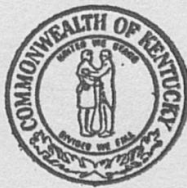
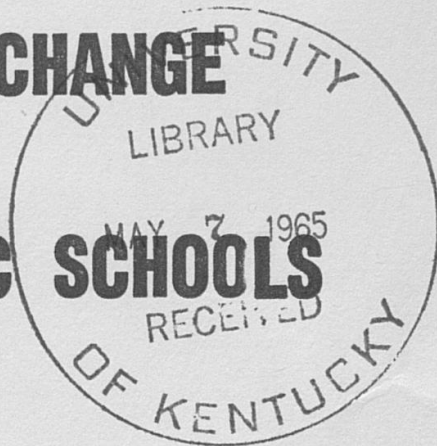


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DR. HARRY M. SPARKS
Superintendent of Public Instruction

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NEW AND EXPERIMENTAL

PRACTICES and PROGRAMS

IN

KENTUCKY SCHOOLS

- **Curriculum Innovations**
- **Newer Media**
- **Administrative Practices**

Prepared by

Division of Research in Cooperation with
Division of Instructional Services
Kentucky Department of Education
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FOREWORD

The planned introduction of new and experimental programs in Kentucky schools reflects both an awareness of new opportunity and acceptance of the role of responsible leadership at the local level. However, responsibility for educational change does not rest on local leadership alone. Educational change has broad dimensions and may be introduced in many ways. It is generally recognized that teacher-training institutions, professional organizations, and the State Department of Education have a common responsibility to project a program, to provide consultant services, and to lend assistance to local districts in bringing about educational change.

This Bulletin is a joint effort of several divisions and many individuals in the State Department of Education to catalogue educational change in Kentucky. Further efforts will be made periodically to provide needed supplements and to up-date the information.

The joint State and local effort will be considered extremely worthwhile if the survey can provide needed perspective, contributes to the sharing of ideas, and lends support and encouragement to schools desirous of further closing the gap between questionable "old" programs and desirable "new" practices. The further development and continuous refinement of a "strategy of innovation" can make a significant contribution to the advancement of education in Kentucky.

HARRY M. SPARKS
Superintendent of Public Instruction

ACKNOWLEDGMENTS

Special thanks are extended to Kentucky superintendents, central office staff, principals and teachers for making possible this Bulletin which helps to record the establishment of a new benchmark of educational change in the schools of the State.

The planning, collecting, recording, analyzing, and reporting of the voluminous data received from principals was a joint effort of three divisions of the Department of Education—Research Services, Instructional Services, and Computer Services.

Special recognition is also extended to the Kentucky ASCD Research Commission and its Research Seminar Planning Committee for an active program of stimulation and promotion of research activities among the schools of the state. Individually and collectively, the members of the State sub-committee are dedicated to fostering a research climate, providing for an exchange of ideas, and giving general support to the research activities of the Kentucky Association for Supervision and Curriculum Development, an affiliate of the Kentucky Education Association.

I

INTRODUCTION

Unprecedented change, mainly of post-World War II origin, continues to broaden and enrich the areas of science, technology, and the changing social order. The frequency of spectacular developments in the Space Age has tended to reduce the bold headlines of yesterday to commonplace treatment of comparable events today. Worthy of special mention, however, is the accelerated tempo of change which tends to widen the gap between physical change and social change, basic research and applied research, and theory and practice generally. The implications for education and other social services are great and challenging.

In recent years the gap between the promise of education and its achievement, particularly in the post-Sputnik era, has been a matter of increasing concern. Growing out of the reawakening of public interest, a variety of new programs and reform movements both within and without the profession were instituted. Among the many national efforts designed to upgrade education, the following programs appear to be most directly concerned with producing educational change:

1. The channeling of increased public and private funds into educational research and program development.
2. The promotion of, and programs for, the improvement of curriculum content and methodology at national, state, and local levels.
3. The total effort directed toward instructional materials development.
4. The continuing education movement.
5. The new strategy and tactics of educational leadership.

For the most part, the local effectiveness of the aforementioned developments will depend on the quality of educational leadership provided in Item Five. In the past, due to limited staffing, the administrative and supervisory leadership at the district and school levels, many times, has had to favor operational practices over planning and development. Under the fully-financed Foundation Program of 1956 *significant changes in staffing patterns*, both in number and assignment of staff personnel, now make it possible for the superintendent to free himself from many conventional duties and devote more time to administrative duties in the area of *curriculum and instruction*.

Statement of Purpose

The purpose of the survey was to obtain statewide data from principals and program directors at the school and district level as to the extent and type of educational change that is taking place in the public schools of the state. In the past, partial surveys either by region or statewide surveys by single programs have revealed wide variability in the introduction of new and experimental practices in curriculum and instruction.

Specific objectives set forth for the comprehensive survey and ways to implement the findings were:

1. to provide a catalogue of educational change underway and in process which will serve as a sort of benchmark for future periodic surveys;
2. to provide encouragement and reinforcement to local schools and school districts through an exchange of ideas and recognition of efforts to improve curriculum and instruction in the schools of Kentucky;
3. to improve attitudes and understandings of the strategy of innovation; particularly, the necessity for sound planning and optimum conditions for the introduction of new programs;
4. to improve communication and to point up the need to establish reasonably adequate standards whereby the new practice can be tried out and assessed on its true merits;
5. to encourage cooperative and continuous self-evaluation of existing practices leading to organized study of innovations with a view to reducing educational lag when the new practice seems to be worthy of full-scale experimentation.

Procedures

Annual elementary and secondary school reports to the State Department of Education for the year 1964 did not provide adequate data for a comprehensive report on educational change. Thus, the need arose for a questionnaire survey in response to the interest expressed by several agencies across the state. While the questionnaire tends to be time consuming at its best and subject to communication errors, it does possess redeeming qualities such as recency of data, depth of information on specific topics and relatively easy quantification of data by machine processing. The Division of Computer Services of the Department of Education provided the necessary programing. General procedures and brief suggestions for completing the Form were attached to the questionnaire. (See Appendix A).

Scope of Survey

The questionnaire was directed to principals of all public elementary and secondary schools in the state having a supervising principal. Administratively in Kentucky this means all high schools and those elementary schools having eight or more teachers. Schools of less than eight teachers were not included. The distribution of public schools as defined above and by grade organization is as follows:

Grade Pattern	No. of Schools	No. Responding	Per cent Response
Secondary Schools			
Grades 7-12	124)	184	56%
Grades 9-12	207)		
Grades 8-12	6	4	67
Grades 10-12	13	11	85
Grades 7-9	47	35	74
Other	8	5	63
	—	—	—
Total	405	239	59
Elementary Schools			
Grades K-6	17	4	24
Grades 1-6	294	232	79
Grades 1-8	475	219	46
Other	82	48	59
	—	—	—
Total	868	503	58
<hr/>			
Total—All Schools	1273	742	58

General Outline

The findings of the survey including much of the basic data reported under State Summaries are presented in five subsequent parts.

In Part II, some characteristics of *new and experimental programs* in Kentucky schools are described.

Part III presents the type and extent of some developments in the use of *newer instructional media* in the schools of the state.

In Part IV is presented a brief report of *administrative practices* which tend to facilitate or otherwise influence educational change in the schools.

In Part V is presented a listing of 932 *abstracts* of new and experimental programs arranged by school districts and reported by regions.

In Part VI, approximately 15 per cent or *one hundred and fifty selected abstracts* of new and experimental programs are reproduced.

In Appendix B, special attention is called to the section on Selected Definitions and a Glossary of Related Terms.

PART II

CURRICULUM DEVELOPMENT

In the survey of public schools having a principal, information was requested on five specific areas of curriculum content or organization. Also, space was provided for the write-in of other programs introduced, either new or experimentally, since 1959-60. The specific areas on which a description of program was requested are: (1) modern foreign language in the elementary school, (2) "new" mathematics, (3) "new" biology, (4) non-graded program, and (5) core of block-time programs. The Survey questionnaire is reproduced in Appendix A.

1. Modern Foreign Language in the Elementary School

Of 503 elementary schools participating in the survey, 192 or 38.2 per cent reported a modern foreign language at one or more instruction levels. General program characteristics are summarized below.

Table 1. Program Characteristics—MFLES

Description and Number of Schools										Factors Influencing Change												
Grade Level		For Pupils of:				Grouping Patterns				Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	No. of Pupils in Program					
Primary, Grade 1-3	Intermediate, 4-6	Adv. Elem., 7-8	High School	Superior Ability	Average	Below Average	All Levels	Class Size	Basis for Grouping													
								Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment	Interest	Other								
91	129	47	21	48	53	7	131	21	144	28	71	78	53	26	99	84	9	23	14	36	8	29875

It will be observed that the frequency of responses tends to reflect the following practices: (1) major opportunity provided at *intermediate grade level*, (2) *regular class grouping* is preferred, and (3) when special grouping is used *teacher judgment* and *achievement* are considered equally important by the respondents. The frequency of factors influencing change in terms of the total factors listed indicates that a *local school plan* singly or strongly reinforced by a *school district plan* serves as the source of motivation for most of the new or experimental programs in this curriculum area.

The approximate number of pupils enrolled in a modern foreign language in the 192 schools reporting this item was 29,815. Of the 166 schools providing data on enrollment, the average enrollment per school was 180 pupils. Other sections of this report reveal a significant relationship between instructional television and modern foreign language in the elementary school.

PROGRAM CONTINUITY. A brief analysis of the data for individual schools provides additional information on the important characteristic of *program continuity*. These types of organization practices are identified from the individual reports:

61 schools provide a program for primary and intermediate grades (largely the 6-year elementary schools)

55 schools, grade level 4-6 only

34 schools, grade level 7-8 only (mainly junior high and 6-year high schools, continuing in most cases, to the 9-12 level)

17 schools, grade level 1-3 only

9 schools, grade levels 4-6 and 7-8

4 schools (other than 6-year schools), all grade levels.

Analysis of individual reports reveals that the "high school" programs reported apply to the transitional grades 7-8 and are reported, for the most part, by junior high and six-year high schools.

2. New Mathematics (SMMSG or Other)

The second line item on the Survey form requested information on *new mathematics* in the public elementary and secondary schools of the State. To improve communication, an example of the new programs in mathematics was provided—School Math Study Group (SMMSG) or other. Preliminary in-service activities by the Department of Education and the colleges working cooperatively with local school districts helped to provide a favorable climate for the introduction of the SMMSG materials. However, as the narrative reports indicate, other innovations in mathematics also are being tried out.

Of the 742 public schools responding, 200 schools, or 26 per cent, reported one or more new or experimental programs in mathematics. Of 503 elementary schools, 142 or 28.2 per cent described newly-introduced programs at one or more grade levels. Of 239 high schools, 58 or 24.3 per cent reported recent changes in the mathematics curriculum. A brief description of the overall program is provided in the following summary.

Table 2. New Mathematics (SMMSG or Other)

Description and Number of Schools										Factors Influencing Change																					
Grade Level		For Pupils of:				Grouping Patterns					Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	No. of Pupils in Program													
97	83	40	39	57	22	16	109	3	121										42	98	98	44	24	79	78	22	8	23	9	12	38072

It will be noted that five junior high or six-year high schools reported change at the "advanced elementary" level. Abstracts reveal that these changes tend to reflect efforts to regroup science content in grades 7-9.

The broad profile of program characteristics of new and experimental programs in biology according to the forty-three respondents is described as: *senior high school level*; for pupils of *superior ability*; *regular class size*; and *achievement* and *teacher judgment*—basis for grouping. Factors influencing change are basically *local school plan* followed closely by *school district plan* in order of number of responses. The enrollment in 29 of the 43 schools reporting on this item is 1,515 pupils.

4. Non-Graded Program

The fourth item singled-out for attention on the survey of curriculum change is the *non-graded program*. Other reports indicating increased activity and services by state and local groups prompted the special listing of the non-graded program in Kentucky elementary schools.

Of the 587 elementary and twelve-grade schools completing the questionnaire, 134 schools or 22.8 per cent of respondents provided information on this organization pattern. Major program characteristics are summarized in Table 4.

Table 4. The Non-Graded Program

Description and Number of Schools											Factors Influencing Change						No. of Pupils in Program					
Grade Level		For Pupils of:				Grouping Patterns					Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds		Other				
Primary, Grade 1-3	Intermediate, 4-6	Superior Ability	Average	Below Average	All Levels	Class Size		Basis for Grouping														
						Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment	Interest	Other										
105	66	19	12	3	5	36	80	—	43	62	75	73	15	33	51	71	4	9	10	5	12	22235

The typical non-graded program in Kentucky is reflected in these program characteristics: *primary grades*, 50 per cent; for *pupils of all ability levels*, 65 per cent; increased flexibility as indicated by *variable grouping*, 59 per cent; *achievement* and *teacher judgment*—basis for grouping when used, 76 per cent; and *school district plan*, major single factor influencing change, 44 per cent. Of 134 schools having a program, 106 or 79 per cent reported 22,235 pupils enrolled. A description of several programs classified as non-graded is provided in Part IV.

The traditional instruction levels served by the non-graded program in Kentucky public schools as reported by 128 respondents is summarized in Table 5.

Table 5. Non-Graded Programs by Grade Levels Served

Primary and intermediate grade levels -----	53
Primary (1-3) only -----	45
Primary, intermediate and advanced -----	7
Intermediate (4-6) only -----	6
Advanced elementary (7-8) only -----	5
*High school only -----	5
*Advanced elementary and high school -----	7
Not designated -----	6
Total schools -----	134

*Junior high and six-year high schools

5. Core Program

Developments in the core program, particularly over the past four years, are reported on by forty-four schools. By organization patterns, the schools are distributed as follows: junior high schools, fifteen; six year high schools, fourteen; grades one thru eight, eight; other elementary, three; senior high schools, two; and twelve-grade schools, two. Program characteristics as revealed by frequency of responses by schools are shown in Table 6.

Table 6. Characteristics of Core Programs

Description and Number of Schools										Factors Influencing Change										
Grade Level		For Pupils of:				Grouping Patterns				Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	No. of Pupils in Program			
Primary, Grade 1-3	Intermediate, 4-6	Superior Ability	Average	Below Average	All Levels	Class Size		Basis for Grouping												
						Large Group	Regular Class	Variable Grouping	Achievement									Teacher Judgment	Interest	Other
2	4	4	3	5	31	—	32	8	22	22	10	13	19	20	3	1	1	—	3	12790

The general characteristics tend to describe a core or block-time program for the transition grades 7-8 which is designed for pupils of *all ability levels* in a *regular class*. The basis for grouping is equally divided between *achievement* and *teacher judgment* or, as multiple responses indicate, a combination of both. The factors influencing change favor slightly a *school district plan* over a local school plan. Twenty-nine of the 44 schools reported 12,790 pupils enrolled in a core or other variation of a block-time program.

6. Other Changes or Practices

Following the listing of five curriculum practices, an open-end item "other changes or practices made since 1959-60" was provided on the questionnaire. Under the "open" category, 249 schools supplied information on 418 new or experimental programs in the general area of curriculum development. The range of "other" programs reported is one to five or an average of slightly less than two programs per school. Abstracts on many of these programs are listed in Part III and a sampling reproduced in Part IV.

The variety of programs listed tends to make less meaningful the composite program characteristics. Even so, the pattern appears to underscore the general practices reported for the specific programs. Program characteristics for the 448 general programs are shown in Table 7.

Table 7. Curriculum Development

Description and Number of Schools											Factors Influencing Change										
Grade Level		For Pupils of:				Grouping Patterns						Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	No. of Pupils in Program		
Primary, Grade 1-3	Intermediate, 4-6	Superior Ability	Average	Below Average	All Levels	Class Size			Basis for Grouping												
						Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment	Interest	Other									
160	204	73	54	70	237	15	214	116	214	184	92	56	260	93	23	24	17	9	27	65110	
131	99																				

The broad profile for all other curriculum practices for all schools reveals that the major concentration is at the *intermediate grade level*; decidedly for *pupils of all ability levels*; *regular class size* favored; and *achievement*—the predominant basis for any special grouping. Factors influencing change strongly reflect a *local school plan*. Schools providing enrollment data report a total of 65,110 pupils enrolled in one or more new programs.

PART III

INSTRUCTIONAL PRACTICES AND NEWER MEDIA

On Page Two of the questionnaire, information was requested on five specific developments in the areas of instructional practices and newer media. Selected survey items used as examples of instructional change in Kentucky schools are: (1) instructional television, (2) programed instruction, (3) team teaching, (4) language laboratory, and (5) differentiated instruction. In a concluding open-end item, the schools were requested to describe "other" instructional changes or practices in the use of newer media since 1959-60.

1. Instructional Television (ITV)

The use of ITV was reported by 189 schools or 25.5 per cent of the 742 schools participating in the Survey.¹ The distribution of schools by grade organization indicates a concentration of interest and development of ITV in the elementary schools.

Elementary Schools		Combination Schools		High Schools	
K or 1-6	103	K or 1-12	9	7-12	12
1-8	37	K or 1-9	3	9-12	4
Other	4	4-11	1	10-12	2
				7-9	9
				Other	5
144		13		32	

Of the 603 elementary schools including 100 combined schools (grades 1-12), 157 schools or 26 per cent reported the use of instructional television in the *elementary program*. Similarly, of the 239 secondary schools, including twelve-grade programs, 45 schools or 18.8 per cent reported the use of ITV in the *secondary program*. General program characteristics for the 189 schools reporting are shown in the following summary.

Table 8. Instructional Television

Description and Number of Schools												Factors Influencing Change								
Grade Level		For Pupils of:				Grouping Patterns						Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	No. of Pupils in Program	
Primary, Grade 1-3	Intermediate, 4-6	Superior Ability	Average	Below Average	All Levels	Class Size		Basis for Grouping												
						Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment	Interest									Other
106	146	32	46	13	133	34	129	19	71	79	21	23	88	102	15	10	12	27	8	51579

1. The geographic distribution by counties of schools reporting ITV is shown in Chart 1.

The frequency of responses sketch the following general profile for ITV in Kentucky public schools: (1) an elementary program with emphasis on the *intermediate grades*, (2) a general program for pupils of *all ability levels*, (3) *regular class grouping* is the rule with few exceptions, and (4) when special grouping is used, *teacher judgment* followed closely by *achievement* are the means most employed. In terms of degree of discrimination provided in other program descriptions, the *school district plan* stands out as the major type of factor influencing the growth and expansion of ITV in Kentucky public schools. Of the 189 schools reporting, 161 schools provided data on enrollment which totaled 51,579 pupils or an average of 320 pupils per school.

What grade levels are served by the individual schools? Analysis of the individual reports reveal the following combinations:

Primary (1-3) and Intermediate (4-6) -----	78 schools
Primary (1-3), Intermediate (4-6), Advanced (7-8) ----	24
Primary (1-3) only -----	3
*Intermediate (4-6), Advanced (7-8) -----	6
*Intermediate (4-6), Advanced (7-8), High School (9-12) -----	1
*Intermediate (4-6) only -----	34
Advanced (7-8), High School (9-12) -----	12
Advanced (7-8) only -----	9
High School (9-12) -----	15
Not designated -----	6
Total -----	189

Previously in this Section, school organization patterns were shown. Relating the various combinations shown above to the school organization patterns as indicated earlier, it is revealed that a "complete" program as defined by grade levels is provided for 145 schools or 76.7 per cent of total schools reporting ITV.

*Indicates major extent of "incomplete" programs.

2. Programed Instruction

Programed instruction using either a *machine* or *printed text* format is a relatively new approach to instruction for a high percentage of schools. To what extent is this instructional innovation in use in Kentucky schools? To try to find an answer to this question and at the same time to communicate more effectively, the specific request was qualified with the phrase, "with or without machines." The attempted explanation, in some cases, may have been more misleading than helpful.

Of the 742 schools participating in the Survey, 43 elementary schools and 25 high schools provided general information on programed instruction. The type of organization pattern of the 68 schools is shown in the following distribution:

Elementary Schools		Combined or High Schools	
1-8 -----	21 schools	K or 1-12 -----	13
K or 1-6 -----	18	7-12 -----	4
Other -----	4	7-9 -----	4
		9-12 -----	2
		10-12 -----	2
	43		25

By schools, the extent of experimentation in this area is approximately one out of ten schools replying to the questionnaire. Further analysis of grade levels served by the sixty-eight schools, is shown in the following distribution:

Primary (1-3) and Intermediate (4-6) -----	12 schools
Primary (1-3), Intermediate (4-6), Advanced (7-8) -----	10
Primary, Intermediate, Advanced, High School -----	2
Primary only -----	3
Intermediate and Advanced -----	2
Intermediate, Advanced, High School -----	1
Intermediate only -----	10
Advanced and High School -----	3
Advanced only -----	8
High School -----	17
Total -----	68

It will be observed from the above distribution of programs by grade levels and schools approximately two out of three schools provide some type of programed instruction at the advanced and high school level. A summary of program characteristics is shown in the following tabulation for all schools.

Table 9. Programed Instruction

Description and Number of Schools										Factors Influencing Change						No. of Pupils in Program						
Grade Level		For Pupils of:				Grouping Patterns																
						Class Size		Basis for Grouping														
Primary, Grade 1-3	Intermediate, 4-6	Adv. Elem., 7-8	High School	Superior Ability	Average	Below Average	All Levels	Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment	Interest	Other	Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	
27	37	26	23	17	17	6	44	4	45	14	32	38	16	8	48	13	4	4	7	5	4	10258

The total responses for the several components, other than grade level already discussed, provide a general description of prevailing practices: for pupils of *all ability levels*; *regular class* grouping; *teacher judgment*, basis for grouping; and *local school plan*, the major factor influencing experimentation. In the 68 schools, 10,258 pupils are reported enrolled in programed instruction.

3. Team Teaching

School districts in Kentucky having four or more schools reporting a program of *team teaching* are: Jefferson County, nine; Louisville, six; Fayette County, four; Lexington, four; and Owensboro, four. Of these 27 schools, 23 schools reported 4,487 pupils enrolled, or 52.5 per cent of the total enrollment for this program for the State. Approximately one out of twelve schools (8 per cent) participating in the survey reported a program of team teaching. The responding schools by organization patterns are distributed as follows:

Elementary Schools		Combined and High Schools	
1-6 -----	22 schools	1-12 -----	4 schools
1-8 -----	15	10-12 -----	4
Other -----	3	7-9 -----	6
		9-12 -----	2
		7-12 -----	2
		Other -----	3
	40		21

The sixty-one schools show wide variability in the grade levels served. The following patterns are reported:

Primary and Intermediate -----	6 schools
Primary, Intermediate and Advanced -----	3
Primary, Intermediate, Advanced, and High School -----	1
Primary only -----	2
Intermediate and Advanced -----	4
Intermediate only -----	16
Advanced and High School -----	2
Advanced only -----	11
High School -----	15
Not designated -----	1
	61

Two out of three schools reporting reveal team teaching practiced at one grade level only. Percentage-wise, the advanced and high school level (9-12) account for 59 per cent of the single grade level programs. Other characteristics of team teaching are shown in the following summary.

Table 10. Team Teaching

Description and Number of Schools											Factors Influencing Change											
Grade Level		For Pupils of:				Grouping Patterns					Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	No. of Pupils in Program				
Primary, Grade 1-3	Intermediate, 4-6	Superior Ability	Average	Below Average	All Levels	Class Size		Basis for Grouping														
						Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment									Interest	Other		
12	30	21	18	14	12	7	37	16	27	22	32	30	11	11	42	8	2	3	2	1	6	8546

The sixty-one respondents show significant agreement in the factors influencing the adoption and use of the team teaching pattern of instruction. It appears that the programs, for the most part, are school-initiated and locally oriented as indicated by two out of three schools reporting high priority given to a *local school plan*.

4. Language Laboratory

The language laboratory is a relatively new instructional facility for the teaching of modern foreign languages in the high schools of the state. Of 73 schools reporting its use, 49 schools, or 67 per cent, are high schools and 24 schools, or 33 per cent, are elementary schools.

The 49 high schools represent 20.5 per cent of all high school replies received; the 24 elementary schools, 4 per cent of the total elementary responses received. The school organization patterns reveal these types of schools:

Elementary		Combined or High School	
1-8	14 schools	9-12	17 schools
1-6	10	7-9	10
		7-12	8
		1-12	8
		10-12	6
	24		49

Program characteristics reflecting in a general way how the language laboratory is used is shown in Table 11.

Table 11. Language Laboratory

Description and Number of Schools											Factors Influencing Change											
Grade Level		For Pupils of:				Grouping Patterns																
Primary, Grade 1-3	Intermediate, 4-6	Adv. Elem., 7-8	High School	Superior Ability	Average	Below Average	All Levels	Class Size		Basis for Grouping			Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	No. of Pupils in Program		
								Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment									Interest	Other
9	21	17	44	20	25	4	46	—	48	17	27	31	26	13	41	18	5	7	9	18	2	9886

The composite description for the 73 schools reveals the following general program characteristics: *high school installation and use*, 44 schools; *for pupils of all ability levels*, 46 schools; *regular class grouping*, 48 schools; no sharp differentiation among major grouping methods; and local school initiative is underscored by 41 schools reporting a *local school plan*.

What grade levels are served by language laboratory equipment in the seventy-three schools?

Primary and Intermediate -----	3 schools
Primary, Intermediate, Advanced (7-8) -----	3
Primary only -----	3
Intermediate and Advanced -----	5
Intermediate only -----	9
Advanced and High School -----	5
Advanced only -----	3
High School -----	40
Not designated -----	2

73

In terms of the 85 grade levels identified in the 71 schools, the language laboratory is used in a supporting role at the different grade levels as follows: Primary, 10 per cent; intermediate, 23 per cent; advanced (7-8), 19 per cent; and high school (9-12), 47 per cent.

5. Differentiated Curriculum

The fifth special program designated under Part II of the questionnaire requested information on the general category of "track" or "levels" programs. It is recognized that an overlapping and possible duplication was introduced, especially in terms of the "non-graded" program reported on in Part I. Increasingly, the efforts to individualize instruction are reflected in the new approaches at the school district level as well as the wide diversity of patterns at the school and classroom level.

The general areas of interest and development in the newer approaches to differentiated curriculum are indicated by the following types of school organization patterns:

Elementary Schools		Combined and High Schools	
1-6	73 schools	9-12	22 schools
1-8	64	7-12	16
Other	11	10-12	6
		1-12	12
		7-9	16
		1-9	6
		Other	3
148		81	

The program characteristics, as reported by the 148 elementary schools and 81 secondary and combined schools shown in the distribution above, are summarized in Table 12.

Table 12. Differentiated Curriculum

Description and Number of Schools										Factors Influencing Change						No. of Pupils in Program							
Grade Level		For Pupils of:				Grouping Patterns				Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds		Other						
Primary, Grade 1-3	Intermediate, 4-6	Adv. Elem., 7-8	High School	Superior Ability	Average	Below Average	All Levels	Class Size	Basis for Grouping														
128	135	95	62	40	37	51	165	6	130	94	176	157	59	39	142	100	12	22	17	6	12	89086	
								Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment	Interest	Other									

The number of responses tend to point up the uniqueness of the several programs rather than a generalizable pattern for all. It is significant that the programs or variations appear to originate in a *local school plan*. Further, it seems that the possible conflicts introduced by individual school plans may be minimized, to a large extent, by *school district plans*. The 229 schools report an overall enrollment of 89,086 pupils participating in some form of differentiated instruction by levels.

To what extent do the new and experimental practices possess program continuity? The following tabulation of grade levels reveal that two or more levels are provided for in 86 per cent of the schools reporting:

Primary, Intermediate -----	75 schools
Primary, Intermediate, Advanced -----	43
Primary, Intermediate, Advanced, High School -----	4
Primary only -----	5
Intermediate and Advanced -----	4
Intermediate, Advanced, High School -----	1
Intermediate only -----	8
Advanced and High School -----	22
Advanced only -----	20
High School -----	35
Not designated -----	12

229

It will be observed that only five schools report a program at the primary level only; eight schools, intermediate level only; and twenty schools, advanced level only. A high percentage of the six-year elementary schools provide a complete program. Of the total programs by grade levels served, 263 programs, or 63 per cent, are in grades 1-6, and 157 programs, or 37 per cent, are reported in grades 7-12.

6. Other Instructional Practices

The concluding item on the survey form of instructional change and newer media invited respondents to list and describe "other" new and experimental programs in the schools. One hundred and twenty-seven schools reported 202 programs in the general category of the new technology in education. Responses by schools to general program characteristics of the "other" programs is shown in the following summary.

Table 12. Other Instructional Innovations

Description and Number of Schools											Factors Influencing Change											
Grade Level		For Pupils of:				Grouping Patterns					Local School Plan	School District Plan	Workshop (College)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other	No. of Pupils in Program				
Primary, Grade 1-3	Intermediate, 4-6	Adv. Elem., 7-8	High School	Superior Ability	Average	Below Average	All Levels	Class Size	Basis for Grouping													
								Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment	Interest	Other								
90	125	57	28	17	25	32	121	7	97	69	89	81	32	29	106	59	16	12	6	4	17	39713

It will be noted that other experimentation in the schools tends to cluster around the *intermediate grade level*, includes for the most part *all*

ability levels, is carried on in *regular classes*, and special grouping when used is based largely on *achievement and teacher judgment*. Reflecting the general pattern of initiation throughout the survey, the *local school plan* accounts for a high percentage of the "factors influencing change." The respondents reported 39,713 students included in the programs.

PART IV

ADMINISTRATIVE PRACTICES

In the concluding section of the Survey data was requested on the use of selected administrative policies and practices related to curriculum and instruction. Omissions tended to limit the validity of this part of the questionnaire. The summary of responses is confined to reporting the frequency of items and the percentage of total schools replying in the affirmative.

Responses for designated practices are grouped into four broad categories of school organization patterns: elementary schools, combined or twelve-grade schools, junior high schools, and four-year or senior high schools.

1. Accelerated Programs

Policy or Practice	Practice Exists—"Yes-No" Responses by Schools				
	Elem.	Gr. 1-12	Gr. 7-9	Senior HS	Total
By Grade level	110-255	11-56	21-12	28-41	170-364
Yes	30%	16%	64%	41%	32%
Advanced Placement	53-271	7-56	10-15	27-43	97-385
Yes	16%	11%	40%	38%	20%
By Subject Matter Area	79-249	16-50	19-9	61-27	175-335
Yes	24%	24%	68%	69%	34%

Courses or subject-matter areas most frequently reported under some type of accelerated program are: elementary schools—reading (laboratory-type experiences), mathematics, science, and social studies; at the junior high level—algebra, biology, and "other" mathematics; at the senior high school level—English (such as advanced or honors courses), mathematics (e.g. general math, algebra, geometry), and science. Several examples of the accelerated type programs are provided in the program abstracts section (Part V).

2. Exploratory Programs

Increasing concern is expressed and administrative practices developed to provide for earlier introduction of high school subject areas, particularly at the seventh and eighth grade levels. To explore the "moving downward" of certain curriculum areas, four subjects were listed and write-in space provided for "other" practices.

Practice	Practice Exists—"Yes-No" Responses by Schools				
	Elem.	Gr. 1-12	Gr. 7-9	Senior HS	Total
Industrial Arts	12-219	10-63	26-8	22-33	70-313
Per cent "Yes"	5%	14%	76%	40%	18%
Homemaking	24-205	8-61	23-10	21-32	76-308
% Yes	10%	12%	70%	40%	20%
Mathematics	48-173	17-57	18-16	19-35	102-281
% Yes	22%	23%	53%	35%	27%
Foreign Language	24-196	10-60	12-16	10-39	56-311
% Yes	11%	14%	43%	20%	15%

In the main, downward extension reflects pupil needs as well as curriculum expansion through introductory courses. This redirection is found,

for the most part, at the critical seventh and eighth grade levels of the schools using the 8-4 organization plan. The standard junior high programs generally offer a three-year sequential program. The percentages shown above provide a relative measure of program change only.

