (4) Home rooms—furnishes opportunity to know and to guide student.
- (5) Clubs—pupils seem to have more freedom and care less to express themselves than in classroom.
- (6) Field trips—courts, shrines, etc.
- (7) Tests.

Assuming that we know what makes children behave as they do, what do we do, or what can we do, that will help to utilize our information more effectively? The following are suggestions:

- (1) Exercise patience.
- (2) Find child's strong points and help him utilize them. Permit him to go as far ahead as possible with them.
- (3) Deal with student individually. Very definite plans in vocational courses for each student to progress as he can.
- (4) Librarian can work with the English teacher in selecting books for certain children without their knowing it.
- (5) Coordination among teachers of school essential for improvement of instruction.
- (6) Experiences for people should be set up in classes.
- (7) First hand experience should be given students.
- (8) Recognize the things close at hand. Have pupils make surveys in various phases of school life.

- (9) All boys and girls need not learn the same things.
- (10) May not be necessary to follow slavishly the textbook.
- (11) More electives—many schools in this area are too small for more. Maybe overconsolidated small grade school centers. High school below 300 too small to do best type of work.

Holding-Power of the School

1. If we are going to have better teaching, we are going to have to know what to do about individual differences. We will also need larger teaching forces so the classes will not be crowded.

Some of the problems to face are:

- (1) We are teaching children who are forced to go to school by an attendance officer.
- (2) Outside interests have increased.
- (3) The changed attitude of the parent and the need for adult education.
- (4) Does our method of teaching cause the boy or girl to drop out?
- (5) What to do with the slow child and still meet the needs of all levels.
- (6) The importance of knowing how to read.

2. Study of Drop-Outs:

- (1) Drop-outs indicate failure on someone's part—not always the teacher's. If parent is to blame, seek for the key person who would have influence with him to change his attitude.
- (2) Students grow discouraged and quit school because they have not the elementary foundation.
- (3) Students fail because they are assigned subjects too difficult.
- (4) The 9th grade is the critical year. It has been suggested that this year be made as pleasant as possible in the hope that students will be encouraged to remain in school. (Experiment of this kind is being tried in Harlan County under the direction of Glenn Morris.)
- (5) Failures are usually due to lack of interest and aptitude instead of lack of actual mental ability.
- (6) Some standards need to be set up so as to define the meaning of a high school diploma.
- (7) An improved teaching procedure will attract the interest of students and help to keep them in school. This can be brought about only when teachers think in terms of teaching the whole child—not in terms of subjects only.

3. Meeting Needs to Eliminate Drop-Outs:

Attention was given to the large percentage of drop-outs in the high schools. It was the consensus of the group that students drop out because the high school program does not offer them what they need. It was thought that a study of drop-outs over a period of years would offer a basis for improving teaching in the high schools.

Johnson Camden LIBRARY
Morehead State College
Morehead, Kentucky

The following are points of discussion by the group:

- A. Failing to meet needs of child.
 1. Over-crowding classrooms.
 2. Are administrative practices developed on basis of child's needs?
 3. Make present courses better meet the need.
 4. Board of Education and public must be informed of program and needs.
 5. How alert is the school to home conditions?
 6. Inadequate transportation.
 7. Marking system.
 8. Textbooks.
 9. Barrier, such as 8th grade examinations, commencements, etc., that prevent children from going on to high school.
 10. Methods—all teachers—teachers of reading, English, conservation, moral values, manners, safety, etc.
 11. Required subjects.
 12. Lack of motivation.
 13. Heavy home study requirements.
- B. Meeting needs of child.
 1. Personality of teacher.
 2. Guidance program.
 3. Facilities for training.
 4. Personnel—teacher.
 5. Home visitation—know and understand the community.
 6. Better health services.
 7. Strong public relations program from state level down to local level.
 - a. Help the people discover the program that is needed.
 8. Administrators, work through teachers in developing policies—democratic procedures.
 9. Improve present courses through
 - a. In-service training.
 - b. Curriculum construction.

Extra-Curricular Activities Program

they should be given more training along this line in college. In If the teachers are to take part in the extra-curricular activities, the ideal workable curriculum a program of activities is a part of an outgrowth of the regular school program based on interests and needs of the students.

Curriculum Planning

Individual differences must be recognized by the teacher. A wide difference of opinion is found in this group on the type of curriculum which should be offered in the secondary school. However, it is agreed regardless of what a child does after he leaves school, he needs a sound foundation in the fundamental skills. We must develop attitudes, appreciations, and a willingness to accept

civic responsibilities through our guidance.

The school must accept a dual responsibility: to the child and to the community.

Pupil-Parent Participation

Planning effecting and evaluating a school program should be a cooperative affair. The barrier between teacher and parent should be broken down by the teacher. Most parents will be very receptive to the teacher if they are given the opportunity. The teacher should be the leader in the pupil-parent-teacher relationship. The "ice" may be broken by showing interest in common everyday things.

Better Teachers

Teaching, guiding, and learning are synonymous. We get better teaching when we get better teachers. The better teachers are teachers who understand the child and who can give him what he needs.

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THE EVALUATION AND REPORT

1. By Mr. John W. Brooker, Executive Secretary, Kentucky Education Association.
2. By Mr. Lyman Ginger, Director of Training School, University of Kentucky.

EVALUATION OF CONFERENCE

A part of the final session of the Conference on Friday morning, October 13, 1949, was devoted to evaluation in terms of values received by the participants and in terms of suggestions for future programs. The following is an excerpt from the evaluation presented by Mr. John W. Brooker, Executive Secretary, Kentucky Education Association:

"Evaluation

"This has been an innovation insofar as District Education Association conventions in Kentucky are concerned. The general theme, 'Toward Better Teaching,' is tremendously challenging. This convention, in essence, has been an in-service training program for teachers, principals and superintendents on how to improve instruction in the classroom.

"In my evaluation of the program I want to give you first what I consider to be some of the desirable outcomes attained:

"We have learned how to work together in an attempt to solve our problems. Cooperative planning and thinking is most important. Through working together we learn from each other. We also come to know and respect each other more.

"We have pooled our experiences and have exchanged ideas. Throughout this area and the state of Kentucky there are hundreds of good teachers who through experience have learned of desirable methods and ways of handling different and difficult situations as they arise. Here we have come together to help each other and to exchange ideas that have never been recorded in textbooks. These 'unrecorded specifics,' as a result of this convention, are now available for the use of all of us.

"This convention has stimulated thinking on the part of all in attendance. Sometimes we become so engrossed with the mechanics and details of our daily routine that we forget the larger aims and purposes of public education. This convention has provided us with the opportunity to refresh our minds on such matters and to analyze our daily work in the light of the broad objectives of our public schools. In this we have been of mutual help,—the specialists and consultants have been helped just as much as others in attendance at the group meetings.

