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IMPROVING THE QUALITY OF LIVING
THROUGH IN-SERVICE EDUCATION
OF TEACHERS

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FOREWORD

This bulletin prepared by the Division of Teacher Education and Certification, contains the report of two major activities connected with the education of teachers in Kentucky. It is a part of a program which was under way during the administration of J. W. Brooker, Superintendent of Public Instruction from 1940 to 1944. Part I is a report on the Work Conference held in Richmond in August, 1943, and Part II relates to an in-service program whose major purpose was to help relieve the teacher shortage.

The Work Conference held in Richmond, the report of which is contained in Part I, consisted of a meeting of seven colleges and their cooperating counties for the purpose of working out a program designed to improve the quality of living through the schools. This Conference was a part of a long time program designed to place greater emphasis in teacher education upon individual and group needs as they affect the type of life in a community, which program is being conducted through a grant-in-aid from the General Education Board. At the close of the week's conference, each cooperating group had worked out the first steps in an immediate and long-time program of action.

Part II of this bulletin is a description of an effort made under the leadership of Superintendent J. W. Brooker through the Division of Teacher Education and Certification to conduct in-service educational activities designed to have an immediate effect upon maintaining a supply of trained teachers. This program was in answer to an urgent need for additional preparation for emergency teachers who had been called into service to replace certificated teachers, although the program described included other than emergency teachers.

There is a close relationship between the activities described in Part I and in Part II of this bulletin in that they describe activities directly related to the improvement of life in the community: On the one hand, the Conference at Richmond planned a long-time program designed to tie the activities of the school up with the problems of living, and, on the other hand, the summer workshops described in Part II actually went into the counties and dealt directly with the problems faced immediately by the teachers who would enter the classrooms last fall.

This bulletin is published in order that it may suggest further action in counties and communities in making the school a more effective agency for the improvement of living.

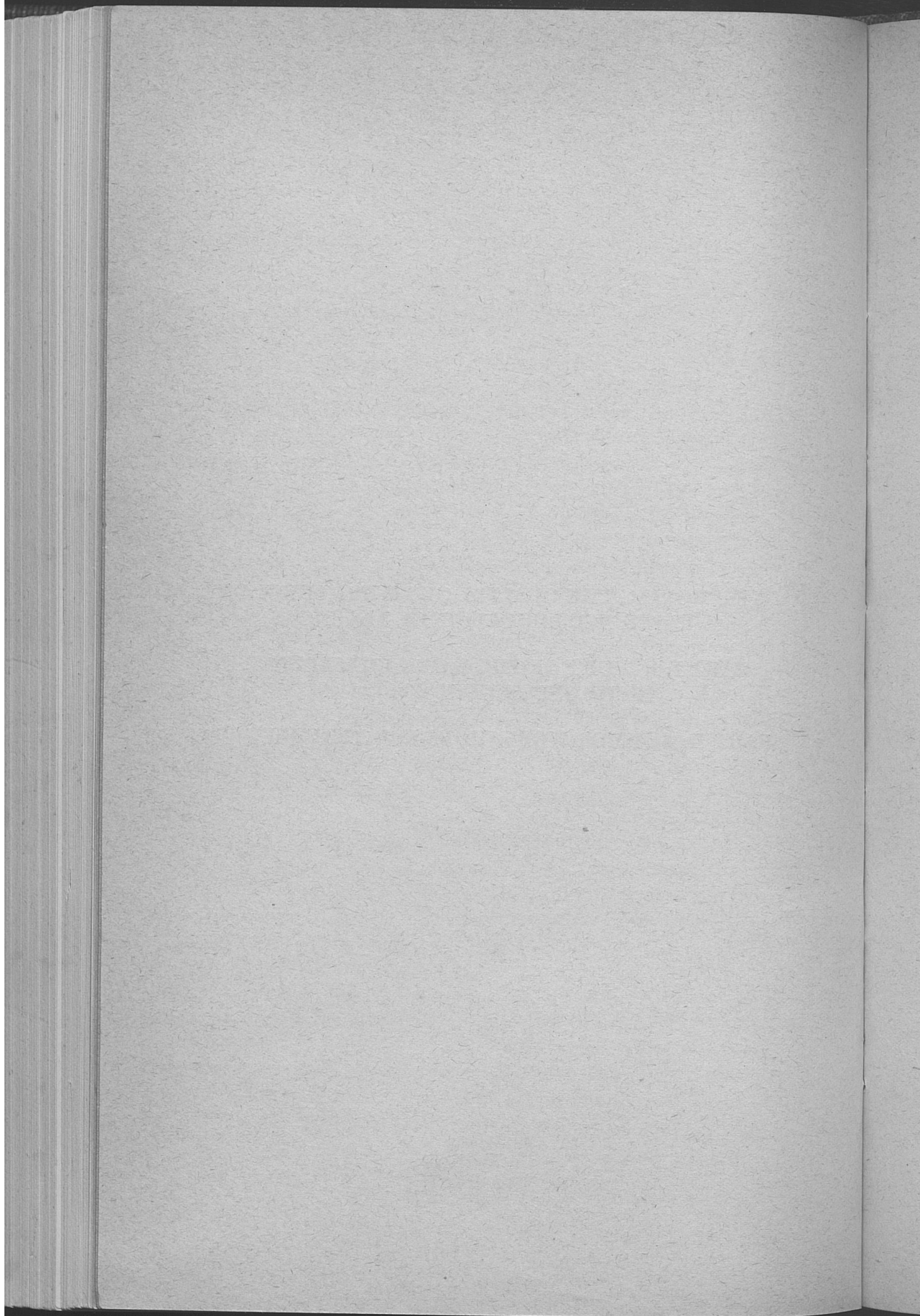
JOHN FRED WILLIAMS,
Superintendent of Public Instruction

January 3, 1944.