3. Automatic Data Processing

Gradually in the larger schools machine data processing is being introduced to relieve principals and teachers of many hours of time consuming duties. Once introduced, data processing equipment tends to serve many routine functions. The emerging pattern in Kentucky schools is summarized below.

Automated Practice	Practice Exists—"Yes-No" Responses by Schools				
	Elem.	Gr. 1-12	Gr. 7-9	Senior HS	Total
Class scheduling	22-288	1-68	5-23	14-74	42-453
Per cent "Yes"	7%	1%	18%	16%	8%
Grade reporting	25-282	2-68	5-23	8-79	40-452
% Yes	8%	3%	18%	9%	8%
Attendance	24-284	2-67	3-23	5-80	34-454
% Yes	8%	3%	12%	6%	7%
Other	15-245	2-58	1-21	3-59	21-383
% Yes	6%	3%	5%	5%	5%

Percentage-wise, it will be noted that the secondary schools report a greater use of machine data processing for class scheduling and grade reporting than elementary schools. The data at hand indicate that the relatively small percentage of elementary schools using data processing consider attendance reporting a primary use for this type of equipment. It is not believed that the survey responses indicate the extent that these services are performed for schools on central office equipment.

4. Scheduling Practices

Administrative practices in the broad area of class or activity programming were reported on by approximately 500 of the 742 participating schools. The response pattern varied widely with several schools, by oversight or choice, electing not to reply. The summation of "Yes-No" responses is shown below:

Administrative Practice	Practice Exists—"Yes-No" Responses by Schools				
	Elem.	Gr. 1-12	Gr. 7-9	Senior HS	Total
Closed noon hour	132-254	26-48	8-19	40-60	206-381
Per cent "Yes"	34%	35%	30%	40%	35%
Extended class period	69-271	9-60	10-18	19-77	107-426
% Yes	20%	13%	36%	20%	25%
Rotating Schedule	74-273	14-55	11-17	17-76	116-421
% Yes	21%	20%	39%	18%	22%
Non-graded primary	79-275	7-59	86-334
% Yes	23%	11%	21%
Activities scheduled outside schools hrs.	191-170	27-44	21-12	65-34	304-260
% Yes	53%	38%	64%	66%	54%
Large group instruction	65-291	7-57	9-24	25-72	106-444
% Yes	18%	11%	27%	26%	19%
Summer school	128-269	6-67 (E)	16-27	31-52	189-450
% Yes	22%	11%	37%	37%	30%

The average percentages in the total column indicate that the respondents were in general agreement on only one of the designated administrative practices. Of the 564 responses on "activity scheduling", 304 or 54 per cent reported "outside school hours."

By and large, this summation seems to say that special administrative practices are closely related to individual school factors. A case in point is the relationship of "closed noon hour" to transportation. The percentage responses on other special administrative practices tend to reflect the relationship with experimental programs as reported in the earlier sections of this report.

5. Other Administrative Practices

The following items apply to the type and extent of a public relations program maintained by the schools and the extent of involvement of citizens in curriculum study for a particular year.

Other	"Yes-No" Responses by Schools and Per Cent				
	Elem.	Gr. 1-12	Gr. 7-9	Senior HS	Total
School News bulletin	262-147	41-26	24-8	76-28	403-209
% Yes	64%	61%	75%	73%	66%
TV or radio program	106-249	26-41	9-20	38-49	179-359
% Yes	30%	39%	31%	44%	33%
Annual Report to Supt.	329-74	57-14	24-6	76-22	486-116
% Yes	82%	80%	80%	78%	81%
Citizens Curriculum Committee	58-267	14-54	6-20	26-63	104-404
% Yes	18%	21%	23%	29%	20%

In terms of the frequency response for other administrative services, it will be noted that 66 per cent of all schools provide a school news bulletin, 33 per cent make some use of radio or television, and 81 per cent make an annual report to the school superintendent. The data at hand do not indicate the type of citizens curriculum committee whether ad hoc or continuing. Assuming the committee is appointed for a specific purpose and length of time, the 20 per cent of schools with a citizens study group should be interpreted in terms of a given year rather than the overall practice for all schools.

PART V

LISTING OF ABSTRACTS OF NEW AND EXPERIMENTAL PROGRAMS SUBMITTED BY KENTUCKY PUBLIC SCHOOLS

One section of the Survey of Special Practices and Experimental Programs in Kentucky schools requested a brief narrative report on "two or three" new programs selected by the respondent. Suggestions for completing the Survey form included this brief explanation:

Realizing that structured instruments limit communication, three copies of a descriptive blank are provided. The principal or teacher in charge is requested to *describe the two or three new instructional programs which are considered the most promising for the school.*—Use a separate form for each program described. A copy of the abstract form is included in Appendix A.

In response to the request for narrative reports, 932 abstracts were received. The abstracts are listed by schools and school districts. The school districts are arranged alphabetically by county and grouped in six regions.

The six regions represent an arbitrary combination of the eleven educational districts of the Kentucky Education Association. In general, the regional pattern shown here corresponds to the supervisory areas of the State Department of Education. In addition to providing a manageable framework for presenting the data, it is hoped that the arrangement may suggest ways special committees and affiliated subject matter groups of district education associations can work together to encourage curriculum study and experimentation at the district level.

REGION	KEA DISTRICTS
I	I and II
II	III and IV
III	V and NKEA
IV	CKEA
V	MCEA, UCEA, UKREA
VI	EKEA

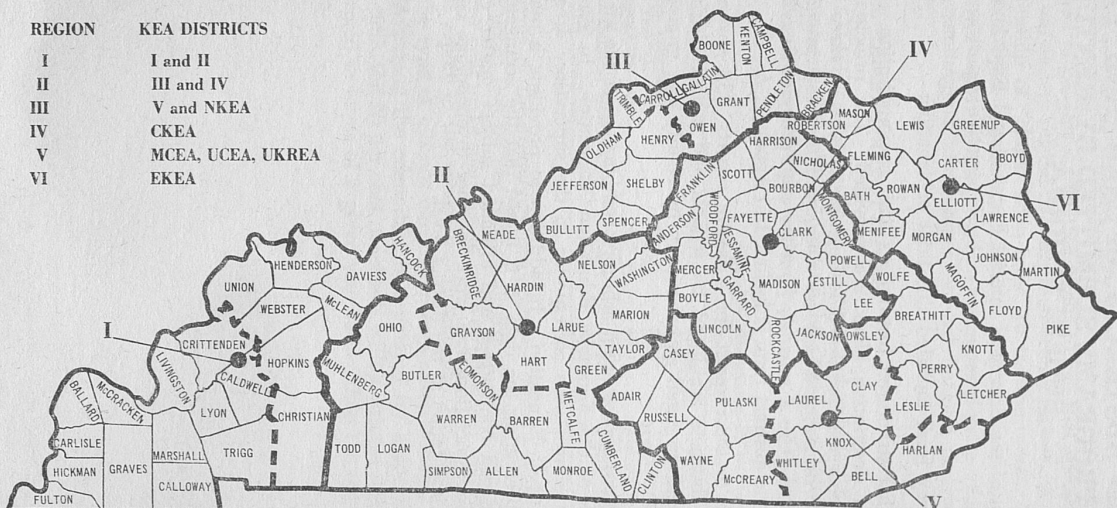
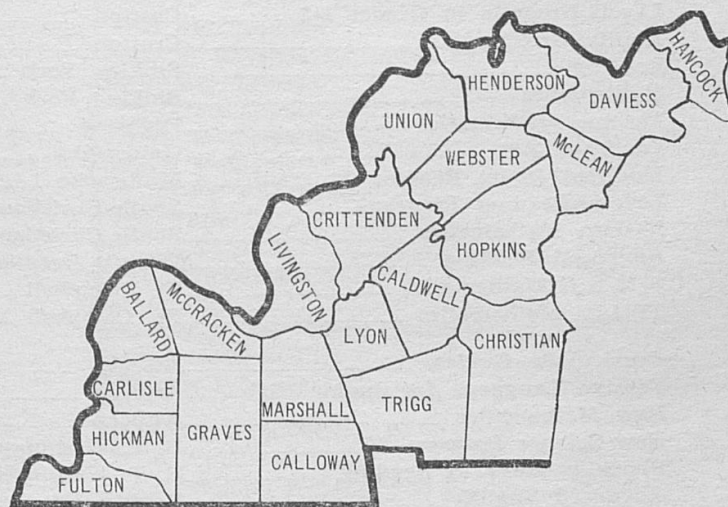


Chart 2. Regions Used in Reporting Extent of New and Experimental Programs in Kentucky Schools as shown in Listing of Abstracts.

General Regional Characteristics¹

No. of Counties -----	21	Total Teaching Staff -----	3,706
No. of School Districts-----	32	Total Elementary Pupils --	58,300
		Total Secondary Pupils --	32,645
Central Office:		Total Pupils -----	90,945
Total Administrative Staff_	101		
Instructional Supervisors --	41		



REGION I (KEA DISTRICTS I AND II)

1. Source: **Kentucky School Directory, 1964-65** and Special Reports from Local School Districts

PROGRAM ABSTRACTS—REGION I

DISTRICT	TITLE	SCHOOL	GRADES
CALDWELL	Elementary Band	West Side	(1-6)
	Vocal Music	West Side	(1-6)
	Elementary Library	West Side	(1-6)
	Art—Fine or General "Art Experiences"	Dotson	(1-8)
	Arithmetic Enrichment Program	Dotson	(1-8)
	Mathematics Enrichment Program	Dotson	(1-8)
CALLOWAY	S. R. A. Reading	Almo	(1-8)
	Phonetic—Keys to Reading	Almo	(1-8)
	Reading—Self-Selection	Kirksey	(1-8)
	Greater Cleveland Mathematics Program	Kirksey	(1-8)
Murray	Evaluation of Elementary School for Accreditation of Southern Association	Austin-Douglas	(1-8)
	G. C. M. P.—S. R. A.	Austin-Douglas	(1-8)
	G. C. M. P.—S. R. A.	Carter-Robertson	(1-6)
	Evaluation of Elementary School for Accreditation of Southern Association	Carter-Robertson	(1-6)
	Historical and Structural Linguistics	Murray College	(1-12)
CARLISLE	S. R. A. Reading	Bardwell Ele.	(1-8)
	Dateline—Science	Bardwell Ele.	(1-8)
CHRISTIAN	Subject Tracking and Weighting of Grades	Christian County	(9-12)
	Levels Program in Grades 1-3	Crofton	(1-8)
	Ability Grouping	Crofton	(1-8)
	Reading	Sinking Fork	(1-8)
	Mathematics	Sinking Fork	(1-8)
	Modern Mathematics	Highland	(1-6)
	Language Art	Gainesville	(1-8)
	Modified Joplin Reading Program	Millbrooke	(1-8)
	Levels—Reading Program	South Christian	(1-8)
	Modern Mathematics	South Christian	(1-8)
	Advanced Reading	Durrett Avenue	(1-8)
	S M S G Mathematics	Ft. Campbell	(7-12)
	TEMAC Mathematics	Ft. Campbell	(7-12)
	Hopkinsville	Curriculum Guides	Attucks
Foreign Language for Junior High		Attucks	(7-12)
New Mathematics		Attucks	(7-12)
New Science Program		B. T. Washington	(1-6)
Phonetic—Keys to Reading		B. T. Washington	(1-6)
Advanced English		Hopkinsville	(10-12)
Modern Mathematics		Hopkinsville	(10-12)
Tag Primer		Indian Hills	(1-6)
Je Parle Francais		Koffman	(7-9)
Modern Mathematics		Koffman	(7-9)
Exploring Club		Virginia Street	(1-6)
Science Research Associates		West Side	(1-6)
Phonetic—Keys to Reading		West Side	(1-6)
Ft. Campbell		SMSG (Intermediate), GCMP (Primary) Mathematics Program	Jackson
	Reorganization of Library Resources and Reading Guidance	Jackson	(K-6)
	Development of E. T. V. Program	Jackson	(K-6)
	Mathematics	Marshall	(1-8)
	Team Teaching	Marshall	(1-8)

	Mathematics	Lincoln	(K-5)
	Reading Guidance	Lincoln	(K-5)
	Educational Television	Lincoln	(K-5)
DAVIESS	Three Hour Block—Low Ability Group.....	Daviess County	(10-12)
	Two Hour Classes Alternating (U.S. History and English)	Daviess County	(10-12)
	Experimental Science Program	Daviess County	(10-12)
	Core	Daviess County	(7-9)
	Non-graded 7th and 8th Grades.....	Daviess County	(7-9)
	Differentiated Content for		
	Different Levels	Maceo	(1-6)
	Multi-level Program	Maceo	(1-6)
	Multi-level Program	Masonville	(1-6)
	Parent-Teacher Conference	Masonville	(1-6)
	Modern Mathematics	Philpot	(1-6)
	Reading	Philpot	(1-6)
	Remedial Reading Service and Program Aid	Snyder	(1-8)
	Non-graded Primary and Intermediate Level	Snyder	(1-8)
	Educational Television Teaching of Science	Snyder	(1-8)
	Southern Indiana Educational Television	Sorgho	(1-6)
	Multi-year Room	Stanley	(1-6)
	S. M. S. G. Mathematics Program.....	Stanley	(1-6)
	Remedial Reading	Stanley	(1-6)
	Non-graded Program	Sutherland	(1-6)
	Remedial Reading	Sutherland	(1-6)
	Visual Aid Program	Tamarack	(1-6)
	Improved Physical Education Program.....	Tamarack	(1-6)
	Elementary Library	Tamarack	(1-6)
	Multi-levels Group	Thruston	(1-7)
	Modern Mathematics	Thruston	(1-7)
	Modern Mathematics	Utica	(1-9)
	Non-graded Elementary	Utica	(1-9)
	Block Time	Utica	(1-9)
	Art	West Louisville	(1-8)
	Home Economics	West Louisville	(1-8)
	Mathematics	West Louisville	(1-8)
	Educational Television (Science)	Whitesville	(1-8)
	Modern Mathematics	Whitesville	(1-8)
	Ungraded Primary Plan	Whitesville	(1-8)
Owensboro	Improving Handwriting in Cravens School	Mary Lee Cravens.....	(1-6)
	Levels Program for 4, 5, and 6.....	Seven Hills	(1-6)
	Testing	Seven Hills	(1-6)
	Enrichment—Creative Writing and Dramatics	Newton Parrish	(1-6)
	Book Selection	Newton Parrish	(1-6)
	Modern Mathematics	Longfellow	(1-6)
	S. R. A.	Longfellow	(1-6)
	New Mathematics	Lincoln	(1-6)
	Individualized Reading Program	Lincoln	(1-6)
	Elementary Science	Lincoln	(1-6)
	Developmental Reading	Lee	(1-6)
	Developmental Arithmetic	Lee	(1-6)
	Developmental Reading	Franklin	(1-6)
	Developmental Arithmetic	Franklin	(1-6)
	Non-graded School	Franklin	(1-6)
	Modern Mathematics	Emerson	(1-6)

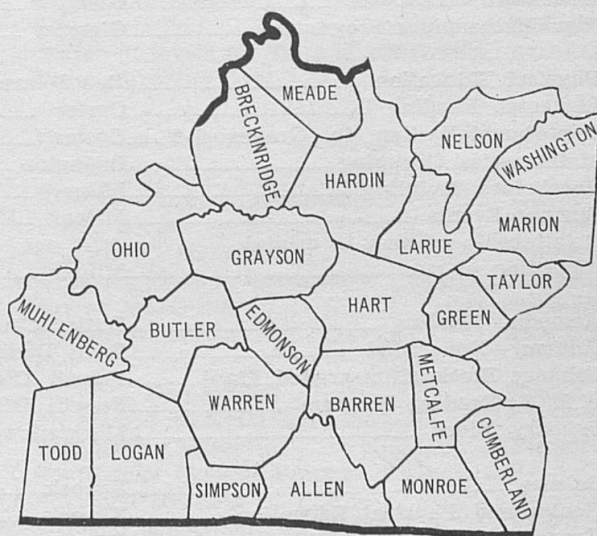
	Science	Emerson	(1-6)
	Recent techniques and practices in teaching	Western	(1-9)
	Enriched Unit Instruction	Western	(1-9)
	Advanced Physics	Owensboro	(10-12)
	English	Owensboro	(10-12)
	Driver Training	Owensboro	(10-12)
	Team Teaching	Southern	(7-9)
	Biology	John L. Foust	(7-9)
	Core Curriculum	Eastern	(7-9)
	Algebra I—8th Grade	Eastern	(7-9)
	Use of Community Persons as Resource People	Washington	(1-6)
	Modern Mathematics	Washington	(1-6)
FULTON	Spelling and Using Words	Cayce	(1-8)
	Phonetic Reading and Spelling Program	Hickman	(1-8)
	Keys to Independence in Reading	Phillips	(1-8)
	Economy Reading Program	Riverview	(1-12)
	S. R. A. Reading Laboratory	Riverview	(1-12)
	Phonetic—Keys to Reading	Riverview	(1-12)
	Reading Tag	Riverview	(1-12)
	Reading Program	Western	(1-9)
HANCOCK	Developmental Reading	Lewisport	(1-8)
	Developmental Reading Program	Hawesville	(1-8)
HENDERSON	Audio-Visual	Hebbardsville	(1-8)
	Biology	Smith Mills	(1-8)
	Physical Science	Smith Mills	(1-8)
	Reading Program for Junior High	Smith Mills	(1-8)
	Special Reading Program	Cairo	(1-8)
	New Mathematics	Spottsville	(1-8)
	Experimental Work	Corydon	(1-8)
	Instructional Television	Niagara	(1-8)
	S. R. A. Reading Laboratory	Niagara	(1-8)
	Biology and Physical Science	Robards	(1-8)
	7th Grade Biology	Bend Gate	(1-8)
	8th Grade Physical Science	Bend Gate	(1-8)
	Ungraded Primary	Weaverton	(1-8)
	Modified Joplin Plan	Weaverton	(1-8)
	Chemistry	Henderson County	(9-12)
Henderson I.	Science	Audubon	(1-6)
	Remedial Reading	Audubon	(1-6)
	Modern Mathematics	Audubon	(1-6)
	Partial Departmentalization	Central	(1-6)
	Social Studies	Central	(1-6)
	Training Program for Elementary Mathematics Teachers	Douglass	(9-12)
	How to Make A Single Garment	Douglass	(9-12)
	Home Making	Douglass	(9-12)
	Biology	Henderson	(9-12)
	Introduction to Chemistry and Physics	Henderson	(9-12)
	Social Studies	Jefferson Davis	(1-6)
	Mathematics	Jefferson Davis	(1-6)
	Physical Education	Jefferson Davis	(1-6)
	Conversational Spanish (Television Telecasts)	Seventh Street	(1-6)
	Elementary Science Class (Television Telecasts)	Seventh Street	(1-6)

	Self-Teaching Arithmetic	Seventh Street	(1-6)
	Conversational Spanish	South Heights	(1-6)
	Physical Fitness	South Heights	(1-6)
	Pilot Study in Betts Readers.....	South Heights	(1-6)
HICKMAN	Driver Education	Hickman County	(9-12)
	Departmentalization	Central	(1-8)
HOPKINS	Modified Joplin Reading Plan	Anton	(1-8)
	Reading	Hall Street	(1-6)
	Team Teaching	Madisonville	(9-12)
	Reading	Mortons	(1-8)
	Physiology and Anatomy	Nortonville	(1-8)
	Reading	Nortonville	(1-8)
	S. R. A. Science Research Laboratory.....	Nortonville	(1-8)
	Organization of Central Library	West Broadway	(1-6)
	Reading	West Broadway	(1-6)
	Mathematics (SMSG)	South Hopkins	(9-12)
	American History Television	South Hopkins	(9-12)
	Night Welding School	West Hopkins	(9-12)
	Advanced Scientific Experiments	West Hopkins	(9-12)
	Phonics	White Plains	(1-8)
Dawson Springs	Testing	Dawson Springs	(1-12)
MARSHALL	Algebra I and II	North Marshall	(9-12)
	Joplin Reading Plan	Brewers	(1-8)
	Joplin Reading Plan	Hardin	(1-8)
	Experimental 2nd Grade Reading Program	Calvert City	(1-8)
McCRACKEN	Arithmetic	Farley	(1-6)
	Reading—Modified Joplin Plan	Farley	(1-6)
	Reading—Primary Block	Farley	(1-6)
	S. R. A. (Science Research Associates).....	Farley	(1-6)
	Remedial Reading with Phonetic Approach	Farley	(1-6)
	Modified Joplin Reading Plan.....	Concord	(1-6)
	Ability Grouping Mathematics Program.....	Concord	(1-6)
	Visual Education	Concord	(1-6)
	Modifed Joplin Reading Plan	Hendron	(1-6)
	Reading—Modified Joplin Plan	Forrestdale	(1-6)
	Arithmetic	Forrestdale	(1-6)
	Phonics	Forrestdale	(1-6)
	Summer Library Program	Lone Oak	(1-6)
	Ability Grouping in Arithmetic	Lone Oak	(1-6)
	Experimental Program in Social Studies.....	Lone Oak	(1-6)
	Reading—Modified Joplin Plan	Lone Oak	(1-6)
	Agricultural Occupations—other than Farming	Reidland	(7-12)
	Reading	Reidland	(1-6)
	Arithmetic	Reidland	(1-6)
	Elementary Band and Theory Classes.....	Reidland	(1-6)
Paducah	Phonetics—Keys to Reading	Jefferson	(1-6)
	Cuisenaire Rods	Jackson	(1-6)
	Economy Phonetic	Jackson	(1-6)
	G. C. M. P.	Jackson	(1-6)
	Cuisenaire—Mathematics Learning Rods.....	Franklin	(1-6)
	Phonetic—Keys to Reading	Franklin	(1-6)
	Economy "Tag" Program	Forrest Hills	(1-5)
	Cuisenaire Arithmetic	Henry Clay	(1-6)

	Reading	Henry Clay	(1-6)
	Cuisenaire Arithmetic—First Grade.....	Clark	(1-6)
	Economy Phonetic Reading Program.....	Clark	(1-6)
	Structural Linguistics	Jetton	(7-9)
	Remedial Reading	Franklin	(7-9)
	Structural Linguistics	Brazelton	(7-9)
	Developmental Reading	Brazelton	(7-9)
	Earth Science	Brazelton	(7-9)
	Geometry by S. M. S. G.	Paducah Tilghman ..	(10-12)
	Modern Language Laboratory	Paducah Tilghman ..	(10-12)
	Economy Reading Program	Whittier	(1-6)
	Phonetic Approach to Reading	Southside	(1-6)
	Mathematics	Northside	(1-6)
	Ungraded Primary	Northside	(1-6)
	Modern Mathematics	Morgan	(1-6)
	Reduced Range Reading	Morgan	(1-6)
	Primary Reading	McKinley	(1-6)
	Economy—Phonics, Keys to Reading.....	Longfellow	(1-6)
	Cuisenaire Mathematics Program	Longfellow	(1-6)
	Economy Program	Lee	(1-6)
McLEAN	Testing Programs	Sacramento	(1-12)
	Television Study Hall	Calhoun	(1-12)
WEBSTER	Reading Program—Grouping		
	Grades 2-8	Clay	(1-8)
	Parent-Teacher Conference	Clay	(1-8)
	Remedial Reading Program	Clay	(1-8)
	Developmental Remedial Reading	Dixon	(1-8)
	Mathematics Program	Dixon	(1-8)
Providence	Lauguage Arts—2nd and 3rd Grades.....	Broadway	(1-6)
	Departmentalization of Teaching	Broadway	(1-6)

General Regional Characteristics

No. of Counties -----	24	Total Teaching Staff ----	3,582
No. of School Districts ----	37	Total Elementary Pupils--	62,579
		Total Secondary Pupils---	28,504
Central Office:		Total Pupils -----	91,083
Total Administrative Staff_	104		
Instructional Supervisors --	30		



REGION II (KEA DISTRICTS III AND IV)

PROGRAM ABSTRACTS—REGION II

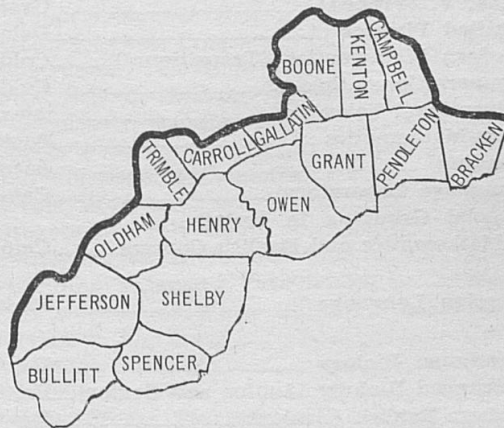
DISTRICT	TITLE	SCHOOLS	GRADES
ALLEN	Instructional Television	Allen County	(1-7)
	Primary Unit	Allen County	(1-7)
	Non-graded Program	White Plains	(1-7)
	Instructional Television	White Plains	(1-7)
	Instructional Television	Allen County	(8-12)
Scottsville	Science Research Associates Reading Laboratory	Scottsville	(1-6)
BARREN	Remedial Reading	Austin Tracy	(1-12)
	Phonics in Grades 1-3	Austin Tracy	(1-12)
	Library Program	Eastern	(1-6)
	Reading for Understanding	Eastern	(1-6)
	Listening Period	Eastern	(1-6)
	Reading Program	Hiseville	(1-12)
	Television—Science for Elementary Grades	Park City	(1-12)
	Films for all Grades	Park City	(1-12)
	Girls Track and Field	Temple Hill	(1-12)
Caverna	S. R. A. Reading Laboratory	Caverna-C. City	(1-6)
	S. R. A. Reading Program	Caverna-H. Cave	(1-6)
	Team Teaching at one Grade Level—Third	Caverna-H. Cave	(1-6)
Glasgow	Ungraded Primary Plan	Liberty Street	(1-6)
	Structural Linguistics	Glasgow	(9-12)
	New Mathematics Programs	Glasgow	(9-12)
BRECKINRIDGE	Physical Education	Ben Johnson	(1-8)
	Remedial Reading	Custer	(1-8)
	Departmentalization in Grades 6-8	Custer	(1-8)
	Mathematics Grouping	Irvington	(1-12)
	Vocabulary Building	Milner	(1-8)
	Current Events	Milner	(1-8)
	Relationship of man to orbital position of sun	Milner	(1-8)
BUTLER	Remedial Reading	Butler County	(8-12)
	Primary—Nongraded	Fifth District	(1-7)
	Primary Block (Non-graded Plan)	Fourth District	(1-8)
	S. R. A. Reading Program	Fourth District	(1-8)
	Primary Block	Morgantown	(1-8)
EDMONSON	Science	Kyrook	(1-8)
	Health and Physical Education	Kyrook	(1-8)
	Grouping in 9th Grade	Edmonson County	(9-12)
	Physical Education	Brownsville	(1-8)
	Grouping	Brownsville	(1-8)
HARDIN	Television Instruction	Ft. Knox	(K-12)
	Foreign Languages	Ft. Knox	(K-12)
	Physical Fitness	Ft. Knox	(K-12)
	Interchange Boys and Girls—Home Ec. and Shop	Ft. Knox	(K-12)
	Home Economics	Ft. Knox	(K-12)
	Developmental English	Ft. Knox	(K-12)
	Control Reading Program	Vine Grove	(1-6)

Elizabethtown	Ability Grouping in 8th Grade		
	Literature	Morningside	(1-8)
	S. R. A. Reading and Spelling		
	Laboratory	Morningside	(1-8)
	Departmentalization in 6th Grade	Morningside	(1-8)
	Homogeneous	Mulberry-Helm St.	(1-6)
	Remedial Reading Program	Mulberry-Helm St.	(1-6)
	No title	Valley View	(1-8)
Ft. Knox	Knights of the Reading Round Table	Ft. Knox	(K-6)
West Point	Mathematics I and II	West Point	(1-8)
	English I and II	West Point	(1-8)
	Phonics	West Point	(1-8)
LOGAN	T. E. M. A. C.	Lewisburg	(1-12)
Russellville	Remedial Reading	Logan	(1-8)
MARION	Foreign Language Laboratory	St. Charles	(1-12)
	Educational Television	St. Charles	(1-12)
	Modern Mathematics	St. Charles	(1-12)
	Educational Television	Lebanon	(9-12)
	Industrial Arts	Lebanon	(9-12)
MEADE	Counseling Committee	Muldraugh	(1-8)
	Visual Aids	Muldraugh	(1-8)
	Reading Program	Meade County	(9-12)
	Homogeneous Grouping	Meade County	(9-12)
	Music	Battletown	(1-8)
	Physical Education	Battletown	(1-8)
	Library	Battletown	(1-8)
	Different levels for 7th and 8th Grades	Brandenburg	(1-8)
	Team Teaching	Brandenburg	(1-8)
METCALFE	Television Teaching	North Metcalfe	(1-8)
MUHLENBERG	Reading	Graham	(1-12)
	Visual Aids	Drakesboro Com.	(1-12)
	English	Muhlenberg	(1-12)
	S. R. A. Reading Laboratory	Hughes-Kirk	(1-12)
	Driver Education	Bremen	(1-12)
	Industrial Arts	Drakesboro Con.	(1-12)
NELSON	Primary Non-graded	Boston	(1-8)
	Programed Material	Bloomfield	(1-12)
	Television Classes	Bloomfield	(1-12)
	Continuous Growth Program	Bloomfield	(1-12)
	Remedial Reading	New Haven Public	(1-8)
	Physical Education	New Haven Public	(1-8)
	Continuous Growth Program	New Haven Public	(1-8)
	Non-graded Program	Chaplin	(1-8)
	Educational Television	Chaplin	(1-8)
	Accelerated Mathematics	Cox's Creek	(1-8)
	Science—Nature of Matter (MPATI)	Cox's Creek	(1-8)
	Educational Television	Cox's Creek	(1-8)
	Television	Old Ky. Home	(9-12)
	Educational Television	Foster Heights	(1-8)
	Reading Improvement	Foster Heights	(1-8)
OHIO	Primary Block	Fordsville	(1-12)
	Team Teaching	Rockport	(1-8)

	Primary Block	Pleasant Ridge	(1-5)
	Foreign Language	Beaver Dam	(1-8)
	Primary Block or Levels Program	Beaver Dam	(1-8)
SIMPSON	Educational Television	Lincoln	(1-12)
	Educational Television	Franklin	(1-6)
	Educational Television—American History	Franklin-Simpson	(9-12)
	Differentiated Content for Different Levels	Franklin-Simpson	(9-12)
	Differentiated Content for Different Levels	Franklin-Simpson	(7-8)
TODD	Foreign Language—German	Guthrie	(1-8)
	Personalized Reading	Guthrie	(1-8)
	Library Program	Guthrie	(1-8)
	Remedial Reading	Clifty	(1-8)
	New Approach to Teaching Mathematics	Todd Co. Training	(1-12)
	Non-graded Primary	Elkton	(1-8)
WARREN	Television Programs	Rockfield	(1-8)
	Television Programs	Oakland	(1-8)
	Elementary Science	Warren County	(1-12)
	Secondary Mathematics	Warren County	(1-12)
	Foreign Languages—French, Spanish	Warren County	(1-12)
	Non-graded Program	Richardsville	(1-12)
	Elementary Spanish	Richardsville	(1-12)
	Non-graded Primary Plan	Rich Pond	(1-8)
	Instructional Television	Bristow	(1-12)
	Foreign Language	Bristow	(1-12)
Bowling Green	Primary Block	Parker-Bennett	(1-8)
	Remedial Reading	High Street	(1-8)
	Television Science Program	High Street	(1-8)
	5th and 6th Science Classes	W. R. McNeill	(1-8)
	Remedial Reading	W. R. McNeill	(1-8)
	Non-graded Primary	L. C. Curry	(1-8)
	Science Television Teaching	T. C. Cherry	(K-8)
	Non-graded Primary	T. C. Cherry	(K-8)
	Mathematics (S.M.S.G.)	Training School	(1-12)
	Physical Science	Training School	(1-12)
WASHINGTON	Educational Television	Mackville	(1-8)