"There has been developed here at this convention a pattern which can be followed at the local level. As a result similar work

conferences will undoubtedly be held at the county and district level at which many of the problems raised here may be further explored. I hope that one day work conferences may be set up in every district for that purpose during the present school year.

"This convention has been well attended because everyone had the opportunity to participate and felt that he was getting something worth while. The contrast in attendance at this type of convention with that of the traditional convention has been noteworthy. All of you are familiar with the great exodus of members of the audience following each speaker in the conventional type program. That did not happen here yesterday. I watched carefully and saw only three or four persons slipping out of meetings. I recommend wholeheartedly that this same type program be used again next year.

"I suggest, however, that consideration be given to the selection of several major areas or common problems in the total 12-grade program for discussion, with elementary and secondary teachers working together in each group. This could be followed then by meetings at the local level following the convention at which time reports could be given relative to the findings at each discussion group.

"I asked several persons to give me their evaluation of this new type of convention, as compared with the traditional convention program. In every instance the person's reply was to the effect that this was the best MCDEA he had ever attended.

"This has been an excellent program. As an individual I pronounce this convention a real success. As one trying to reflect the sentiment of those in attendance I say that it is by far the best and most worth while meeting in the history of this association. I hope this type of program may be used more frequently at the district and local level in the years ahead. Congratulations to President Lacy, Superintendent Hopkins, and members of the planning committee!!"

REPORT OF CONFERENCE

Mr. Lyman Ginger, Director of the Training School, University of Kentucky, was asked to serve as general over-all consultant and observer for the 13 work groups and to present at the final session the highlights of the discussions and suggestions for effective follow-up programs of action which might result from the stimulation of this work conference. The following are excerpts from his report which was presented to the conference and which was later carried in the December, 1949, issue of the KENTUCKY SCHOOL JOURNAL:

"The Conference Report

"Under the able leadership of the discussion leaders, each group started out by defining and clarifying the common problems which confronted the individual members of the group. After the problems had been stated and defined, the remainder of the period was spent in discussing possible solutions to each of the problems.

"It was of noteworthy interest that the participants wanted a practical solution to their problem and one that would be applicable to their own region. The central problems seemed to fall into about six main classes, and each one of these will be discussed briefly in the remainder of this article.

"I. **Overcrowded Conditions.** The general idea that many of the schools had far too many pupils enrolled to be effectively taught was promoted over and over again. After a rather lengthy discussion it was agreed by those present that this was a problem that would require long-term planning and one that could probably be relieved to some extent in ten to fifteen years. It was a widely expressed belief that better roads, consolidation of schools and a new building program would all be necessary before this particular problem could be solved. Certainly it should be stated that without better roads, transportation and consolidation would be practically impossible in many sections of this area. All of this tied in with the general idea that more money was needed for building purposes if better buildings were to be provided which in turn would relieve the overcrowded conditions.

"II. **Materials and Supplies.** Another topic that was discussed in most of the groups was an economic problem and had to do with materials and supplies for the classrooms. It was expressed on many occasions that administrators of this area were using their

money wisely but there simply was not enough to provide adequate materials and supplies for an enriched instructional program. This, too, was a problem which would require added financial assistance and one which would not be solved in a short period of time. A long-term planning program was recommended as the only possible solution to this kind of problem.

"III. A Clear-cut and Well Defined Philosophy of Education.

A central theme seemed to cut across each discussion group—one that was most pronounced in some cases and only slightly evident in others, but existent nevertheless—that the teachers of this area as a professional group were not sure what they were trying to do through their education program. It was the stated opinion of many of the groups that added time should be spent in each school system to clearly define what they were attempting to do in the system. By way of illustration, some of the important questions raised which should fit into a statement of philosophy are: What do we believe about giving grades to the children of our school system? Should grades be given in the elementary grades and if so, what constitutes a passing and failing grade? If grades are not given, what kind of report should be sent to the parent to show pupil progress or growth? When should a child be failed, if ever? Should the teachers in each building understand what every other teacher is trying to do? What subjects are of most importance, if one can be classified as being more important than another? What is the responsibility of the school in developing citizenship? Should the high schools offer college preparatory courses when from eighty to eighty-five per cent of the high school graduates never go to college? What courses are considered college preparatory courses, if any?

"It can be seen from these questions that if school units will find the answers, to meet the need in their own school systems, their teachers would benefit greatly through a development of a finer education belief. This list of questions is not all-inclusive. It simply states a few of those that were raised during the two discussion periods.

"IV. Understanding of Child Growth and Development.

Another central theme which was evident throughout the conference related specifically to an understanding of how children grow, develop, and learn. Many of the problems presented were symptomatic problems and for that reason were difficult to answer. Scores

of teachers expressed the opinion that they did not know the basic and fundamental facts of child growth and development. Some of the questions which indicate the sincerity with which the teachers presented these problems are: How do I know when a child is ready to learn to read? Since we believe that children are different individually, how do we determine these differences accurately? What can be done to promote better emotional and mental health of children? What kind of discipline is best and when should physical punishment be given, if ever? What are the important or basic needs of children and what can teachers do to meet them? What should be the attitude of teachers toward children who lie, steal, cheat, fight, etc.? From a discussion of these questions came a partial answer to the total problem which, when stated briefly, is: Teachers Should Understand the Basic Needs of Children and Should Have Some Insight into the Techniques of Diagnosing and Meeting Needs of Children.

"The teachers felt that they should be assisted in learning to recognize some of the following basic needs of children: (a) the need for love and affection; (b) the need for a feeling of achievement and success; (c) the need for a feeling of social and group security; (d) the need for a feeling of belonging to the group. It was impossible in the limited time of the conference to discuss these basic needs long enough to reach any conclusions, but many of the teachers and groups of teachers left the conference with the firm conviction that they would like to go back to their own school systems and work with their own teachers on developing a keener understanding of children and how to meet some of their basic and fundamental needs.

"V. Teaching Basic or Tool Subjects. Even though the teachers were interested in many other aspects of child growth and development, it seemed that there was more interest and more questions were raised on this particular subject than any other. Teachers were concerned about such questions as: When and how do I begin teaching spelling? What are the better methods for teaching reading? Should all children learn to read when they are six years old? How does a teacher develop a science program without science equipment? Is it advisable to have language-arts as a core unit or should the subjects be taught separately? How does a teacher in a one-room school provide a program which will take care of individual differences? How much drill should be given in handwrit-

ing? Should accelerated readers and slow readers use the same textbooks and if not, where are easier reading materials obtainable?