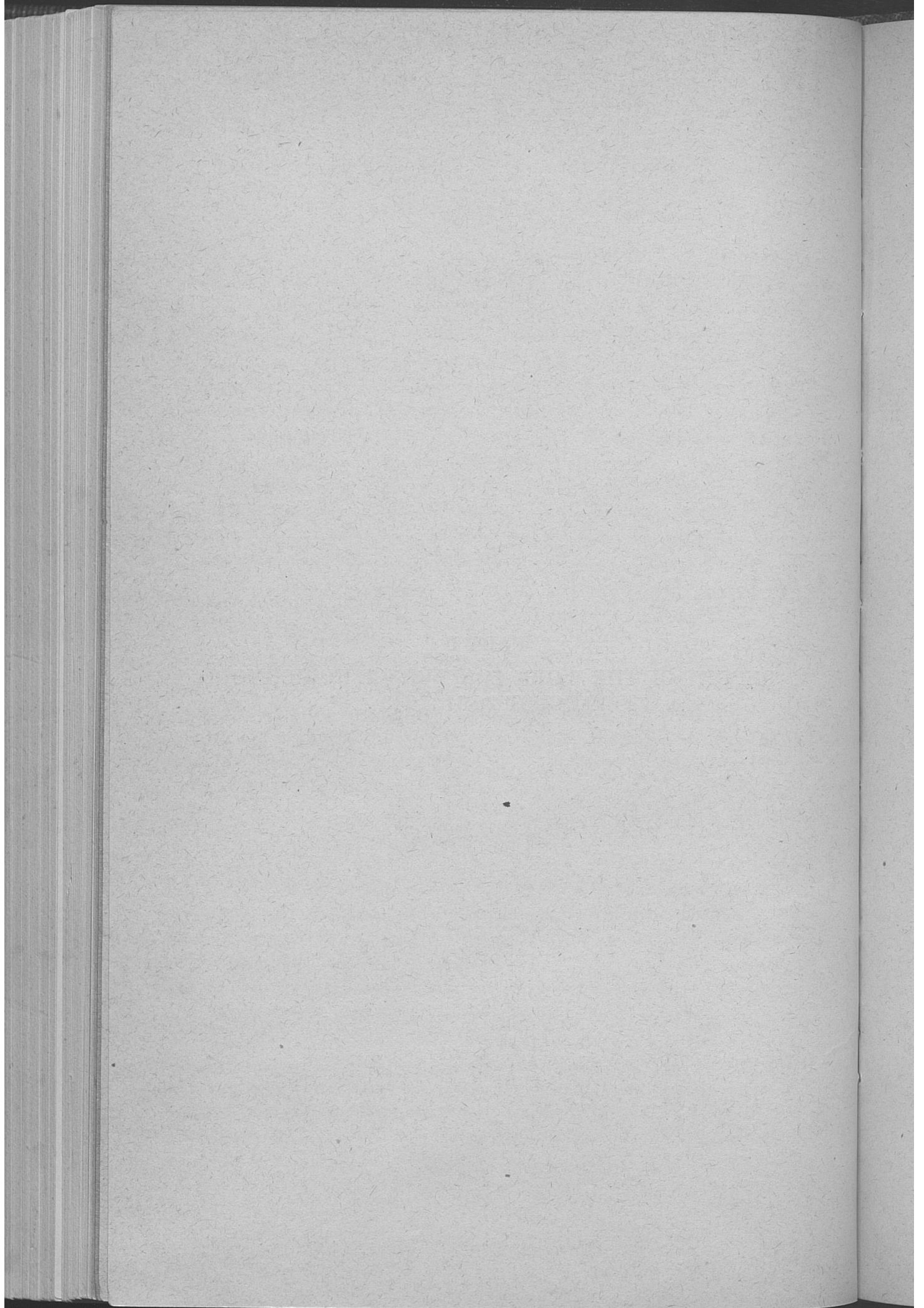
**IMPROVING THE QUALITY OF LIVING THROUGH
IN-SERVICE EDUCATION OF TEACHERS**

**PART I: REPORT OF THE WORK CONFERENCE IN
RICHMOND AUGUST 26-31, 1943**

PART II: SUMMER WORKSHOPS FOR TEACHERS 1943



PART I
REPORT OF THE WORK CONFERENCE IN RICHMOND
AUGUST 26-31, 1943



CONFERENCE ORGANIZATION

Theme of the Conference

"The Improvement of the Quality of Living Through the School" was selected as the theme of the Conference.

The state-wide conference was called for the purpose of sharing experiences, planning community programs, selecting problems in the schools concerned with the improvement of living, and planning programs for the integration of the teacher education programs with the improvement of living. Specifically, the purpose of the Conference was to give each of the seven colleges participating in the study an opportunity to plan with its cooperating county a program of action for improving living through a school program. Through this study it is hoped that teacher education will extend a little further toward the solution of the social and economic problems of living and will move a little closer to community life.

Conference Consultants

Dr. John E. Brewton, Dean of the Graduate School of the George Peabody College for Teachers at Nashville, Tennessee, and Miss Virginia White James, Specialist in Educational Methods of the Tennessee Valley Authority, Knoxville, Tennessee, were the invited out-of-state special consultants. School leaders in Kentucky who have had experiences in developing community school programs were available as consultants.

Conference Hosts

The hosts of the Conference were the administrative officers of Eastern Kentucky State Teachers College, Richmond, Kentucky. President O'Donnell, Dean W. C. Jones, and Dean Emma Y. Case arranged effectively for rooms, meals, recreation facilities, social activities, newspapers, stenographic assistant, library facilities, and materials and equipment.

How the Conference was Financed

The plan of having a college and a county work together on a program of improving living in the community through the school program was stimulated through a grant-in-aid by the General Education Board. The grant was made available for planning conferences

and study visits. The board of those attending this Conference, therefore, was paid by this grant through the State Board of Education. The rooms and other facilities were furnished, free, by Eastern Kentucky State Teachers College.

The Conference Planning Committee

The planning committee of the Conference consisted of the members of the Advisory Committee of the Council on Public Higher Education; however, a sub-committee, R. E. Jagers, as coordinator, Dean William S. Taylor, and Dean W. C. Jones was appointed to work out details of the program.

Recommendations of the Advisory Committee

The Advisory Committee recommended that the personnel of the Conference should be confined to the following groups:

1. Each of the seven participating colleges be asked to send eight representatives made up of faculty members and public school leaders from the county or community which the college selects as a cooperating area. As nearly as possible persons from each college should be selected on the basis of their probable contribution to the purposes of the study.
2. Representatives of the Divisions of the State Department of Education.
3. Public school people from the state-at-large who have programs under way directed toward community living, such as
 - (a) Superintendents
 - (b) Principals
 - (c) Teachers
 - (d) Other specialists
4. Consultants. It was suggested that Dr. Brewton, Dean of the Graduate School of George Peabody College for Teachers, Nashville, Tennessee, and representatives from the following organizations and foundations be asked to participate:
 - (a) Sloan Foundation
 - (b) Kellogg Foundation
 - (c) Tennessee Valley Authority.
5. It was felt that specialists in agriculture, health, child development, and sociology should be invited. This group might be included in the delegation from the participating colleges.
6. Each college was asked to provide for the Conference—
 - (a) Annotated bibliographies on the phases of community living in its relation to the school.
 - (b) Any new materials which may not have come available to certain members of the work conference.

The First General Session

The first general session was held at 9:30 a.m., August 26, with R. E. Jagers, the coordinator of the Conference, presiding. The time was devoted to giving the conference viewpoint and in outlining procedures to be followed by the various study groups. Dr. John E. Brewton, Dean of the Graduate School of George Peabody College for Teachers, discussed the outstanding characteristics of a community school designed for the purpose of improving all areas of living.

Other General Sessions

Provisions were made for one general session each day that the entire Conference might share in the thinking and planning of the various study groups. Several general sessions were devoted to panel discussions.

Panel Discussions

One of the most popular features of the Conference was the plan of having a selected group share with the conference members their thinking on topics of major interest through panel discussions. Mary Lois Williamson was the leader of a panel on "The Effect of Food on the Health and Behavior of Children." This discussion centered around the school lunch program and several persons who had had experience with school lunch programs contributed to the discussion. Mary Bell Vaughan at another general session was the leader of a panel on "Family Relations and Juvenile Delinquency." On Sunday night W. P. King conducted a discussion on "The People's Peace." The pamphlet entitled "Education and The People's Peace" published by the National Education Association served as a basis for the discussion.

Study Groups

Representatives from each college and from the county or school system cooperating with the college formed a study group. There were five distinct working groups made up of representatives from the University of Kentucky and Green County, Eastern Kentucky State Teachers College and Bell County, Morehead State Teachers College and Carter County, the University of Louisville and the Valley Station and Lowell Schools, and Western Kentucky State Teachers College and Hopkins County. Representatives from the counties cooperating with Murray State Teachers College and Berea College were not present and, for that reason, the official delegates from these two institutions sat in the study groups of other colleges. Representatives from the State Department of Education met for

several work periods under the leadership of Mr. N. O. Kimbler for the purpose of arriving at a common viewpoint relative to the study sponsored by the General Education Board and to think together on the contributions which the various divisions of the State Department of Education can make to the colleges and the school systems in their efforts to improve living through the school programs. After these few study periods the group discontinued their meetings and made themselves available as consultants in the other five study groups.

THE CONFERENCE POINT OF VIEW

This conference is not the beginning of any new movement except in the sense that every day is a beginning, every new road taken is a beginning, and every new step on an old road is a beginning. "This is the beginning" is probably the most hopeful phrase in any language. It is the opposite of the gruesome melancholy phrase "This is the ending." Let us be hopeful by saying this is the beginning in that it is a new step on an old road.

Teacher Education Concept

It was a beginning when we passed the new school code in 1934 and made it possible to examine our ways of doing things, and to decide new ways of doing them. Beginning in 1935 we decided that the preparation of a teacher should be based to some degree upon what a teacher would likely do. We formulated our teacher education curricula upon our conception of what an educated teacher ought to be. At that time we decided that every teacher would have pupils to lead who would have to face and solve some of the social and economic problems of life, and for that reason each teacher should (1) acquire during his preparation an understanding of the major problems of social life and the implication of these problems for the pupils and the parents, (2) acquire enough knowledge and skill in the subject field and school level of his choice so that he will be able through these areas to help pupils attack the problems they will face, and (3) to acquire an understanding of the growth and development of children that he may be able to help pupils use their abilities, aptitudes and interests in the solution of the problems of living which they may face. The present curriculum for the preparation of the educational leadership in Kentucky—teachers, principals, supervisors, and administrators—is an implementation of what we thought an educated teacher ought to be.