General Regional Characteristics

No. of Counties -----	16	Total Teaching Staff ----	6,917
No. of School Districts ----	37	Total Elementary Pupils --	107,134
		Total Secondary Pupils ---	75,258
Central Office:		Total Pupils -----	182,392
Total Administrative Staff_	136		
Instructional Supervisors --	61		



REGION III (KEA DISTRICTS V AND NKEA)

PROGRAM ABSTRACTS—REGION III

DISTRICT	TITLE	SCHOOL	GRADES	
BOONE	Honors English	Boone County	(9-12)	
	Honors Mathematics	Boone County	(9-12)	
	Non-graded primary to limited extent at constance unit	Hebron	(1-6)	
	Mathematics—Scott-Foresman	Hebron	(1-6)	
	Regrouping in Reading and Mathematics	Hebron	(1-6)	
	Elementary Mathematics	Burlington	(1-6)	
	Reading Program for Grades 3-6	A. M. Yealey	(1-6)	
	Foreign Language for 3rd, 4th,— Mixed 5th, 6th Grades	A. M. Yealey	(1-6)	
	Physical Education Program	A. M. Yealey	(1-6)	
	Reading Program	Florence	(1-7)	
	BULLITT	Ungraded Primary	Mt. Washington	(1-12)
		Departmentalized Junior High	Mt. Washington	(1-12)
		Team Teaching Grades 6-8	Nichols	(1-8)
Ungraded Primary		Nichols	(1-8)	
Extended Class Period		Shepherdsville	(6-12)	
Co-Curriculum Activities		Shepherdsville	(6-12)	
Remedial Reading		Shepherdsville	(6-12)	
A Level Approach to School Organization		Ora L. Roby	(1-5)	
Reading Improvement		Ora L. Roby	(1-5)	
CAMPBELL		Educational Television (M.P.A.T.I.)	A. J. Jolly	(1-8)
		Phonetic—Keys to Reading	A. J. Jolly	(1-8)
	Mathematics	Grants Lick	(1-8)	
	Instructional Television (M.P.A.T.I.)	Grants Lick	(1-8)	
	E. T. V. (French)	Grants Lick	(1-8)	
	Unified Phonics	Dale	(1-8)	
	Modern Mathematics (Transitional)	Cold Springs	(1-8)	
	Conversational Spanish	Cold Springs	(1-8)	
	Educational Television	Alexandria	(1-8)	
	New Mathematics	Alexandria	(1-8)	
	Reading	Alexandria	(1-8)	
	Language Laboratory	Campbell County	(1-12)	
	Special Grouping in certain Mathematics and English Courses	Campbell County	(1-12)	
	Bellevue	Foreign Language	Center Street	(K-6)
Dayton	Freshman Biology	Dayton	(9-12)	
	Advanced Biology (Junior and Senior)	Dayton	(9-12)	
	Honors English (Senior)	Dayton	(9-12)	
Ft. Thomas	The New Mathematics	Ruth Moyer	(K-6)	
	Physical Education	Ruth Moyer	(K-6)	
	Art	Ruth Moyer	(K-6)	
	New Mathematics	Samuel Woodfill	(K-6)	
	Physical Education	Samuel Woodfill	(K-6)	
	Art	Samuel Woodfill	(K-6)	
	The New Mathematics	Robert D. Johnson	(K-6)	
	Physical Education	Robert D. Johnson	(K-6)	
	Art	Robert D. Johnson	(K-6)	
	Advanced Mathematics Program	Highlands	(7-12)	
	Extending Foreign Language	Highlands	(7-12)	
	Instructional Television	Highlands	(7-12)	

Newport	Team Teaching	Arnold	(1-6)
	Departmentalized Arithmetic	A. D. Owens	(1-6)
	S. R. A. Reading Laboratory	A. D. Owens	(1-6)
Silver Grove	Algebra II	Silver Grove	(1-12)
	Ability Indexed Reporting	Silver Grove	(1-12)
Southgate	Multiple Program	Southgate Public	(1-8)
Carrollton	Modern Mathematics	Carrollton	(1-6)
	Drop-outs	Carrollton	(7-12)
	Southern Association Study	Carrollton	(7-12)
GRANT	Educational T. V.—M.P.A.T.I. Program	Dry Ridge	(1-8)
	Improvement of Reading	Dry Ridge	(1-8)
	Special Education—Mentally Educable	Dry Ridge	(1-8)
HENRY	Reading	Campbellsburg	(1-8)
	Educational Television	Eastern	(1-8)
	S. R. A. Reading Program	Eastern	(1-8)
JEFFERSON	North Wing Nursery	Chenoweth	(1-6)
	Schott Individualized Arithmetic		
	Program Level II	Chenoweth	(1-6)
	Modern Mathematics	Chenoweth	(1-6)
	Readiness I	Lyndon Consol.	(1-6)
	Five Program Plan	Filson	(1-6)
	Levels Program	Filson	(1-6)
	Television Program	Zachary Taylor	(1-6)
	3-Year Experiment—Television		
	Instruction	Hawthorne	(1-6)
	Individualized Arithmetic	Hawthorne	(1-6)
	Foreign Language	Hawthorne	(1-6)
	Reading Levels Program	Indian Trail	(1-6)
	Educational Television	Indian Trail	(1-6)
	Work/School, Half-day Schedule	Ormsby Village	(4-11)
	Perceptually Handicapped	Greathouse	(1-6)
	Levels Program	Bashford Manor	(1-6)
	Individualized Mathematics	Goldsmith	(1-6)
	Levels Program	Melbourne Heights	(1-6)
	Educational Television	Melbourne Heights	(1-6)
	Individualized Arithmetic	Medora	(1-6)
	Providing Extensive Experiences	Medora	(1-6)
	Improvement of Study Skills	Eastern	(7-12)
	Advanced Algebra	Eastern	(7-12)
	Remedial Reading	Eastern	(7-12)
	Advance Program	St. Matthews	(1-6)
	Limited Team Teaching in Advance		
	Grades	Kerrick	(1-6)
	Study of Individual School's Problem		
	for Accreditation in S. A. S. C.	Kerrick	(1-6)
	Good Citizenship through Daily Living	Kerrick	(1-6)
	Intermediate and Primary Classrooms	Rockford Lane	(1-6)
	American Book Company	Rockford Lane	(1-6)
	Television Instructional Programs	Greenwood	(1-6)
	Levels Programs	Greenwood	(1-6)
	Educational Television	Jeffersontown	(1-6)
	Individualized Arithmetic	Watson Lane	(1-6)
	Differentiated Content for Different		
	Levels	Watson Lane	(1-6)
	Television Program in Large Classes	Alice Waller	(1-6)

Team Teaching	Alex. R. Kennedy	(1-6)
Mathematics in Elementary School	Alex. R. Kennedy	(1-6)
Foreign Language in Elementary School	Alex. R. Kennedy	(1-6)
Andrew Schott System of Modern		
Mathematics Grades	Cane Run	(1-6)
Levels Program	Cane Run	(1-6)
Sociology	Seneca	(7-12)
Biology II (Advanced)	Seneca	(7-12)
Reading Levels	Okolona	(1-6)
Airborne Television	Okolona	(1-6)
Team Teaching	James H. Bates	(1-6)
Educational Television	Fern Creek	(1-6)
Mathematics	Fern Creek	(1-6)
Television Teaching	Fern Creek	(7-12)
Core	Fern Creek	(7-12)
Ungraded	Fern Creek	(7-12)
Individualized Mathematics	J. J. Audubon	(1-6)
Transition Classes (Primary and		
Intermediate)	J. J. Audubon	(1-6)
Large Group Instruction in Educational		
Television	Gilmore Lane	(1-6)
Transition Rooms for Remedial Work	Gilmore Lane	(1-6)
Individualized Arithmetic	Dixie	(1-6)
Continuous Progress Program	Dixie	(1-6)
Self-Study for Improvement in		
Physical Education	Sylvia Wilkerson	(1-6)
Use of Educational Television	Sylvia Wilkerson	(1-6)
Individualized Arithmetic	Sylvia Wilkerson	(1-6)
S. M. S. G.	Pleasure Ridge	(7-12)
Chemical Educational Material Study	Pleasure Ridge	(7-12)
Humanities	Pleasure Ridge	(7-12)
Educational Television	Crums Lane	(1-6)
Levels Program	Crums Lane	(1-6)
Transition Room	Valley	(1-6)
Grouping	Valley	(1-6)
Discipline in Large Group Activities	Valley	(1-6)
Team Teaching	Valley	(7-12)
Core	Valley	(7-12)
Individualized Arithmetic	L. Max Sanders	(1-6)
Transition Class	L. Max Sanders	(1-6)
Project English	Westport	(7-11)
Television Classes in Self-contained		
Classroom	Smyrna	(1-6)
Ungraded	Smyrna	(1-6)
Levels	Smyrna	(1-6)
Hard of Hearing	Rangeland	(1-6)
Special Education for Educable		
Mentally Retarded	Rangeland	(1-6)
Educational Television	Rangeland	(1-6)
Educational Television	Prestonia	(1-6)
Levels	Prestonia	(1-6)
Five Program	Prestonia	(1-6)
Continuous Progress Program	Stonestreet	(1-6)
Heterogeneous Grouping	Stonestreet	(1-6)
Transition Class	Stonestreet	(1-6)
Television	Auburndale	(1-6)
Continuous Progress Program	Auburndale	(1-6)
Transition Room	Auburndale	(1-6)
F. M. Program	Fairdale	(1-6)
Educational Television	Fairdale	(1-6)
Stoddard Plan of Organization	Camp Taylor	(1-6)
Levels	Camp Taylor	(1-6)

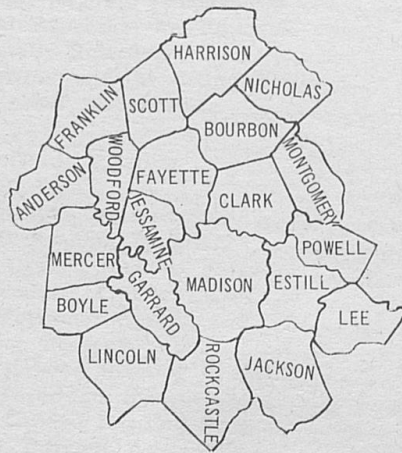
	Arithmetic	Newburg	(1-9)
	Reading	Newburg	(1-9)
	Science and Health	Newburg	(1-9)
	New Mathematics	O. J. Stivers	(1-6)
	Self-Study (Guidance)	Jane Hite	(1-6)
	Large Classroom Instruction	Mill Creek	(1-6)
	Guidance by Faculty	Mill Creek	(1-6)
Anchorage	S. M. S. G. Mathematics—Grades 3-6	Anchorage	(K-9)
Louisville	Humanities	Ahrens Trade	(12th)
	Automation Office Practice Set	Ahrens Trade	(12th)
	Team Teaching in English	Male	(10-12)
	Differentiated Program	Atherton	(9-12)
	Economics	Beechmont	(1-6)
	Reading	Belknap	(1-6)
	Mathematics Enrichment	I. N. Bloom	(1-6)
	Reading Club	Byck	(1-6)
	Team Teaching	Phyllis Wheatley	(1-6)
	Educational Television Program	Carmichael	(1-6)
	Remedial Reading	Carmichael	(1-6)
	Newer Mathematics Program	G. R. Clark	(1-6)
	Help for Perceptually Handicapped	G. R. Clark	(1-6)
	Creative Writing	G. R. Clark	(1-6)
	Team Teaching	Cochran	(1-6)
	Teacher Assistants	Cochran	(1-6)
	Supplementary Reading Program	Joseph S. Cotter	(1-6)
	Integration of Subject Matter Unit	Joseph S. Cotter	(1-6)
	S. R. A. Reading Laboratory	Joseph S. Cotter	(1-6)
	Techniques of Audio-Visual Aids	Dunbar	(1-6)
	Accelerated Mathematics	duPont Manual	(7-12)
	Differentiated Program	duPont Manual	(7-12)
	Modern Mathematics	Emmett Field	(1-6)
	Instrumental Classes	Nannie L. Frayser	(1-6)
	Anecdotal Records	Hazelwood	(1-6)
	Economics	J. H. Heywood	(1-6)
	Special Class of Twenty	Jacob	(1-6)
	Personalized Reading Project	J. S. Johnston	(1-6)
	Personalized Reading	J. S. Johnston	(1-6)
	Individualized Reading Aids	J. B. McFerran	(1-6)
	Classroom Reference Centers	J. B. McFerran	(1-6)
	Foreign Language: Spanish	W. H. Perry	(1-6)
	Economics	W. H. Perry	(1-6)
	Arithmetic Exchange	Portland	(1-6)
	Newspaper	Portland	(1-6)
	Remedial Reading Clinic	Theo. Roosevelt	(1-6)
	Reading: Joplin Plan	C. A. Rubado	(1-6)
	Joplin Plan of Reading	Ellen C. Semple	(1-6)
	Mathematics Functions	Shawnee	(10-12)
	Special Education: Educable Mentally		
	Retarded	Shawnee	(10-12)
	Acceleration	Southern	(7-9)
	Ability Grouping	Southern	(7-9)
	Child Study	M. B. Talbert	(1-6)
	Experiment to Improve Quality	M. B. Talbert	(1-6)
	Televised Science	S. Coleridge-Taylor	(1-6)
	Conversational Spanish	S. Coleridge-Taylor	(1-6)
	S. R. A.	Virginia Avenue	(1-6)
	Elementary Spanish	Virginia Avenue	(1-6)
	Television Science 6	Virginia Avenue	(1-6)
	Economics	J. F. Kennedy	(1-6)
	Foreign Language: Spanish	J. F. Kennedy	(1-6)

	Individualized Mathematics	Ky. School for the Blind	
	"Experiences in Mathematical Discovery"	Gottschalk	(7-9)
	Special Reading	Western	(7-9)
	Core Curriculum	Western	(7-9)
	Group Guidance for School and Vocations	Western	(7-9)
	Television Teaching	Parkland	(7-9)
	Team Teaching	H. B. Manly	(7-9)
	N. C. T. M. Mathematics Course	Jackson	(7-9)
	Differentiated Programs in Louisville	Highland	(7-9)
	Study of Vocabulary Growth	DuValle	(7-9)
	Motivating Creative Activities in English Literature	DuValle	(7-9)
	Effectiveness of Team Teaching	DuValle	(7-9)
	Projects for experiences in Mathematics Discovery	Barret	(7-9)
KENTON	Reading Program	Twenhofel	(7-8)
	S. R. A. Reading Laboratories	Turkey Foot	(7-8)
	Modified Core	Turkey Foot	(7-8)
	Current Events	Turkey Foot	(7-8)
	Educational Television	Taylor Mill	(1-6)
	Educable Mentally Retarded (E. M. R.)	Ryland Heights	(1-6)
	Foreign Language	Piner	(1-6)
	Educational Television	Piner	(1-6)
	S. R. A. Reading Program	Park Hills	(1-6)
	4th Grade Reading	Kenton	(1-6)
	Remedial 2nd Grade	Kenton	(1-6)
	Speech Therapy	Kenton	(1-6)
	Reading—Grades 4-6	J. A. Caywood	(1-6)
	S. R. A. Reading Laboratory	Crescent Springs	(1-6)
	S. R. A. Reading Laboratories	Bromley	(1-6)
	Special Education for Educable Mentally Retarded	Bromley	(1-6)
	Organizing and Reporting Skills	Bromley	(1-6)
	Accelerated Mathematics	Simon Kenton	(9-12)
Covington	Cross Grade Reading	Lincoln Grant	(1-12)
	Special Area	Lincoln Grant	(1-12)
	Special Reading Program	Eleventh District	(1-6)
	Special Reading Program	Seventh District	(1-6)
	Cross Graded Reading Program	John G. Carlisle	(1-9)
	Homemaking Course	John G. Carlisle	(1-9)
	Scott-Foresman System	John G. Carlisle	(1-9)
	Reading Program	Fifth District	(1-6)
	Cross Graded Reading Program	Fourth District	(1-6)
	Scott-Foresman System	Fourth District	(1-6)
	Cross Graded Reading Program	Third District	(1-6)
	Seeing through Arithmetic	Third District	(1-6)
	Split-Level	First District	(1-7)
	4-6 Grade Reading Program	First District	(1-7)
	7th Grade Team Teaching	First District	(1-7)
	Accelerated Mathematics	Holmes	(9-12)
	Practical Arts	Holmes	(7-9)
Erlanger	S. M. S. G. Mathematics	Lloyd	(8-12)
	Spanish Instruction	Elsmere	(K-6)
	Social Development Grouping	Elsmere	(K-7)
	Reading Development	Elsmere	(K-7)
Ludlow	Educational Television	Ludlow	(7-12)

OLDHAM	Science Instruction	Crestwood	(1-8)
	Physical Education	Crestwood	(1-8)
	Educational Television	Crestwood	(1-8)
	Improvement of Reading	La Grange	(1-8)
	Reading	Liberty Ballards- ville	(1-8)
	Physical Education	Liberty Ballards- ville	(1-8)
OWEN	Departmental	Owenton	(1-6)
PENDLETON	Ability Grouping	Pendleton	(9-12)
	Elementary Band	Butler	(1-8)
	Vocal Music	Butler	(1-8)
	Introduction to Spanish	Livingston	(1-8)
	Physical Fitness	Livingston	(1-8)
	4-H Club	Combs	(1-8)
	Physical Education Program	Combs	(1-8)
	Block System	Combs	(1-8)
SHELBY	Departmentalized 6th-8th Grades	Finchville	(1-8)
	Physical Fitness for all Grades	Finchville	(1-8)
	Family Living for Seniors	Shelby County	(9-12)
	B. S. C. S. Green Version Biology	Shelby County	(9-12)
	Non-farm Agricultural Occupation	Shelby County	(9-12)
	Vocabulary	Henry Clay	(1-8)
	Reading Levels	Henry Clay	(1-8)
	Reading Laboratory	Gleneyrie	(1-8)
	Modified Levels Program of Reading	Gleneyrie	(1-8)
	Reading Program	Simpsonville	(1-8)
	Physical Education	Mt. Eden	(1-8)
	Central Library	Mt. Eden	(1-8)

General Regional Characteristics

No. of Counties -----	21	Total Teaching Staff ----	3,894
No. of School Districts -----	34	Total Elementary Pupils --	66,213
		Total Secondary Pupils ---	32,593
Central Office:			
Total Administrative Staff_	95	Total Pupils -----	98,806
Instructional Supervisors --	35		



REGION IV (CKEA DISTRICT)

PROGRAM ABSTRACTS—REGION IV

DISTRICT	TITLE	SCHOOL	GRADES
Paris	Physical Education	Southside	(1-6)
	Special Reading	Southside	(1-6)
	Physical Education	Seventh Street	(1-6)
	Special Reading	Seventh Street	(1-6)
BOYLE	Drama Class	Parksville	(1-8)
	Special Room	East End	(1-8)
	Reading Program (1-6)	Junction City	(1-8)
	S. R. A. Reading Program	Perryville	(1-8)
	Phonic Reading Program	Perryville	(1-8)
	Visual Education	Perryville	(1-8)
Danville	Introductory French	Jennie Rogers	(1-8)
	Algebra I	Jennie Rogers	(1-8)
	Foreign Language in 7th Grade	Edna L. Toliver	(1-8)
	Reading	Bate	(1-12)
	Materials Center	Mary Hogsett	(1-6)
	Library Improvement	Mary Hogsett	(1-6)
	Physical Fitness	Mary Hogsett	(1-6)
	Teacher Training	Ky School for the Deaf	(K-10)
CLARK	Levels in Grades 1-3	Victory Heights	(1-7)
	Reading	Belmont	(1-8)
	Team Teaching	Central	(1-7)
	S. R. A. Reading Program	Oliver	(1-8)
	English 2600	Oliver	(1-8)
	Elementary French "Bonjour"	Trapp	(1-8)
	Elementary Algebra I	Trapp	(1-8)
	Levels Program	Trapp	(1-8)
Irvine	Advanced Mathematics	Irvine	(9-12)
Ravenna	Foreign Language	Ravenna	(1-8)
FAYETTE	Educational Television	Yates	(1-6)
	Recreational Activities	Yates	(1-6)
	Multi-Social Studies and Science Books	Tates Creek	(1-6)
	M. P. A. T. I.—Television	Tates Creek	(1-6)
	Team Teaching	Tates Creek	(1-6)
	Team Teaching	Stonewall	(1-6)
	Multi-Text Approach to Learning	Stonewall	(1-6)
	Educational Television	Stonewall	(1-6)
	Special Class Grouping (E. M. R.)	Russell Cave	(1-6)
	Use of MPATI Educational Television	Meadowthorpe	(1-6)
	Interclass Grouping	Meadowthorpe	(1-6)
	Scheduling of Reading and Music Programs	Meadowthorpe	(1-6)
	Physical Education Program	Meadowthorpe	(1-6)
	Assembly Program	Meadowthorpe	(1-6)
	Educational Television using MPATI Services	Mary Todd	(1-6)
	French	Mary Todd	(1-6)
	After-school Recreational Activities	Mary Todd	(1-6)
	Orientation of 9th Grade	Leestown	(7-9)
	Developmental Reading Program	Leestown	(7-9)
	Non-graded Reading Program	Julia R. Ewan	(1-6)
	Developmental Exploratory	Jessie M. Clark	(7-9)

	Grouping in Reading	James Lane Allen.....	(1-6)
	Reading	Glendover	(1-6)
	Summer Reading Program	Deep Springs	(1-6)
	Experimental Readiness and Orientation Program	Cardinal Valley	(1-6)
	Summer Library Program	Cardinal Valley	(1-6)
	First Grade Arithmetic	Cardinal Valley	(1-6)
	Modified Joplin Plan for Reading.....	Briar Hill	(1-6)
Lexington	Elementary Summer School	Ashland	(1-6)
	Joplin Plan	Breckinridge	(1-6)
	Instructional Television	Breckinridge	(1-6)
	Elementary Spanish	George W. Carver.....	(1-6)
	Instructional Television	George W. Carver.....	(1-6)
	Phonetic Approach to Reading	George W. Carver.....	(1-6)
	Spanish for Fifth Grade	Cassidy	(1-6)
	Joplin Reading Plan	Cassidy	(1-6)
	Extending Mathematical Ideas	Cassidy	(1-6)
	Team Teaching	Constitution	(1-6)
	Instructional Television	Constitution	(1-6)
	Differentiated Content for Different Levels	Constitution	(1-6)
	M. P. A. T. I.	Jefferson Davis	(1-6)
	Modified Joplin Reading Plan	Jefferson Davis	(1-6)
	Elementary French	Jefferson Davis	(1-6)
	Joplin Plan in Reading	Harrison	(1-7)
	Educational Television	Harrison	(1-7)
	Joplin Plan in Reading	Lincoln	(1-6)
	Sixth Grade Reading Program	Maxwell	(1-6)
	T. V. Science	Russell	(1-6)
	Reading	B. T. Washington.....	(1-6)
	Spanish for Elementary School	B. T. Washington.....	(1-6)
	M. P. A. T. I.	B. T. Washington.....	(1-6)
	Team Teaching	Lexington	(7-9)
	Ungraded—One Group of 7th Grade Boys	Lexington	(7-9)
	Reading—for Average Pupils	Lexington	(7-9)
	Developmental Reading	Dunbar	(7-12)
	Mathematics Enrichment	Morton	(7-9)
	T. E. M. A. C.	Morton	(7-9)
	Modern Mathematics	Morton	(7-9)
	English 2600	Morton	(7-9)
	Educational Television	Johnson	(1-6)
	Foreign Language	Johnson	(1-6)
FRANKLIN	Controlled Reading and Mathematics.....	Thorn Hill	(1-8)
	Non-graded	Bridgeport	(1-8)
HARRISON	Grouping all Classes	Cynthiana	(5-8)
	Projection in Reading	Harrison County	(9-12)
	Biology (Senior)	Harrison County	(9-12)
	Experimental Project for Students of Low Mathematics Ability	Harrison County	(9-12)
JACKSON	Special Education	McKee	(1-12)
	Speech Therapy	McKee	(1-12)
JESSAMINE	1-2 Primary Class	Nicholasville	(1-8)
	MPATI Television	Wilmore	(1-8)
LEE	Ungraded Room	Southside	(1-8)
	Ungraded Room	St. Helens	(1-8)
	English 2600 and 3200	Lee County	(7-12)

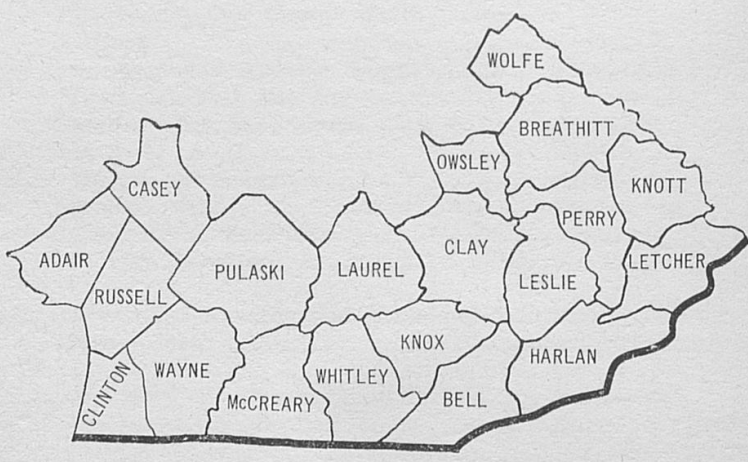
LINCOLN	Non-graded Primary	Crab Orchard	(1-6)
Richmond	Student Teachers	Mayfield	(1-6)
	Team Teaching on 7th and 8th Grade Levels	Richmond	(1-8)
Harrodsburg	Reading	Harrodsburg	(1-8)
	Mathematics	Harrodsburg	(1-8)
Mt. Sterling	Reading	Mt. Sterling	(1-6)
	New Mathematics Program	Mt. Sterling	(1-6)
NICHOLAS	Algebra I	Nicholas County	(9-12)
	Organized Physical Education Program	Nicholas County	(1-8)
	Departmentalization 6th and 7th	Nicholas County	(1-8)
	Group for Reading	Nicholas County	(1-8)
ROCKCASTLE	Special Education	Roundstone	(1-8)
	Speech Correctionists	Roundstone	(1-8)
	Rehabilitation	Roundstone	(1-8)
	Special Education for Mentally Retarded	Livingston	(1-12)
	Library Materials Center	Livingston	(1-12)
	Speech Therapy	Mt. Vernon	(1-12)
	Physically Handicapped	Mt. Vernon	(1-12)
WOODFORD	Art Appreciation	Woodford County	(6-8)
	Music Appreciation	Woodford County	(6-8)
	Team Teaching—General Science	Woodford County	(9-12)
	Place Program for Slow Pupils	Woodford County	(9-12)

DIST
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General Regional Characteristics

No. of Counties -----	20	Total Teaching Staff -----	2,039
No. of School Districts -----	37	Total Elementary Pupils --	39,510
		Total Secondary Pupils --	14,630
Central Office:		Total Pupils -----	54,140
Total Administrative Staff_	146		
Instructional Supervisors --	40		

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REGION V (KEA DISTRICTS MCEA, UCEA, AND UKREA)

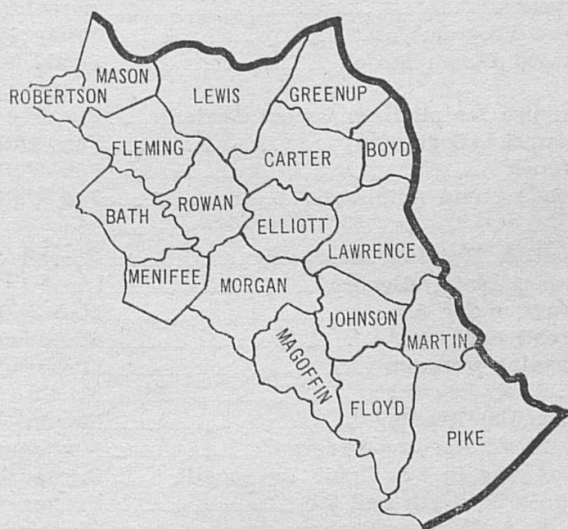
PROGRAM ABSTRACTS—REGION V

DISTRICT	TITLE	SCHOOL	GRADES	
ADAIR	Individualized Reading	Col. Wm. Casey	(1-6)	
	New Mathematics Trends	Col. Wm. Casey	(1-6)	
	First Grade Spelling	Col. Wm. Casey	(1-6)	
	S. R. A. Reading Laboratory	Col. Wm. Casey	(1-6)	
	S. R. A. Reading Laboratory	Shepherd Grade Center	(1-8)	
	Study Skill Programs	Cane Valley	(1-8)	
	Research in 7th and 8th grade Mathematics	Columbia	(7-9)	
	S. R. A. Reading Classes	Columbia	(7-9)	
	Grouping in 9th grade Mathematics	Columbia	(7-9)	
	New Trends in Mathematics	Knifley	(7-9)	
	BELL	K-12 program with special emphasis on certain areas	Bell County	(9-12)
		Comparison of Modern and Conventional Mathematics	Bell County	(9-12)
		Departmentalization of Classes	Buckeye	(1-8)
Foreign Language		Buckeye	(1-8)	
Reading Skills		Red Bird	(1-12)	
Spanish—Hear, Repeat, and Speak		Henderson Set.	(1-12)	
Spanish and French		Arjay	(1-8)	
Assembly Programs		Arjay	(1-8)	
Reading		Lone Jack	(9-12)	
Foreign Language		Lone Jack	(1-8)	
Elementary Music		Lone Jack	(1-8)	
Foreign Language		Blackmont	(1-8)	
Websters Reading Laboratory		Blackmont	(1-8)	
Spanish Appreciation		Harmony	(1-8)	
HARLAN		Moving across "class lines" to adjust Social Studies program to Slow and Accelerated Pupils	Pine Mountain	(1-10)
		Grouping across grade lines in Spelling, Reading, English, and Mathematics	Pine Mountain	(1-10)
	Television	Yancey	(1-8)	
	S. R. A. Laboratories	Yancey	(1-8)	
	Reading, Using S. R. A. Reading Laboratory	Cumberland	(1-8)	
	Mathematics	Cumberland	(1-8)	
	Supervised Physical Education	Cumberland	(1-8)	
	Instructional Television	Benham	(1-8)	
	Mathematics	Benham	(1-8)	
	Visual Aids	Totz	(1-6)	
	Library Science	Totz	(1-6)	
	Special Education Class	Evarts	(7-8)	
	Modern Mathematics	Cumberland	(9-12)	
	Special Education Class	Evarts	(9-12)	
	Curriculum	Hall	(9-12)	
	Driver Education	Wallins	(1-12)	
	Distributive Education	Wallins	(1-12)	
	Harlan	French I and II	Harlan	(9-12)
		Advanced Biology	Harlan	(9-12)
		Advanced Mathematics	Harlan	(9-12)
	KNOTT	Grouping in English Department	Hindman	(9-12)