"In this general field the consultants for the book companies gave invaluable assistance in answering questions, making suggestions and recommendations to the teachers. On the high school level some of the same kind of questions were asked. Specifically, some teachers wanted to know: Does the high school teacher have any responsibility in teaching reading? Should the science teacher also be a teacher of reading, spelling and handwriting? Should practical mathematics be offered in high school or should geometry and trigonometry be required? While it was impossible to give specific answers to these questions, a great deal of benefit was received through the discussion which centered around them.

"VI. **Guidance in the Elementary and Secondary Schools.** There was not sufficient time to discuss guidance programs, but there was a decided interest in the topic, especially with high school teachers. It was expressed on several occasions that the reason for not having better guidance programs was that most teachers did not know how a guidance program should operate and what should be included in it. Questions were asked regarding vocational, educational and social guidance. Even though it was considered to be important, it was touched only lightly in the discussion periods.

Apparent Benefits From This Type Conference

"One of the most far-reaching benefits seems to be the feeling that this had been a successful experience in working together on common problems. Many statements have been made relative to democracy in education. This was an excellent example of democracy in action, as approximately 1,000 teachers and administrators talked and planned together in a constructive, professional way. Another pronounced benefit would come from the actual solution of problems that were either answered or assistance given as to where answers could be found. Still another benefit should be received if those who attended continue to discuss and attempt to solve their own problems, through organized in-service education.

Recommendations

"The observer would like to recommend that each school system work on its own problems through an organized in-service training program for the remainder of this year. He would also like to recommend that the same type of conference be held again

another year, but with specific problems being considered rather than many general problems. These special problems should be an outgrowth of the conference just completed. Finally, he would like to recommend that at the close of the year each school system summarize in writing the professional improvements made during the year due to the type program just completed.

"It can safely be stated that the consultants and visiting leaders were unanimous in their praise of the officers and program committee of the Middle Cumberland District Educational Association, including the two planning consultants from the State Department of Education and the Kentucky Education Association. It took real courage to attempt such an innovation in educational conferences and these persons should receive credit for doing an outstanding job."

PRESIDENT'S MESSAGE

Mr. Henry Chambers, President of the Kentucky Education Association during the school year 1949-1950, brought a message to the entire conference on Friday morning, October 14, 1949.

MESSAGE

by

Henry Chambers, President
Kentucky Education Association

Since I assumed the duties as president of Kentucky Education Association, I have learned that they are similar in many respects to my duties as superintendent of schools. Especially are they alike in that definite assignments seem to come automatically and usually a little faster than I can get to them.

At the beginning of this year, the Kentucky Education Association had four definite responsibilities—Federal Aid, Passage of Amendments, Legislative program and Convention. The first objective was the passage of a Federal Aid to Education bill. In this, as you know, we have had a temporary setback, but may I say to you that state education associations, and the National Education Association did a wonderful job in bringing to the attention of the American people the gross inequalities and inadequacies of educational opportunity to the childhood of this nation, and religious intolerance, prejudice, and fanaticism will not much longer be successful in keeping suppressed intellectual development, by defeating a national educational equality law.

We often speak of the equal opportunity offered by this great nation of ours to its citizens. People are not born with equal intelligence and ability, but society has the obligation of giving every individual, regardless of where he lives, an equal opportunity to develop his intellectual potentialities. This we are not now doing.

Instead of the defeatist attitude some of us have been guilty of expressing by stating that the Federal Aid to Education bill is dead, we must continue to fight for the justice of equality of educational services offered to the children of this country. Let us not become discouraged, but continue the great efforts that are being made by the people who are genuinely interested in justice for all and it will become a reality.

The next immediate objective deals with two proposed amend-

ments to our state constitution. One of these amendments, the so-called Equalization Amendment, provides that 25 percent of the state money may be distributed in some way other than a per capita basis. This equalization amendment proposes to do for Kentucky identically the same thing that the Federal Aid to Education bill, or, more accurately, the Federal Equalization bill proposes to do on a national scale. I fail to see how anyone can support the idea of the Congress of this country making a special appropriation to equalize educational opportunities among the states and, with any degree of consistency, be against the same proposition applying to the localities within a state.

There has been some criticism of the way in which the present 10 per cent equalization privilege provided for by an amendment passed in 1941 has been exercised, and perhaps some of the criticism has been due, but there is nothing wrong with the principle involved and great strides were made by the last special session of the Legislature in righting the wrongs of the original distribution law that was passed in 1942. I do, with all honesty and sincerity, uphold the decision of the Delegate Assembly of the Kentucky Education Association when it went on record in convention last April to support this amendment. After we have passed this amendment in November, as I believe that we will, we should be very careful in exercising the privileges it permits in distributing state monies to schools. Upon the premise that educational opportunity starts when the child enters the school door, instead of when he gets on a bus ten or fifteen miles down in the country, I, for one, believe that there should be a state transportation fund set up out of the proposed additional 15 per cent.

If the amendment passes, I believe we will have little difficulty in convincing a legislature of the advisability of setting up a transportation fund. Without the passage of the amendment, it is a constitutional impossibility with the 10% Equalization Fund distributed as is.

The other amendment, raising the salary limitation, has the support of—may I name a few of the organizations? Everybody cannot be wrong. It is not a question of whether an individual's salary is pushing against the \$5000 limitation provided by our present constitution, but the limitation has developed in Kentucky a low-salary psychology. Salaries are determined by comparison. There has always been and will always be a scaledown from the

top, regardless of what that top happens to be. If it is \$5000, less responsible positions will be paid from that starting point. If the top salary is \$7,200, which is the limit carried by the amendment, with the exception of fifteen or twenty state officials, the scale-down will be graduated from that figure.

The two fundamental principles involved in the two amendments offered have long since been accepted by the American people. The principle of parity is related to the salary amendment. The farmers' income fluctuates, by law, according to the cost of the things he buys and the strongest argument for increase in wages has been the parity principle, or the cost of living. The salary limitation in Kentucky prohibits the accepted parity principle from operating for professional people. Ceilings on income have only been recognized in emergencies. The OPA, which carried the ceiling idea, was one of the first measures stricken from the national law books at the end of the war. The other recognized principle on income is that there should be a floor or a minimum for everyone. We have minimum wage laws and minimum prices for the farmer's products. The equalization amendment has as one of its purposes a minimum wage for school teachers.

So, on November 8, let us pass the school amendment that will put a floor under opportunity and the salary amendment which will take the ceiling off of opportunity.

The first part of our KEA year was spent in doing all we knew how to do to pass the Federal Aid to Education bill. We are now in the midst of an all-out effort to pass two badly-needed amendments to our outmoded constitution. The third phase of our work will be to secure desirable legislation by the 1950 Legislature. The Planning Board, the Board of Directors and the Delegate Assembly have worked hard in building our proposed legislative program. I hope most of you are acquainted with our proposals, but may I take a few moments to discuss the items involved in the total program.