Advancing the Frontier

By the summer of 1940 it was found desirable to come together for the purpose of examining our program for the preparation of teachers and to do whatever seemed to be desirable to make it more effective. The Superintendent of Public Instruction had asked all agencies to join with him in a program for the improvement of

instruction at all levels of education. More than 100 persons from public schools and colleges met here to see what they could do. The Commission on Teacher Education cooperated by appropriating a substantial sum of money, and by sending specialists from its staff to participate in the conference. This conference dealt principally with the problem of cooperation between different educational agencies in the pre-service and in-service education of teachers. A published report gave the proposals agreed upon in this conference.

In the fall of 1940 conferences were held in every area of Kentucky. These conferences were attended by local school leaders in the areas and by representatives of colleges within the area. The conferences were directed by the Superintendent of Public Instruction and members of his staff. During each conference those problems of immediate concern to local school people were listed and discussed, and plans for solving some of these problems were formulated.

In 1941 a state-wide conference met for one week at Western State Teachers College. Many of the problems brought out in the area conference in the fall of 1940 influenced the theme of the conferences at Western. It was, therefore, decided to move into the content of the curriculum and move it closer to the major problems of social life. The Commission on Teacher Education again cooperated. The theme of the conference was "The general education of teachers as it is related to community life." It can be seen by reading this report that nobody was concerned with the subjects in the teacher education curriculum as much as they were concerned with the problems of making courses in the teacher education curriculum tie up with community living. During this conference we moved closer to life in our thinking than we had ever done before. But we still had not reached the heart of our problem.

In 1942 the only cooperative enterprise developed was the preparation of a bulletin on The Small Rural School in Wartime. Persons from the five white state colleges worked with a group of county superintendents and members of the Division of Supervision and the Division of Teacher Education and Certification in the preparation of the material. The bulletin was distributed to teachers in small schools. Many other states helped in exhausting the supply.

Where We Are Now

The war came in the meantime and the problems of living have multiplied. Many say our school system has broken down. If it has failed in the crisis, there is no one reason but many reasons. One reason is that it has not had adequate financial support. Another

reason is that there is so little visible evidence that the schools have improved the quality of living as they should. To a large percentage of people confidence in an enterprise is based upon observable evidence that the enterprise makes a positive contribution. The question that has pressed closer and closer to us is: What evidence is there that the people served by a good school, as we define it, are better off than the people served by a poor school? This means that a citizen in a community may ask: What has our school done to improve my way of life or the lives of my children? It means that a teacher has a right to ask the institution in which he was educated: How well have I been prepared to lead the children in my school and the people in the community so that quality of living is improved for them? It means that the teacher of every subject in the college may ask himself: How well do I understand the problems of living in the communities where the teachers from this institution are to work, and what have I done for them which will help them lead in improving the quality of living in the community where they will work. How may I, through the subjects I teach, the understandings I may acquire, and the experiences I can provide, improve the quality of living? It means that the president of the college may ask: How can I become concerned and how can I get the staff of this college concerned about the total welfare of *all* the people in this college service area? It means that the superintendent may ask: Aren't the people in this district my people and shouldn't I be concerned about their needs? It means that the teacher may ask: Aren't these my children, these people my people, and their concern my concern?

The foregoing questions indicate to some degree that we have all been strangers in a strange land. The teacher enters a new classroom and finds strangers. The needs of children, how children grow, what they like, are strange to him. The people in the community are strangers in that the teacher does not know how communities work together, what they have, what they want, what they need. The physical environment is strange because the teacher does not know the human resources, the material resources, the absence of resources. How can he improve the quality of living when he does not know how children grow and develop, how people live and work together, what people have or do not have. All of us in all leadership areas find too much strangeness when we go to work.

The Roads Out

“To improve the quality of living” is a more intimate statement of what has always been the purpose of the school, and states the

purpose in terms of present day needs. The purpose of teacher education, therefore, becomes that of providing teachers for the school who, through the school, will become leaders in "the improvement of the quality of living." To carry out this purpose in the education of teachers we must have in the institutions which prepare teachers concrete knowledge and intimate understanding of the problems related to the improvement of the quality of living in communities, and a program which will employ these knowledges and understandings so that teachers who take their preparation in these institutions can actually lead in the improvement of living in the communities where they find themselves at work.

In order that we might be able to go a little further in our efforts to improve the quality of living through better teacher preparation, we asked the General Education Board for a grant-in-aid which would help us start. In our application for the funds we took the position that the school at all grade levels should definitely be dedicated to the solution of those social and economic problems concerned with the improvement of the quality of living; that the person in charge of the classroom should understand that all he does should point toward the life of the children and adults in the community; that he should have such experiences as will help him discover and attempt to solve these problems; and that no less emphasis should be placed upon essential school subjects, but more emphasis upon the improvement of the quality of living.

"Education" we said "should be expected to contribute substantially to improving the standards of living. If we assume that the major function of education is to improve living, not only should we place emphasis upon solving the economic problems concerned with the improvement of living, but we should prepare persons to take the lead in schools and communities in bringing about improvement in economic and social conditions which affect living. Teachers and principals in charge of the school must have experiences which will enable them to direct the school work so that these ends may be attained. These persons should be, during their preparation under direction of persons who can take them through these experiences which will help them to focus the school program upon economic and social problems, and to build learning experiences around these problems."

At the time the application for funds was made we believed that the best way to tie the program of teacher education up with the improvement of living was to get teachers on the job in the communities, teachers in colleges, and students in training for teaching to work

together on the same tasks. In order that we might do this we believed that we should plan a program which had four types of activities: first, each college should select a county or community with which working relationships could be established, a community whose leaders wanted to make their school program tie more closely with the problems of living; second, visits should be made by members of the college staff and the cooperating administrative staff to centers in other parts of the country where beginnings toward a community school had been made, in order to study their plans and procedures; third, plans should be worked out for cooperation between the college staff and the cooperating school system whereby they can work together on problems which the area thinks should have attention; and fourth, this type of cooperation should lead to such changes in the content of the teacher preparation program as needs justify.

The funds were granted us to enable us to start this work. In making this grant they agreed with us that we should develop in the teacher a consciousness of the problems of living in the community where he will work. When the General Education Board saw that our plan called for the selection of a county in which cooperation in the improvement of the quality of living would be attempted by the school, and for the employment of this experience in the preparation of teachers, our request was readily granted.

Funds were granted for two major activities, namely for planning conferences and for study visits. This is the first planning conference we have had. Since we have studied the broad program of teacher education in the 1940-and 1941 conference we need not go into the over-all study again. We have a sufficiently broad understanding that we are ready to do specific planning. For that reason this conference will be devoted to one purpose. Each college and its study area representatives will plan its long-time and its immediate program for the improvement of the quality of living in such a way that the life of the community will be served and the education of future teachers will be affected.

Each college group will work together as a unit most of the time on its own plans. Considerable time will be given to inter-college group work on problems of common concern. The staff of the State Department of Education will spend part of their time working as a unit on state-wide plans in special areas, and the remainder of their time with college study groups and other members in attendance. Invited public school members will work with college study area groups, with the State Department of Education group, and upon problems concerned

with their own institutions. The college groups, the State Department of Education groups, and invited public school groups will select their chairman and secretaries. The coordinating committee will select the chairman of each special problem group.

Working Together

It would defeat our purposes if we should plan an elaborately expensive program. It will promote our purposes if we take definite steps in giving help to the local study area upon one or more problems which the local school people and laymen consider urgent. Whatever we do in the beginning should be realistic and we should move forward on this basis as rapidly as the people living in the area can go. College staff members should work in the study area only upon problems for which they are best prepared. Initiative on the part of local people should be used to the limit of its availability. The college should do nothing for the area which it can stimulate the people in the area to do for themselves, since the success of the program is dependent upon the degree to which local people can be led to see the problems and to have a desire to do something about them.