LAUREL	Foreign Language	Hazel Green	(1-12)
	Fundamentals of Reading	Lily	(1-12)
	Non-graded Primary	Keavy	(1-8)
	Science Interest Program	Keavy	(1-8)
	Supplemental Reading Program	Felts	(1-8)
	Non-graded Primary	Felts	(1-8)
	Non-graded Primary	Sublimity	(1-8)
LETCHER	Phono-Visual Method of Teaching		
	Reading	Letcher	(1-8)
Jenkins	Reading	Jenkins	(1-8)
	Science for Elementary	Jenkins	(1-8)
	Reading	Burdine	(1-8)
	Remedial Reading	Dunham	(1-12)
	Special Reading Program	McRoberts	(1-8)
McCREARY	Non-graded Group 1-3	Revelo	(1-8)
	Reading—Phonetic, Keys to Reading	Pine Knot	(1-6)
	Grouping according to Achievement		
	Test	Whitley City	(1-8)
	Elementary Functions	McCreary County	(9-12)
Core	Pine Knot	(7-12)	
Hazard	Physical Education/Ability Grading	Walkertown	(1-8)
Somerset	Economy Reading Program	Hopkins	(1-6)
	Illinois Mathematics	Somerset	(9-12)
	Emphasis on Phonics	Memorial	(1-6)
	Foreign Language in Elementary		
	School	Somerset Central	(6-8)
Modern Mathematics	Somerset Central	(6-8)	
RUSSELL	Non-graded Program	Union Chapel	(1-8)
	Team Teaching	Union Chapel	(1-8)
	English	Union Chapel	(1-8)
WAYNE	F. T. A.	Wayne County	(9-12)
	Expanding Science Program	Wayne County	(9-12)
	Spanish	Wayne County	(9-12)
	Music	Wayne I	(1-4)
	Physical Education	Wayne I	(1-4)
	Study of Characteristics of the Pupils	Wayne I	(1-4)
	Great Books Discussion Program	Wayne II	(5-8)
	Guidance	Wayne II	(5-8)
	Study of Characteristics of the Pupils	Wayne II	(5-8)
Monticello	Elementary French	Monticello City	(1-12)
	Reading	Monticello City	(1-12)

General Regional Characteristics

No. of Counties -----	18	Total Teaching Staff -----	3,492
No. of School Districts-----	29	Total Elementary Pupils --	63,570
		Total Secondary Pupils --	27,644
Central Office:		Total Pupils -----	91,214
Total Administrative Staff_	100		
Instructional Supervisors --	25		



REGION VI (EKEA DISTRICT)

PROGRAM ABSTRACTS—REGION VI

DISTRICT	TITLE	SCHOOL	GRADES
BATH	Handicrafts	Bethel	(1-8)
	Mathematics—Trig., S. Geo., Analytical Geo., Cal.	Bath County	(7-12)
	Physical Sciences—Chemistry and Physics	Bath County	(7-12)
	Language Laboratory	Bath County	(7-12)
	Reading Improvement Program	Salt Lick	(1-8)
	BOYD	Adult Education	Boyd County
Teacher Taught Programed Instruction		Boyd County	(9-12)
Music Enrichment Plan		Ironville	(1-8)
Pilot Study for Betts Basic Readers, 3rd Edition		Ironville	(1-8)
Visual Aids Program		Eidson	(1-8)
Modified Team Teaching		Eidson	(1-8)
Remedial Reading and Mathematics in 7th-8th Grades		Cooper	(1-8)
Curriculum Enrichment for Average and Accelerated Child		Cooper	(1-8)
Ability Grouping—Reading Grades 4, 5, and 6		Cooper	(1-8)
CARTER		Art	Grahn
	Music	Grahn	(1-9)
ELLIOTT	Ungraded Ability Grouping	Sandy Hook	(1-6)
	Art	Sandy Hook	(1-6)
	Physical Education	Isonville	(1-8)
	Music	Isonville	(1-8)
	Core Program	Sandy Hook	(7-12)
	Closed Lunch Period	Sandy Hook	(7-12)
FLEMING	English for all High School Students	Fleming County	(9-12)
	Spanish (Beginning)	Fox Valley	(1-8)
	French	Fox Valley	(1-8)
	Reading and Arithmetic	Fox Valley	(1-8)
FLOYD	S. R. A. Reading Laboratory	Garrett	(1-12)
	Experimental Algebra	Garrett	(1-12)
	Program for All	McDowell	(9-12)
	Creative Writing	McDowell	(9-12)
	Reading Program	McDowell	(9-12)
	S. R. A. Reading	Martin	(1-12)
	Remedial Reading	Martin	(1-12)
	S. R. A. Reading Program	Maytown	(1-12)
	Grouping in 6th Grade Arithmetic	Prestonsburg	(1-8)
	Non-graded 7th and 8th	Prestonsburg	(1-8)
	S. R. A. Reading Program	Wayland	(1-12)
	Speed Reading	Wayland	(1-12)
	S. R. A. Reading Program	Wheelwright	(1-6)
	Individualized Reading in First Grade	Wheelwright	(1-6)
	Remedial Reading	Wheelwright	(9th)
	Remedial Mathematics	Wheelwright	(9th)
Greenup	Core Classes	Greenup	(7-12)
	Ungraded Plan	Greenup	(1-6)
Paintsville	Modified Track Program	Paintsville	(9-12)

MASON	Semidepartmentalized	Orangeburg	(1-8)
	Centralized Library	Orangeburg	(1-8)
	"Reading" Language Laboratory	Minerva	(1-8)
	Instructional Television	Minerva	(1-8)
	Reading	Lewisburg	(1-8)
	Semidepartmentalized	Lewisburg	(1-8)
	Semidepartmentalized	Washington	(1-8)
	Centralized Library	Washington	(1-8)
Maysville	Grouping First Grade on Experimental Basis of Readiness	Woodleigh	(1-6)
MORGAN	Homogeneous or Ability Grouping	West Liberty	(1-4)
	Supplementary Reading Program	West Liberty	(1-4)
	Non-graded Program	West Liberty	(1-4)
PIKE	Individualized Instruction in Reading	McVeigh	(1-8)
	Departmental Teaching	Dorton	(1-12)
	Elementary Science	Virgie	(1-12)
	Curriculum Study	Johns Creek	(1-12)
	Defined Curriculum	Blackberry	(1-8)
	Team Teaching	Blackberry	(1-8)
	Non-graded Reading Program	South Williamson	(1-8)
	Programed Mathematics	South Williamson	(1-8)
	S. R. A. Reading Program	Majestic	(1-8)
	Audio-Visual Aids	Majestic	(1-8)

PART VI

SAMPLING OF PROGRAM ABSTRACTS

The sampling of program abstracts which are reproduced here was made by staff members in the Division of Instructional Services. While the publishing of all abstracts was considered desirable, it was felt that full coverage was beyond the scope of this publication.

For general communicative value, random sampling was not considered essential. Instead, several criteria for selection were: approximately one hundred, to feature newer developments, and to indicate diversity as well as areas of concentration.

Of the 932 abstracts listed in Part V, 134 abstracts or 14 per cent were selected as broadly representative of the new and experimental programs in the public schools for the year 1963-64.

PROGRAM ABSTRACTS

Title: Reading for Understanding.

Purpose: Develop reading skills.

Brief description: Teacher has been released from class for a half hour every day to conduct the class. Use reading lab. More individual attention rendered than is available in their regular classroom.

Year started? Continuing 1963-64.

Grades included: 5 and 6.

Areas of study or subjects: Reading.

No. of Students: 10 to 12.

Basis of selection: Achievement test, teacher evaluation.

No. of teachers involved: 1.

Special materials or equipment used: Filmstrips—S.R.A. Reading for Understanding Lab.

What led to experimentation with this program? Low reading level of pupils.

How evaluated? Teacher and self-evaluation by pupil.

Results to date? Good.

Is a brief written description available? No.

Program director: Mrs. Runell Riddle, teacher.

School: Eastern Elementary.

School District: Barren County.

Title: Structural Linguistics.

Purpose: To improve teaching and gain better results to upgrade and update our English teaching and to correlate the entire program.

Brief description: Use of this approach along with traditional approach to teaching of English. Emphasis upon use of English and teaching of English through structure. Old method used too.

Year started? Continuing? Yes.

Year to be completed: 1964-65.

Grades included: 7-12.

Area of study or subjects: English and Literature (English prime emphasis).

No. of teachers involved: 14.

What led to experimentation with this program? Discussion, teachers taking additional work, special efforts to correlate our English program and special workshop.

How evaluated? Workshop and various English staff meetings.

Results to date? Good—had workshop last week—several teachers plan to attend additional

classes in college this summer.
Have workshop this fall.

Is a brief written description available? No, being prepared.

Program director: Mrs. Carter Hooks, English teacher.

School: Glasgow High School.

School District: Glasgow Independent.

Title: New Mathematics Programs.

Purpose: To develop a better math program for our schools and students, to install newer and approved courses, methods and materials.

Brief description: New approaches to teaching of mathematics as advocated by the various study groups at Yale, Southern Illinois, Maryland, etc.

Year started? 1963, Continuing.

Year to be completed: 1964-65.

Grades included: 9-12.

Areas of study or subjects: Algebra, Geometry, Advanced Mathematics.

No. of Students: entire group that takes mathematics.

Basis of selection: Will be grouped as in past on basis of A. Q. scholastic grades, teacher recommendation, etc.

No. of teachers involved: 8.

What led to experimentation with this program? Studies, reading and various work shops, advanced studies and summer school by staff.

How evaluated? Studies, staff meetings, work shops.

Results to date? just starting program—appears favorable. Will have a workshop in summer—several teachers will also take courses.

Is a brief written description available? Being prepared.

Acting coordinator: Charles F. Martin, Prin.

School: Glasgow High School.

School District: Glasgow Independent.

Title: Ungraded Primary.

Purpose: To eliminate the pressure on the child to pass and the stigma of conventional grades.

Brief description: Students begin the first year and progress at their own rate for three years. Those students who do not complete the materials in three years may stay in the primary block for four years.

Year started? 1963, Continuing.

Grades included: 1-3.

Areas of study or subjects: all subjects.

No. of Students: 132.

Basis of selection: These grade levels have many students who are immature and need time to get started before they are placed in the conventional grade levels.

No. of teachers involved: 4.

Special materials or equipment used: Supplementary reading materials, SRA and science and mathematics aids.

What led to experimentation with this program? The problem of failures among immature children in the early years.

How evaluated? Teachers and Parents.

Results to date? Parents and Teachers alike have accepted this program very well and seem to think it a good plan.

Is a brief written description available? No.

Program director: Woodrow Masden, Principal.

School: Nichols.

School District: Bullitt County.

Title: Extended Class Period.

Purpose: To give a 75" block of time for other activities.

Brief description: Instead of each class meeting 5 days per week for 60", one period meets 4 days per week for 75".

Year started? 1963, Continuing.

Year to be completed? to continue.

Grades included: 9-12.

No. of students: 600 plus.

Basis of selection: class, home-room—interest, etc.

No. of teachers involved: 29.

What led to experimentation with this program? Too many class interruptions.

How evaluated? excellent—by results.

Results to date? excellent.

Is a brief written description available? No.

Program director: Willis G. Wells, Prin.

School: Shepherdsville High.

School District: Bullitt County.

Title: Remedial Reading.

Purpose: Improve reading skills.

Brief description: All 8th grade students are grouped according to reading ability. Two groups of slow readers in 9th grade being given special reading instruction.

Year started? 1961, Continuing.

Grades included: 8-9.

No. of Students: 144.

Basis of selection: Reading achievement scores.

No. of teachers involved: 3.

Special materials or equipment used: SRA laboratory.

What led to experimentation with this program? Poor achievement in reading affecting achievement in all subjects.

How evaluated? Achievement tests in reading given each year.

Results to date? Very pleasing so far.

Is a brief written description available? No.

Program director: Jesse J. Evans, Guidance Counselor.

School: Butler County High.

School District: Butler County.

Title: GCMP—SRA.

Purpose: To develop concepts in Modern Mathematics.

Brief description: Teachers met once a week for two hours during February, March, April, and May under the supervision of a qualified Math Consultant.

Year started? 1964, Continuing.

Grades included: 1-4 (1964-65)
1-6 (1965-66).

Areas of study or subjects: Math.

No. of Students: 274.

Basis of selection: District School Plan.

No. of teachers involved: 10.

Special materials or equipment used: SRA—GCMP.

What led to experimentation with this program? The need to understand modern concepts of Math.

How evaluated? No evaluation.

Results to date? None.

Is a brief written description available? Yes.

Program director: Thomas Forest, High School Math Teacher.

School: Austin-Douglas.

School District: Murray Ind.

Title: Historical and structural linguistics.

Purpose: to study concepts and information about the English language that are not ordinarily found in literature or composition texts.

Brief description: To present a broad history of the English language from Indo-European to modern times. An approach

to structural linguistics through the study of word forms, structural words, and word order.

Continuing? Yes. *Year to be completed:* to go on.

Grades included: 8, 9, 10.

Areas of study or subjects: History and Structure of English Language.

No. of Students: 118.

Basis of selection: None.

No. of teachers involved: 6.

Special materials or equipment used: Laird's *Miracle of Language*, English Phonology, Roberts *Patterns of English*.

What led to experimentation with this program? Backgrounds in courses provided by the Commission on English in the form of scholarships.

How evaluated? Testing.

Results to date? Good.

Is a brief written description available? No, Being prepared.

Program director: Lawrence Sufill, English instructor.

School: Murray College High.

School District: Murray Ind.

Title: Educational Television (MPATI)

Purpose: To give low cost—high quality educational experiences to elementary students and therefore improved instruction to meet modern demands of education.

Brief description: Enrichment and course contents for elementary science, music, English language, foreign language, mathematics, etc. prepared and presented by MPATI corporation, West Lafayette, Ind.

Grades included: 1-8.

Areas of study or subjects: Science.

No. of Students: 300.

Basis of selection: Teachers are

free to use or not to use—depending on needs of students and teachers initiative.

No. of teachers involved: 11.

Special materials or equipment used: 10 Televisions.

What led to experimentation with this program? Interest of local educators in MPATI.

How evaluated? Written individually—and evaluated by group process in faculty meetings.

Results to date? Varied—Ranges from excellent in science, music—good in for. lang., math., to average in English.

Is a brief written description available? Yes.

Program director: Edward E. Ball, Jr., Prin.

School: A. J. Jolly School.

School District: Campbell County.

Title: Unified Phonics.

Purpose: Equip children in the primary grades with a supplemental word attack skill.

Brief description: The Unified Phonics Method is a fully developed method of teaching the basic techniques of the language—accurate speaking, spelling, writing and reading—as one integrated subject. The core of the method is a technique by which the child learns to write down the sounds used in spoken English as they are combined into words. First the child learns to recognize the 70 letters and combinations of letters, called phonograms which symbolize the basic units of sound. Next he spells, saying the sounds represented by the phonograms in sequence as they combine in a word and writing the word simultaneously. From here it is only a short step to actual reading. Meaning is

thoroughly taught hand-in-hand with the writing and by using new words in original sentences.

Year started? 1963, Continuing.
Grades included: First and second this year. Extend to third next year.

Areas of study or subjects: Reading, writing and spelling.

No. of Students: 60.

Basis of selection: Introduced in one section of the first and second grades. The other sections are control groups.

No. of teachers involved: two.

Special materials or equipment used: Dr. Spaulding's book "The Writing Road to Reading"; recordings and flash cards.

What led to experimentation with this program? After reading Dr. Spaulding's book, teachers were inspired to try to improve our reading program by providing this supplementary program.

How evaluated? California Achievement Test and Teacher evaluation.

Results to date? Achievement test are now being given but data has not been evaluated. Teachers have observed a marked improvement in word attack skill and spelling. Children are more independent in their reading.

Is a brief written description available? Being prepared.

Program director: Mrs. Jesse Catching and Mrs. Betty Amerine, First and Second Grade Teachers.

School: Dale Elementary School.

School District: Campbell County.

Title: Language Laboratory.

Purpose: To teach native pronunciation of the Spanish language.

Brief description: Native speakers speak or read passages, dialogues or drills and students repeat. Second year students hear a complete speech and then give resume.

Year started? 1960, Continuing.

Grades included: 9-12.

Areas of study or subjects: Public Speaking, Spanish I and II.

No. of Students: 38.

Basis of selection: enrollment in Spanish.

No. of teachers involved: 2.

Special materials or equipment used: Tapes and Records.

What led to experimentation with this program? New language teaching approach.

How evaluated? Excellent.

Results to date? Good and improving.

Is a brief written description available? No.

Program director: Marian J. Romo, Spanish Teacher.

School: Campbell County High School.

School District: Campbell County.

Title: Advanced Math Program
(above the traditional 4 yr. program).

Purpose: To provide superior students instruction in Analytic Geometry, Theory of Numbers, College Algebra, Introduction to Calculus.

Year started? 1963-64, Continuing.

Grades included: 12th.

Areas of study or subjects: Adv. Math.

No. of Students: 15.

Basis of selection: Ability, achievement and interest.

No. of teachers involved: One.

Special materials or equipment used: Special text and materials.

What led to experimentation with this program? Need for additional preparation by our better math students.

How evaluated? Comparison of SAT Scores in Math; student evaluation.

Results to date? Excellent.

Is a brief written description available? No, Being prepared.

Program director: Williametta Baker, math teacher.

School: Highlands High School.

School District: Ft. Thomas Ind.

Title: SRA Reading Laboratory.

Purpose: To encourage independent reading on their own levels.

Brief description: Operates on an individual basis and on pupil's own level.

Year started? 1961, Continuing.

Grades included: 5.

Areas of study or subjects: Social Studies, Sciences, Current Events.

No. of Students: 104.

Basis of selection: Diagnostic tests.

No. of teachers involved: 3.

Special materials or equipment used: Laboratory.

What led to experimentation with this program? Wide range in levels among a fifth grade group.

How evaluated? Self testing, progress graphs.

Results to date: Elevated reading achievement in all subject areas.

Is a brief written description available? Yes.

Program director: Miss Marietta Hardman, Intermediate grades Supervisor.

School: Anderson D. Owens.

School District: Newport Ind.

Title: Levels program in grades 1-3.

Purpose: To help both slow readers and accelerated readers. Also to keep from repeating grades (retention) but advancing as able.

Brief description: Students are assigned to classes based on reading achievement. They then advance at their ability and pace through the levels.

Year started? 1957, Continuing.

Grades included: 1-3.

Areas of study or subjects: Reading.

No. of Students: 160.

No. of teachers involved: 7.

What led to experimentation with this program? Desire for higher achievement in reading.

How evaluated? By use of achievement tests compared to rate of progress under old system.

Results to date? Satisfying.

Is a brief written description available? Yes.

Program director: Mrs. Elizabeth Wade, Supervisor.

School: Crofton.

School District: Christian County.

Title: Modern Mathematics.

Purpose: To develop better math students.

Brief description: We are using the SMSG, Greater Cleveland Program, and the 1963 publication of workbooks of Silver-Burdett series. We gave instruction to our faculty last school year.

Continuing? Yes.

Year to be completed: to continue.

Grades included: 1-6.

No. of Students: 303.

Basis of selection: Total class.

No. of teachers involved: 11.

Special materials or equipment used: Yes, a number of things.

How evaluated? Standardized

tests, teacher tests, interest shown by students.
Results to date? much improvement.
Is a brief written description available? No, Can be prepared.
School: Highland.
School District: Christian County.

Title: Advanced English.
Purpose: To develop reading and composition beyond the level of average competence.
Brief description: Students write extensively; are divided into groups for discussion of literature selections; themes average one each week or at least each two weeks. Have all reading responsibilities of regular classes plus as many more supplementary readings.
Year started? 1962-63, Continuing.
Grades included: 10-11-12.
No. of Students: Approximately 75.
Basis of selection: Records and choice of student; student is invited, has option.
No. of teachers involved: 3.
Special materials or equipment used: Supplementary Reading Materials; Special NCTE Materials.
What led to experimentation with this program? Evolved from faculty requests and need for preparation of curriculum guides.
How evaluated? Teacher evaluations of first year program; plan to check work in college as program continues.
Results to date? Appreciable—students tend to want to stay in this program.
Is a brief written description available? Yes.
Program director: Miss Elizabeth

Vaughn, Eng. Teacher, Chairman of Dept.
School: Hopkinsville High School.
School District: Hopkinsville Ind.

Title: SMSG (Intermediate) GCMP (Primary) Math Program.
Purpose: Development of new concepts and vocabulary thru discovery approach and inductive reasoning.
Brief description: A Pilot Program was conducted in second grade prior to initiation at all grade levels. This was preceded by an intensive in-service program for teachers and parents.
Year started? 1963, Continuing.
Year to be completed: Indefinite.
Grades included: K-6.
Areas of study or subjects: Math.
No. of Students: 722.
Basis of selection: Comparison of new programs.
No. of teachers involved: 23.
Special materials or equipment used: Math Plastic Symbols, Ten Frames and Bead Frames, Counting Mem, Math Discovery Boards, Flannel Boards, Hundred Boards.
What led to experimentation with this program? Dissatisfaction with traditional program.
How evaluated? Teacher and textbook tests—observation and subjective comparisons.
Results to date? Satisfactory—will continue program.
Is a brief written description available? Being prepared.
Program director: Floyd Brown, Director of Instruction.
School: Jackson Elementary School.
School District: Ft. Campbell Ind.

Title: SRA Reading Laboratory.
Purpose: To create reading interest; Aid to the under-achiever;

Increase school's holding power;
Better rounded reading program.

Brief description: Program designed scientifically to increase reading rate and comprehension.

Year started? 1963, Continuing.

Grades included: 1-12.

Areas of study or subjects: Reading skills—Power builders and rate builders.

No. of Students: 182.

Basis of selection: Pre-testing as provided in laboratory.

No. of teachers involved: 7.

Special materials or equipment used: Laboratory box and student record books.

What led to experimentation with this program? Low reading achievement and increased dropouts in the high school.

How evaluated? Teacher observation of pupil record books and test results.

Results to date? Increased reading proficiencies, more school interest, and fewer dropouts.

Is a brief written description available? No.

Program director: Burnis Gearheart, Prin.

School: Garrett High School.

School District: Floyd County.

Title: Spelling and using words.

Purpose: To help the child—Develop ability to select the word he wishes to use, to know its precise meaning, to know the correct form of the word, to use it accurately, and to spell it correctly; Use the dictionary effectively; Master the words that cause difficulty; Understand that spelling and using words are related aspects of language and are carefully and consistently woven into every

unit in every grade; Increase his vocabulary.

Brief description: Since spelling and using words indicate the individual differences that exist in a classroom, I have tried to provide an individualized spelling program to take care of these differences. I use the adopted text as a spring-board to impel the individual pupil into spelling experiences having the variety and depth appropriate for his ability. My text program for the week is:

Monday — introduce the week's words; analyze the words to illustrate a phonetic principle, find the root word, prefixes and suffixes, meaning, etc. Read the story, talk about it, notice how the words are used in the story, etc.

Tuesday—Do the work called "Using the New Words" and "Going Ahead on Your Own".

Wednesday—Use the words in original sentences. Each child will pronounce and spell the word or words he is using and then read the sentence.

Thursday—The child writes the story from my dictating.

Friday—The child writes the words for a grade and to find his difficulty.

During the first week of the school year, each child will make an attractive booklet entitled "My Spelling Demons". He keeps a list of his misspelled words daily (from all written work). He is tested on his demons.

Since the basic text words are not sufficient to meet the child's needs, I also try and use effectively the following method: I use a few minutes each morning for a "sharing period"

of news clippings from papers, magazines, etc. We select five words each day from the clippings that we consider important words and following the same procedure for the text work, we learn twenty-five additional words each week pertaining to current events. The child also learns to spell and use words from other subjects in order to express himself clearly and correctly in both oral and written work.

Year started? 1961, Continuing.

Year to be completed: same method used each school year.

Grades included: grade 6.

Areas of study or subjects: Spelling words from spelling text, social studies, English, science, health, and local and world news.

No. of Students: 26.

Basis of selection: text: Spelling and Using Words by Silver Burdett Co.; words from other texts—social studies, science, health, etc.

No. of teachers involved: one.

Special materials or equipment used: (included in brief description).

What led to experimentation with this program? Staggering number of misspelled words in daily written work and tests; inability to use words correctly to express precise meaning.

How evaluated? By comparing the child's daily written work and by testing each child on his spelling demons.

Results to date? All students have improved in spelling by—mastering difficult words, discovering and correcting mistakes, and seeing in unfamiliar words familiar smaller words, prefixes and suffixes, etc.

Is a brief written description available? Yes.

Program director: Mrs. Letha Mae Lutten, Sixth grade teacher.

School: Cayce Elementary.

School District: Fulton County.

Title: Knights of the Reading Round Table.

Purpose: To advance reading skills to the maximum for elementary school children and to encourage purposeful reading.

Brief description: Auto-education—reading groups studying classics together, chapter by chapter. All reading skills developed by children with minimum teacher's guidance. Group leaders lead daily discussions and do word skills together with group. Group usually develops culmination activities—plays, reports etc.

Year started? 1961, Continuing.

Grades included: 2 through 6.

No. of Students: 475.

Basis of selection: High and Middle during the first and second semester. Low second semester only.

No. of teachers involved: 44.

Special materials or equipment used: Sets (10 to 15 books) of children's classics.

What led to experimentation with this program? Discouraged with poor results secured from textbook inspired programs of other years.

How evaluated? Stanford Ach. Test, Metro Ach. Test, Pupil and Teacher opinion, Parents opinion.

Results to date? Unusually good.

Is a brief written description available? Yes.

Program director: Kyle C. McDowell, Dir. of Ele. Ed.

School: Fort Knox Dependent School, Elementary Department.

School District: Ft. Knox Ind.

Title: Moving across "class lines" to adjust social studies program to slow and accelerated pupils.

Purpose: Challenge accelerated pupils; allow more time and provide "easier" content for slow pupils; provides competition for accelerated pupil; removes competition for slow pupil.

Brief description: Sixth grade pupils move to 9th grade World Geography. Seventh grade pupils have Geography with 6th grade pupils using 4th grade level content.

Year started? 1964, Continuing.

Year to be completed: 1965.

Grades included: 6-7.

Areas of study or subjects: Social Studies (Geography).

No. of Students: 12.

Basis of selection: ability.

No. of teachers involved: 1.

Special materials or equipment used: Regular equipment—film, pictures, books, filmstrips, etc.

What led to experimentation with this program? Accelerated pupils loafing; Slow pupils "lost in a maze of content".

How evaluated? Teacher observation, self evaluation—texts—teacher made.

Results to date? Too early to see any positive results.

Is a brief written description available? No, may be prepared.

Program director: Cora L. Campbell, Social Studies Teacher.

School: Pine Mountain.

School District: Harlan County.

Title: Reading, Using SRA Reading Laboratory.

Purpose: With individual reading at a child's level of reading ability and with teacher guidance, the student will increase his speed and comprehension in reading; To develop a continuing interest in books and reading material; To learn new words—what they mean and how to pronounce them; To develop better study habits; Reading for enjoyment; To improve listening.

Brief description: The SRA Reading Laboratory is a multilevel developmental reading improvement program. It enables each child to start where he is and move ahead as rapidly and as far as his learning rate and capacity will allow him. The SRA method removes the need for cheating.

Year started? 1963, Continuing.

Grades included: 6-7.

No. of Students: 197.

Basis of selection: Regular classes.

No. of teachers involved: three.

Special materials or equipment used: SRA Lab materials.

What led to experimentation with this program? Lack of interest in reading; different levels of reading ability; knowledge of the success of the program.

How evaluated? Noted development of comprehensive skills; as, learning to follow directions, remembering significant details, ability to summarize by answering the questions on materials read; Noted development of rate skills; as, reading under a time limit and adjusting to materials.

Results to date? More enthusiastic readers, better listeners, the transfer of their reading ability to other subjects.

School: Cumberland Elementary.

School District: Harlan County.

Title: Supervised Physical Education.

Purpose: To develop and maintain good health and physical fitness; to develop stable skills in all youth. To develop those understandings and attitudes that make the individual an intelligent and productive participant in life. To develop respect for other persons, ethical values and principles, and to be able to live and work cooperatively with fellow citizens in a democratic society.

Brief description: The teachers and physical education instructor, by working together in the supervising and teaching the proper way to develop sufficient skills and knowledge of sports and games, hope to achieve the objectives set by both the instructor and youth that will prove profitable to them throughout their lives.

Continuing? Yes.

Year to be completed: each year.

Grades included: 1-8.

No. of Students: all students.

Basis of selection: all classes.

Special materials or equipment used: Footballs, basketballs, volleyballs, softballs, playballs, badminton, croquet and plastic safety bats and balls for lower three grades.

What led to experimentation with this program? Need and interest in a regular physical fitness program. Since physical education is an integral part of the total school curriculum, a program was constructed to give the youth the opportunity to develop needed skills and knowledge of games, learn citizenship and democracy, co-

operation with fellow students for the betterment of all, and learn recreational activities for leisure time in later life.

How evaluated? Observation. Evaluation of behavior, conduct and actions of participant in physical education activities. Noted ways of maturing as shown by child's decisions of values, understanding and self-responsibility; Growing and developing in his relationship and emotional stability; Physical fitness test.

Results to date? The youth have an awareness of their physical health and wish to develop strong and sound bodies. More interest is shown in the Little League football and baseball activities.

Program director: Mr. Eugene Stagnolia, Phys. Ed. Director.

School: Cumberland Elementary.

School District: Harlan County.

Title: Mathematics.

Purpose: Give those with superior ability an opportunity to progress at their own speed.

Brief description: permitting 23 students of the eighth grade class of 90 to progress according to their ability.

Year started? 1963-64, Continuing.

Grades included: 8th.

Areas of study or subjects: Math.

No. of students: 23.

Basis of selection: Ability and Interest.

No. of teachers involved: 1.

Special materials or equipment used: slides in adv. Math. and Alg. I.

What led to experimentation with this program? The average class work was not a challenge.

How evaluated? By a well qualified teacher's judgement.

Results to date? Excellent—students have a feeling of accomplishment.

Is a brief written description available? No.

Program director: Margaret Williams, math teacher.

School: Benham.

School District: Harlan County.

Title: Seventh Grade Biology.

Purpose: Prevent repetition of instruction in general science and prepare talented students to proceed into biology and physical science in high school.

Brief description: New approach to biological science instruction in junior high using available texts and references bearing on biology.

Year started? 1963, Continuing.

Grades included: Seventh.

Areas of study or subjects: Jr. high Biology.

No. of Students: 64.

Basis of selection: None.

No. of teachers involved: One.

Special materials or equipment used: Re-arrangement and use of general science equipment.

What led to experimentation with this program? Avoid undue repetition in general science.

Results to date? Intensified interest among better students.

Is a brief written description available? being prepared.

Program director: L. J. Byrum and Eddie Davis, Supervisor.

School: Bend Gate.

School District: Henderson County.

Title: Modified Joplin Plan for 7th and 8th Grade.

Purpose: To provide growth in reading for accelerated group, advanced group, average group and slow group.

Brief description: Students are

grouped homogeneously according to their reading ability, thus removing the grade barrier.