This is an ambitious program, one that will cost a lot of money. But someday Kentucky is going to wake up and it is partly our responsibility to hurry the day and recognize the folly that we are spending millions of dollars to furnish higher education to our people to train them in abilities, attitudes and efficiencies, and immediately upon graduation, we are turning our investment over to other states to utilize. To me there is no more vivid practice of

false economy to be found. The quicker we recognize that there are too few people paying too large a percentage of the taxes of this state and put into operation a sales tax, the better off we will be. Our present Governor pledged to the school people of this state, during his candidacy for Governor, that the KEA's legislative program would go into effect during his term of office, if elected. Among other things that program called for a \$34,500,000 appropriation to the common school fund. The 1950 Legislature convening in January will be the last regular session under his administration. I say to Governor Clements that we have every reason to expect that pledge to be carried out. I, as one member of the profession, will be disappointed if it is not fulfilled, and I believe it is the individual responsibility of the 18,000 school teachers and other citizens who are interested in the educational welfare of the boys and girls of this state to expect the pledge to be carried out.

May we join hands and walk together in building a greater school system, and by doing so, a greater Kentucky?

Naturally, our last work for the year will be our convention. The Board of Directors of your organization, Mr. Brooker, your secretary, and other interested people are making every effort to build a great program for the April convention. The greatest factor contributing toward the success of the convention will be, however, your presence, and we invite and urge you to attend the convention. May we meet in Louisville on April 12, 13 and 14 for a good time and a great program!

A P P E N D I X E S

APPENDIX A*

10 Benchmarks of a Good Work Conference

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

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

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BASIC MATERIALS

APPENDIX B

Basic materials as a background for conference work were prepared by the program committee and the following members of the State Department of Education:

Mr. Ishmael Triplett
Miss Louise Galloway
Mr. Robert Martin
Miss Louise Combs

These materials were made available to all consultants, leaders, co-leaders, recorders and superintendents prior to the conference.

THE MIDDLE CUMBERLAND DISTRICT EDUCATION ASSOCIATION

The Middle Cumberland District embraces the following school systems:

Name of County and Independent School Systems	Name of Superintendent
Adair County Schools	Harbert Walker
Columbia Schools	H. R. Kirk
Casey County Schools	W. M. Watkins
Liberty Schools	V. W. Wallis
Clinton County Schools	R. C. Reneau
Albany Schools	L. H. Robinson
McCreary County Schools	C. D. Harmon
Stearns Schools	C. W. Hume
Pulaski County Schools	Orville L. Swearingen
Ferguson Schools	C. H. Richardson
Science Hill Schools	Earl C. Roberts
Somerset Schools	Porter H. Hopkins
Russell County Schools	John O. Sims
Wayne County Schools	Ira Bell
Monticello Schools	La Rue Cocanougher

Total school census (white) of this District.....35,865

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THESE ARE OUR ELEMENTARY SCHOOLS

(White)

Name of School District	One-teacher Schools	Two-teacher Schools	Three-teacher Schools	Four or more Teacher Schools
Adair County	77	12		2
Columbia				1
Casey County	77	26	1	1
Liberty				1
Clinton County	38	5	2	
Albany				1
McCreary County	32	15		6
Stearns				1
Pulaski County	107	28	5	6
Ferguson				1
Science Hill				1
Somerset				5
Russell County	40	14		2
Wayne County	58	14	3	1
Monticello				1
TOTAL	429	114	11	30

...35,865

THESE ARE OUR HIGH SCHOOLS

The following are the high schools in the Middle Cumberland District:

Name of High Schools by Counties

Adair County

Breeding High School
Knifley High School
Columbia High School

Casey County

Middleburg High School
Liberty High School

Clinton County

Albany and Clinton County High School

McCreary County

Cooperative High School
Pine Knot High School
Whitley City High School
Stearns High School

Pulaski County

Eubank High School
Mount Victory High School
Nancy High School
Shopville High School
Burnside High School
Ferguson High School
Science Hill High School
Somerset High School

Russell County

Jamestown High School
Russell Springs High School

Wayne County

Wayne County High School
Monticello High School

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6. Rus
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R

7. Way
W
M

*Private

HIGH SCHOOL ENROLLMENT AND TEACHERS
in
Middle Cumberland Education District
(As shown in 1948-1949 reports of State Department of Education)

School District	Enrollment	Teachers	Average Enrollment	Average No. Teachers	Average No. Pupils Per Teacher
1. Adair County					
Breeding	55	3			
Knifley	65	3			
Columbia Ind.	375	13			
Columbia Ind. (Col.)	98	3			
TOTAL	593	22	148	5½	27-
2. Casey County					
Middleburg	110	4			
St. Bernard (Private)	26*	1*			
Liberty Ind.	257	9			
TOTAL	367	13	184-	6½	28-
3. Clinton County					
Alband Ind.	305	9	305	9	34-
4. McCreary Co.					
Co-operative	32	3			
McCreary Co. H.S.	272	9			
Pine Knott	110	6			
Stearns	100	5			
TOTAL	514	23	129	4¾	22
5. Pulaski County					
Burnside	66	4			
Eubank	262	10			
Mt. Victory	40	3			
Nancy	201	9			
Shopville	174	8			
Ferguson Ind.	91	5			
Science Hill	97	5			
Somerset Ind.	436	21			
Somerset Ind. (Col.)	57	3			
TOTAL	1434	68	159	7½	21
6. Russell County					
Jamestown	189	9			
Russell Springs	309	12			
TOTAL	498	21	299	10½	
7. Wayne County					
Wayne Co. H.S.	415	14			
Monticello Ind.	75	5			
TOTAL	490	19	295	9½	26-
GRAND TOTAL	4201	175	175	7	24

*Private Schools not included in totals.

HIGH SCHOOL ENROLLMENT AND TEACHERS
in
Middle Cumberland Education District
(As shown in 1948-1949 reports of State Department of Education)

Schools	Enrollment	Schools	No. Teachers
1. St. Bernard (Private)	26*	1. St. Bernard (Private)	1*
2. Co-Operative	32	2. Co-Operative	3
3. Mt. Victory	40	3. Mt. Victory	3
4. Breeding	55	4. Breeding	3
5. Somerset (Colored)	57	5. Somerset (Colored)	3
6. Knifley	65	6. Knifley	3
7. Burnside	66	7. Columbia (Colored)	3
8. Monticello	75	8. Burnside	4
9. Ferguson	91	9. Middleburg	4
10. Science Hill	97	10. Monticello	5
11. Columbia (Colored)	98	11. Ferguson	5
12. Stearns	100	12. Science Hill	5
13. Pine Knott	110	13. Stearns	5
	***		***
14. Middleburg	110	14. Pine Knott	6
15. Shopville	174	15. Shopville	8
16. Jamestown	189	16. Jamestown	9
17. Nancy	201	17. Nancy	9
18. Liberty	257	18. Liberty	9
19. McCreary County H.S.	272	19. McCreary County H.S.	9
20. Eubank	272	20. Albany	9
21. Albany	305	21. Eubank	10
22. Russell Springs	309	22. Russell Springs	12
23. Columbia Independent	375	23. Columbia Independent	13
24. Wayne County H.S.	415	24. Wayne County H.S.	14
25. Somerset Independent	436	25. Somerset Independent	21
TOTAL	4201	TOTAL	175
Average	175	Average	7