When cooperative relations have been established for attacking the problems of living, when the college faculty comes to believe truly that teachers should be leaders in the improvement of the quality of living, when college faculties increase the emphasis in their courses upon the improvement of living, then will the prospective teachers in their courses see the relations of their preparation to their realistic functions as teachers. To bring this about the student-in-training must, at every opportunity, be brought into the programs of the study area when and where he can himself profit by the experience, and when and where he can contribute to the improvement of the program in the area.

The 1943 workshop program has prepared the soil for continued cooperative relations. There has been started a desire on the part of the participating faculty members and the teachers who took the work to continue to work together toward making the school serve better in improving the quality of living of the people whom they serve. The faculties who took part in these off-campus summer schools have, with the participating students, found many problems concerned with the improvement of living which can be attacked cooperatively.

The spirit of our college faculties and the desire of our public school people to go forward in education make this the most opportune time in the history of our state for improved school service. Both

groups feel that the demands upon education at the close of the war will differ from the demands upon education before the war started. If the established educational institutions are doing a reasonably good job when the war closes, it will tend to prevent the establishment of other agencies to perform services which should be performed by the school. It will prevent agencies now existing from taking over functions which should belong to the school.

The difficult times through which we are now passing call for many needs never felt before. Many of the old techniques for meeting human needs have been discarded, and newer, shorter, and better ways have been found to solve some of the more pressing problems. These are going to tend to replace many of the old ways. Our work must not lag. To keep abreast of the impelling needs of human beings we must move closer to the place where the real problems of living are. In this conference each college study area will chart its plan and quarry the stone for the walls of the house of service in which it will live and work in the future; and the stones in this house will be laid in the mortar of service and the mortar will have the leaven of mutual understanding.

PRELIMINARY PLANNING

Preliminary steps to this state-wide work conference included (1) a seminar on community schools and the improvement of living, and (2) conference procedures as worked out by the Conference Planning Committee.

Seminar

On April 9-10, the dean of each of the seven colleges participating intensively in the teacher education study, the director of teacher education and the director of supervision went to Nashville to study with Dean John E. Brewton and Professor Henry Harap some of the problems involved in the building of school programs pointing toward improvement of the quality of living. Some of the problems faced were:

1. What is a clear concept of the community school and how is it related to the school program and teacher education.
2. How colleges can establish relationships with the community so that the college can help in solving community problems as the community sees them.
3. How these problems can be integrated with the learning program in the school.
4. Which schools in the South are attacking the problems of living and how these schools are affecting teacher education.

Community schools. Dr. Brewton directed the discussion of the Community school. His remarks follow:

It is understood that the community school is not incompatible with child growth and development. It is difficult to get a total community program since it is so difficult to get leadership interested in all areas of living.

One chief problem is to build learning programs around the areas of living. Problems of living are not to be dealt with apart from the school, but the teacher should make whatever adjustments are needed to improve living.

The college has something to give to a community and there is something it can get from the communities it serves. It should build its curriculum around the problems faced in its service area. The college can help the area in which it is located and can grow while it is helping.

A school, be it college or community school, should use all the resources—human and material. Find people in the area who can do things and let them use their gifts. In this way leadership in different areas is developed and can carry on. The power of a school is

multiplied by using a variety of interests and abilities of teachers and laymen. Teachers and leaders should be selected from different areas of ability and interests.

Dr. Harap suggested the characteristics of a school which serves human needs.

1. A community school improves community living.
2. The curriculum is concerned with the solution of community problems. The here and now instead of the far away and the long ago are the basis of action.
3. Educational leaders are also community leaders.
4. The school keeps contact with other agencies and cooperates with them.
5. The school building is the center of community activities.
6. The community school uses the material and human resources.
7. Learning extends beyond the walls of the school.

Suggested program in the education of rural teachers. The discussion of the community school was followed by a prepared statement by Dr. Brewton. This excellent statement follows here:

If American rural schools are to become community schools of social action, teacher-educating institutions and state departments of education must become focal points of creative effort in educational planning designed to effect the social, physical, cultural, and material development of the people of rural America. The key to improvement in rural education rests in teacher-educating institutions and with state departments of education. Theirs is the basic responsibility for promoting reorganization of the content and method of community education.

While no effort is made to set up or to suggest a definite program for the teachers college in the education of rural teachers, the following general guides to be followed in the formulation of such a program are suggested for consideration.

General Guides for Planning the Program of the Teachers College in the Education of Rural Teachers

1. The adaptation of education to rural conditions should be a major concern of teachers colleges throughout the South. In general, teachers colleges throughout the South are not paying enough attention to rural life and to rural conditions. If a great rural civilization is to be developed in the South, teachers colleges must provide a program which will create respect for rural life and inculcate a desire on the part of teachers to serve rural areas.

2. If Southern rural schools are to cease following urban practices and to cease ignoring the realities of rural life and become schools of social action, the objectives of teacher-education must undergo a thorough revision and re-statement. Teacher-educating institutions must take on more of the qualities of schools of social action in order to effect a similar change in rural schools.

3. Teacher-educating institutions should emphasize the importance of using experiences and materials that have meaning to country children in teaching the basic tool subjects—reading, writing, and arithmetic.

4. Teacher-educating institutions should know thoroughly the regions they serve. This involves research and field studies by faculty members as well as faculty group discussions and seminars.

5. Through field contacts, members of the staff of teacher-educating institutions should be kept cognizant of and in constant touch with the realities of the job for which teachers are being prepared. This would serve to bring about a better balance between theory and practice.

6. Means should be devised for attracting and selecting better students to prepare for rural teaching.

7. The program for prospective rural teachers should include: (1) a cultural background of general education; (2) intensive study of rural life and rural school problems; (3) practical as well as theoretical work in education; and (4) a period of observation and practice teaching in rural schools and actual practice in rural community improvement.

8. While rural children are fundamentally no different from urban children, environmental conditions and the rural teacher's inadequate knowledge of child nature make it imperative that teacher-education provide prospective teachers with an adequate understanding of child nature and its implications for teaching.

9. Teachers should be given an understanding of other educational agencies in the community with which they should co-operate. If rural life is to be improved, effective contacts must be made by rural boys and girls, and adults, with the numerous community agencies now working in rural communities of the South. Teacher-educating institutions should assume the responsibility for acquainting teachers fully with these agencies—what they are, their purposes, their offerings, their management, their attitude toward schools, their resources, and the possible contributions they make or might make to education. There should be set up some organization for co-ordination of the efforts of all community agencies.

10. Practice teaching should be provided in actual rural school situations. Experienced teachers should not be exempted from these supervised experiences.

11. Apprentice teaching, under supervision of teacher-educating institutions, in "real job" situations should be provided.

12. In-service training programs for rural teachers should be greatly extended and improved.

13. Teacher-educating institutions should establish co-operative relationships with school authorities in the regions which they serve.

14. Teacher-educating institutions should assume some responsibility for supervision of rural schools within their service areas and develop a very close co-operation with state and county school officials.

15. Teacher-educating institutions should assume responsibility for follow-up of their trainees and graduates on the job. By so doing, they would have a basis for evaluating their own work and would at the same time be rendering a real service to their graduates in the field as well as to the public schools.

Conference Procedures

In any program designed to improve the quality of living it is desirable (1) to set up goals toward which we can work, (2) to locate the agencies through which we can make community resources available in working toward the achievement of goals, and (3) to determine the action necessary. The outline which follows attempts to suggest a plan of attack on the problem of the improvement of the quality of living through school leadership.

Areas of living. In setting up a plan of action it is necessary to recognize that there are recognized areas of living and that there are agencies in each community through which community resources can be discovered and made available in the learning program. The Work Conference on Community Living held at George Peabody College for Teachers in 1942 recognized eight areas of living as follows:

1. Home Living
2. Healthful Living
3. Economic Life
4. Religious, Social and Civic Life
5. Beauty in Everyday Life
6. Community Recreation
7. Education
8. Community Feeling

Community resource agencies. The Social Science people in Des Moines, Iowa Public Schools decided in 1939 to make community resources a part of the content and experiences in the curriculum of the schools. The teacher and laymen came together and listed the agencies in the community through which community resources might become available.