Year started? 1962, Continuing.

Grades included: 7-8.

Areas of study or subjects: Reading.

No. of Students: 130.

Basis of selection: Seemingly the most suitable program for this situation to aid those with reading disabilities.

No. of teachers involved: 4.

Special materials or equipment used: various visual aids.

What led to experimentation with this program? The idea that more growth in reading could be accomplished with less variability within a group.

How evaluated? Test and teacher judgment accompanied by conferences.

Results to date? Satisfactory (continuing evaluation).

Is a brief written description available? being prepared.

Program director: Hugh E. Sellers, Principal.

School: Weaverton.

School District: Henderson County.

Title: Remedial Reading.

Purpose: Provide learning situations to contact pupils with persons, processes and relationships, increase speed and comprehension.

Brief description: A program to fit the level of pupils reading ability. Provide wide range of subjects in developing interests.

Year started? 1960, Continuing.

Grades included: 4-5-6.

No. of Students: 130.

No. of teachers involved: 5.

Special materials or equipment used: Skilltexts, Films, Texts to fit different level of reading

ability, SRA Pilot library, Basic Reader.

What led to experimentation with this program? Need for material for different levels.

How evaluated? Tests and increased reading ability.

Results to date? Noted increase in reading speed and comprehension.

Is a brief written description available? Yes.

Program director: Etha Crook, Teacher.

School: Audubon.

School District: Henderson Independent.

Title: Introduction to Chemistry and Physics.

Purpose: To give the student a chance to see if they have aptitude for Chemistry or Physics.

Brief description: Using Physical Science text with units prepared by the instructor making minor Chemistry and Physics experiments.

Year started? 1962, Continuing.

Grades included: 10th and 11th.

Areas of study or subjects: Chemistry and Physics.

No. of Students: 45.

Basis of selection: Interest.

No. of teachers involved: 1.

Special materials or equipment used: Chemistry and Physics laboratory equipment.

What led to experimentation with this program? Desire of student to see if they have the aptitude to take Chemistry or Physics.

How evaluated? Teacher and pupil evaluation of course.

Results to date? Feel that course is very beneficial.

Is a brief written description available? Yes.

Program director: Mr. James Mills, Science teacher.

School: Henderson High School.
School District: Henderson Independent.

Title: Mathematics.

Purpose: To introduce the concepts and ideas and new terminology of the new modern math to the students of our school in order to be more ready for the future.

Brief description: Teachers have been slowly introducing these new terms, ideas, concepts, different ways of adding and subtracting, etc. into the regular program that we now have. We are just introducing and have not made the transition yet.

Year started? 1964, Continuing.

Grades included: 1-6.

Areas of study or subjects: Mathematics—into the new math program.

No. of Students: 280.

Basis of selection: Regular classrooms.

No. of teachers involved: 10.

Special materials or equipment used: none as of right now.

What led to experimentation with this program? The idea of keeping up in the mathematics field and the changing of our textbooks during the school year of 1965-66.

How evaluated? Personal—how quick the students picked it up—even faster than the teachers did during their training period.

Results to date? Excellent—the children are really enthused and are always asking for more.

Is a brief written description available? No.

Program director: Leona Smith, Supervisor.

School: Jefferson.

School District: Henderson Independent.

Title: Conversational Spanish for Elementary Students—TV telecasts.

Purpose: To give students an insight to another spoken language and to familiarize students, at an early age, with customs and traits of other people who speak different languages. This also serves as a base for study in late years.

Brief description: Third grade students, all of them, learn through media of television various words, objects, dates, poems, songs, people, and places in Spanish language.

Year started? 1962-63, Continuing.
Grades included: 3 and 4 in 1962-63; 3 in 1963-64.

Areas of study or subjects: foreign language.

No. of Students: 62.

Basis of selection: We do not group.

No. of teachers involved: 2.

Special materials or equipment used: TV sets and teachers' guides developed by a committee of teachers and the studio teachers. Tests are also utilized.

What led to experimentation with this program? Interest in experimentation of other schools and closeness to the South Western Indiana Television Council Programs.

How evaluated? Written tests; Pupil interest; Pupil Achievement.

Results to date? Excellent; on our last test which consisted of 52 items possible, our students had a median achievement of 45.5. This included our entire third grade.

Is a brief written description available? No.

Program directors: Leo L. Win-

chester, Principal; Bertha Haag, and Augusta Pentecost, teachers.

School: Seventh Street Elementary.

School District: Henderson Independent.

Title: Math (SMSG).

Purpose: Experiment. Trying to improve the results in our math program. Need, plus the fact we want to keep up with other schools.

Brief description: This program to be started this fall.

Year started? 1964.

Grades included: 9 and 10.

Areas of study or subjects: Algebra and general math.

No. of Students: 80-100.

Basis of selection: have qualified teacher.

No. of teachers involved: 1.

Is a brief written description available? No.

Being prepared? No.

Program director: Mary Lou Earle, teacher.

School: South Hopkins High School.

School District: Hopkins County.

Title: American History T.V. (We are receiving the program from Evansville, Ind.)

Purpose: to have large group class due to the lack of classroom space. The above mentioned need.

Year started? 1959-60, Continuing.

No. of Students: 55-60.

No. of teachers involved: 1.

Special materials or equipment used: Two T.V. sets. Standard test, program outlines.

How evaluated? fair results.

Results to date? nothing exceptional.

Is a brief written description available? No.

Being prepared? No.
Program director: William Agnew, History teacher.
School: South Hopkins High School.
School District: Hopkins County.

Title: Night Welding School.

Purpose: To prepare students and adults for employment involving metal work.

Brief description: Class composed of high school students and adults study welding at night instructed by Ind. Arts teacher and professional welders.

Year started? 1964, 1 semester.

Grades included: 9-12.

Areas of study or subjects: metal work—cutting, welding, etc.

No. of Students: 15.

Basis of selection: Interest, and demand of locality.

No. of teachers involved: 1.

Special materials or equipment used: arc welders, metals, torches, welding compounds, shop equipment.

What led to experimentation with this program? Desire of students and adults to learn welding.

How evaluated? According to number completing course and quality of work done.

Results to date? Fifteen students completed course.

Is a brief written description available? Being prepared.

Program director: Edd Stodelman, Ind. Art Instructor.

School: West Hopkins.

School District: Hopkins County.

Title: "The North Wing Nursery"

—A Nursery project conducted by First Grade pupils.

Purpose: To arouse interest in plants, and to increase their knowledge of use, beauty, necessity of plants for our ex-

istence. To become familiar with steps in simple experiments.

Brief description: We have established a small nursery in our room, making many plant and seed experiments, starting plants in various ways, have small trees, unusual plants, a desert terrarium, a woodland terrarium, an aquarium (for an underwater garden) have learned about transplanting, fertilizer, and from experiments are learning much about roots, stems, leaves, and plants need for air, light, water, and food.

This project is the present phase of an overall science program that is carried out through the year. There are always carry-overs from each year. This year the children have enjoyed a guinea pig that was a "baby" experience for my children last year. This year we have had a "guinea pig family" experience.

I feel the science program lends much to Reading, Writing (expressing and recording) and Arithmetic. Developing the ability to think in an orderly fashion, and problem solving, which is the basis of a scientific attitude, if started in the First Grade, can be of great help to the student all through school.

Year started? Spring 1964, Continuing.

Grades included: First.

Areas of study or subjects: Science.

No. of Students: Thirty-three.

No. of teachers involved: one.

Special materials or equipment used: two terraria, an aquarium.

What led to experimentation with this program? My love of plant study, the season and the en-

vironment in which my pupils live.

How evaluated? By interest, participation, and results.

Results to date? Many plants started, terraria successfully planted, aquarium flourishing, some experiments completed, others in progress, others planned.

Is a brief written description available? Being prepared. A small booklet, for each pupil, describing our nursery.

Program director: Mary Clay Goodwin, first grade teacher.

School: Chenoweth.

School District: Jefferson County.

Title: Modern Mathematics.

Purpose: To try to teach modern concepts to pupils of average ability who had not been exposed to the program before Grade 6.

Brief description: Using no text at first, pupils were given modern mathematics by teacher. This approach was followed throughout the year. The discovery method was used in all learning.

Continuing? Yes.

Grades included: 6.

Areas of study or subjects: Math.

No. of Students: 31 plus 30—61.

No. of teachers involved: 2.

Special materials or equipment used: S.M.S.G. materials and other books.

What led to experimentation with this program? Teachers attended workshops and wanted to try it.

How evaluated? Achievement tests given in March. Pupils enjoyed Math more.

Results to date? Seem encouraging. Pupils gained in computa-

tion as well as in understanding.

Is a brief written description available? No.

Program director: Mrs. Elsie Bunyan, Mrs. Florence Songer—Sixth Grade Teachers.

School: Chenoweth.

School District: Jefferson County.

Title: Readiness I.

Purpose: To reduce ranges and teacher-load, stress readiness skills through programing, scheduling and preparation.

Brief description: The program has stressed an individualized readiness for reading through all activities. Speech, physical, mental and emotional care have been stressed.

Year started? 1957-58. Majority of 1st grade teachers like plan.

Grades included: Grade 1.

Areas of study or subjects: Language arts specifically; general mental and physical development.

No. of Students: 20-25.

Basis of selection: Jefferson County Readiness Test and teacher inventories.

No. of teachers involved: 4 first grade teachers.

Special materials or equipment used: Nursery rhymes, puzzles, games, rhythms, readiness texts, teacher-prepared sheets, kindergarten equipment; regular texts and workbooks as needed; opportunities for frequent self expression.

What led to experimentation with this program? Crowded 1st grades with talented and average children being neglected for abundance of immature and not-ready ones.

How evaluated? Parents', teach-

ers' and children's reactions have been favorable.

Results to date? Individuals have shown strengths; four years out of five 50% and over did minimum 1st grade requirements.

Is a brief written description available? No.

Program director: Mrs. Allerton—1956-58, Miss Davis—1958-64, First Grade Teachers.

School: Lyndon.

School District: Jefferson County.

Title: Three year (1959-61) experiment (Stoddard plan) in large group instruction using ETV. Now adopted.

Purpose: to find if pupils could learn as effectively in large groups as in small groups.

Brief description: Teachers of grades 3-6 planned what should be taught via ETV for 20 min. a day and by the receiving teachers for ¼ day. Children spend ½ day in Basic classes of 25, ¼ day in PE and CA.

Year started? 1957, Continuing.

Grades included: 3-6.

Areas of study or subjects: Science, social studies, Spanish.

No. of Students: 350-400.

Basis of selection: all.

No. of teachers involved: all.

Special materials or equipment used: Electronic, projectors, and visuals.

What led to experimentation with this program? More efficient use of present buildings eased pressure for new classrooms.

How evaluated? Testing in experimental schools and control schools was processed by universities and results sent to us.

Results to date? Satisfactory to excellent.

Is a brief written description available? Yes.

Program director: Kenneth Lam, Director ETV.

School: Hawthorne Elem.*

School District: Jefferson County.

* The initial advantages appeared to be for pupils:

- (1) more interesting and current material.
- (2) Opportunities for initiative, stimulus to assume responsibility for learning and for one's possessions, group pressure for controlled behavior.
- (3) Alternating groups provide experience with homogeneous and heterogeneous abilities, give children a chance to know all people in their grade well, and increases human understanding.

The perennial advantages for teachers appear more gradually:

- (1) More specialized, therefore more proficient, in skills subjects. Does not have to keep current in Science, Geography, Physical Fitness, Art, Music, Foreign Language. Can specialize in Language Arts, Arithmetic and History.
- (2) Has daily exchange with other teachers of same grades during ½ hour freed lunch period.
- (3) Can improve counseling abilities as appraisals of several teachers in differing situations reveal child's problems and strengths.
- (4) Has deeper understanding of scope by teaching two grade levels concurrently. Learns the techniques which seem to give permanence to instruction and those that allow erosion. Has broader knowledge of curriculum and keener perception of purposes of education.

Title: Individualized Arithmetic (Schott).

Purpose: To upgrade quality of instruction.

Brief description: The primary work is cycled to go deeper each time into the four mathematical processes, so that the majority will have mastered these at the end of the 3rd year. Each does what he can do as he matures.

Year started? 1960, Continuing.

Grades included: 1-3.

Areas of study or subjects: Arithmetic.

No. of Students: (1960—60; 1961—120; 1962—175; 1963—225).

Basis of selection: teachers who were trained.

No. of teachers involved: 9.

used: plastislates, number aids, summary books.

Special materials or equipment

What led to experimentation with this program? Changing needs of culture demanded changes in instruction. Obviously all will change arithmetic instruction in the next few years. The Individualized Arithmetic offers these advantages as I see it: (1) Breaks the lockstep of "keeping the class together." In no way are children more different than in mathematical understanding. (2) Enables a conscientious adult with little mathematical ability and/or training to give a firm grounding in mathematics to students. The program is so detailed that if rigidly followed (and properly supervised by mathematics supervisor) the children will gain the necessary insights and the joy of mathematical discovery. (3) If enough interchange, exchange, and in-service can accompany the program, teach-

ers will understand mathematics themselves. (By "enough" I mean frank and free search for understanding—not a required number of hours in after school training). So many of the other programs will almost require a Mathematics Minor to teach them.

How evaluated? Final testing.

Results to date? Satisfactory to excellent.

Is a brief written description available? No.

Program director: Mr. Leo Colyer, Central Office Staff Supv. of Mathematics.

School: Hawthorne Elem.

School District: Jefferson County.

Title: Foreign Language via ETV.

Purpose: To help discover potential linguists (to free children's tongues before they "freeze", to rid them of a fear of "foreign").

Brief description: Children imitate the expressions and converse in fixed phrases or sentences as a pre-school child learns English.

Year started? 1957, Continuing.

Grades included: 3-6.

Areas of study or subjects: conversational Spanish.

No. of Students: 350-400.

Basis of selection: all.

No. of teachers involved: 2.

Special materials or equipment used: ETV instruction.

What led to experimentation with this program? Public demand for skilled linguists.

How evaluated? Subjectively; spot testing.

Results to date? Fair.

Is a brief written description available? Being prepared.

Program director: Kenneth Lam, Director ETV.

School: Hawthorne Elementary.

School District: Jefferson County.
Comment:

Public opinion is confused about elementary children learning foreign language. Many parents want it, others resent it. Many teachers think it is useful; others consider it a waste of time and mental energy. Many teachers who want to teach it are unhappy because children are not taught to "read" it.

A massive education of adults would swing public support behind this program. Is it worth the required time and energy? We must decide.

Consider these facts:

1. In the four years, 3rd-6th grades, a child has about 72 hours of instruction in Spanish. Equate that to the time a three year-old would hear and practice English. Most would have a ten-hour day. Therefore, the children have only had a week of Spanish practice in 4 years.

2. The children are learning to read, pronounce, spell, comprehend their own language intensely at this period. No written language other than English should dilute this for average or below average readers. Parents of unsuccessful achievers would have a legitimate complaint.

3. Clarify the purposes (as stated above) and publicize them; encourage children to find native speaking "buddies" in community for fun practice; relax and enjoy this ungraded experience for the few who will truly discover language is their forte. Children will not fight it unless we "force" it on them. All may listen but only the interested will absorb. If we can offer this as "dessert," the overweight may gracefully refuse it. Teachers are so accustomed to

force feeding; children are so docile about appearing to swallow; can we offer and not demand?

Title: Perceptually Handicapped
(two classes).

Purpose: to help these children grow emotionally, educationally, and functionally to such an extent that they *may* be able to return to a regular classroom in a year or two.

Brief description: These classes deal with special learning disorders such as reading, writing, language and speech. Provision is made to deal with his inability to ignore background auditory or visual stimuli.

Year started? 1963-64, Continuing.

Grades included: 1st and 3rd.

Areas of study or subjects: reading, writing, arithmetic.

No. of Students: 12, (6 to each class).

Basis of selection: careful screening through testing.

No. of teachers involved: 2.

Special materials or equipment used: Cubicles with built in desk tops, tactile-kin-esthetic materials, tape recorder, records, templates, walking board, etc.

What led to experimentation with this program? the need and demand for special instruction for these children.

How evaluated? monthly reports of children's progress, standardized tests during the year.

Results to date? notable improvement in behavior and academic progress.

Is a brief written description available? Being prepared.

Program director: Charlie Bain,
Central Office Staff.

School: Greathouse.

School District: Jefferson County.

Title: Levels Program.

Purpose: To provide a more flexible learning situation and to provide better for the individual differences which exists among children.

Brief description: The Levels Program is set up on the basis of reading achievement. There are 20 levels of rank with three levels in each grade except grades 1 and 6 which have four levels. Definite skills and materials are recommended as well as basic and supplementary books. A child moves from level to level at the rate he is capable of going. A child does not repeat work previously done.

Year started? 1960, Continuing.

Grades included: 1-6.

Areas of study or subjects: Reading.

No. of Students: 633.

No. of teachers involved: 22.

Special materials or equipment used: These are listed in the Levels Bulletin.

What led to experimentation with this program? County wide.

How evaluated? Levels Achievement Tests as well as Standardized Tests.

Results to date? Children are reading above national average.

Is a brief written description available? Yes.

Program director: Mr. O. M. Lasser, Director of Supervision, Central Office Staff.

School: Bashford Manor.

School District: Jefferson County.

Title: Individualized Mathematics.

Purpose: To develop students abilities in mathematics at the individuals own rate of speed and comprehension. This cur-

riculum was developed after 1950.

Brief description: Teacher's Guide —An individualized curriculum for all students that allows each child to be dependent upon his ability, his rate of maturation, both physical and emotional, and his own application. Each student can step from level to level without regard to chronological grade level.

Year started? 1959-60.

Grades included: 1, 2, 3.

Areas of study or subjects: Mathematics.

No. of Students: 319.

Basis of selection: Elected to be presented by Jefferson County Board of Education.

No. of teachers involved: 11.

Special materials or equipment used: Number Fun Counting Frame, Number Fun Book, Numberaid, Plastislate & Figure Sheets & Plastislate Pencils & Erasers. Individualized Mathematics Summaries (Counting, addition, multiplication, subtraction, division) Individualized Mathematics Record Forms.

What led to experimentation with this program? The realization of the cold war focused national attention upon the fields of science, math. & technology. This led the Jefferson Co. Bd. of Ed. into evaluating our mathematics program with the result being a revamping of the entire math. curriculum. Just why individualized math. was chosen is answerable only by those persons who did the selecting of the experimental programs. Instructors in individualized math. attended workshops, lectures, and demonstrations.

How evaluated? Our own school checked pupil progress against former years of records. Calif. Arith. tests given. Instructors gave advantages and disadvantages by completing requested forms, meeting in grade groups, and area discussion groups.

Results to date? Students show a general rise in the field of mathematics. Questions whether emphasis is responsible for rise of program. Greatest criticism is the dependance upon numberaid and the lack of knowledge of concrete number facts. Transfer students found difficulty in adapting previous learnings in the field to the individualized program.

School: Goldsmith Elementary School.

School District: Jefferson County.

Title: Providing extensive experiences.

Purpose: To broaden experiences and extend concepts of deprived and under-privileged pupils.

Year started? 1963-64, Continuing.

Year to be completed: 1964-65.

Grades included: 1-6.

Areas of study or subjects: Any area which can lend to the opportunity.

No. of Students: 766.

Basis of selection: teacher concern about achievement.

No. of teachers involved: 23.

Special materials or equipment used: Teacher-made, parent-made, commercially available, pupil-provided.

What led to experimentation with this program? concern about limited concepts exhibited by many pupils.

How evaluated? Standardized

tests and teacher judgment. Also parent comment.

Results to date? not determined at this time.

Is a brief written description available? Being prepared.

Program director: Thomas W. Frazier, Principal.

School: Medora.

School District: Jefferson County.

Title: The Jefferson County Advance Program.

Purpose: In recent years there has been increased concern for the education of intellectually gifted children. Many school systems have established programs of acceleration and enrichment for these children as has Jefferson County. The establishment of the Advance Program represents the effort of the Jefferson County Schools to identify those children with above average mental ability and to provide an educational program which will help them develop to their full capacity. The Advance Program is a part of the Five-Program Plan.

Year started? 1960, Continuing.

Grades included: 2-6.

Areas of study or subjects: All subject areas.

No. of Students: 147.

Basis of selection: IQ achievement, other factors.

No. of teachers involved: 8.

How evaluated? Parents, teachers, principals, students, supervisors.

Results to date? Excellent.

Is a brief written description available? Yes.

Program director: Mrs. Hattie Glenn, Supervisor, Central Office Staff.

School: St. Matthews.

School District: Jefferson County.

Title: Limited Team Teaching in Advance Grades.

Purpose: To adequately meet students' needs in a split 4th and 6th grade class when we haven't enough students to be entitled to an additional teacher in the 4-5-6 advance grades areas.

Brief description: Classes are combined where curriculum allows, and teachers teach areas in which they have specific strengths—thus giving each child a maximum amount of good teaching experiences during his school day.

Year started? 1963-1964, Continuing.

Grades included: 4-5-6.

Areas of study or subjects: Mathematics, social studies, language arts, art and science.

No. of Students: 4th grade-9; 5th grade-22; 6th grade-15. 46 Total.

Basis of selection: To meet curriculum demands and students' needs.

No of teachers involved: Two.

Special materials or equipment used: Library resources, audio-visual aids and resource people.

What led to experimentation with this program? Not enough teachers because of too few students in 4th grade area.

How evaluated? By use of Step tests and discussions between teachers, supervisor, principal and parents.

Results to date? Satisfactory progress for students, but hard on our teachers.

Is a brief written description available? No.

Program director: Mrs. Hattie Glenn, Advance Supervisor.

School: Kerrick Elementary.

School District: Jefferson County.

Title: Team Teaching.

Purpose: To: (1) improve the quality of instruction (2) better meet individual differences of the children both academically and emotionally through the wide range in grouping (3) teach children to have more self-reliance.

Brief description: The day begins with a homeroom situation just as the self-contained classroom. The one-hundred and eighty children are divided into six groups according to their need in language art. After this thirty minutes of planning, the children go into groups varying in size from as few as nineteen to as many as ninety, depending on the subject being taught and the method in which it is taught.

Year started? 1962-63.

Grades included: 5 & 6.

Areas of study or subjects: all subjects in 5th and 6th grade.

No. of students: 180.

Basis of selection: all students involved.

No. of teachers involved: 6.

What led to experimentation with this program? Need for better instruction.

How evaluated? Through questionnaires sent to parents and children, teacher judgment and achievement of children.

Results to date? The program appears to be an outstanding one to date.

Is a brief written description available? Yes. To be brought up to date this summer.

Program director: Mary Jo McGary, Principal.

School: Alex. R. Kennedy.

School District: Jefferson County.

Title: Biology II (advanced Biology).

Purpose: Research and depth into study of Biology.

Brief description: Herbaceous Plants, New Trends in Biology, Heredity and Genetics, Ornithology, Fresh Water Biology, Changes in Plants and Animals, Primitive Man.

Continuing? Yes.

Grades included: 11 and 12.

Areas of study or subjects: Botany and Zoology.

No. of Students: 28.

Basis of selection: Outstanding Biology I students.

No. of teachers involved: 1.

Special materials or equipment used: Lab., Library, Field study.

What led to experimentation with this program? Student Interest.

How evaluated? Supervisor, Principal, Teacher.

Results to date? none.

Is a brief written description available? Yes.

Program director: James Matthews, Instructor.

School: Seneca High School.

School District: Jefferson County.

Title: Team Teaching.

Purpose: To make better use of teachers' strengths, to minimize weaknesses and facilitate large group instruction. Improvement of instruction as a whole.

Brief description: Children assemble for large group instruction in all-purpose room. This procedure is used largely with Educational Television classes. Morning classes are based on reading achievement; afternoon groups are based on arithmetic achievement. Physical education classes are separated according to sex and physical ability. While the majority of the 6th grade children have

Spanish, the low reading achievers have remedial work.

Year started? 1962, Continuing.

Year to be completed: 1965 or longer.

Grades included: grade 6.

Areas of study or subjects: Science, geography, Spanish, Physical Education, Music

No. of Students: 90.

Basis of selection: Reading ability, Arithmetic achievement and teacher judgment.

No. of teachers involved: 3 classroom teachers, 3 television teachers, and one music teacher.

Special materials or equipment used: television sets, maps, globes, physical education equipment, additional library books, special chair racks, filmstrips, records, record players, and mats.

What led to experimentation with this program? 1. The teaching of subject matter in depth. 2. Helping to orient children for Junior High program.

How evaluated? 1. Results shown on Achievement Tests 2. Survey of pupil and parent reactions toward program.

Results to date? Very good.

Is a brief written description available? Being prepared.

Program director: Mrs. Alliene Layman, Principal.

School: James H. Bates Elementary.

School District: Jefferson County.

Title: Core.

Purpose: Smooth matriculation from elementary to high school.

Brief description: Center idea is used in the teaching of the basic learning skills.

Year started? 1947, Continuing.

Grades included: 7 & 8.

Areas of study or subjects: Social studies and Language Arts.

No. of Students: 609.

Basis of selection: all inclusive.

No. of teachers involved: 11.

Special materials or equipment used: None.

What led to experimentation with this program? Peabody Study.

How evaluated? Testing and observation.

Results to date? Good.

Is a brief written description available? No.

Program director: Margaret Clayton, Central Office Staff Supervisor.

School: Fern Creek High.

School District: Jefferson County.

Title: Individualized Mathematics

—Andrew F. Schott, Consultant.

Purpose: To teach mathematics cyclically in order to achieve maximum learning in elementary mathematics. To help elementary students gain competency in use of recommended tools, verbal and written explanations of operations and their mathematical significance, and encourage the abstraction of mathematical operations without the use of the tools.

Brief description: Each child is able to progress through the Summary Books at his own rate of learning.

Year started? 1961, Continuing.

Year to be completed: 1964.

Grades included: 1-2-3.

Areas of study or subjects: Mathematics.

No. of Students: 150.

Basis of selection: Teachers took special training. Children were not selected.

No. of teachers involved: 5.

Special materials or equipment

used: Numberaid, Plastislate, Summary Books.

What led to experimentation with this program? To find value of program.

How evaluated? Testing groups and comparing with other groups taught by other methods.

Results to date? Scores were higher.

Program director: Leo Coyer, Central Office Staff, Supervisor of Mathematics.

School: John J. Audubon.

School District: Jefferson County.

Title: Intermediate and Primary Transition Classes.

Purpose: To provide a program that meets the needs of students who have dropped below their grade levels and to provide a remedial reading program, working with a smaller group of students in order to give more individual attention.

Brief description: Class of not more than 25 students who were two years or more below their reading levels.

Year started? 1963, Continuing.

Grades included: 1st, 2nd, 3rd, 4th, 5th, 6th.

Areas of study or subjects: All subjects taught with emphasis on the reading program.

No. of Students: 43.

Basis of selection: Selected by teachers and principal using standardized reading tests as basis plus class room performance.

No. of teachers involved: 1.

Special materials or equipment used: Reading Lab, phonics charts, library books of high interest, low reading vocabulary, easy encyclopedias, audio-visual aids, TV lessons, text books that meet the needs of the students.

What led to experimentation with this program? Some students were not able to progress satisfactorily in the regular program and needed more individual help, especially in reading.

How evaluated? Special testing program set up to evaluate progress — teacher's judgment also considered.

Results to date? Tests show students progress in most instances. Also, students' attitudes and behavior improved as a result of achievement and success.

Is a brief written description available? Yes, County guide was prepared.

Program director: Central Office Staff.

School: John J. Audubon Elementary.

School District: Jefferson County.

Title: Large Group Instruction in Educational Television (Standard Plan).

Purpose: To balance our educational program. To improve quality of instruction. To better utilize our space.

Brief description: Children are in small (25) groups for basic subjects (reading & language arts — arithmetic — history), in medium size groups (50-60) for art, music, and p. e., and in large groups (100-120) for television instruction.

Year started? 1961, Continuing.

Grades included: 3-6.

Areas of study or subjects: Science, Geography, Spanish.

No. of Students: 450.

Basis of selection: all students.

No. of teachers involved: 13 full time, 4 part time.

Special materials or equipment used: T.V. sets—Large room

with armchair desks—Opaque projector.

What led to experimentation with this program? Need for improvement of instruction and overcrowded conditions.

How evaluated? Stanford Achievement Tests, Opinion Survey.

Results to date? Scores are as good or better than non-T.V. groups. Attitude and listening skills are improved.

Is a brief written description available? Yes.

Program director: Mr. Kenneth Lam, Central Office Staff, Dir. of Educ. Tel.

School: Gilmore Lane Elementary.

School District: Jefferson County.

Title: Continuous Progress Program.

Purpose: Bring about an orderly and smooth rate of progress for the pupil.

Brief description: The pupil begins in the 1st grade and moves from book to book and area to area as his progress indicates. There is no rigid promotion time set up.

Year started? 1960, Continuing.

Grades included: 1-6.

Areas of study or subjects: Based primarily on reading.

No. of Students: 700.

Basis of selection: County Wide Program.

No. of teachers involved: 22.

Special materials or equipment used: Levels bulletins, achievement sheets, etc.

What led to experimentation with this program? County-wide adoption after study in this area.

How evaluated? Standardized tests and county made tests are administered.

Results to date? The program is gaining more understanding all the time.

Is a brief written description available? Yes.

Program director: Mabel Bowen, Director of Instruction.

School: Dixie Elementary.

School District: Jefferson County.

Title: The use of Educational Television as a media of instruction in the classroom.

Purpose: To give the child a broader and more efficient instructional program. The TV teacher has more time for planning and securing materials and personnel for her lessons. This serves as an aid to the teacher but not a replacement for her. The classroom teacher presents the lesson, vocabulary, etc. and she also follows the telecast with discussion, notebooks, tests, etc.

Brief description: Most teachers like educational TV. The area in which they feel weakest is Spanish. Some of them have never had Spanish themselves. This gives them a feeling of insecurity. The science program is excellent. Since we are making a self-study of improving P.E. we are glad this program has been offered for grades 5-6 this year and will be offered to grades 3-4 next year.

Year started? 1960, Continuing.

Grades included: 3-6.

Areas of study or subjects: Spanish, Science, Social Studies, Physical Education, Art.

No. of Students: 551 in the total program.

Basis of selection: All students participate in grades 3-6.

No. of teachers involved: 18.

Special materials or equipment

used: Lesson plans and tests are sent from the Central Office. Also TV's were furnished.

What led to experimentation with this program? Our Superintendent, Mr. Richard Van-Hoose, "blazed the trail" on an experimental basis in the school in which I was teaching at that time. Some schools have the large class groups, others use the airborne telecasts. Our TV's are in the regular classroom.

How evaluated? Our program is evaluated by the use of the TV teacher-made test, tests made by the classroom teacher, and the Stanford Achievement Test.

Results to date? Thus far the experiment results have shown that instruction by TV is as good or better than that provided by the regular classroom teacher.

Is a brief written description available? Perhaps from Mr. Kenneth Lam as he is the director of the project.

Program director: Mr. Kenneth Lam, Central Office Staff, Director of Educ. Television.

School: Sylvia Wilkerson Elementary.

School District: Jefferson County.

Title: SMSG (School Mathematics Study Group).

Purpose: To improve the teaching of Mathematics in the schools of this country. This to be accomplished by better materials, improved curriculum, better presentation, etc.

Brief description: The SMSG, comprised of the various math organizations in the United States, cooperated to write a study course that would include the best approaches and meth-

ods of teaching math in our high schools. They stress the "why" as well as the "how" of math.

Year started? 1961, Continuing.