*Private schools not included in total

Median 110—Median 5½

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Casey

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Clinton

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1948-49

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**ENROLLMENT AND AMOUNT SPENT FROM PUBLIC SCHOOL FUNDS FOR
ELEMENTARY AND HIGH SCHOOL LIBRARY AND SUPPLEMENTARY
BOOKS DURING THE YEAR 1948-49**

on)
No. Teachers
1*
3
3
3
3
3
4
4
5
5
5
5

6
8
9
9
9
9
9
10
12
13
14
21
175
7

School System	Enrollment		Expenditure*	
	Elem.	H. S.	Elem.	H. S.
Adair				
County	2864	120	\$ 60.24	\$ 113.07
Columbia	259	473	201.59	167.84
Casey				
County	3419	110	280.36	-----
Liberty	326	257	-----	150.71
Clinton				
County	1873	-----	735.28	329.52
Albany	350	305	339.76	89.34
McCreary 1				
County	3759	414	846.58	864.95
Stearns	376	100	142.41	292.96
Pulaski				
County	5748	753	281.18	1077.00
Ferguson	220	91	-----	4.00
Science Hill	158	97	66.44	41.95
Somerset	1313	493	537.12	677.00
Burnside (Consolidated with the County, September 13, 1948)				
Russell				
County	2695	508	354.70	516.12
Wayne				
County	3050	415	486.78	689.61
Monticello	464	75	5.17	284.80

*Expenditures shown here are taken from the annual financial reports for the 1948-49 school year. Additional expenditures may have been made from local school funds.

**ENROLLMENT AND AMOUNT SPENT FROM PUBLIC SCHOOL FUNDS PER
ELEMENTARY AND HIGH SCHOOL CHILD IN 1948-1949 FOR LIBRARY AND
SUPPLEMENTARY BOOKS**

School System	Enrollment		Expenditure*	
	Elem.	H. S.	Elem.	H. S.
Adair				
County	2864	120	\$.02	\$.94
Columbia	259	473	.78	.35
Casey				
County	3419	110	.08	—
Liberty	326	257	....	.58
Clinton				
County	1873	.....	.39	**
Albany	350	305	.97	.29
McCreary				
County	3759	414	.23	2.09
Stearns	376	100	.38	2.33
Pulaski				
County	5748	753	.05	1.43
Ferguson	220	91	....	.04
Science Hill	158	97	.42	.43
Somerset	1313	493	.41	1.37
Burnside (Consolidated with the County, September 13, 1948)				
Russell				
County	2695	508	.13	1.02
Wayne				
County	3050	415	.16	1.68
Monticello	464	75	.01	3.80

*Expenditures shown here are taken from the annual financial reports for the 1948-49 school year. Additional expenditures may have been made from local school funds.

**District reports on high school pupils but expenditure of \$329.52 listed on annual financial report.

**TRAINING OF PERSONS SERVING AS HIGH SCHOOL
LIBRARIANS, 1948-1949**

Semester Hours of Training in Library Science	Number of Librarians
0	11
Less than 6	1
6-11	4
12-17	4
18-24	2
Above 24	1
Total	23*

*One school reported no librarian. Report stated that library was administered by the teachers.

**DAILY AMOUNT OF TIME HIGH SCHOOL LIBRARIAN
DEVOTES TO LIBRARY**

Time	Number of Librarians
2 hours or less	8
From 2 to 3 hours	10
5 hours or more	2
Total	20*

*Reports from four high schools gave no information on this item.

Miscellaneous Information

Clinton County

Collection of library books for elementary children which is administered from the office of the supervisor.

McCreary County

In 1947 started a collection of books for their small rural elementary schools. Was administered by helping teacher from office of the superintendent. Since the County no longer has a helping teacher, the money which the board provides for elementary library books goes toward building a classroom collection in the individual school.

Pulaski County

Countywide library which is primarily for elementary schools. Administered by helping teachers who have had no professional training in library science. Supported largely by contributions from individual schools and the people in the County.

HIGH SCHOOL ENROLLMENTS

1. American High School

The majority of American high schools are still small rural high schools of five or six teachers with less than 130 pupils. (Harvard Report).

2. Kentucky High Schools

The typical Kentucky high school has an enrollment of around 150 pupils with six teachers.

3. Middle Cumberland Educational District

The representative high school of the Middle Cumberland District has less than 120 pupils with five or six teachers.

4. National Commission on School District Reorganization

Recommends a high school enrollment of not less than 300 pupils with a minimum of 12 full-time teachers.

5. North Carolina State Education Commission

Recommends a high school enrollment of an absolute minimum of 300 pupils and a desirable minimum enrollment of 500 to 600 pupils.

6. Virginia's Comprehensive High School Program

Recommends a high school enrollment of 600 to 1,200 pupils for education and financial efficiency and economy.

KENTUCKY HIGH SCHOOL Age-Group Census and Grade Enrollment

Census of Each Age, April 1, 1949		Pupil Enrollment—1948-1949	
Age	Number	Grade	Number
14	52,630	9	31,696
15	52,814	10	23,168
16	52,932	11	20,050
17	50,895	12	15,819
Total	209,271	Total	90,733

1. Ages 14 to 17, inclusive, enrolled in school, 1946-47, was 73.65%. (Not available for 1948-49).

2. Per cent of census ages 14 to 17, inclusive, enrolled in high school in 1946-47 was 40.5%.

3. Per cent of census ages 14 to 17, inclusive, enrolled in high schools in 1948-49 was 43.35%.

EMERGENCY TEACHERS
MIDDLE CUMBERLAND EDUCATIONAL DISTRICT

948-1949
 Number
 31,696
 23,168
 20,050
 15,819
 90,733
 73.65%
 school
 schools

**EMERGENCY TEACHERS
 MIDDLE CUMBERLAND EDUCATIONAL DISTRICT
 (8-Year Period)**

COUNTY	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	Approximate Total Number of Teachers
Adair	0	17	35	37	43	41	40	35	129
Casey	5	43	68	78	82	76	79	65	141
Clinton	0	7	9	13	13	18	27	18	72
McCreary	0	15	23	43	46	53	51	56	127
Pulaski	3	76	127	130	134	139	143	130	210
Russell	8	42	43	52	57	60	55	40	103
Wayne	1	32	51	36	46	48	57	44	130
TOTAL	17	232	356	389	421	435	452	388	912

Independent school systems included in counties.