1. Home Membership
2. Health
3. Recreation
4. Government
5. Public Welfare
6. Consumer Education
7. Industry
8. Occupational Opportunities
9. Business
10. Safety
11. Education

12. Inter Cultural Relations
13. Religion
14. Practical and Industrial Arts

Goals in the improvement of the quality of living. If progress is to be made in any program, and if there is to be satisfaction in knowing to what extent plans are succeeding, it is essential to know at least the direction the program is taking. Goals which seem to bear upon the improvement of the quality of living should be selected. Below is a list of goals which seem to point toward the improvement of the quality of living in these times:

1. Healthful Living
2. Wholesome Recreation
3. Satisfactory Religious Life
4. Desirable Social Life
5. Sense of Civic Responsibility
6. Community Loyalty
7. Appreciation of Beauty
8. Maximum Self-Realization
9. Economic Security
10. Human Relationship
11. Wholesome Respect for Work
12. Utilization of Natural and Human Resources

Agencies through which we must work in our program for the improvement of the quality of living. The number of agencies which may be employed in an educational program designed to improve the quality of living are almost unlimited. There are recognized continuing agencies whose place in society are so significant that they become basic sources in any program which affect living. Among the institutions whose influence is felt most are:

1. The Homes
2. The Community
3. The Schools
4. The Churches
5. Business Enterprises
6. Organized Government
7. Manufacturers
8. Producers—Farmers, etc.

Conference problems. The problems to be faced in this conference are definitely related to a program for the improvement of the quality of living. In order that the group from each college area may go immediately into the task ahead the steering committee asked a program committee to work out a specific plan of action. There follows, therefore, a statement of the problems with which each college study group will be concerned in organizing its program of action and its work pattern in this conference.

1. What do we consider to be the areas of living, and which of these areas can be improved under the leadership of the school? NOTE: These areas should be selected by each study group and placed in the hands of the conference leader at the close of the day, August 26.

2. How can a school program (grades 1-12) be organized so that the quality of living may be improved?

3. To what extent should the social and economic problems of children and parents be understood by the professional staffs of schools?

4. How can a college organize its program and work with people in a county or community in such a way that the people will discover their problems?

5. How in such a program can the college keep the active leadership in local educational enterprises in the hands of local people?

6. What are community resources? How can they be found? How can they be used in the learning program in such a way that the quality of living will be improved?

7. How can we place greater emphasis in our school program upon the quality of living so that we will amplify the subjects in the curriculum of the school instead of replacing these subjects? How can we get pupils and parents to see that the subjects in the curriculum are but instruments which guide in learning?

8. How can we make the daily program of the school certainly touch some of the day-to-day problems of living, and how can we make sure that our long-time program touches all or nearly all the day-to-day problems of living?

Criteria for evaluating the outcomes of the conference. (To be used as a guide by each group in evaluating its own plan of work at the close of the Conference).

The problem of the work conference is to formulate immediate and long-time plans for pre-service and in-service teacher education based upon the view that the chief function of education is to improve the quality of living. Each group should be certain that its plan has touched the ten items listed:

1. Each study group will have a list of the areas of living upon which it will work, a list of agencies through which it can work, and the types of action toward which it will work.

2. Each study group will have determined the first steps to be taken toward organizing the learning program of the school so it will emphasize both the immediate and long-time needs basic to the improvement of the quality of living of people.

3. Each study group will have developed a plan of action through which professional staffs of colleges and schools will increase their knowledge and understanding of the social and economic problems of children and the parents of the children.

4. The plan of action of each study group will make provision for having local laymen and local teachers participate in the location of their own problems.

5. Plans of co-operation will be worked out whereby the active leadership in local school-community enterprises will be in the hands of local people.

6. Plans should be worked out for locating those community resources basic to the improvement of the quality of living and the learning program of the school should be directed toward the use of these resources.

7. The learning program in the co-operating area and in the teacher education institution should so be planned that the community resources will be used to amplify and supplement the subjects in the curriculum and not parallel or replace the subjects offered, to the end that pupils and parents may see clearly that the subjects in the curriculum are instruments which guide toward better living.

8. The school program built around the improvement of living should make certain that the day-to-day program of the schools' activities will touch some of the day-to-day problems of living, and the long-time program of the school should make sure that all or nearly all of the major problems of living will be included.

9. The immediate or long-time school program which centered upon the improvement of the quality of living should bring into the picture resources from outside the community, which may be made available to the developing learning program.

10. The program of a school which is designed to improve the quality of living after selecting the directions toward which to work and formulating a definite plan of action, should set up instruments by which measurements of progress may take place and redirection of the program may be determined.

COOPERATIVE PROGRAM OF THE BELL COUNTY SCHOOLS AND THE EASTERN STATE TEACHERS COLLEGE FOR THE IMPROVEMENT OF THE QUALITY OF LIVING THROUGH THE SCHOOLS

Planning Group

The planning group at the Work Conference was made up of the following staff members from Eastern Kentucky State Teachers College and the Bell County schools:

Laura Katherine Evans..Supervising Teacher, Rural Demonstration School
D. T. Ferrell.....Associate Professor of Education
Charles T. Hughes....Associate Professor of Health and Physical Education
W. C. Jones.....Dean
W. J. Moore.....Professor of Economics
Germania Wingo.....Supervising Teacher, Training School
W. F. O'Donnell.....President
G. F. Asher.....Principal, Bell County High School, Pineville, Ky.
J. F. Knuckles
.....Assistant Superintendent, Bell County Schools, Pineville, Ky.
Edith E. Scott.....Principal, Fonde School, Fonde, Ky.
W. M. Slusher.....Superintendent, Bell County Schools, Pineville, Ky.
Charles Taylor.....Attendance Officer, Pineville, Ky.

Cooperative Plan

The working group took for its theme, "How Will the Boys and Girls of Bell County Profit by the Work of the Group Conference."

The plan of the Bell County program covered two phases, (1) the problems in Bell County were listed, and (2) steps in the solution of some of these problems were listed. The plan* as outlined by the group follows:

The group, under the temporary chairmanship of Dr. D. T. Ferrell of Eastern Kentucky State Teachers College, held its first meeting of the Work Conference at 2:00 p. m., Thursday, August 26, 1943, and elected the following permanent officers: Chairman, Dr. D. T. Ferrell; Secretary, Miss Laura Katherine Evans, Rural Demonstration School, Eastern Kentucky State Teachers College. Miss Evans, Dr. W. J. Moore, and W. M. Slusher, Superintendent of Bell County Schools, were appointed as an evaluation committee to prepare the final report for the group at the close of the conference. The chairman suggested

* This detailed report was substituted for the original brief report adopted at the conference.

that the guiding philosophy of the group should be: "How Will the Boys and Girls of Bell County Profit by the Work of the Group at the Conference?" The group then proceeded to a general discussion of the major aspects of the problem of the relationships that should exist between the school and the community. Mr. James F. Knuckles, Assistant Superintendent of Bell County Schools, presented a bird's eye view of the Bell County school system as a basis for further understanding of the problem. As a result of this discussion, it was decided (1) to list the outstanding problems which exist in Bell County at the present time, (2) to discuss the steps which have already been taken to solve these problems, and (3) to suggest ways and means of finding further solutions to the problems.

The broad problem was then analyzed and broken down into a number of more specific problems which exist in Bell County at present; viz., problems of teaching personnel, parent-pupil-teacher relations, care of school property, population mobility, rural religion, use of community agencies and resources, in-service education of teachers, making a community school, health problems, economic conditions, social-civic relations, conservation of human and natural resources, and questions of child development and understanding. These problems are stated in detail under "Method of Attack."

Every member of the group contributed freely and fully at every stage in the discussions, and agreement was evidenced by a general concensus of opinion rather than by formal vote of the group. Moreover, each member recognized the fact that the materials bearing on each problem have not been exhausted and that the findings and conclusions presented are in no sense to be considered final and conclusive. The findings and recommendations are to be regarded merely as a starting point in a more thorough consideration of the problem.