Grades included: 7-12.

Areas of study or subjects: Jr. High Math, Algebra, Geometry, Intermediate Math, and Matrix Algebra.

No. of Students: 100.

Basis of selection: Work, I.Q., Teacher recommendation.

No. of teachers involved: 3.

Special materials or equipment used: Special Text, Special Library, Film Strips, and selected models, equipment, etc.

What led to experimentation with this program? A desire to improve the Math in our schools—To modernize our approach to the teaching of Math—A curriculum for our better students.

How evaluated? By comparing test scores on achievement tests—students from regular courses against student from SMSG courses.

Results to date? Very good.

Is a brief written description available? No.

Program director: Mrs. Hattie Glenn, Math Supervisor.

School: Pleasure Ridge Park High School.

School District: Jefferson County.

Title: Chemical Education Material Study (Chem. Study).

Purpose: Observe, interpret, investigate and draw conclusions.

Brief description: Chemistry is described as an experimental science and Chem Study is a laboratory-centered course.

Year started? 1963, Continuing.

Grades included: 11.

Areas of study or subjects: Chemistry.

No. of Students: 16.

Basis of selection: These are Advance Program students.

No. of teachers involved: 1.

Special materials or equipment used: those devised for Chem Study.

What led to experimentation with this program? Chem Study and CBA was the first attempt to write a really new textbook for chemistry. Those which are currently used are revised editions and have used the same approach for many years. We feel Chem Study will better meet the needs of these students.

How evaluated? Both courses were studied in NSF Institutes—The Chem Study course seemed to be the most appropriate.

Results to date? We are novices and presently data is not sufficient to provide significant statistics.

Is a brief written description available? Yes.

Program director: Mrs. Hattie Glenn, Supervisor of Advance Program.

School: Pleasure Ridge Park High School.

School District: Jefferson County.

Title: Transition Room.

Purpose: To provide more individual help for those with special need.

Brief description: Children of same chronological age and similar problems are grouped together.

Continuing? Yes.

Grades included: all.

Areas of study or subjects: Reading.

No. of Students: 25 maximum per room.

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Basis of selection: Reading level two years.

No. of teachers involved: one per classroom.

Special materials or equipment used: Nature Study Set, Encyclopedia Set.

What led to experimentation with this program? The obvious needs of this particular group of children.

How evaluated? By noting the satisfaction, interest, and growth of the participants.

Results to date? Very good.

Is a brief written description available? Yes.

Program director: Mr. L. H. C. Laukhuf, Assoc., Supt. of Instruction.

School: Valley Elementary.

School District: Jefferson County.

Title: Discipline in Large Group Activities.

Purpose: To help children become aware of the common courtesy desired by any performer.

Brief description: I feel this is of extreme importance to any school group. It promotes good citizenship, and that is the greatest lesson of all.

Year started? 1963, Continuing.

Grades included: all.

Areas of study or subjects: To be practiced throughout the day.

No. of Students: all.

Basis of selection: So as to involve the entire community.

No. of teachers involved: 23.

Special materials or equipment used: Group discussions and practices.

What led to experimentation with this program? The lack of respect for performers at various activities.

How evaluated? By comments from various interested people.

Results to date? splendid.

Is a brief written description available? Yes.

Program director: Morris W. Ingram, Principal.

School: Valley Elementary.

School District: Jefferson County.

Title: Team teaching.

Purpose: To expose two classes of students to ideas from two teachers. We used the strengths of each teacher to counteract the weaknesses of each teacher in a given field.

Brief description: We attempt to expose our students to good literature. Their interpretations would be demonstrated in the form of plays, pantomines, etc.

Year started? 1959, Continuing.

Grades included: 7.

Areas of study or subjects: English, speech, dramatics, literature.

No. of Students: 60.

Basis of selection: superior sections.

No. of teachers involved: 2.

Special materials or equipment used: Shakespeare.

What led to experimentation with this program? Through exchange of ideas between two teachers.

How evaluated? Number of written tests.

Results to date? Students have developed a deep appreciation for the humanities.

Is a brief written description available? No.

School: Valley High.

School District: Jefferson County.

Title: Core program.

Purpose: Adjustment of adolescent student to school, home, and total environment. This

parallels the teaching of subject matter.

Brief description: A 3 hour block of time covering subject matter in English, Social Studies, and sometimes Science. In addition, such subjects as manners, health, and teen age problems are covered.

Continuing? Yes.

Grades included: 7th and 8th.

Areas of study or subjects: Language arts, social studies, and sometimes science.

No. of Students: 1250.

Basis of selection: All levels.

No. of teachers involved: 52.

Special materials or equipment used: Special reading and library materials, visual aids, field trips, consultants.

What led to experimentation with this program? Belief of many people that the Junior High student needs one teacher for a longer period of time during this period of adjustment. This makes a better transition from elementary to high school.

How evaluated? By special tests for mental growth, as well as observation of emotional growth.

Is a brief written description available? Yes.

Program director: Margaret Clayton, Supervisor.

School: Valley High.

School District: Jefferson County.

Title: Project English.

Purpose: To determine if new methods, techniques and/or instructional materials will enhance the academic growth of pupils in the system.

Brief description: Each lesson consisted of approximately forty steps or "frames"—statements which required reasoned-

through, written responses from the students. The text had a total of 3200 such frames, each one closely related and leading to the next. The material in the program was to be covered by the individual student, working at his own pace, under the supervision of the classroom teacher.

Year Started? 1962-63, Continuing.

Grades included: 10th grade.

Areas of study or subjects? English.

No. of Students: 65.

Basis of selection: 2 classes of Superior ability.

No. of teachers involved? 1.

Special materials or equipment used: Programed text of grammar, English 3200 by Harcourt and Brace and World, Inc.

How evaluated? Student achievement in English usage and correctness of expression showed a marked improvement after using the programed instruction course, *English 3200*, during the school year 1962-63.

Results to date? Students who were critical of the program stressed what they considered "unnecessary repetition" of certain exercises and "the discrepancy between the difficult usage problems presented on the tests and the material covered in the book itself."

Is a brief written description available? Yes.

Program director: Hugh B. Caspell, Supervisor of English.

School: Westport High.

School District: Jefferson County.

Title: TV Classes in self-contained classroom.

Purpose: To promote instructional program with emphasis on

greater use of resource material.

Brief description: Spanish, Science, Geography, Music, Art, and P. E. Programs alternate in scheduling, teachers using them as resource material.

Year started? 1959, Continuing.

Grades included: 3-4-5-6.

Areas of study or subjects: Spanish, Geography, Music, Science, Art, and P. E.

No. of Students: 590.

Basis of selection: Achievement and ability.

What led to experimentation with this program? A foundation grant.

How evaluated? By teachers and TV specialists.

Results to date? Very satisfactory.

Is a brief written description available? Yes.

Program directors: Mrs. Standiford, Program Chairman and Mr. Kenneth Lam, Director TV.

School: Smyrna Elementary School.

School District: Jefferson County.

Title: Continuous Progress Program.

Purpose: To keep the child from the sense of failure or repeating. To give the child the amount of time he needs for accomplishing his achievement.

Brief description: The work for the pupils is divided into Levels. They continue at their own speed and move as rapidly through the first six years or in some cases seven as they are able.

Year started? 1958, Continuing.

Grades included: 1-6.

Areas of study or subjects: Reading primarily.

No. of Students: 805.

Basis of selection: Used in entire school.

No. of teachers involved: 27.

What led to experimentation with this program? The need for a pupil to meet with success even though he did not accomplish a total program in a specified or limited time.

How evaluated? Testing and over all achievement.

Results to date? Very satisfactory.

Program director: Miss Ruth Dunn, Primary Supervisor.

School: Stonestreet.

School District: Jefferson County.

Title: Reading.

Purpose: A continuous progress program in reading designed to meet the basic needs of ALL children.

Brief description: Provides for academic, physical, social and emotional growth.

Year started? 1959, Continuing.

Grades included: 1-6.

Areas of study or subjects: Reading.

No. of Students: 720.

Basis of selection: To provide for continuous progress in reading.

No. of teachers involved: 24.

Special materials or equipment used: Levels Curriculum Bulletin, TV aids, texts, supplementary books, and library books.

What led to experimentation with this program? The constant repetition of grades.

How evaluated? Teacher judgment, tests, conferences, achievement.

Results to date? No repetition of grades, children grow at their own rate by completing as many levels in a year as he can.

Is a brief written description available? Yes.

Program director: Curriculum Department of Jefferson County Board of Education.

School: Newburg.

School District: Jefferson County.

Title: New Math.

Purpose: To think together for the general improvement of the arithmetic instruction on the primary and elementary levels with general emphasis on the problem solving and meaningful interpretation of the mathematical processes.

Brief description: We approached the problem through the Scott, Foresman Math program. Grades 1-4 changed over to the program in Sept., 1962. Grades 5 and 6 changed over Sept., 1963. Workshops were held each summer for the teachers.

Year started? 1962, Continuing.

Grades included: 1-6.

Areas of study or subjects: Math.

No. of Students: 587.

Basis of selection: Good reputation of Scott, Foresman math.

No. of teachers involved: 20.

Special materials or equipment used: Scott, Foresman and Co. Math.

What led to experimentation with this program? Dissatisfaction over results of former arithmetic program.

How evaluated? Testing and teacher conferences.

Results to date? We feel this program is having good results.

Is a brief written description available? Yes.

Program director: Mr. O. M. Lassiter, Director of Supervision.

School: O. J. Stivers.

School District: Jefferson County.

Title: Guidance by the faculty in teaching those basic values that

will lead our children to a better and fuller life.

Purpose: To see if the teaching of values could not be specifically inculcated into the elementary curriculum.

Brief description: Each teacher is doing research work in this field and reporting the results back to the faculty.

Year started? 1963, Continuing.

Grades included: 1-6.

Areas of study or subjects: Entire curriculum.

No. of Students: 931.

Basis of selection: all students are included.

No. of teachers involved: 33.

Special materials or equipment used: Selected bibliography and persons knowledgeable in the field.

What led to experimentation with this program? Need. The need for some positive action seems evident in our nation, in our state, and in our community.

How evaluated? It is hoped in time there will be a noticeable change in behavior and attitudes.

Results to date? Undetermined. Study still being made.

Is a brief written description available? Being prepared.

Program director: Leona D. Gutmuth, principal.

School: Mill Creek.

School District: Jefferson County.

Title: Humanities.

Purpose: To enrich program for abler students capable of handling abstract ideas.

Brief description: An introduction to the humanities and study of several great literary classics were introduced into senior English. Some related painting and sculpture were also studied.

Year started? 1963-64, Continuing.
Grades included: 12.

Areas of study or subjects: English.

No. of Students: 37.

Basis of selection: Interest and achievement.

No. of teachers involved: 1.

Special materials or equipment used: EBF Humanities films and paperback books.

What led to experimentation with this program? 1. Professional meetings—NCTE annual convention attended by teacher.
2. Suggestion of supervisor.

How evaluated? Teacher constructed test, pupils' statements.

Results to date? Favorable.

Is a brief written description available? No, Being prepared.

Program director: Mildred A. Dougherty, Teacher.

School: Ahrens Trade High.

School District: Louisville.

Title: University of Louisville Related Team Teaching Program in English.

Purpose: (1) To span the gap between the graduating high school senior and the beginning college freshman as much as possible. (2) To give students the benefit of the individual teacher's strong points rather than to inflict upon him a teacher's weak points. (3) To put the student in the size group—large or small—that will be the most functional for the phase of English being studied at a given time.

Brief description: Three teachers pool their efforts in all facets of English, usually according to their strengths. As a rule, students move to them rather than they to students—and a teacher may repeat a unit (or

a part thereof) to several groups of students. If the particular unit lends itself, a teacher may be working with as many as fifty students at one time, whereas in another unit he may work with as few as ten.

Year started? 1962, Continuing.

Grades included: 11 and 12.

Areas of study or subjects: Grammar, Composition, and American Literature (English Literature).

No. of Students: approximately 160.

Basis of selection: I.Q., previous English grades, teacher recommendations.

No. of teachers involved: three.

Special materials or equipment used: Overhead projector, P. A. system for large group work, standardized tests (New Purdue Placement Tests, STEP Essay and Reading Tests, etc.) English 2600 (Programed Learning).

What led to experimentation with this program? The desire to correlate (in a straight forward progression) the high school English program with that of the college and to acclimatize better students as early as possible to the resources available at the college level (library facilities, professors' lectures, etc.).

How evaluated? Among other criteria, by comparison of standardized test scores taken in consecutive years, by the relative success of high school seniors in the program who are at the same time allowed to take college composition courses, and by student comments comparing the team teaching classes with others.

Results to date? Improved scores the second year of taking similar tests, college professor commendations of students, favorable student reaction to shifting.

Is a brief written description available? Yes.

Program director: Jack T. Callender, Team Leader.

School: Louisville Male High School.

School District: Louisville.

Title: Differentiated Program.

Purpose: To permit students to succeed according to their aptitudes and industry.

Brief description: Students are assigned to course levels.

Year started? 1961, Continuing.

Grades included: 10, 11, 12.

No. of Students: 1260.

Basis of selection: Teacher recommendation and test results.

No. of teachers involved: 32.

What led to experimentation with this program? Board of Education ruling.

How evaluated? Academic.

Results to date? Good.

Is a brief written description available? Yes.

Program director: Mr. E. W. Belcher, Assistant Superintendent, Central Office Staff.

School: J. M. Atherton High School.

School District: Louisville.

Title: Economics.

Purpose: To teach economic concepts and help children understand our American way of life. To prepare them for more advanced work in this field.

Brief description: Worked in with social studies with which our local in-service has dealt this year. The teachers are now deciding on which concepts should

be taught at various grade levels.

Year started? 1961, Continuing.

Grades included: 2-4.

No. of Students: 60.

Basis of selection: Teacher under whom placed.

No. of teachers involved: 2.

Special materials or equipment used: Film—film strips—vertical file material—books—charts—pictures—tape recorder—bank forms—magazines—newspapers—We have also used several resource people.

What led to experimentation with this program? A workshop which the teachers attended.

How evaluated? Tests—discussions.

Results to date? Great interest by pupils and teachers—other teachers are developing interest.

Is a brief written description available? Yes. Being prepared.

School: Beechmont.

School District: Louisville.

Title: Math Enrichment.

Purpose: To provide children with opportunities to learn through discovery.

Brief description: Group met once a week from October through April. Problems were introduced with emphasis on pupil discovery. Purpose was to try to help children develop approaches to problems rather than to develop math concepts per se.

Year started? 1962-63, Not continued in 63-64.

Grades included: 5 and 6.

Areas of study or subjects: New Math.

No. of Students: 15.

Basis of selection: Above average ability in math—13 pupils—Re-

quest of parent—2 pupils (average ability).

No. of teachers involved: 1.

Special materials or equipment used: Madison Project, SMSG, and various supplementary materials (most material from SMSG, but no one program exclusively).

What led to experimentation with this program? Faculty interested in finding better ways of improving children's ability to think.

How evaluated? No attempt to evaluate objectively because group was too small and no evaluative instrument available.

Results to date? Teachers, parents and pupils have considered it valuable and requested continuation next year.

Is a brief written description available? No.

Program director: Attia M. Bower, Principal.

School: I. N. Bloom.

School District: Louisville.

Title: Team Teaching—6th Grade Arithmetic.

Purpose: To assist those children who were below grade level in arithmetic and to provide enrichment experiences for the above average children.

Brief description: Diagnostic tests were administered; children were grouped; consultants were called in; children were moved from one level to another as they improved; retested to determine amount of progress made; compared achievement test scores with those of previous year.

Year started? 1962.

Grades included: Six.

Areas of study or subjects: Arithmetic.

No. of Students: 111.

Basis of selection: Diagnostic test scores, I.Q., teacher evaluation.

No. of teachers involved: 4.

Special materials or equipment used: Text books for various grade levels, audio-visual aids.

What led to experimentation with this program? The discovery that many children needed help in the mastery of fundamentals of arithmetic.

How evaluated? Compared diagnostic test results at the beginning and finish—the same with achievement test scores.

Results to date? The testing revealed several months growth in grade placement based on test scores.

Is a brief written description available? Yes.

Program director: Mrs. Emma Simms, 6th Grade Coordinator.

School: Phyllis Wheatley.

School District: Louisville.

Title: Help for Perceptually Handicapped.

Purpose: To discover perceptually handicapped children as early as possible, after they enter school, and to provide help for them.

Brief description: Children, who are having school difficulties, may be found to have perceptual and motor difficulties. By providing certain materials, and through certain activities, these children can be trained to overcome many of these difficulties.

Year started? 1963-64, Continuing.

Grades included: 3 first grades and one Special Education Class.

No. of Students: 15 to 20.

Basis of selection: through teach-

er observation and tests devised for teacher use, these children seemed to show perceptual handicaps.

No. of teachers involved: 4.

Special materials or equipment used: Some special equipment had to be made such as balancing boards, walking board, etc. Other more simple materials could be found for use, or bought, or easily collected or made, such as jumping ropes, bouncing balls, pencils with something on the end to guide the eyes.

What led to experimentation with this program? These teachers did in-service work with Dr. Dorothy Simpson, Director of Binet School for Perceptually Handicapped. They wanted to put their findings to work with their own children who were having problems.

How evaluated? Children were given specific tests suggested by Dr. Simpson and Mr. Godfrey, Phy. Ed. Supervisor, Lou. Public Schools.

Results to date? Some children have been identified, and some children through various exercises, have shown improvement in some areas.

Is a brief written description available? No.

School: George Rogers Clark School.

School District: Louisville.

Title: Teacher Assistants.

Purpose: To assist classroom teacher.

Brief description: 5 teacher assistants divide time among 20 of 21 teachers. Each is assigned to certain teachers. Schedule based on free time on campus.

Year started? 1963-64, Continuing.

Grades included: 1-6.

No. of Students: 629.

Basis of selection: U. of L. Students screened by principal.

No. of teachers involved: 20.

What led to experimentation with this program? Attempt to help teacher and to improve instruction.

How evaluated? By supervising teachers.

Results to date? Very well liked.

Is a brief written description available? No.

Program directors: Dr. Powers, U. of L. Mr. E. W. Belcher, Asst. Supt. Louisville Schools in charge of Instruction Central Office Staff.

School: Cochran.

School District: Louisville.

Title: Supplementary Reading Program.

Purpose: To create an enthusiasm for reading and to stimulate critical thinking in all pupils.

Brief description: In a study of the United States, children wrote letters to Chambers of Commerce of each state. They found news articles concerning states studied, made booklets, etc.

Year started? 1962, Continuing.

Grades included: Grade 3.

Areas of study or subjects: Basic subjects.

No. of Students: 56.

Basis of selection: Varied individual differences.

No. of teachers involved: 2.

Special materials or equipment used: Tape recorders, recordings, films, pictures.

What led to experimentation with this program? Children with many levels of abilities and capacities for learning.

How evaluated? Teacher evaluation. Greater interest in current events by children.

Results to date? Children show greater interest in reading, especially.

Is a brief written description available? Yes.

Program director: Clara Harrington, elementary teacher.

School: Joseph S. Cotter Elementary.

School District: Louisville.

Title: Accelerated Math.

Purpose: To accelerate superior Mathematics students.

Brief description: Accelerated Math I includes Alg II & Solid Geom. Accelerated Math II includes Trig., Analytic Geom., Introduction to Calculus.

Year started? 1961.

Year to be completed? 1965.

Grades included: 11-12.

Areas of study or subjects: Alg. II, Solid Geom., Trig., Analytic Geom.—Introduction to Calculus.

No. of Students: Acc I—27; Acc II—50.

Basis of selection: Teachers recommend — Parents approval—ability of pupil.

No. of teachers involved: 2.

Special materials or equipment used: Special Texts.

What led to experimentation with this program? Desire of capable Math students to cover more material.

Results to date? Good.

Is a brief written description available? No.

Program director: Dr. Bruce Vance, Supervisor of Math and Science, Central Office Staff.

School: DuPont Manual High.

School District: Louisville.

Title: Differentiated Program.

Purpose: To divide pupils so that each reaches his highest level of development and self fulfillment. To guide each individual so that he will make a contribution to society, commensurate with ability.

Brief description: All pupils are divided in this school in three levels—advanced—General or Basic. Courses are taught according to ability.

Year started? 1961, Continuing.

Grades included: 9-12.

Areas of study or subjects: English, Social studies, Math, Science.

No. of Students: All.

Basis of selection: Past record, test scores, teacher grades and recommendation, parents consent.

No. of teachers involved: 118.

Special materials or equipment used: Different texts.

What led to experimentation with this program? Decision of Board of Education on need of pupils.

How evaluated? Tests—interest of pupils in class—willingness of pupils to work on Levels.

Results to date: Good.

Is a brief written description available? Yes.

Program director: Curriculum Department, Board of Education.

School: DuPont Manual High.

School District: Louisville.

Title: Anecdotal Records.

Purpose: To record abnormal behavior of disturbed children.

Brief description: Teachers record actual behavior of child.

Year started? 1957, Continuing.

Grades included: 1-6.

No. of Students: varies.

Basis of selection: Children with problems.

No. of teachers involved: 24.

Special materials or equipment used: 4"x6" cards.

What led to experimentation with this program? Interest in guidance.

How evaluated? No evaluation to this point.

Results to date? Effective.

Is a brief written description available? No.

School: Hazelwood Elementary.

School District: Louisville.

Title: Personalized Reading Project.

Purpose: To awaken within each child a greater interest in reading. To provide reading experiences that would result in growth and a higher level of achievements for each child through effective methods and materials. To develop all the types of reading found to be of importance in and out of school. To use a variety of measures to increase desired progress.

Brief Description: Weekly Reader Tests were used to show placement of each child. Teacher's personal opinions from oral reading and general quizzes in reading. Identified needs and discovered what he could do in the Gates Peardon Series. Formed individual groupings according to the child's instructional level and particular reading needs. If material too difficult gave child something on easier reading level. Allowed each child to progress at his own rate.

Year started? 1963, Continuing.

Grades included: 5th.

Areas of study or subjects: Reading.

No. of Students: 32.

No. of teachers involved: 1.

Special materials or equipment used: Individualized reading of library books. Textbook "Trails to Treasure" (Ginn and Co.) with emphasis on the helps given in manual. Reading Skill-text Series—according to pupils needs. Gates Reardon—"Practice Exercises in Reading"—Type A—Reading to Appreciate the General Significance of a Selection; Type B—Reading to Predict the Outcome of Given Events. Type C—Reading to Understand Precise Directions. Type D—Reading to Note Details.

What led to experimentation with this program? Mrs. McKnight, (our systems former Reading Specialist) worked within our school with children having a reading capacity but poor reading performance. Our concentrated faculty study of reading in our 1962-63 in-service program. Realizing Children's great need for improved reading, I decided to continue to do some special work to answer this need.

How evaluated? By noting children's progress through comparison of reading growth as shown from past years Metro. Achievement Tests.

Results to date? More progress than former classes taught by day-to-day textbook methods. More interest in reading.

Program director: Emma Wilson, teacher.

School: J. Stoddard Johnston Elementary.

School District: Louisville.

Title Spanish — Foreign Language.

Purpose: To introduce children to a Foreign Language at an early age. To help foster understandings of another's culture.

Brief description: Lessons are received by Educational T.V. Lesson plans are provided by T.V. teacher. Follow up activities are provided by home room teacher.

Year started? 1959, Continuing.

Grades included: 3-6.

Areas of study or subjects: Spanish.

No. of Students: 120.

Basis of selection: Teacher judgment.

No. of teachers involved: 3.

Special materials or equipment used: T.V. Lesson plans, Textbooks, Supplementary books, records, tapes.

What led to experimentation with this program? Local school planning.

How evaluated? Questionnaires.

Results to date? good.

Is a brief written description available? No.

School: W. H. Perry, Sr. Elementary.

School District: Louisville.

Title: Arithmetic Exchange.

Purpose: To help children advance in arithmetic at the highest rate possible according to their ability.

Brief description: Two fifth grade teachers exchange pupils for arithmetic so that the advanced pupils are in one room and the slower children in another.

Year started? This year.

Grades included: Two fifth grades.

Areas of study or subjects: Arithmetic.

No. of Students: around 60.

Basis of selection: all children in two fifth grades.

No. of teachers involved: 2.

Special materials or equipment used: texts, worksheets, films, filmstrips, concrete objects.

What led to experimentation with this program? Teacher interest and children's arithmetic achievement.

How evaluated? By children's interest and achievement on tests.

Results to date? Working very well.

Is a brief written description available? No.

School: Portland Elementary.

School District: Louisville.

Title: Remedial Reading Clinic.

Purpose: To improve upon reading ability, to improve present school program and prevent drop-outs.

Brief description: One teacher works all day with 4, 5 and 6th grade children that show capacity for reading.

Year started? 1960, Continuing.

Grades included: 4, 5 & 6.

Areas of study or subjects: Reading problems.

No. of Students: 75.

Basis of selection: Those that show capacity for reading improvement.

No. of teachers involved: 1.

Special materials or equipment used: Reading acceleration, film strips, controlled reader—Tachist-O-Flasher.

What led to experimentation with this program? Low reading level in grades 4, 5 and 6.

How evaluated? Re-test—Reading achievement.

Results to date? Those in the clinic show greater growth in Reading.

Is a brief written description available? Yes.

Program director: Mrs. Rosemary Ranger, Reading teacher.

School: Theodore Roosevelt.

School District: Louisville.

Title: Joplin Plan of Reading.

Purpose: To help each child reach his highest potential in reading; to provide for individual differences; to place each child in a reading situation where he may attain some degree of satisfaction and accomplishment; to make the child conscious of his reading disability and to provide instruction to help him overcome them.

Brief description: Administered tests: Durrell-Sullivan Ach. Form A; Durrell-Sullivan Capacity Form A; Kuhlmann Anderson test of Mental Maturity.

Year Started? Sept. 1963.

Grades included: 6.

Areas of study or subjects: Reading.

No. of Students: 135.

Basis of selection: All 6th Grade students.

No. of teachers involved: 5.

Special materials or equipment used: Workbooks, Basic Texts with Workbook, Weekly Reader, Junior Scholastic, SRA Laboratory, Audio Visual Aids, Testing Materials.

What led to experimentation with this program? Only 55 children had reached the 6th grade or above reading level. We felt the need for a more definite, concentrated reading program.

How evaluated? By administering Durrell-Sullivan Achievement Form B.

Results to date? Hearing loss—4; Speech Impediment—16; New glasses provided—6; Current

glasses changed—3; Physical checkups — 3; Psychological tests (individual)—5; Transferred to ungraded class—1; Received treatment at Child Guidance Clinic—1; One child taken to specialist; All given therapy in various grades.

Program director: Mrs. Ruth Strobeck, teacher.

School: Ellen C. Semple.

School District: Louisville.

Title: Mathematical Functions.

Purpose: To replace old course of one semester of solid geometry and one of trigonometry with a course more in accordance with modern trends in the teaching of mathematics.

Brief description: A course in the higher mathematical concepts of algebra and trigonometric relations.

Year started? 1962-63, Continuing.

Grades included: 11 and 12.

Areas of study or subjects: functions: algebraic, trigonometric.

No. of Students: 28.

Basis of selection: Requirements: Successful completion of Algebra I, II and Geometry.

No. of teachers involved: 1.

What led to experimentation with this program? General trends in high school and college mathematics programs.

How evaluated? In my opinion, the course is basically a sound one—superior in content to courses replaced.

Results to date? Too early to evaluate.

Is a brief written description available? Yes.

Program director: Dr. Bruce Vance, Supervisor, Science and Mathematics.

School: Shawnee High School.

School District: Louisville.

Title: "Experiences in Mathematical Discovery".

Purpose: To provide material in mathematics for the non-college bound students. This is an attempt to improve the general mathematics program at 9th grade level.

Brief description: The "discovery" technique is being used to help brighten the General Math in the ninth grade. A team of teachers prepared the material during the summer of 1963. Each chapter was written by a different person and in each one, some attempt was made to incorporate the so-called "new" math—The topics correspond to the old books along with the addition of chapters on Probability and Computation in different phases.

Year started? 1963-64, Continuing.

Grades included: 9.

Areas of study or subjects: Mathematics.

No. of Students: 20 in Control, 27 in Experimental.

Basis of selection: 20 systems in U. S. A. are trying the material in 3 classes each.

No. of teachers involved: 1.

Special materials or equipment used: Textbooks furnished by NCTM.

What led to experimentation with this program? Teachers' need for more stimulating and challenging material in 9th grade Gen. Math.

How evaluated? Standardized tests given to both Control and Experimental groups in Sept. '63 and May '64.

Results to date? Promising in our particular situation. Very favorable.

Is a brief written description available? Don't know.

Program director: Oscar I. Schaaf, Faculty, University of Oregon.

School: Gottschalk Jr. High School.

School District: Louisville.

Title: Core curriculum for the culturally disadvantaged child.

Purpose: To improve reading comprehension and language skills (both oral and written); to build up self-confidence and awaken a desire for improvement; inspire the courage and industry necessary for the attainment of practical long-range goals that are worthy of the individual.

Brief description: A program which correlates the subject matter in English, math, social studies, and science to provide an interesting and varied repetition of practical basic principles. Emphasis is placed on word knowledge, understanding and usage of English. The group is to remain together for the 3 years of Junior High School having their homeroom teacher for 4 subjects the 1st year and 2 subjects the 2nd and 3rd years.

Year started? 1963-64, Continuing.

Year to be completed? 1965-66.

Grades included: 63-64—seventh; 64-65—eighth; 65-66—ninth.

Areas of study or subjects: (63-64 English, Science, Math, Social Studies) (64-65 English Science) (65-66 English, Science).

No. of Students: 30-35.

Basis of selection: I.Q. and achievement tests, Teacher's judgment.

No. of teachers involved: 1.

What led to experimentation with this program? Participation in a summer workshop at the University of Louisville—cur-

riculum development for the culturally disadvantaged—June, 1963.

How evaluated? Improvement in general achievement in class-work and on standardized tests; observation of improved attitudes and social adjustment.

Results to date? There has been much apparent improvement in all areas mentioned for the majority of the children.

Is a brief written description available? Yes.

Program directors: Dr. Samuel Peavy, U. of L., Mr. W. C. Taylor, Principal.

School: Western Junior High School.

School District: Louisville.

Title: Differentiated programs in Louisville Public secondary schools, grades nine through twelve.

Purpose: To help each individual reach his highest level of development. To guide each individual so that he will make a contribution to society commensurate with his ability.

Brief description: The Advanced Program is designed for the academically gifted students. The General Academic Program may be thought of as the high school program that has been "standard" during the past several years. The Basic Program is designed for the slow learners, the pupils who are low in their academic achievement.

Continuing? Yes.

Grades included: 7-8-9.

Areas of study or subjects: English, Science, Mathematics, Social Studies.

No. of Students: 660.

Basis of selection: I.Q. Tests,

Achievement Tests, Teacher Recommendations.

No. of teachers involved: 29.

Special materials or equipment used: Special tests and miscellaneous materials.

What led to experimentation with this program? Felt the need to take care of differing abilities of children.

How evaluated? Incomplete.

Results to date? Program is making reasonable progress.

Is a brief written description available? Yes.

Program director: Eddie Belcher, Asst. Supt.

School: Highland Jr. High.

School District: Louisville.

Title: A Study of Vocabulary Growth of Low Basic Readers.

Purpose: To improve work knowledge and reading comprehension of the slow learners.

Brief description: Specialized instruction given pupils two days a week. Reading handicaps isolated for special teaching techniques and methods of instruction. Individualized help where needed.