**Data on Library Service in the Seven Counties Comprising the Middle
 Cumberland Education Association**

Adair	Clinton	Pulaski	Wayne
Casey	McCreary	Russell	

Sources:

1. Annual financial reports submitted by the superintendents for the school year 1948-49.
2. Annual high school reports submitted by the principals for the school year 1948-49.
3. Miscellaneous information secured by the School Library Consultant through visits, correspondence, and conversations with school personnel.

**NUMBER OF GRADES IN HIGH SCHOOL, ENROLLMENT,
LIBRARIAN'S TRAINING, STATUS, AND DAILY
TIME DEVOTED TO LIBRARY, 1948-49**

School System	Enrollment	Number of		Librarian	
		Grades	Training	Status*	Daily Time in Library
Adair County					
Breeding	60	4	0	Pt T	1½ hours
Knifley	65	4	0	Pt T	2¼
Columbia W	359	6	15	Pt T	2¼
Columbia C	43	4	....	.....	....
Casey County					
Middleburg	104	4	0	Pt T	1½
Liberty	235	4	6	Pt T	1½
Clinton County					
Albany	295	4	32	Pt T	3
McCreary County					
Cooperative	32	4	0	Pt T	....
Pine Knot	113	4	8½	Pt T	1
Whitley City	272	4	12	Pt T	3
Stearns	98	4	0	Pt T	2
Pulaski County					
Eubank	274	4	22	Pt T	3
Mt. Victory	53	4	....	Pt T	2
Nancy	199	4	12	Pt T	3
Shopville	175	4	4	Pt T	3
Burnside	104	6	0	Pt T	2
Ferguson	85	4	6	Pt T	2
Science Hill	100	6	0	Pt T	....
Somerset W	435	4	0	Pt T	5
Somerset C	79	6	0	Pt T	....
Russell County					
Jamestown	191	6	6	Pt T	2¾
Russell Springs	303	6	0	Pt T	3
Wayne County					
Wayne County	414	4	14	Pt T	5¼
Monticello	75	4	24	Pt T	3

*Part time or full time

APPENDIX C

PROGRAM

MIDDLE CUMBERLAND DISTRICT
EDUCATION ASSOCIATION

Twenty-third Annual Convention

General Sessions, Sectional Meetings, Work Group
Conferences

Theme: TOWARD BETTER TEACHING

This new type of program has been carefully planned for this the twenty-third annual convention of this association. The general theme, Toward Better Teaching, should challenge every member of the MCDEA, teachers and administrators, to full participation in the program throughout this convention and to carry back to the children of the Middle Cumberland area a renewed interest and enthusiasm for the purposes expressed by the theme.

**SOMERSET HIGH SCHOOL BUILDING
SOMERSET, KENTUCKY**

Thursday and Friday, October 13-14, 1949

THURSDAY MORNING, OCTOBER 13, 1949

- First General Session—High School Gymnasium
Presiding: Miss Audrey Maupin, Vice President
- 9:15 Assembly Singing, Mrs. E. H. Dougherty, Supervisor of Music, Somerset Schools, Leading
- Invocation—Rev. W. H. Pettus, Methodist Church
- 9:30 President's Message, W. E. Lacy
- 9:40 Address—Toward Better Teaching, Adron Doran, Graves County
- 10:10 Introduction of Conference Leaders, P. H. Hopkins, Somerset
- 10:25 Assemble in discussion groups. (Elementary and Secondary group and room assignments were made when teachers arrived—full directions will be found on your assignment card.)

Thursday, October 13, 1949

ELEMENTARY WORK-GROUP CONFERENCES

Toward Better Teaching in the Elementary Schools

- First Session—Forenoon 10:30 to 12:00
- Second Session—Afternoon, 1:30 to 3:30

Group One—Gymnasium

- Leader, Margaret Clayton, Jefferson County
- Co-Leader, Audrey Maupin, Clinton County
- Recorder, Mary Hamm, Pulaski County

Group Two—High School Library

- Leader, Mrs. Louise Willson Worthington, University of Kentucky
- Co-Leader, Loma Taylor, McCreary County
- Recorder, Marjorie Sears Meece, Somerset

Group Three—Room 3

Leader, Mrs. O. A. Durham, Lindsey-Wilson College
Co-Leader, Mrs. Carl Phelps, Russell County
Recorder, Beulah Allen, Pulaski County

Group Four—Auditorium

Leader, Elizabeth Sutton, Breathitt County
Co-Leader, Fronia Alexander, Wayne County
Recorder, Wanda Neikirk, Somerset

Group Five—Room 1

Leader, Martha Shipman, University of Kentucky
Co-Leader, Mary Coe, Russell County
Recorder, Helen Flatt, Lindsey-Wilson College

Group Six—Room 2

Leader, Virginia Story, Eastern State College
Co-Leader, Louise Kiser, Somerset
Recorder, David Cunagin, Lindsey-Wilson College

Group Seven—Room 13

Leader, Mrs. Gertrude Ekas, Berea College
Co-Leader, Lela Mason, Laurel County
Recorder, Mrs. Irene Broyles, Somerset

SPECIAL CONSULTANTS FOR ELEMENTARY GROUPS

Group III-VI, Gwen Retherford, Department of Education

Group I-IV, Louise Bell, Louisville Schools
Group III-IV, Margaret Wait, Oak Ridge Schools
Group V-I, T. C. Gilbert, London Schools
Group II-V, Estelle Adams, University of Kentucky
Group IV-II, Ima Mae Junkins, Oak Ridge Schools
Group IV-I, Mrs. Sara Rogers Ketron, Oak Ridge Schools
Group VII-II, Mrs. C. T. Ward, Anderson County Schools

Specialists from Textbook Companies

Group I-VII, W. Virginia Smith, Winston
Group II-IV, Eileen Riley, Houghton-Mifflin
Group IV-III, Lucy Holloway, Macmillan
Group VII-V, Lillian Russell, Row-Peterson
Group V-I, Elsa Reints, Ginn
Group III-VI, Lee Horton, Scott, Foresman
Group VI-II, Margaret Irwin, Scott, Foresman
Group VII-V, Eva Lou De Arment, American
Group IV-V, Mildred Troup, American
Group I-VI, Frances Mason, Heath

GENERAL CONSULTANTS

All Groups

Mary Elam, Silver, Burdett
Nona Burress, Director of Field Service, KEA
Lyman Ginger, Director, Training School, University of Kentucky