The group was greatly helped and stimulated by the discussions held with the consultants. It especially appreciates the services of Dr. Otis C. Amis, Head of the Department of Education, Union College; Dr. Howard W. Beers, Professor of Rural Sociology, College of Agriculture, University of Kentucky; Dr. John E. Brewton, Dean of the Graduate School, Peabody College; Miss Virginia White James, Specialist Educational Methods, Tennessee Valley Authority; Mr. James J. Gilpin, Superintendent of Public Relations, Department of Conservation, Frankfort, Kentucky; Mrs. Marie R. Turner, Superintendent of Breathitt County Schools. The group was also aided considerably in its discussions by the presence of a number of people from other groups from time to time.

Method of attack. The group spent considerable time in locating problems pertinent to the Bell County school system and in getting these problems listed on the blackboard. All members of the group participated freely in this activity. The problems finally resolved themselves into thirteen statements as follows:

1. What problems of the teaching personnel have arisen as a result of the present emergency and what can be done to solve these problems?

2. How can a desirable program of parent-pupil-teacher relations be developed?

3. What can be done to get people to care for school property?

4. What problems have developed as a result of population mobility and what can be done to meet the situation?

5. How do the problems of rural religion affect relations between the school and the community and in what ways can these problems be attacked?

6. How can the school work with community agencies and what use can be made of local resources?

7. What constitutes a good program of in-service education for teachers and what steps can be taken to develop such a program?

8. What is a community school and what desirable procedures can be followed in building one?

9. What can be done to meet the problems of recreation, nutrition, and sanitation?

10. What are the economic conditions of the locality; how do these conditions influence the educational program; and, what can the school do to improve the economic life of the community?

11. What are the social-civic problems of the region and what can be done to get both children and adults to see that the democratic way of life involves duties and responsibilities as well as rights and privileges?

12. What can be done to make people aware of the need for conserving human and natural resources?

13. How can the meaning of child growth and understanding be developed in teachers so that they will realize that most of the so-called discipline problems are not problems of discipline but merely problems of normal child behavior and what experiences can teachers provide to promote well-rounded child development?

After the problems had been located and stated, the group proceeded to attack them in the order in which they were listed. At first the problems were attacked by the entire group, but it was soon discovered that it would be impossible to cover all the problems by this procedure in the time allotted. Members of the group then agreed to assume responsibility for preparing individual reports for group consideration. This procedure proved to be profitable both to the individual and to the group.

Findings. Each of the above questions has been thought through and the findings as applied to the Breathitt County situation are given in detail.

1. What problems of the teaching personnel have arisen as a result of the present emergency and what can be done to solve these problems?
 - (a) Consider the feasibility of having one good teacher for two schools (The Breathitt County Experiment).
 - (b) Have monthly teachers' meetings to study group problems.
 - (c) Make use of outside assistance available from co-operating college, State Department of Education, and other agencies.
 - (d) Begin plans for improving personnel for next year.
 - (e) Encourage teachers to do long-time planning and to stay with the same school more than one year.
 - (f) Develop a program of classroom supervision.
 - (1) Organize a demonstration school.
 - (2) Obtain the services of a supervisor.
 - (3) Develop a program of inter-school visitation.
 - (4) Study lesson plans and techniques for improving instruction.
 - (5) Study the problems of teachers.
 - (6) Use the group center plan.
 - (g) Expand the 1943 workshop to include all teachers in 1944.
 - (h) Provide opportunities for teachers to take extension study classes.
 - (i) Build the curriculum around the problems of the community.
 - (j) Provide a professional library and make it available to teachers.
 - (k) Provide ways and means of paying better salaries in order to hold good teachers.
2. How can a program of desirable parent-pupil-teacher relations be developed?
 - (a) Parent
 - (1) Acquaint parents with the problems of the community.
 - a. By having teachers live in the community,
 - b. By being practical and pleasant with parents, and
 - c. By teachers planning developments and projects the community can do.
 - (2) Ask parents to do certain things for the school.
 - a. Plant trees, shrubbery, sow grass; help repair and paint the building; construct useful things about the school; obtain books for school and parents to read.
 - b. Invite patrons to use school building for community meetings.
 - c. Encourage parents to come to school activities in which the children take part.
 - d. Arrange community picnics at the school.
 - e. Organize a parent-teacher association.
 - f. Keep parents busy on interesting school and community projects.
 - g. Give proper recognition to those who aid in any way.
 - h. Visit and re-visit all parents' homes.
 - i. Try to develop the school into a recreation center.

- j. Get teachers to take the lead in community activities to develop local leadership.

(b) Pupil

- (1) Organize the school around pupil needs and desires.
 - a. Set up a program in the classroom to make pupils feel at home.
 - b. Keep activities as near normal living processes as possible.
 - c. Cultivate the respect and affections of children toward the teacher.
- (2) Study the home problems of pupils.
 - a. By teacher visiting pupils' homes; and
 - b. By studying the conditions under which children live.
- (3) Enlist the aid of pupils on various school projects.
 - a. Arouse pupils' interests in school activities.
 - b. Encourage parents to aid pupils.
 - c. Get parents to visit the school.
- (4) Provide wholesome recreation for pupils at school.
- (5) Use schoolhouse, under supervision, during out of school, for recreation center through appropriate games, wholesome community activities such as
 - a. Club projects,
 - b. Home projects.
- (6) Utilize skills and potential skills of pupils in needed school and community projects.

(c) Teacher

- (1) Well-grounded in subject matter and the psychology of learning.
- (2) Has confidence in ability to succeed.
- (3) Holds respect for people of the community.
- (4) Has thorough training in the skills and techniques of teaching.
- (5) Has the guidance of a successful, sympathetic supervisor during early years of teaching.
- (6) Participates in the life of the community.
- (7) Studies the community and tries to correlate the functions of all community agencies.
- (8) Receives sufficient pay and on a year-around basis.

3. What can be done to get people to care for school property?

- (a) Create a love of beauty and pride in the child.
- (b) Provide opportunity for the teacher to live in the community.
- (c) Encourage teachers to visit the homes of parents.
- (d) Develop a sense of ownership, responsibility, and partnership in the parent and child.
- (e) Give socials and programs which include the help of parents.
- (f) Seek the help of the parent-teacher association.
- (g) Ask the co-operation of various county organizations and agencies.
- (h) Provide opportunities for parents to help in repairing, improving, and beautifying school buildings and grounds.
- (i) Provide a custodian of school property in each community.
- (j) Lengthen the school term so that continual interest may be maintained.

- (k) Enforce the laws against the destruction of school property.
 - (l) Organize a county-wide school beautification project.
 - (m) Organize the community so that it will carry on in the summer during vacations.
 - (n) Stress the idea that the proper care of school property will make for economy in taxation.
4. What problems have developed as a result of population mobility and what can be done to meet the situation?
- (a) Loss in school census; gain in school enrollment.
 - (b) Local tax for school purposes already at a maximum.
 - (c) State law to increase the state per capita.
 - (d) Possibility of federal aid for education.
 - (e) Miners encouraged to buy homes.
 - (f) A community school.
 - (g) New opportunities provided for small farmers.
5. How do the problems of rural religion affect relations between the school and the community and in what ways can these problems be attacked?
- (a) The problem
 - (1) Denominational conflicts over the use of school buildings for religious purposes.
 - (2) Conflicts between religious views and educational programs.
 - (b) Tentative solutions
 - (1) Work out strong religious programs in the rural high schools.
 - (2) Utilize high school boys and girls in the religious programs of the county.
 - (3) Organize county-wide religious conferences, workshops, institutes and the like.
 - (4) Encourage local Sunday schools and church activities as much as possible.
 - (5) Get different religious groups together for a discussion of their common problems.
 - (6) Seek the cooperation of the larger churches of the county in carrying out church programs in the more isolated communities.
 - (7) Obtain the sympathetic aid of local religious leaders.
6. How can the school work with community agencies and what use can be made of local resources?
- (a) List of community agencies that could contribute something to the educational program.
 - (1) Parent-teacher association
 - (2) Local civic clubs
 - (3) Local unions
 - (4) Corporations and other business concerns
 - (5) Local churches
 - (6) American Legion Post
 - (7) American Legion Auxiliary
 - (8) Social clubs
 - (9) Garden clubs

- (10) Women's clubs
- (11) Four-H clubs
- (12) County Farm Agent
- (13) Home Demonstration Agent
- (14) Benevolent organizations
- (15) County Health Department
- (16) School clubs and committees
- (17) Various war committees
- (18) Highway Safety Patrol
- (19) Local Forestry Department
- (20) Social welfare groups.