Year started? 1961, *Completed* 1962.

Grades included: Two basic 7th grade classes.

Areas of study or subjects: Reading.

No. of Students: 60.

Basis of selection: Language & Reading Scores (Metropolitan Achievement).

No. of teachers involved: 2.

Special materials or equipment used: 1. S.R.A. Lab. Reading for Understanding; 2. C. S. Hammond Vocabulary Improvement Jr. Book.

What led to experimentation with this program? Failure of previ-

ously used teaching practices to raise reading level of slow learners.

How evaluated? Test administered before and after experiment. Comparison made with test scores of control class.

Results to date? Mean increase in reading achievement scores of experimental group of two years and three months.

Is a brief written description available? Yes.

Program directors: Mrs. Viola Baker, Mrs. Dorothy Coleman, Teachers English Department.

School: DuValle Junior High School.

School District: Louisville.

Title: Educable Mentally Retarded (EMR).

Purpose: Provide a learning experience for those who cannot achieve at the regular rate.

Brief description: Students are individually started at their own level and advanced as far as they can go.

Year started? 1963-64, Continuing.

Grades included: 1-6.

Areas of study or subjects: Basic fundamentals.

No. of Students: 20.

Basis of selection: State mental exam and teacher recommendations.

No. of teachers involved: 1.

Special materials or equipment used: Webster series.

What led to experimentation with this program? Interest by teacher and system.

How evaluated? Student progress.

Results to date? Excellent.

Is a brief written description available? Yes.

Program director: Patsy Louitt, EMR Teacher.

School: Ryland Heights.

School District: Kenton County.

Title: Foreign language in elementary school.

Purpose: To enrich the curriculum—To give each child a better knowledge of world languages and conditions.

Brief description: 20 minute lesson daily for grades 3 and 4 in Spanish. 20 minute lesson daily for grades 5 and 6 in French.

Year started? 1963, Continuing.

Grades included: 3.

Areas of study or subjects: Foreign languages.

No. of Students: 170.

Basis of selection: Regular classes.

No. of teachers involved: 6.

What led to experimentation with this program? Need for such.

Results to date? Favorable.

Is a brief written description available? No.

Program director: Wm. R. Brown, Principal.

School: Piner.

School District: Kenton County.

Title: Special Education for the Educable Mentally Retarded.

Purpose: To help the child achieve to the best of his capabilities and to assist him in eventually becoming a self-supporting citizen.

Brief description: Age—10-13 years. Most of the children are from a low socio-economic environment, 4 children with speech defects. Aim to develop self-confidence, a desire to achieve, and to make scholastic progress.

Year started? 1963-64, Continuing.

Grades included: Elementary.

Areas of study or subjects: Basic fundamentals of Elementary subjects at levels to fit the child's need.

No. of Students: 18-15.

Basis of selection: Psychological exam. IQ 50-75.

No. of teachers involved: 1.

Special materials or equipment used: Visual, Auditory, Manual Aids. Opaque projector, film strips, record player, flash cards, games, etc.

What led to experimentation with this program? The great need to do something for this type of child.

How evaluated? On the basis of social adjustment and scholastic progress.

Results to date? Fair to satisfactory.

Is a brief written description available? Yes, Psychological progress.

Program director: Mrs. Opal Vincent, Supervisor of Instruction, Central Office Staff.

School: Bromley.

School District: Kenton County.

Title: Organizing and Reporting Skills.

Purpose: Develop the skills required for effective communication through systematic study of the report. This training helps the pupil become more skilled in ordering his thoughts and expressing them coherently.

Brief description: The kit, dealing with expository writing, is divided into six units and each unit into learning—task levels. The material provides three readability levels with the same skills in each level. After the material for each unit has been studied in group situation, the child progresses independently as rapidly as he can. He checks his own work and knows immediately how well he has done each task. When the skills have been learned, the child

applies these to creative writing projects in the workbook. The teacher determines by these activity projects whether or not the child has acquired the skills taught and whether or not he moves up to the next level or unit.

Year started? Jan. '64, Continuing.

Grades included: Fifth.

Areas of study or subjects: Language arts, social studies.

No. of Students: 31.

Basis of selection: Entire Fifth Grade.

No. of teachers involved: 1.

Special materials or equipment used: SRA kit Or II and workbooks.

What led to experimentation with this program? Lack of the ability to recognize and write a good report; also outline and take notes.

How evaluated? It is in the early stages but the pupils should be able to outline, take notes, organize their thoughts orderly and express themselves coherently.

Results to date? Very promising.
Is a brief written description available? No.

Program director: Leola Hurtt, Classroom teacher.

School: Bromley.

School District: Kenton County.

Title: Homemaking Course.

Purpose: To give pupils of lesser academic ability opportunity to train in fields where they are capable. Also training for specific occupations.

Brief description: Much wider use of electives while retaining all basic requirements, courses in child care, social and family

relations, food, clothing, housing and consumer education.

Year started? 1961, Continuing.

Grades included: 9th (Senior High 10-12).

Areas of study or subjects: Child care, social and family relations, food, clothing, housing and consumer education.

No. of Students: 20.

Basis of selection: By election.

No. of teachers involved: 2.

Special materials or equipment used: Home Economics material (others at senior high level).

What led to experimentation with this program? Desire to reduce drop-outs and to train certain pupils for specific occupations.

How evaluated? No specific evaluation to date.

Results to date? Too early to determine.

Is a brief written description available? No.

Program directors: Miss Mary Riggins, Miss Frances Bichon, Teachers.

School: John G. Carlisle School.

School District: Covington.

Title: Accelerated Mathematics.

Purpose: To provide opportunity for superior students to take advanced work in mathematics.

Brief description: Ninth grade algebra includes special units, tenth grade geometry includes plane and solid, eleventh grade algebra includes special units, and twelfth grade math includes trigonometry, analytic geometry, calculus, and statistics.

Year started? 1959, Continuing.

Grades included: 9-10-11-12.

Areas of study or subjects: Alg., Combined solid and plane geometry, Advanced Algebra II, Trigonometry, analytic geom.,

calculus, and Statistics.

No. of Students: 100.

Basis of selection: Superior achievement, teacher judgment, and interest.

No. of teachers involved: 5.

Special materials or equipment used: Special texts.

What led to experimentation with this program? A need was felt for additional emphasis in this area.

How evaluated? No specific evaluation has been made as of this date.

Is a brief written description available? Being prepared.

Program director: H. T. Mitchell, Assistant Superintendent.

School: Holmes Senior High School.

School District: Covington.

Title: Ungraded room.

Purpose: To take a limited number of pupils of average ability who are two grade levels below their room in reading and stress reading in order to bring them up in all subjects.

Brief description: This group contains twenty-one pupils from the regular fourth, fifth, and sixth grades.

Year started? 1963-64.

Grades included: 4-5-6.

No. of Students: 21.

Basis of selection: Poor reading level achievement tests. Teachers' recommendation.

No. of teachers involved: 1.

Special materials or equipment used: Charts, special books, keys.

What led to experimentation with this program? The fact that we had pupils far below their placement level.

How evaluated? By test, observa-

tion of teacher, principal, supervisor.

Results to date? We have been pleased with this group.

Is a brief written description available? Yes.

Program directors: Gentry Farmer, teacher; Mrs. Elise Patrick, Supervisor.

School: South Side.

School District: Lee County.

Title: Semi-departmentalized program for Grades 7 and 8.

Purpose: To place teachers in fields in which they do the most effective teaching.

Brief description: One teacher teaches all the language arts and French; another, Math and French; another, all social studies and coaches; another, 5, 6, 7, 8 Science.

Year started? 1961, Continuing.

Grades included: 5 and 6 grade science, 7 and 8.

Areas of study or subjects: Language Arts, Math, Social Studies, Science.

No. of Students: 99.

No. of teachers involved: 4.

Special materials or equipment used: Modern, well-equipped science lab., recordings, maps and charts.

What led to experimentation with this program? Teachers were found to be more efficient in particular fields.

How evaluated? Tests and success in high school.

Results to date? A better grade of work is being done.

Is a brief written description available? No.

Program director: Lillian Wallingford, Principal.

School: Washington.

School district: Mason County.

Title: Arithmetic.

Purpose: To make arithmetic functional; also to help children appreciate man's need of numbers and to provide kinds of experiences that develop meaningful concepts.

Brief description: We test and group according to their achievement level. Students are instructed from the basic text according to their level. S.M.S.G. materials supplement and introduce the new math program.

Year started? 1962-63, Continuing.

Grades included: 5 and 6.

Areas of study or subjects: Computation and arithmetic reasoning.

No. of Students: 129.

Basis of selection: Lower achievement was evident in these grades.

No. of teachers involved: 5.

Special materials or equipment used: Tach-X. machine Films, filmstrips, records, SMSG book to supplement, Thermo Fax and Ditto-Copies.

What led to experimentation with this program? Objective criteria showed need for improvement.

How evaluated? Teacher judgment, California Arithmetic Achievement and Metropolitan Achievement Tests.

Results to date? Highly favorable.

Is a brief written description available? Yes, Curriculum Guides are available.

Program director: Edna Earl Quarles, Supervisor.

School: Farley Elementary.

School District: McCracken County.

Title: S. R. A. Science Research Associates.

Purpose: S.R.A. is a multi-level developmental reading improvement program. It is designed to offer individualized reading instruction to students in their regular classrooms. It is in keeping with our needs in education today. It is a program aimed for getting each individual's top performance, developmentally and with due regard for individual differences.

Brief description: Materials of the S.R.A. Reading Lab: 144 power builders—12 at each level (12 grade levels) (each level designated by a color); 1 key card for each power builder; 144 rate builders—12 at each of 12 grade levels, each level designated by a color; Student record book, handbook for teachers; Test to place each student on his reading level; Listening skill builders; Graphs and charts for recording both daily progress from day to day.

Year started? 1960, Continuing.

Grades included: Grade 4-6.

No. of Students: 190.

Basis of selection: All involved and fall in individual levels.

No. of teachers involved: 7.

Special materials or equipment used: S.R.A. Laboratory, Reading to Understanding.

What led to experimentation with this program? Read of beneficial results—chose to try the S.R.A. program in our school because felt our students could profit.

How evaluated? Children like and work well with it. We feel much progress has been made.

Results to date? Progress on achievement tests and class-work.

Is a brief written description

available? Yes, Curriculum guides available.

Program director: Edna Earl Quarles, Supervisor.

School: Farley School.

School District: McCracken County.

Title: Modified Joplin Reading Plan.

Purpose: Instructing the child on his reading achievement level and that he may progress at his own rate of speed.

Brief description: Our reading program includes grades 3 through 6. The levels for placement are determined by testing in May and January with California Reading Test. Particular attention is given to the teaching of skills. Students are moved as they show sufficient growth for elevation or show specific needs for instruction at a lower level.

Year started? 1959-60, Continuing.

Grades included: 3-6.

Areas of study or subjects: Develop a love for reading. Word-attack skills, comprehension, enjoyment reading.

No. of Students: 352.

Basis of selection: Evidence of need for improvement.

No. of teachers involved: 12.

Special materials or equipment used: S.R.A., Tach-X control reader, film strip, overhead projector, thermo-fax and large print typewriter.

What led to experimentation with this program? Need, teacher interest, and Principal and Supervisor desire to improve our curriculum.

How evaluated? Teacher judgment, California Reading Test, and Metropolitan Achievement Test.

Results to date? Highly favorable.
Is a brief written description available? Yes, In reading curriculum guide.

Program directors: Jack Carroll, Principal; Edna E. Quarles, Supervisor.

School: Concord Elementary.

School District: McCracken County.

Title: Visual Education.

Purpose: To broaden the instructional program, provide a wider variety of more meaningful experiences to the basic curriculum, to aid motivation, re-emphasize skill areas, and evaluate students work.

Brief description: We use visual aid equipment in every possible teaching situation. We feel that this increases interest and helps to make school more enjoyable for the students. Our teachers feel that this part of our curriculum makes their teaching easier, and more meaningful.

Year started? 1962-63, Continuing.

Grades included: 3-6.

Areas of study or subjects: To motivate the students, and to aid the teachers in teaching.

No. of Students: 339.

Basis of selection: P.T.A. purchasing equipment, and the school winning a \$3500.00 grant.

No. of teachers involved: 15.

Special materials or equipment used: 16 mm projector, Film strip projectors, control reader, tach-X, 12 overhead projectors every room grade 3-6, 3 thermo-Fax copy machines, microscopes and micro-projector.

What led to experimentation with this program? The equipment for the program.

How evaluated? The attitude of the teachers and the students.
Results to date? Favorable.

Is a brief written description available? No.

Program director: Jack Carroll, Principal.

School: Concord Elementary.

School District: McCracken County.

Title: Summer Library Program.

Purpose: help boys and girls keep interest in reading.

Brief description: two mornings during the week set up for students to come and check out books for a two week period.

Year started? 1964, Continuing.

Grades included: 2-6.

Areas of study or subjects: Reading.

Basis of selection: open to all students grade 2-6.

No. of teachers involved: 1.

Special materials or equipment used: Library equipment.

What led to experimentation with this program? Increased interest in Reading.

Results to date? new program.

Is a brief written description available? Being prepared.

Program director: Mrs. Lucille Mitchell, Librarian.

School: Lone Oak Elementary.

School District: McCracken County.

Title: Experimental program in Social Studies.

Purpose: To see if students using a separate Geography and History textbook rate higher than students using Fused Texts.

Brief description: Two classes using a Geography and History —3 classes using Fused book— all children given California Social Studies Test at beginning of year and at end of year.

Year started? 1963, Continuing.
Grades included: 4th.

Areas of study or subjects: Geography, History and Fused Social Studies.

No. of Students: 140.

Basis of selection: two regular classrooms selected for pilot study.

No. of teachers involved: 5.

Special materials or equipment used: Separate Geography and History books used.

What led to experimentation with this program? Weakness in certain areas of Social Studies—Geography and History in particular—Standardized tests gave results.

How evaluated? Through testing program.

Results to date? 1st year—final test given last week of school.

Is a brief written description available? Being prepared.

Program director: Mrs. Quarles, Supervisor.

School: Lone Oak Elementary.

School District: McCracken County.

Title: Agricultural Occupations—other than Farming.

Purpose: Provide training for boys to work in retail outlets which sell seeds, feeds, fertilizers and agricultural chemicals. Assist them in finding employment after graduation.

Brief description: The students receive specialized classroom instruction in sales, human relations, merchandising of feed, seeds, fertilizers, and farm chemicals. Job Application, etc. They are also employed part time at local stores where they work after school and on week-ends. This gives them the opportunity to apply the class-

room instruction of, "What to do" and "How to do it" in the farm supply store. The students are supervised by the teacher of Agriculture and also by the Store owner. This learning in the classroom and doing in the stores is an excellent learning situation.

Year started? 1964, Continuing.

Grades included: Agriculture IV (12).

Areas of study or subjects: Salesmanship, merchandising, Human Relations, Job Application, Feeds, Seeds, Fertilizers.

No. of Students: 9.

Basis of selection: Need, completed 2 years of Vocational Agriculture, interest, potential and parents' consent.

No. of teachers involved: one.

Special materials or equipment used: Tape recorder, sales tickets, chemicals, and other materials to practice merchandising, charts, tests, salesmen.

What led to experimentation with this program? While there will be a need for fewer farmers in Kentucky in the future, there is and will continue to be an increased need for people to fill the greater number of jobs in farm related occupations.

How evaluated? On evaluation sheets by store owners and managers, also with the teachers evaluation. Also supervision and evaluation from the State Department of Education and University of Kentucky Agriculture Education Department. Each Monday the class discusses the week's progress and evaluates each other.

Results to date? Highly successful with the store owners and with the students. Our program was presented to the Cen-

tral Region Agricultural Education conference and was accepted with favor.

Is a brief written description available? Yes.

Program director: Mr. W. C. Montgomery, Asst. Director Voc-Ag Education, State Dept. of Education.

School: Reidland High School.

School District: McCracken County.

Title: Cuisenaire — Mathematics Learning Rods.

Purpose: To give children a better concept of mathematics.

Brief description: Children use colored rods, each color represents a number. Thus a better understanding of the ones to tens relationship.

Year started? 1963-64, Continuing.

Grades included: First.

Areas of study or subjects: Mathematics.

No. of Students: 28.

Basis of selection: 1.

No. of teachers involved: 1.

Special materials or equipment used: Colored rods and related written material.

What led to experimentation with this program? School system felt that children need a better understanding of our numbers.

How evaluated? Testing with control groups.

Results to date? Children have a better understanding of numbers. They enjoy working with the rods. They never tire of working with the rods.

Is a brief written description available? Being prepared.

Program director: Dr. Martin McCullough, Assistant Superintendent for Instruction.

School: Franklin Elementary.

School District: Paducah Independent.

Title: Modern Language Laboratory.

Purpose: To give students ample opportunity to listen to various native voices and thus improve their ability to understand and speak the language.

Brief description: R. C. A. Language Laboratory, consisting of 30 booths, ten of which may be used for recording voices.

Year started? 1961-62, Continuing.

Grades included: 10, 11, 12.

Areas of study or subjects: Spanish and French.

No. of Students: 400.

Basis of selection: Modern Languages available to all except those with D's or F's.

No. of teachers involved: 3.

Special materials or equipment used: Tapes, records, film strips.

What led to experimentation with this program? General acceptance of labs in Modern Language Instruction.

How evaluated? by testing—next year we hope to use The Modern Language Association Cooperative Foreign Lang. Tests—recently completed.

Results to date? good. Students receive aural training impossible before use of lab.

Program director: Director of Laboratory, Mrs. Lucille Robertson, Teacher of Spanish.

School: Paducah Tilghman High School.

School District: Paducah Independent.

Title: The Economy Reading Program.

Purpose: To find a more effective way to establish reading skills and accelerate reading progress in Grade 1.

Brief description: The phonetic approach to reading. The basic phonic rules are taught prior to actual reading.

Year started? 1963-64, Continuing.

Grades included: 1st (presently).

Areas of study or subjects: Reading.

No. of Students: 27.

Basis of selection: Regular Class.

No. of teachers involved: 1.

Special materials or equipment used: charts, workbooks and reader, class cards.

What led to experimentation with this program? A desire to improve our reading program.

How evaluated? Teacher evaluation and basic reading skills test by Scott-Foresman Company.

Results to date? Average reading improvement.

Is a brief written description available? No.

Program director: Mrs. Virginia Walker Primary Reading Consultant.

School: Whittier Elementary.

School District: Paducah Ind.

Title: Phonetic Approach to Reading.

Purpose: To develop independence in reading through increased knowledge and functional application of all word perception skills.

Brief description: The child is taught the vowel sounds first—the consonants and a few consonant blends. In this manner word analysis is begun before a sight vocabulary. When the children know by sight and sound the letters of which words are composed. They are introduced to independent reading.

Year started? 1962, Continuing.

Grades included: 1-3.

Areas of study or subjects: Reading and Language Arts.

Basis of selection: Every boy and girl.

No. of teachers involved: 6.

Special materials or equipment used: The Economy Press.

What led to experimentation with this program? Satisfactory results obtained from Champaign study.

How evaluated? By testing.

Results to date? Children read any books. Test score high.

Is a brief written description available? Yes.

Program director: Mrs. Virginia Walker, Primary Reading Consultant.

School: Southside School.

School District: Paducah Ind.

Title: Modern Mathematics.

Purpose: To compare the effectiveness in two fourth grade classes of two modern math programs; to determine whether pupils have an increased understanding of math concepts and operations as compared with those in a traditional program; to help determine the selection of the most effective materials for use in the elementary math program for the next four years.

Brief Description: This program was begun in late January with an above average class and a teacher with some training in modern mathematical concepts.

Year started? 1964, Continuing.

Grades included: 4.

No. of Students: 25.

Basis of selection: Teacher preparation and student achievement.

No. of teachers involved: 1.

Special materials or equipment used: SMSG.

What led to experimentation with this program? This program was begun under the supervision of the Assistant Supt. in charge of curriculum.

How evaluated? Objective tests and teacher evaluation.

Results to date? Although the final tests have not been given at this time, we feel that this group has gained by this experience in an increased understanding of mathematical concepts and operations.

Is a brief written description available? Being prepared.

Program director: Dr. Martin McCullough, Assistant Superintendent for Instruction.

School: Morgan.

School District: Paducah Ind.

Title: Television Study Hall.

Purpose: To free teachers for teaching duties.

Brief description: TV monitors are in offices so that the principal and secretary can see the room. Existing inter-com system is used to communicate.

Year started? 1963, Continuing.

Grades included: 9-12.

Areas of study or subjects: Study.

No. of students: 52 each period.

Basis of selection: Pupils schedule.

No. of teachers involved: None.

Special materials or equipment used: TV Camera and TV Sets.

What led to experimentation with this program? Need for more teaching hours.

How evaluated? Compared to last years study hall.

Results to date? Working fine only one discipline problem.

Is a brief written description available? Yes.

Program director: L. D. Knight, Principal.

School: Calhoun.

School District: McLean County.

Title: High School Reading Program.

Purpose: To improve the reading ability of slow learners.

Brief description: All English Classes are grouped according to ability and with the lower groups this program was used for—twelve (12) weeks.

Continuing? Yes, 1963.

Grades included: 9-12.

No. of students: 250.

Basis of selection: English Groups.

No. of teachers involved: 8.

Special materials or equipment used: SRA Reading Lab.

What led to experimentation with this program? Poor reading ability of many students.

How evaluated? By Testing Program.

Results to date? Improved ability of most students.

Is a brief written description available? No.

Program director: Mrs. Maude Miller, Teacher.

School: Meade County.

School District: Meade County.

Title: Different Levels for 7th & 8th Grades

Purpose: Fill the needs of all the students to the best of our ability.

Brief description: We group the students in three groups in each grade level. We are then able to give instruction adjusted for each group or level.

Year started? 1960, Continuing.

Year to be completed: 4th.

Grades included: 7th and 8th.

Areas of study or subjects: All subjects.

No. of Students: 190.
Basis of selection: Teacher recommendation and achievement.
No. of teachers involved: 6.
Special materials or equipment used: We have a resource center.
What led to experimentation with this program? Wanting to give the best instruction possible to all students.
How evaluated? By progress in Junior High School and in high school when there.
Results to date? Outstanding.
Is a brief written description available? No.
Program director: James B. Edwards, Principal.
School: Brandenburg Elementary.
School District: Meade County.

Title: Team Teaching.

Purpose: Improvement of several subject areas.
Brief description: Literature and its relationship to American History, Reading and English units on American authors. Science and Kentucky History worked to improve Oral and Written Reporting.
Continuing? Yes.
Grades included: 7th and 8th.
Areas of study or subjects: Social Studies, English, Reading, and Science.
No. of Students: 135.
Basis of selection: Homogeneously grouped.
No. of teachers involved: 5.
Special materials or equipment used: Library.
What led to experimentation with this program? Improvement of Instruction.
How evaluated? By progress made in each unit.
Results to date? Outstanding.

Is a brief written description available? No.
School: Brandenburg.
School District: Meade County.

Title: Reading.

Purpose: Improvement in reading especially in area of comprehension.
Brief description: Primary grades—developmental reading program. Intermediate grade—divided according to ability in achievement. Seventh and eighth grade—pupils below average take reading, average and above take French.
Year started? 1958.
Continuing? Yes.
Year to be completed: Continuous program.
Grades included: 4-8.
Areas of study or subjects: Area of comprehension in reading.
No. of Students: 436.
Basis of selection: Tests and teacher judgement.
No. of teachers involved: 11.
Special materials or equipment used: SRA Laboratory. Reading Film Strips, a Speedi-io-scope, Scholastic Magazine, Newstime, Weekly Reader, Reader's Digest (Skill Builders) other materials on different reading levels.
What led to experimentation with this program? A need for better reading comprehension in content subjects.
How evaluated? Through testing and teacher evaluation.
Results to date? Reading level raised which has caused an improvement in other subject areas.
Is a brief written description available? No.
Program director: Mary Frances Watts, Assistant Principal.

School: Harrodsburg Elementary School.

School District: Harrodsburg Independent.

Title: Homogeneous or Ability Grouping.

Purpose: To give different ability groups an opportunity to move at their respective abilities.

Brief description: Nine classes are presently experiencing this program of special grouping which began in 1959 on a one grade basis. We have attempted by the process of administering two achievement tests annually (One at the beginning of school yr., one at end) to measure the mental growth of each child.

Year started? 1959, Continuing.

Year to be completed: 1965.

Grades included: 2-4 (In this school); 5-8 (Morgan Co. High school). A continuation of our experiment.

Areas of study or subjects: All subjects 2-8.

No. of students: 350.

Basis of selection: Mental Ability Test, Achievement Test, Teacher Observation, and evaluation.

No. of teachers involved: 9.

Special materials or equipment used: tape recorder, films, film strips, field trips, organized games, creative art activities, records.

What led to experimentation with this program? (1) Class units much too large. (2) Mental ability range too great. (3) Not enough time for individual instruction.

How evaluated? By noting the general well being and progressiveness of children involved by personal observation,

teacher evaluation, and contact with parents.

Results to date? Very promising.
Is a brief written description available? Yes.

Program director: Virgil Risner, Principal.

School: West Liberty Elementary.

School District: Morgan County.

Title: Non-graded Program for Retarded Readers.

Purpose: Giving children, who have not learned the basic reading, writing, and arithmetic skills, an extended opportunity for so doing in more adaptable surroundings.

Brief description: These 21 children are under the supervision of a man who seems to have an innate sense of their longings, needs, and frustrations; if one method or technique fails in bringing forth desirable accomplishment he immediately searches until he finds one that will produce the desired results.

Year started? 1963, Continuing.

Year to be completed: Unknown (experimental basis).

Areas of study or subjects: reading, writing, arithmetic.

No. of Students: 21.

Basis of selection: Non-readers.

No. of teachers involved: 1.

Special materials or equipment used: Films to demonstrate reading and arithmetic posters, counting boards, flannelgraph boards, tape recorder, flash cards, charts.

What led to experimentation with this program? Children presenting a picture of unhappiness and misplacement after leaving first grade, unequipped with the necessary skills for doing post 1st grade work.

How evaluated? Observation, test, general behavior facial expression.

Results to date? Good. Now every child with the exception of one who is very noticeably handicapped, can read, write, and do simple combination.

Is a brief written description available? Yes.

Program director: Snowden Johnson, Teacher.

School: West Liberty.

School District: Morgan County.

Title: Programed Materials.

Purpose: To determine if achievement under use of programed materials was as good as conventional method.

Brief description: Divided two Algebra I classes equally on basis of use of Orleans Algebra Prognosis Test. One used Temac, one used conventional method. Same teacher.

Year started? 1962-63, Continuing.

Grades included: Algebra I—Plane Geometry.

No. of Students: 40.

Basis of selection: Orleans Algebra Prognosis for Algebra. All students taking Plane Geometry.

No. of teachers involved: 2.

Special materials or equipment used: Temac Materials.

What led to experimentation with this program? We thought if it were successful, we might use it later with larger groups or two small groups for different subjects.

How evaluated? Use of Lankton Algebra achievement tests.

Results to date? Students in Temac did as well as students in the conventional class.

Is a brief written description available? Yes.

Program Director: T. T. Etheredge
Principal.

School: Bloomfield High .

School District: Nelson County.

Title: Continuous Growth Program (Non-graded).

Purpose: To permit students to progress at individual rate.

Brief description: Use of 12 levels in primary; students placed at achievement level regardless of year in school.

Year started? 1963, Continuing.

Grades included: 1-3.

Areas of study or subjects: Language Arts, Math.

No. of Students: 90.

Basis of selection: Achievement in areas studied.

No. of teachers involved: 3.

Special materials or equipment used: Multiple reading and arithmetic materials.

What led to experimentation with this program? The traditional program was not meeting needs; Some teachers and the supervisor requested that this program be started.

How evaluated? Parent observation. Teacher observation.

Results to date? Good.

Is a brief written description available? Yes.

Program director: Don Bishop,
Principal.

School: New Haven.

School District: Nelson County.

Title: Science—The nature of matter MPATI.

Purpose: To provide the students with an excellent instructor who is helped by many teaching aids.

Brief description: The program is viewed once a week for 32 weeks. It consist of pre-telecast preparation—telecast and follow up to telecast.

Year started? 1963, Continuing.
Grades included: 8.

Areas of study or subjects:
Science.

No. of Students: 38.

Basis of selection: Entire class.

No. of teachers involved: 1.

Special materials or equipment used: Television resource books, teacher's manual.

What led to experimentation with this program? Others had already tried it and liked it.

How evaluated? Excellent when the reception is good.

Results to date? Enriched background for students.

Is a brief written description available? No.

Program director: Jewell Hamilton, Supervisor.

School: Cox's Creek School.

School District: Nelson County.

Title: Organized Physical Education Program.

Purpose: A program to go along with former President Kennedy's Physical Fitness Program.

Brief description: All grades are given instruction in physical education.

Year started? 1962, Continuing.

Grades included: 1-7.

Areas of study or subjects: Physical Education.

No. of Students: 440.

Basis of selection: None.

No. of teachers involved: 15.

Special materials or equipment used: None: Enthusiasm.

What led to experimentation with this program? There wasn't a program existing.

How evaluated? Students, teachers, public, and principal.

Results to date? Good.

Is a brief written description available? No.

Program director: William R. Nutter, Principal.

School: Nicholas County Elementary.

School District: Nicholas County.

Title: Foreign Language taught in Grades 4-8.

Purpose: To create interest in Foreign Language and give workable background for High School French.

Year started? 1960, Continuing.

Grades included: 4-8.

Areas of study or subjects: Conversational French.

No. of Students: 350.

Basis of selection: All.

No. of teachers involved: 1.

Special materials or equipment used: Tape recorder, filmstrips with records, overhead projector, copying machine.

What led to experimentation with this program? The need for program enrichment.

How evaluated? By tests developed by book company also teacher made tests.

Results to date? Very good.

Is a brief written description available? No.

Program director: Glenda Guess, Teacher.

School: Beaver Dam Elementary.

School District: Ohio County.

Title: Individualized instruction in reading.

Purpose: To teach children to read with more comprehension by allowing progress at individual rates.

Brief description:

ATTACHMENT I

S.R.A. Reading Program

The fifth, sixth, and seventh grades of McVeigh Elementary school have participated in the

SRA Reading Program during the 1963-64 school year.

The Iowa Silent Reading Test was used at the beginning of the school term to determine the children's reading levels. The same test was also used upon completion of the reading program.

At the beginning of the year, the fifth grade had eight students below the fifth grade level, and seventeen students on or above the fifth grade level. Upon completion of the program, six students were below the fifth grade level and twenty-eight were on or above the fifth grade level.

The sixth grade had twenty-three students below the sixth grade level at the beginning of the program and thirteen on or above the sixth grade. Upon completion of the program, there were eleven students below the sixth grade level and twenty-four on or above the sixth grade.

The seventh grade had twenty-six students under the seventh grade level at the beginning of the program and six on or above the seventh grade. Upon completion of the program, thirteen were below the seventh grade and twenty-two were on or above the seventh grade level.

McVeigh Grade School

Year started? 1964, Continuing.

Grades included: 5, 6, and 7.

Areas of study or subjects: Reading.

No. of Students: 101.

Basis of selection: All participate.

No. of teachers involved: 3.

Special materials or equipment used: S.R.A. Reading Laboratory—Wide selection of books

on various reading and interest levels.

What led to experimentation with this program? Poor reading ability of too many students.

How evaluated? Tests—oral and written—using a series before the program began, and repeating at stated intervals.