Thursday, October 13, 1949

SECONDARY WORK-GROUP CONFERENCES

Toward Better Teaching in the Secondary Schools

First Session—Forenoon, 10:30 to 12:00

Second Session—Afternoon, 1:30 to 3:30

Group One—Room 6

Leader, Dr. L. E. Meece, University of Kentucky
Co-Leader, Mrs. Martha Baker, Russell County

Recorder, Mrs. Clarence Harmon, McCreary County

Group Two—Room 7

Leader, C. D. Redding, Frankfort Schools
Co-Leader, Dean H. B. Smith, Union College
Recorder, Larue Cocanougher, Monticello

Group Three—Room 8

Leader, Adron Doran, Graves County
Co-Leader, W. B. Jones, Somerset
Recorder, Vera Stevenson, Somerset

Group Four—Room 9

Leader, Ishmael Triplett, Department of Education
Co-Leader, Dr. Luther Ambrose, Berea College
Recorder, Willena Broyles, Pulaski County

Group Five—Room 11

Leader, Dr. Frank Dickey, University of Kentucky
Co-Leader, Willard Sandidge, Pulaski County
Recorder, A. J. Lloyd, Wayne County

Group Six—Room 16

Leader, Richard C. Van Hoose, Jefferson County
Co-Leader, Maurice Christopher, Somerset
Recorder, C. D. Harmon, McCreary County

SPECIAL CONSULTANTS FOR SECONDARY GROUPS:

Group I-VI, C. T. Ward, Department of Education
Group III-IV, James T. Alton, Hardin County
Group I-V, Mrs. Adron Doran, Graves County
Group IV-II, Helen Reed, University of Kentucky
Group II-III, Dorland Coates, Eastern State College
Group V-I, Glyn Morris, Harlan County
Group IV-II, Mrs. Esther Adams, Fayette County
Group III-IV, Louise Galloway, Department of Education
Group II-V, Analee Herzig, Frankfort Schools
Group I-VI, John W. Brooker, KEA, Secretary
Group VI-II, James A. Cawood, Harlan County
Group V-I, Mary Lois Williamson, Department of Education
Group VI-III, S. S. Wilson, Department of Education

GENERAL CONSULTANTS

All Groups

William D. Chilton, Director, Bureau of Finance,
Department of Education
Louise Combs, Division of Teacher Education and
Certification, Department of Education
Lyman Ginger, Director, Training School, University
of Kentucky

Friday Morning 9:30 - 10:35

**ELEMENTARY SECTION (ALL GROUPS)
HIGH SCHOOL GYMNASIUM**

Presiding: Nona Burress, Director, Field Service, KEA
Address: Improving Instruction in the Elementary
School—Miss Mary Elam, Special Elementary Con-
sultant
Adjourn at 10:35 for General Program in Gymnasium

Friday Morning, 9:30—10:35

**SECONDARY SECTION (ALL GROUPS)
HIGH SCHOOL AUDITORIUM**

Presiding: C. W. Hume, Stearns
Panel Discussion: Improving High School Teaching
Panel Leader: William D. Chilton, Director
Bureau of Finance, Department of Education

Panel Members

Glyn Morris
Adron Doran
Sara Rogers Ketron
James T. Alton
Louise Galloway
Frank Dickey
Adjourn at 10:35 for General Program in Gymnasium

Friday Morning, October 14, 1949

**GENERAL SESSION—HIGH SCHOOL
GYMNASIUM**

Presiding: W. E. Lacy, President
10:40 KEA Message, Henry Chambers, President
11:00 Report on Work-Conference Program,
Lyman Ginger, Director, Training School Uni-
versity of Kentucky
11:20 Evaluation of Conference, John W. Brooker, KEA,
Secretary
11:40 Report of Committees:
Nominations
Resolutions
12:00 Adjournment

OFFICERS

President—W. E. Lacy, Principal, Jamestown High
School
Vice President—Audrey Maupin, Supervisor, Clinton
County Schools
Secretary-Treasurer—O'Leary Meece, Assistant Prin-
cipal, Somerset High School

DIRECTORS

Adair	Harbart Walker	1950
Casey	W. M. Watkins	1950
Clinton	Audrey Maupin	1949
McCreary	C. D. Harmon	1949
Russell	Edith M. Spikard	1950
Pulaski	Orville Swearingen	1949
Wayne	Clara Hatfield	1950

COMMITTEES

Program

W. E. Lacy, O'Leary Meece, Audrey Maupin
Louise Combs, Department of Education
Nona Burress, Kentucky Education Association
Freda Baugh, Willa Harmon
Orville Swearingen, P. H. Hopkins