(b) How can the school work with community agencies?

- (1) First know what agencies exist.
- (2) Know and plan what services these agencies can render.
- (3) Assign as much responsibility to each agency as you dare.
- (4) Acquaint the agencies with the existing needs:
 - a. Newspaper publicity
 - b. Appearance before local groups
 - c. School children
 - d. School paper.
- (5) Get the school to contribute something toward the achievement of the objectives of these agencies.
- (6) Be sure the school and community needs are worthy of the support of local agencies.
- (7) Give agencies proper recognition for services rendered.
- (8) Sponsor, with several or all if possible, some worthwhile community project.
- (9) Offer the services of the school to local war committees.
- (10) Seek ways and means of promoting desirable professional attitudes of various agencies toward the school.

7. What constitutes a good program of in-service education for teachers and what steps can be taken to develop such a program?

(a) Some principles of in-service education.

- (1) The program of in-service education should begin where the pre-service program ends.
- (2) It is highly desirable that local school faculties center their attention on the problems of their own school.
- (3) The program must be democratically organized and administered.
- (4) An effective system of evaluation should be devised.
- (5) The program should make effective use of all local agencies and resources.
- (6) The teacher in her learning will follow the same basic psychological laws and principles as pupils do; that is, the teacher learns to do by doing.
- (7) Teacher growth may be evaluated in terms of the growth of pupils working under the teacher.
- (8) Participation of all teachers in the system should be encouraged.

- (9) The program should be so organized that teachers will not feel that they are being imposed upon. It should represent their program.
 - (10) The idea of supervision is an expanding concept. "Helping teacher" might be a better term for supervision.
 - (11) In-service education can be developed through programs of curriculum development, teacher-community relations, areas of learning and living, child growth and understanding, professional relations, classroom problems.
- (b) What the cooperating college can do to help.
- (1) Organize a materials bureau and make it available to local teachers.
 - (2) Prepare a list of the types of services the college faculty can render and make this list available to local teachers.
 - (3) Bring all faculty members to see the importance of the project.
 - (4) Offer a course on "School and Community Relations."
 - (5) Provide various types of advisory services, with the following as examples:
 - a. Library work
 - b. Standard testing programs
 - c. Curriculum development
 - d. Club work
 - e. School and community beautification
 - f. Health work
 - g. Community betterment
 - h. Home-school relations
 - i. Educational resources of the region
 - j. School-church relationships
 - k. Social agencies and organizations.
 - (6) Meet with local school people from time to time to study proposed plans and programs.
 - (7) Provide various types of extension services.
 - a. Extension classes
 - b. Correspondence courses.
 - c. Consultant services.
 - (8) Prepare printed or mimeographed material for the use of local teachers.
 - a. Bulletins
 - b. Bibliographies
 - c. Circulars.
 - (9) Provide systematic visits to local school system by staff members.
 - (10) Continue the supervisory follow-up of the 1943 Educational Workshop.
 - (11) Educate internees to do helping teacher work.
- (c) What the local school system can do to help.
- (1) Help teachers to discover their needs through a systematic attack upon their instructional problems.
 - (2) Expand the 1944 Educational Workshop to include all teachers in the local system.

- (3) Continue the supervisory follow-up of the 1943 Educational Workshop.
 - (4) Seek ways and means of helping beginning teachers.
 - (5) Study conditions that prevent teachers from growing and, if possible, remove these handicaps.
 - (6) Provide opportunities for teachers to share educational experiences.
 - (7) Prepare a list of all available local agencies and resources and suggest ways and means of utilizing them.
 - (8) Conduct a chain letter for rural teachers, each teacher adding something worthwhile as the letter circulates.
 - (9) Have teachers to list the types of services they would like to receive from the college staff.
 - (10) Study the evidences of teacher success; also, the causes of teacher failure.
 - (11) Ask teachers to list the things that have been most helpful and share these suggestions with other teachers.
 - (12) Make use of various agencies for in-service education.
 - a. Teachers' meetings
 - b. Study groups
 - c. Library extension
 - d. Professional reading
 - e. Circular letters
 - f. School visitation
 - g. Conferences
 - h. Workshops
 - i. Check lists
 - j. Committee work
 - k. Testing programs.
 - (13) Organize and conduct a rural demonstration school.
 - (14) Secure the interest of local groups, the county board of education, the parent-teacher association, and other community organizations.
 - (15) Become familiar with all state and national agencies that are in a position to help.
 - a. National Education Association
 - b. Commission on Teacher Education
 - c. U. S. Office of Education
 - d. Educational Policies Commission
 - e. Department of Rural Education of the National Educational Association
 - f. Kentucky Education Association
 - g. State Board of Health
 - h. Other state and national services and agencies.
8. What is a community school and what desirable procedures can be followed in building one?
- (a) Definition: A community school is an educational institution that is definitely conscious of the needs of the people it serves and is doing something constructive to meet those needs.
 - (b) Suggested steps in building a community school.

- (1) Become acquainted with the community.
 - a. Community history and background
 - b. Areas of community living
 - c. Community psychology
 - d. School and community conditions.
 - (2) Make a study of community problems and needs.
 - (3) Convince the faculty that a community school is desirable.
 - (4) Call the people together for a discussion of their problems.
 - (5) Organize some sort of community council to develop a community program. Let this council represent all community organizations and agencies.
 - (6) Develop committees according to need.
 - a. Planning Committee
 - b. Publicity Committee
 - c. Evaluation Committee.
 - (7) Study the needs of the school.
 - (8) Study the work of community schools in other regions; visit several community schools if possible.
 - (9) Recognize, develop, and utilize local leaders.
 - (10) Study, coordinate, and make use of local agencies and resources.
 - (11) Set up definite goals.
 - a. Short-term objectives
 - b. Long-term objectives.
 - (12) Work through the school children.
 - (13) Select a staff of well-prepared teachers. The teacher is the key to the situation.
 - (14) Provide for frequent home visitation on the part of the teachers.
 - (15) Teach a good school.
9. What can be done to meet the problems of recreation, nutrition, and sanitation?
- (a) Develop a solid foundation for health education in the primary grades.
 - (1) Approach the problem through games and parties.
 - (2) Have children bring in their own vegetables for the parties.
 - (3) Teach table manners along with their parties.
 - (4) Teach sanitary methods of washing their hands and getting prepared for their party.
 - (5) Give cod liver oil to children who need it.
 - (b) Provide a program of hot lunches.
 - (c) Provide a sanitary method of handling the problem of drinking water.
 - (d) Have a daily health check-up.
 - (e) Keep charts and graphs on health progress.
 - (f) Grade pupils on their personal appearance.
 - (1) Clothes clean
 - (2) Hair brushed
 - (3) Shoes cleaned
 - (4) Teeth brushed