Results to date? Considerable improvement in comprehension and speed.

Is a brief written description available? Yes.

Program director: Teachers of pupils direct in each classroom.

School: McVeigh Grade School.

School District: Pike County.

Title: Programed Math.

Purpose: For speed in drill following purposeful instruction.

Brief description: This program is carried on in connection with classroom instruction.

Year started? 1963-64, Continuing.

Year to be completed: Not determined.

Grades included: 1-8.

Areas of study or subjects: All phases of elementary arithmetic.

No. of students: 312.

Basis of selection: All students in basic classroom groups.

No. of teachers involved: 12.

Special materials or equipment used: E.D.L. Machine and films.

What led to experimentation with this program? Use of reading films with same machine.

How evaluated? Individual pupil progress charts, standardized test results.

Results to date? Good.

Is a brief written description available? No.

Program director: Dainese B. Emody, Principal.

School: South Williamson.

School District: Pike County.

Title: Modern Mathematics.

Purpose: To give students of top rank in ability a chance to go ahead in math.

Brief description: These students went through their regular 8th grade math book at an accelerated pace and then studied, Unit I-II of the U.I.C.S.M. materials—the first unit deals with real numbers and their properties and operations. The second unit with pronomeral expressions and operations involving these algebraic expressions.

Year started? 1961.

Continuing? No.

Year to be completed: 1962.

Grades included: 8th.

Areas of study or subjects: U.I.C.S.M. Units I-II.

No. of Students: 46.

Basis of selection: Ability scores and achievement scores.

No. of teachers involved: 1.

Special materials or equipment used: U.I.C.S.M. Program.

What led to experimentation with this program? Due to the increasing emphasis on theory and proof the colleges are requiring, we became concerned about our college bound students and are seeking ways of improving their math program.

How evaluated? Both principal and teacher were very satisfied with the results. Students did well in program and no complaint from parents.

Results to date? Due to each of teachers trained in mod. math and the need for teacher to be used in high school, we could not continue the program.

Is a brief written description available? Yes.

Program director: Mrs. Virgie H.

Fuller, Math Teacher.

School: Somerset Central Jr. High.

School District: Somerset Independent.

Title: Rehabilitation.

Purpose: To teach these mentally retarded students a vocation on their level.

Brief description: Mentally retarded students from 15 to 25 on work-study program.

Year started? 1964, Continuing.

Grades included: 4th or 5th level.

Areas of study or subjects: Custodial and mail service.

No. of students: 3.

Basis of selection: Age (had to be 15).

No. of teachers involved: 1 and principal and supervisor.

Special materials or equipment used: Cleaning equipment, detergents, vacuum cleaner, other.

What led to experimentation with this program? Pilot study requested by SDE and U.S. Office of Education.

How evaluated? By supervisor and staff—by interest, quality of work, cooperation and progress each week.

Results to date? Good for 1. Excellent for 1. Fair for 1.

Is a brief written description available? Yes.

Program director: Clyde Linville, Coordinator.

School: Roundstone.

School District: Rockcastle County.

Title: Library—Materials Center.

Purpose: Livingston is a 12 grade school. The main purpose was to make audio-visual materials located in various departments of the school available to all departments and elementary needing them.

Brief description: All film, filmstrips, phonodisc, tapes, projectors, record player, screen, etc. were gathered from desk drawers, various departments, principal's office and many other places in the building. No one person knew what was available, the Librarian catalogued each of these and made list available to all teachers.

Year started? 1960, Continuing.

Grades included: 1-12.

Areas of study or subjects: All.

No. of Students: 450.

Basis of selection: Recommendation of faculty members.

No. of teachers involved: All.

Special materials or equipment used: Each different type of audio-visual aid was listed on different color cards to make record keeping easier and to help teachers to know what is available and find it more quickly.

What led to experimentation with this program? Limited funds make it impossible to provide individual audio-visual equipment (Viewmaster screen, record player, film projector, opaque projector, filmstrip projector, films, filmstrip, phonodisc, charts, etc.). Through this program needed material is available to all classes.

How evaluated? Survey is made periodically on the number of people using these materials. Reserve sheets are kept so that lessons are planned carefully and well ahead.

Results to date? Excellent. Teachers know what is already available and a list of requests for additional material is kept—thus preventing costly duplication.

Is a brief written description available? No.

Program director: Laura Durham, Librarian.

School: Livingston.

School District: Rockcastle County.

Title: Family Living for Seniors.

Purpose: To provide learning experience which may help each individual develop as a person and as a family member in his home now and in the future.

Brief description: Units included are: I Clues for clothing; II Housing today and tomorrow; III Dollars and sense; IV You and Your Family; V Living with Children, and VI Partnership in Family Meals.

Year started? 1962, Continuing.

Grades included: Seniors.

Areas of study or subjects: Home Economics and Social Studies.

No. of Students: 56.

Basis of selection: The course was an elective course.

No. of teachers involved: One.

Special materials or equipment used: Films, bulletins, outside speaker, foods Laboratory.

What led to experimentation with this program? Articles in paper, school magazine and books which dealt with the focus on family problems.

How evaluated? Tests, problem solving techniques. Discussion papers.

Results to date? We feel that the course has been effective in focusing mind toward future problems.

Is a brief written description available? Yes.

Program director: Mrs. Nancy Bohannen, Home Economics Instructor.

School: Shelby County High School.

School District: Shelby County.

Title: B.S.C.S. Green Version Biology.

Purpose: To bring the secondary school biology course up-to-date.

Brief description: Text material up-dated after intensive curriculum study, writing, "Test Groups" Coordinated lab experiences are considered vital. Conceptual themes and the true scientific processes of inquiry are stressed.

Year started? 1963-64 Continuing.
Grades included: 10.

Areas of study or subjects: Biology.

No. of Students: 50.

Basis of selection: Gen. Academic ability. Recommendation of 9th grade science teacher.

No. of teachers involved: 1.

Special materials or equipment used: Emphasis is on using biological equipment and supplies to do more (quantity) of meaningful laboratory and field experiences.

What led to experimentation with this program? Publicity in various science education news media, local teacher suggested, principal and superintendent cooperation.

How evaluated? Standardized tests for green version, student self-evaluation.

Results to date? Favorable—students seem well-motivated.

Program director: Robert Flannery, Biology Teacher.

School: Shelby County High School.

School District: Shelby County.

Title: Central Library.

Purpose: For students of all

grades to have a central location for finding information and develop an understanding of a library.

Brief description: A central location has been established—proper shelves and other facilities are being installed as finances permit. Books on hand are being classified.

Year started? 1963-64.

Year to be completed: Continuing.

Grades included: 1-8.

Areas of study or subjects: All subjects.

No. of Students: approximately 200.

Basis of selection: Set up under State Dept. Code of Library.

No. of teachers involved: 8.

Special materials or equipment used: Central location, books, shelves, light facilities, card catalog, magazine rack, paper hanger, tables and chairs.

What led to experimentation with this program? Every school needs a central library.

How evaluated? Unable to evaluate.

Is a brief written description available? No.

Program director: Raymond Holman, Chairman Library Committee.

School: Mount Eden Elementary.

School District: Shelby County.

Title: Educational Television.

Purpose: Enrichment of science program.

Brief description: We use television twice a week for 30 min. periods in grades 4 and 6. This is supplementary to our science program.

Year started? 1962, Continuing.

Grades included: 4 and 6.

Areas of study or subjects: Science.

No. of students: 250.
Basis of selection: Regular class work.

No. of teachers involved: 8.
What led to experimentation with this program? Emphasis placed on science; N.D.E.A. Program.
How evaluated? Interest shown by pupils and teachers.

Results to date? Greater interest in reading science materials and research. Class response by students.

School: Franklin Elementary.
School District: Simpson County.

Title: Educational Television.

Purpose: To provide the students of higher ability with a challenge of wider experiences.

Brief description: Students are exposed to ETV two days a week. The other three days are used for research and discussion. ETV is a guide for wider experience.

Year started? 1962, Continuing.

Grades included: 11.

Areas of study or subjects: American History.

No. of Students: 50.

Basis of selection: Achievement and teacher evaluation.

No. of teachers involved: 1.

Special materials or equipment used: Television, maps, reference books, textbook.

What led to experimentation with this program? We felt there was a need to challenge initiative of the students.

How evaluated? Student evaluation.

Results to date? Satisfactory.

Is a brief written description available? No.

Program director: Mrs. Margaret Harris, History Teacher.

School: Franklin-Simpson.

School District: Simpson County.

Title: Introductory German Language.

Purpose: Interest in a foreign language and at the same time create interest in a country other than our own.

Brief description: It began the last of November by a visit from a native German lady. She came every two weeks until April. At first we learned German words in the basic pre-primer and learned to count. Then we learned words the children suggested and sang German songs. I collected many materials for our "Germany Table," and used local resource people.

Year started? 1963-64.

Grades included: First.

Areas of study or subjects: Language Arts, Social Studies, Science, Music and Art.

No. of Students: 22.

Basis of selection: Classroom Unit.
Special materials or equipment used: Materials from German Information Center, German Embassy, Letters from Guthrie natives in Germany, information and materials shared by parents and friends, German records, German easy readers and costumes.

What led to experimentation with this program? I wanted to experiment with a foreign language in first grade.

How evaluated? Extreme interest shown. It was easily learned by first graders.

Results to date? Enthusiasm shown throughout the year regarding the language and the country.

Is a brief written description available? Being prepared.

Program director: Mrs. Lucy F. Chostain, First Grade Teacher.

School: Guthrie Elementary School.
School District: Todd County.

Title: Elementary Science.

Purpose: To create more interest and become more familiar with physical and experiments in science.

Brief description: Sponsored by W.K.T.C.—Channel 13. Lessons are typed — discussed—reviewed. Experiments shown on Television.

Year started? February 1963—
Grades 4 and 6. February 1964—
Grades 5 and 6.

Areas of study or subjects: Physical Science.

No. of Students: 112 for 1963; 69 for 1964.

Basis of selection: By grades.

No. of teachers involved: 4—1963; 2—1964.

Special materials or equipment used: Television set, science kits and tables, visual aids, experiment books.

What led to experimentation with this program? Progressive Science Education.

How evaluated? Testing—Experiments—Notebooks.

Results to date? Very good and interesting.

Is a brief written description available? Yes.

Program director: Dr. Earl Murphy, Physics & Chemistry Teacher at Western.

School: Warren County High.

School District: Warren County.

Title: Modern Foreign Language.

Purpose: To interest the students in and to aid good will toward our Foreign Neighbors. Without extensive travel program facilities and our numerous immigrants today we are feeling a

great need for our students to learn a foreign language.

Brief Description: "Je Parle Francais" is the newest method teaching a foreign language. It is taught by beautiful color films. "Entender y Hablar" is the newest edition of the Holt, Rinehart, Winston Series.

Year started? 1959, Continuing.

Grades included: 9-12.

Areas of study or subjects: Spanish and French.

No. of Students: 50.

Basis of selection: Ability grouping student decision.

No. of teachers involved: 1 teacher (high school), 1 counselor, and 8th grade teachers.

Special materials or equipment used: Films, tapes, records, charts.

What led to experimentation with this program? World demand for modernization. Becoming essential if we plan to hold our place in the world.

How evaluated? Enthusiasm created in student body and quantity of work completed.

Results to date: Interest growing steadily.

Program director: Mrs. Ruth Blair, Language Teacher.

School: Warren County High.

School District: Warren County.

Title: Non-graded Primary Plan.

Purpose: (1) To remove the time element of learning by eliminating the traditional grade organization. This will provide for a more flexible learning situation and will allow all children to progress at their own rate of growth and development. (2) To provide opportunity for better emotional and social development by eliminating the pressure of promotion

or failure from parents, teacher, and child. (3) To provide time for more individualized instruction by reducing the range of reading levels within a classroom. (4) To provide for continuous progress of the child from teacher to teacher with a minimum amount of record-keeping.

Brief description: In the non-graded achievement level plan children are not classified by grades, but by levels of achievement which have reference to the skills they have acquired. A child moves from one level to another as he completes the skills designated for each level. It is possible for a child to advance more rapidly in one area of learning than another according to his special aptitude or ability.

Year started? 1961-62, Continuing.

Grades included: 1-3.

Areas of study or subjects: Language Arts and Arithmetic.

No. of Students: 200.

Basis of selection: Pupil needs.

No. of teachers involved: 6.

Special materials or equipment used: 7 readers, phonic charts and cards, tape recorder, phonic records and cards, filmstrip to accompany text, developmental readers, tachitoscope and films, overhead projector, abacus and blocks, arithmetic records, and films.

What led to experimentation with this program? Because children grow and develop at different rates, their progress from one level to another will be at different times. Normally, a child will finish all levels in three years of school.

What results to date? According to standardized test results our children have made excellent progress.

Program director: Analee Briggs, Principal.

School: Rich Pond Elementary.

School District: Warren County.

APPENDIX A — QUESTIONNAIRE

STATE DEPARTMENT OF EDUCATION

Special Practices and Experimental Programs in Kentucky Elementary and Secondary Schools

Purpose:

1. In brief, the attached form has been designed to ascertain the educational changes taking place in Kentucky elementary and secondary schools.
2. The greater purpose, however, is expected to be the **sharing of information** in a comprehensive report and in the increased communication among schools and school districts that are trying out new approaches to instruction or improving and refining existing practices.

Procedures:

1. To increase communication and expedite handling, the Superintendent's Office is requested:
 - (a) to distribute the forms to schools.
 - (b) to encourage principals to complete the survey at an early date;
 - (c) to collect and return the completed forms to D. E. Elswick, Director, Division of Research, State Department of Education, by May 15, 1964.
2. Should schools desire extra blanks for a file copy or other purposes, extra copies can be made available on direct request to the State Department of Education or can be supplied through your superintendent's office.

Brief Explanations and Suggestions for Completing Form:

1. The programs listed on the Form (pages 1 and 2) are examples of on-going programs in some schools, and new or untried programs in other schools. The brief listing is not to indicate any preference but to facilitate machine data processing insofar as possible.
2. Item III (Administrative Services) lists various practices, new and old, on which data are desired from time to time. The principal is also requested to list other new administrative practices or services which are being tried out or provided in his school.
3. Realizing that structured instruments limit communication, three copies of a descriptive blank are provided. The principal or teacher in charge is requested to **describe the two or three new instructional programs which are considered the most promising for the school.**—Use a **separate form** for each program described.

SPECIAL PRACTICES AND EXPERIMENTAL PROGRAMS IN KENTUCKY SCHOOLS

School District _____

II. Instructional Practices and Newer Media

Total Professional Staff _____

School _____

Grades Served _____

What's new in Instruction?
(a) Teaching Practices?
(b) Instructional Media?

Supply data on programs listed, add other changes or practices made since 1959-60. Describe briefly by checking appropriate columns.

If programs listed do not exist, Mark N in Column (1)*

Column	Year Program Started*	Description													Factors Influencing Change							No. of Students in Program		
		Grade Level				For Pupils of:				Grouping Patterns					Local School Plan	School District Plan	Workshop (college)	State Department	National goals, NEA, etc.	Fed. or Private Funds	Other			
		Primary, Grades 1-3	Intermediate, 4-6	Adv. Elem., 7-8	High School	Superior Ability	Average	Below Average	All Levels	Size			Basis For Grouping											
										Large Group	Regular Class	Variable Grouping	Achievement	Teacher Judgment									Interest	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	
01 Instructional television																								
02 Programed Instruction with or without machines																								
03 Team teaching																								
04 Language laboratory																								
05 Differentiated Content for different Levels																								
06 Other:																								
07																								
08																								
09																								
10																								
11																								

Other: _____
 Exploratory Prog (or 7th and _____
 Industrial arts? _____
 Homemaking? _____
 Mathematics? _____
 Foreign language _____
 Classes for Adv No. of classes _____
 Automatic Data Class schedul _____
 Grade reporting _____
 Attendance? _____
 Other? _____
 Scheduling _____
 Closed Noon _____
 Extended Clas _____
 Rotating Sch _____
 Non-graded Pr _____
 Cooperative Act _____
 Teacher Inter _____
 Citizen's Curr _____
 Committee _____
 Student Teac _____
 No. in 1963-64 _____
 Large-group In _____
 Subjects: _____

SPEC

School District

Accelerated Prog
 By grade level?
 Advanced Placen
 By subject matte
 Name courses

SPECIAL PRACTICES AND EXPERIMENTAL PROGRAMS IN
KENTUCKY SCHOOLS

III. Administrative Services

School District _____ Principal _____

Accelerated Program
By grade level? Yes _____ No _____
Advanced Placement? Yes _____ No _____
By subject matter area Yes _____ No _____
Name courses _____, _____
_____, _____

Co-curricular activities
Scheduled outside school
hours? Yes _____ No _____
Other methods (Describe):

Other: _____

Exploratory Program in Junior High
(or 7th and 8th grades)

Industrial arts? Yes _____ No _____
Homemaking? Yes _____ No _____
Mathematics? Yes _____ No _____
Foreign languages? Yes _____ No _____
_____ Yes _____ No _____
_____ Yes _____ No _____
_____ Yes _____ No _____

Public Relations Program
School News Bulletin? Yes _____ No _____
Number per year _____
TV or Radio program? Yes _____ No _____
Annual report to
Superintendent? Yes _____ No _____
Released Time for Religious

Classes for Adults?
No. of classes _____ Approx. Enroll. _____

Automatic Data Processing
Class scheduling? Yes _____ No _____
Grade reporting? Yes _____ No _____
Attendance? Yes _____ No _____
Other? Yes _____ No _____

Instruction. If yes _____ Days per week _____
Minutes per week? _____ Grade
levels _____ Approximate No. of Pupils In
Program _____
Summer School
Elementary? Yes _____ No _____
High School? Yes _____ No _____
Approx. No. High School _____
Other Special Practices or Services (List)

Scheduling
Closed Noon Hour? Yes _____ No _____
Extended Class Period? Yes _____ No _____
Rotating Schedule? Yes _____ No _____
Non-graded Primary? Yes _____ No _____

Cooperative Activities
Teacher Interns Yes _____ No _____
Citizen's Curriculum
Committee Yes _____ No _____
Student Teachers Yes _____ No _____

No. in 1963-64 School Yr. _____
Large-group Instruction? Yes _____ No _____

Subjects: _____, _____
_____, _____

Description of Special Practices and Experimental Programs in Kentucky Schools

Please fill out **one form for each** of the **two** or **three** new instructional programs you consider the most promising for your school.¹ (If more space is needed, use back of page.)

Title _____	Brief description _____
Main purpose of program _____	What led to experimentation with this program? _____
Year started? Continuing? Yes _____	How evaluated? _____
No _____ Year to be completed _____	Results to date? _____
Grades included _____	Is a brief written description available?
Areas of study or subjects _____	Yes _____ No _____ Being prepared _____
No. of Students _____	Program director:
Basis of selection _____	Name: _____
No. of teachers involved _____	Position: _____
Special materials or equipment used _____	_____
_____	_____
(Name of School)	(Principal)

1. Three copies of form enclosed. If extra blanks are needed for your records, please request.

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APPENDIX B

GLOSSARY OF TERMS IN NEWER MEDIA¹

Auto-Instructional Devices. (1) Machines and technological systems devoted to mass instruction, including various applications of television and the massed film systems, such as EBF's physics and chemistry series. (2) Also systems and machines for individual instruction including individual reading pacers, individual viewing and listening equipment, language laboratories, programed printed materials, and the true teaching machine of the Skinner or Pressey type which presents verbal and pictorial programs in various ways, electronic and mechanical, so that the individual responds and is informed of errors and progress (Finn).

Auto-Instructional Methods. Synonymous with programed instruction, programed learning, automated teaching, self-instructional materials, etc. The term auto-instructional was proped by Lumsdaine and Klaus to circumvent the "misleading, prejudicial, or both" connotations they attributed to the other labels. The teaching machine is an auto-instructional device (AID) (Markle).

Closed-Circuit Television. A television system which limits distribution of an image to those receivers which are directly connected to the origination point by coaxial cable or microwave link (D & T Comm).

Cross Media Approach. Methodology based on the principle that a variety of audiovisual media and experiences correlated with other instructional materials overlap and reinforce the value of each other. Some of the material may be used to motivate interest; others, to communicate basic facts; still others, to clear up misconceptions and deepen understanding. Same as multi-media approach (D & T Comm).

Educational Television (ETV). (1) Any broadcast or closed-circuit television program which provides informational enrichment or peripheral enlightenment. (2) A generic term often applied to any television program related to some form of instruction (D & T Comm). See also Instructional Television (ITV).

Electronic Learning Laboratory. Basically, a series of tape recorders, earphones, and microphones, connected by wire to a console where switches permit the instructor to communicate with (1) all students simultaneously, (2) groups of selected students, and (3) one student, individually.

The instructor may also distribute a single tape to all students or several, different master tapes to selected individuals. In some laboratories, each student may have his own individual master tape to which he listens, orally responds, and sometimes (according to instructions) records his oral responses. Most electronic laboratories place the tape recording mechanism at the student's desk. Each desk is isolated by sound dampened panels. In addition, the student is provided a micro-

1. Department of Audio Visual Instruction, National Education Association, "The Changing Role of the Audiovisual Process in Education: A Definition and a Glossary of Related Terms," *AV Communication Review*, Vol. 11, No. 1, (Jan.-Feb. 1963), pp. 34-148.

phone and earphones. Recently (instead of isolation panels), remotely controlled recorders—boom microphones fastened to the earphones' headset—have been installed for improved instruction. Supplemental studies demonstrate that greater efficiency is provided when visual materials, also, are presented either to the entire group or to each student individually.

Experimentation since 1958 has provided evidence that these facilities can be utilized effectively for the teaching of foreign languages, reading, spelling, grammar and punctuation, music appreciation and criticism, English literature, social studies, stenography, and speech (Oxhandler).

Instructional Aids. Devices which assist an instructor in the teaching-learning process by simply presenting supporting or supplementary material, usually intermittently. They are not self-supporting (D & T Comm). See also Instructional Media.

Instructional Media. Devices which present a complete body of information, and are largely self-supporting rather than supplementary in the teaching learning process (D & T Comm). Also see Instructional Aids.

Instructional Television (ITV). Any closed-circuit or broadcast television program which provides formal instruction, usually for credit (D. & T Comm). See also Educational Television (ETV).

Language Laboratory. A room equipped for language instruction in which tape recorders, projectors, record players, and other devices are used singly or in combination (Brown). See also Electronic Learning Laboratory.

New Educational Media. Term used in various titles of the National Defense Education Act of 1958 to describe pertinent materials and technological devices: TV, teaching machines, programed learning material, electronic learning laboratories; it also includes many well-established audiovisual media such as motion pictures, filmstrips, slides, and recorders. The term has not been widely accepted. (D & T Comm).

Program. A sequence of carefully constructed items leading the student to mastery of a subject with minimal error. The distinguishing characteristic of programed materials is the testing procedure to which they are subjected. Empirical evidence of the effectiveness of each teaching sequence is obtainable from the performance records of students (Markle). See also Programing, Linear and Programing, Intrinsic.

Programed Instruction. The utilization of programed materials to achieve educational objectives. Synonymous with auto-instruction, automated teaching, etc. (Markle).

Programed Text. A book in which a program is printed in one of two typical formats: page-to-page or down-the-page. In the first type, the student turns the page after each item, finding the answer and the next item on the following page. Generally, items are arranged in levels. The student goes through the book doing all the items on one level, then repeats the process for each successive level. A down-the-page format requires the student to mask the answer column and in some cases every-

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thing but the item he is working on as he reads down the page. A programmed text almost always presents a linear program (Markle).

Programing, Eclectic. Programers not committed to a particular school of programing. The resulting programs may contain ruleg and egrul sequences, multiple-choice and constructed-response items, branches and linear sequences (Markle).

Programing, Intrinsic. A programing technique developed by Norman Crowder, characterized by relatively lengthy items, multiple-choice responses, and consistent use of branching. If, after reading the information section of each item, the student selects the correct response to the question based on the material, he is sent to an item presenting new information. If he selects an incorrect alternative, he is sent to an item which provides information as to why his choice was incorrect. To the extent that the programer has correctly predicted the possible response that the student population will make, the program taken by each student is under the control of his own responses, and will differ for students of differing abilities (Markle).

Programing, Linear. A programing technique developed by B. F. Skinner. Set sequences of items present information in small units and require a response from the student at each step. The steps are so designed that errors will be minimal for even the slower students in the target population. Every student does each item in the program, his progress differing only in the rate at which he proceeds through the sequence. Constructed responses are demanded of the student most of the time (Markle).

Reinforcement. In programmed instruction, a technical psychological term that denotes a process in which some stimulus, presented immediately following a response, increases the rate at which the response is emitted in a standard situation or which increases the probability that the response will recur when the situation recurs. A stimulus having such an effect is reinforcing or is a reinforcer. Knowledge of results (feedback or confirmation) has been shown to reinforce correct responses of students in many learning tasks. When the student's correct response is followed by presentation of the correct answer, the probability that the correct response will recur is increased. When correct responses are not followed by knowledge of results, and when the student has no other way of determining what is correct, learning may not occur. . . . The correct answer is a reinforcer. Considerable confusion has arisen because stimuli such as food, praise, or money are sometimes called reinforcers even in situations where they are not effective, i.e., no learning occurs when they are present or the same learning occurs even when they are not present. Experimental findings suggest that presentation of the correct answer may not be operating as a reinforcer in programmed instruction. Learning has been shown to occur without confirmation of correct responses. The extent to which the correct answer may truly be called a reinforcer remains to be demonstrated. NOTE: Educators should be aware that the psychological use of the term reinforcement does not parallel their own use of it. The two definitions are quite distinct. In both cases, a response is strengthened, but the procedures dif-

fer. In educational parlance, repetition or rehearsal is the procedure denoted by reinforcement (Markle).

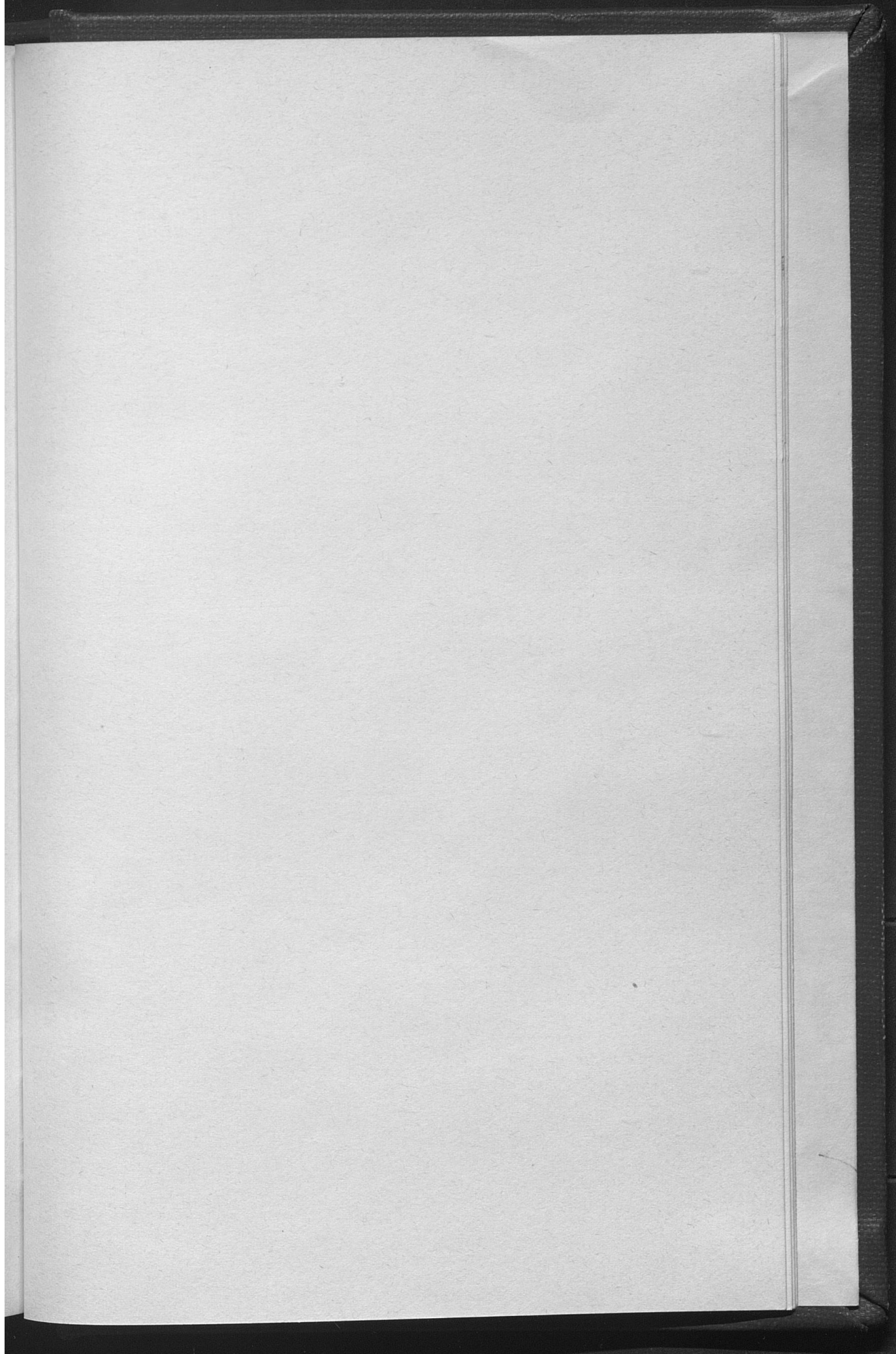
Systems Approach. An integrated, programed complex of instructional media, machinery, and personnel whose components are structured as a single unit with a schedule of time and sequential phasing. Its purpose is to insure that the components of the organic whole will be available with the proper characteristics at the proper time to contribute to the total system and in so doing to fulfill the goals which have been established (D & T Comm).

Systems Design (in Education). Provides a conceptual framework for planning, orderly consideration of functions and resources, including personnel and technical facilities such as television, the kinds and amount of resource needed, and a phased and ordered sequence of events leading to the accomplishment of specified and operationally defined achievements. A systems approach should provide a way of checking on the relation of performances of all components to factors of economy, and should reveal any inadequacies of the several components, including the faults of timing and consequently of the entire system (Carpenter).

Teaching Machine. A device that presents a program. Most machines control the material to which the student has access at any moment, preventing him from looking ahead or reviewing old items. Many machines contain a response mechanism: a tape on which the student writes, a keyboard, or selection buttons. Some provision is made for knowledge of results, either by revealing the correct answer after the student responds or by advancing to the next item, thereby signaling correct completion of the previous item. A few machines score the student's response and tabulate errors. Machines are being developed which will select the next step on the basis of the student's response. This type of machine, in combination with a branched program, comprises what Stolurow calls an adaptive teaching machine. . . . (Markle).

Team Teaching. Restructured system of education, especially in elementary schools, where a team of teachers supervised by a team leader work with large groups of students, and with smaller combinations for more specialized teacher-student interchange. It provides for fuller utilization of teachers talented in specific subject areas, for freer exchange of ideas and evaluation, and often with the assistance of an aide, for more thorough class preparation and application of audiovisual communication media and techniques (D & T Comm).

Trump Plan. A system of instruction—more particularly in secondary education—or of curricular organization in which the methods of teaching, student grouping, scheduling, and teacher and pupil activities adjust to the purposes and content of instruction. It utilizes three basic learning structures: large-group instruction, small-group instruction, and individual instruction (D & T Comm).



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