Nominations

R. C. Reneau
John Dunbar
C. E. Wesley

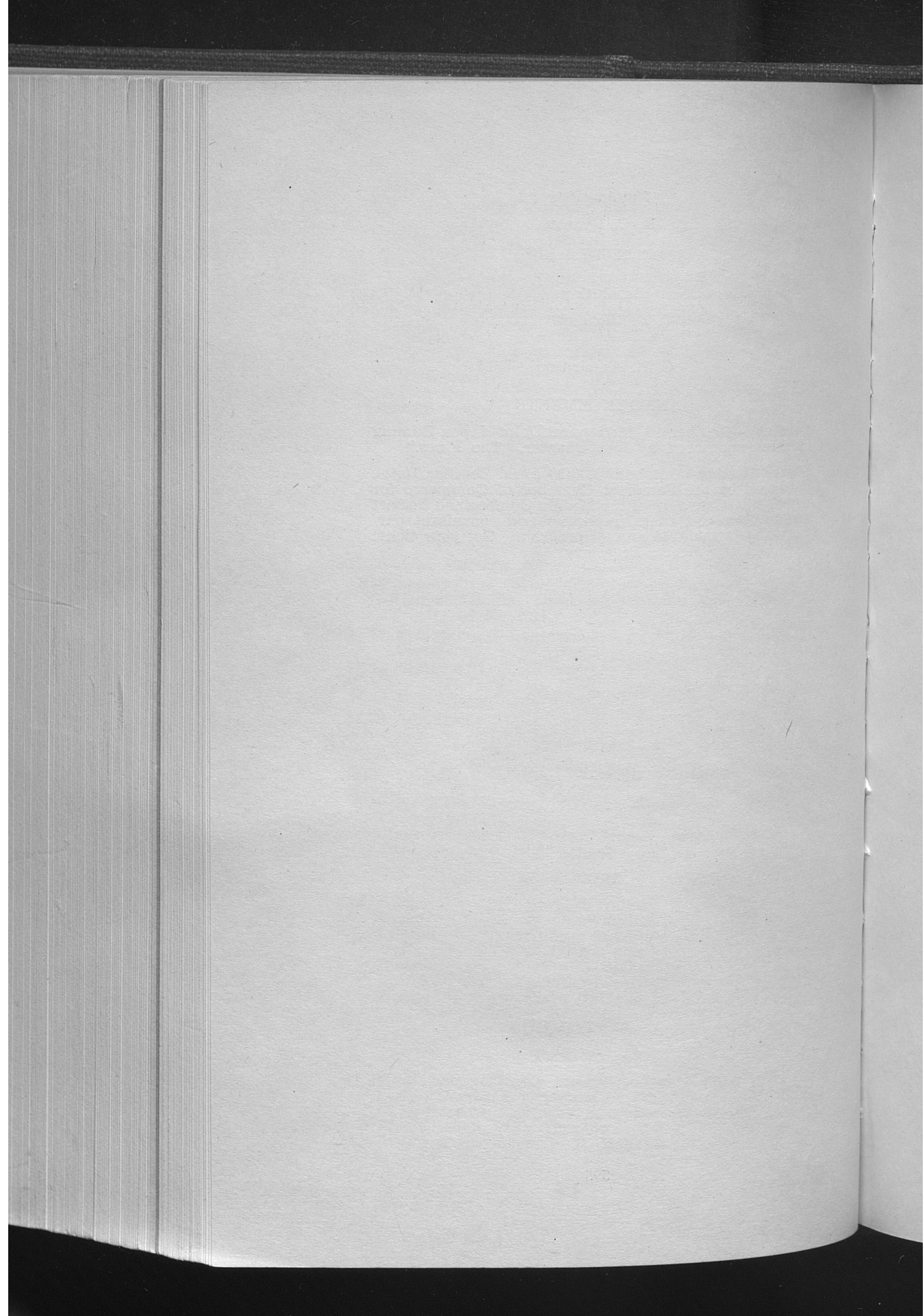
Resolutions

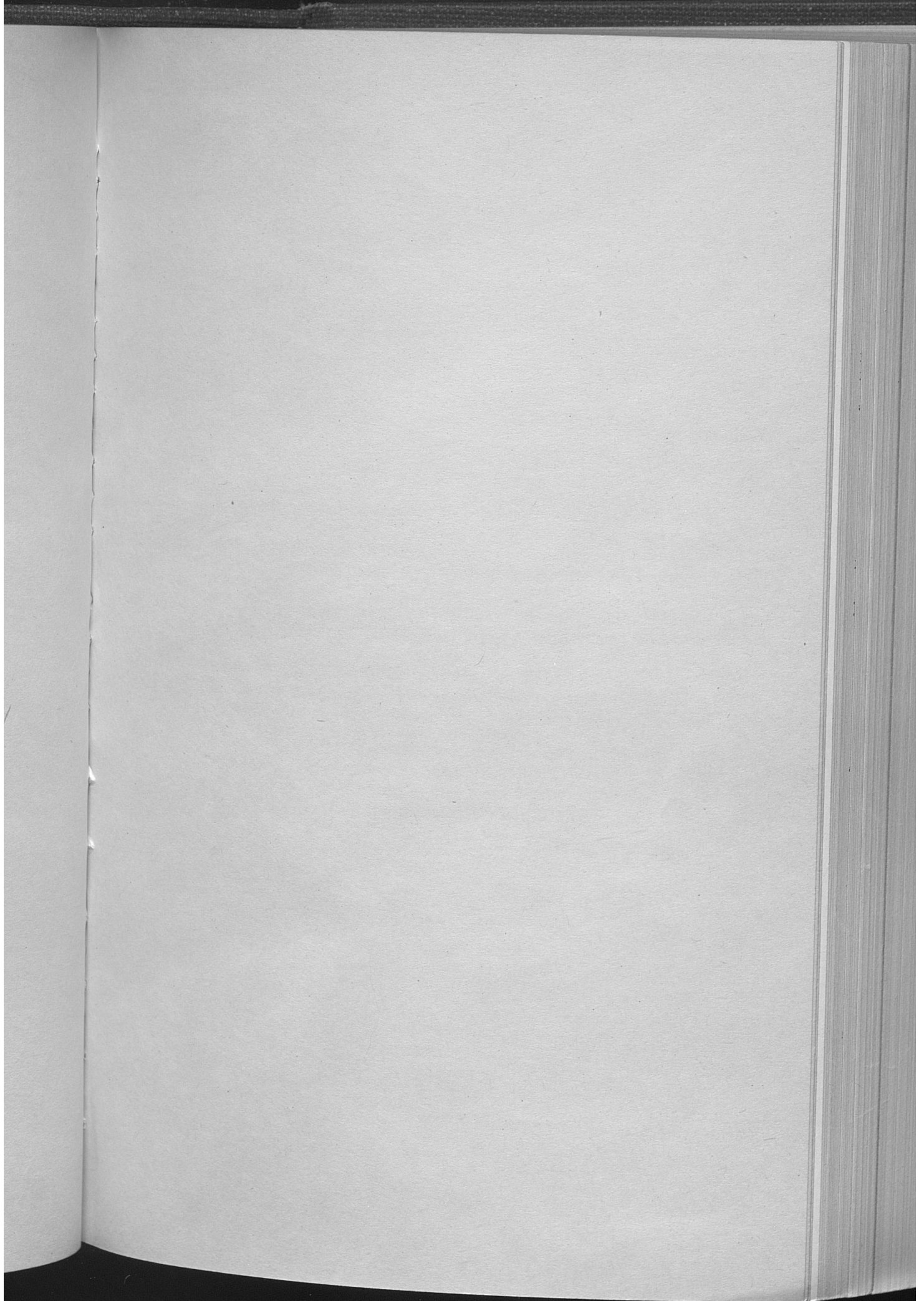
C. D. Harmon
Ira Bell
W. M. Watkins
C. H. Richardson

ANNOUNCEMENTS

Luncheon—October 13, 12:15 p. m. Delta Kappa Gamma luncheon sponsored by Iota Chapter, "The Pines."

Dinner Meeting—October 13, 6:30 p. m. Beecher Hotel, sponsored by the Somerset Chamber of Commerce for school administrators of the Middle Cumberland district and leaders, co-leaders, reporters and consultant participating in the 1949 annual program. Get your ticket from O'Leary Meece, Secretary.





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"Are you he who would assume a place to teach or be a poet here in the States?

The place is august, the terms obdurate.

Who would assume to teach here may well prepare himself body and mind,

He may well survey, ponder, arm, fortify, harden, make lithe himself.

He shall surely be questioned beforehand by me with many and stern questions.

Who are you indeed who would teach or sing to America?

Have you studied out the land, its idioms and men?

Have you learn'd the physiology, phrenology, geography, pride, freedom, friendship of Land? its substratums and objects?

Have you consider'd the organic compact of the first day of the first year of Independence, sign'd by the Commissioners, ratified by the States, and read by Washington at the head of the army?

Have you possess'd yourself of the Federal Constitution?"

—Walt Whitman

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