- (5) Nails cleaned.
 - (g) Have a mirror in the room.
 - (h) Provide a clean-up corner in the room.
 - (i) Make liquid soap by melting scraps brought from home by the children.
 - (j) Provide paper towels.
 - (k) Use bulletins and bulletin board.
 - (l) Obtain samples from companies and organizations.
 - (m) Have a good first-aid kit or box.
 - (n) Use the County Health Department.
 - (o) Make use of the doctor in the mining camp, especially where the miners have a part of their wages deducted for this purpose.
 - (p) See that the children have a periodic physical examination and see that defects are corrected if possible.
 - (q) Arrange a wholesome play program at school.
 - (1) Assign teachers to certain duties on the playground.
 - (2) Do not overlook the little children.
 - (r) Wherever possible, especially in coal camps, have a recreation night at the school each week.
 - (1) Invite parents.
 - (2) Have singing, plays, and games.
 - (3) Story telling.
 - (s) Visit the homes and talk with the mothers about suitable meals for growing children.
 - (t) Be an example of health to the pupils.
10. What are the economic conditions of the locality; how do these conditions influence the educational program; and what can the school do to improve the economic life of the community?
- (a) The economic situation.
 - (1) One-half of the land in Bell County is owned by land corporations.
 - (2) There are only thirty level farms in the county.
 - (3) There are many small, hillside farms in the county, but the farmers find it difficult to make a living on them.
 - (4) Three-fourths of the people in the county are coal miners.
 - (5) The miners work about half of their time because there are too many of them.
 - (6) Most miners live in company-owned houses.
 - (7) Very few miners have gardens.
 - (b) Things the school can do to help.
 - (1) Teach agriculture for the farmers.
 - (2) Encourage the growing of sheep.
 - (3) Encourage people to own their own homes.
 - (4) Teach home economics.
 - (5) Teach manual training.
 - (6) Encourage 4-H Clubs and Future Farmers of America.
 - (7) Teach soil conservation.
 - (8) Encourage people to grow year-around gardens.
 - (9) Help to introduce the planting of small plots of land in fruit trees, grapes, and berries for home use.

- (10) If feasible, stimulate the development of blackberry cooperatives for the purpose of aiding local families economically.
11. What are the social-civic problems of the region and what can be done to get both children and adults to see that the democratic way of life involves duties and responsibilities as well as rights and privileges?
- (a) The situation
- (1) Many of the problems already considered are social in nature.
 - (2) There are many social-civic problems having to do with
 - a. Home and school improvement
 - b. Interest in local government
 - c. Economic conditions
 - d. Suitable programs of recreation
 - e. Health conditions
 - f. Law enforcement and crime prevention
 - g. Improving general community living.
- (b) Suggestions
- (1) Employ the democratic procedure as much as possible in all school activities.
 - (2) Place emphasis upon consumer education. There is much printed material available for suggestions.
 - (3) Study resources of material.
 - (4) Study industries of the county and attempt to appraise and evaluate these industries.
 - (5) Make an intensive study of crime in the county.
 - (6) Study the working of the county courts and other county government agencies.
 - (7) Attack the health problem.
 - (8) Study attempts to care for the sick and handicapped.
 - (9) Carry out a program for the conservation of natural resources.
 - (10) Utilize clubs and organizations.
 - (11) Beautify schools and communities.
 - (12) Have frequent field trips to study local social-civic conditions.
 - (13) Have county high school pupils engage in community service on a county-wide basis.
12. What can be done to make people aware of the need for conserving human and natural resources?
- (a) Develop a program for teaching conservation in the schools.
- (1) Elementary schools.
 - a. Grade I, Our Animal Friends.
 - b. Grade II, Our Feathered Friends.
 - c. Grade III, Our Plant Friends.
 - d. Grade IV, The Tree, Man's Friend and Protection for Wildlife.
 - e. Grade V, Maintaining a Balance in Nature.
 - f. Grade VI, Soil, Trees, Water.
 - (2) Junior High School.
 - a. Grades VII and VIII, Wise Use of Our Wildlife and Other Natural Resources.
 - b. Grade IX, Conservation of Wildlife and the Law.

- (3) Senior High School.
- a. Grade X, Biological Bases of Conservation of Wildlife.
 - b. Grade XI, History of Conservation in the United States and Kentucky.
 - c. Grade XII, Wildlife Conservation and Social Welfare.
- (b) Make the teachers of the county conscious of the desirability of teaching conservation.
- (c) Study the needs and values of conservation.
- (d) Put on a program that will teach the people of the county how to farm their hillside land and still conserve the soil.
- (e) Correlate conservation with various school subjects.
- (1) Reading
 - (2) Language
 - (3) Mathematics
 - (4) Science
 - (5) Social studies
 - (6) Agriculture.
- (f) Study conservation as applied to
- (1) People
 - (2) Wildlife
 - (3) Soil
 - (4) Plants
 - (5) Minerals
 - (6) Water
- (g) Sponsor field trips, camping parties, and discussion groups.
- (h) Provide reading materials on conservation for both children and adults.
- (i) Make use of local agencies in the program.
- (1) County Farm Agent
 - (2) Home Demonstration Agent
 - (3) Health Department
 - (4) Social Worker.
- (j) Conduct conservation demonstrations.
- (k) Teach conservation of human resources through developing a constructive health program in school and community.
- (1) Study the relation of conservation to
 - a. Democratic way of life and peace
 - b. Nutrition and human health
 - c. Recreation
 - d. Safety education
 - e. Economic prosperity and welfare.
- (m) Use materials on conservation in connection with extracurricular activities.
- (1) 4-H Clubs
 - (2) Future Farmers of America
 - (3) Boy and Girl Scouts
 - (4) Assembly programs
 - (5) Athletic activities
 - (6) Camping and field trips.

(n) Seek ways and means of organizing a Bell County Conservation Association.

13. How can the meaning of child growth and understanding be developed in teachers so that they will realize that most of the so-called discipline problems are not problems of discipline, but merely problems of normal child behavior and what experiences can teachers provide to promote well-rounded child development?

(a) Home.

(1) Health.

a. Physical.

(1) Prenatal care

(2) Food

(3) Clothing

(4) Housing

(5) Sleep

(6) Recreation.

b. Mental.

(1) A bond of understanding between teacher and child.

(2) A bond of understanding between parent and child.

(3) A bond of understanding between parent and teacher.

(4) Story of life given in a wholesome manner.

(2) Habits and attitudes.

a. Honesty

b. Fair play

c. Affection

d. Leadership and fellowship.

(3) Religion in a general way.

(4) Esthetic education.

a. Books

b. Music

c. Art.

(b) Things to do to help educate teachers in the meaning of child growth and understanding.

(1) Get teachers to observe children carefully.

(2) Provide reading materials of a professional nature.

(3) Organize local study groups for teachers.

(4) Encourage home visitation.

(5) Make case studies of individual pupils.

(6) Take courses in child psychology and mental health.

(c) Things the school may do.

(1) Provide some parent education through the social welfare worker.

(2) Help on food and clothing through the social welfare worker.

(3) Provide a traveling library.

(4) Obtain a portable victrola.

(5) Develop a wholesome play program for pupils.

(6) Have hot lunches.

(7) Provide opportunities for small children to rest during the school day.

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- (8) Encourage teachers to present pictures of old and new materials.
 - (9) Utilize the facilities of the local health department.
 - (10) Provide rich educational experiences for pupils through
 - a. Reading
 - b. Story telling
 - c. Number activities
 - d. Music and art
 - e. Citizenship activities
 - f. Language
 - g. Health instruction
 - h. Plays and games
 - i. Participation in school government through committee work, planning exercises, and the like.
 - (11) Provide opportunities for pupils to practice good citizenship
 - (12) Respect the personalities of the pupils.
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COOPERATIVE PROGRAM OF THE CARTER COUNTY SCHOOLS AND THE MOREHEAD STATE TEACHERS COLLEGE FOR THE IMPROVEMENT OF THE QUALITY OF LIVING THROUGH THE SCHOOLS

Planning Group

The planning group of the Work Conference was made up of the following staff members from the Morehead State Teachers College and the Carter County Schools:

G. C. Banks	Professor of English
E. L. Shannon	Professor of Biology
G. B. Pennebaker	Professor of Biology
Elizabeth Roome	Critic Teacher
William H. Vaughan	President
Warren C. Lappin	Dean
Heman McGuire	Carter County Superintendent
Max Calhoun	Principal, Hitchens
Mrs. Heman McGuire	Secretary to the Superintendent
Gertrude Bays	Helping Teacher
Herbert Webb	Vocational Agriculture
Fred Maynard	Superintendent, Greenup County

Program of Action

The first steps in the cooperative program follow in the report of the Work Conference Planning Group:

Procedure followed by the group. The procedure followed by the Morehead-Carter group may be described by the following steps:

The group felt that its first task was to get itself oriented to the general plan of the study and to the concept of the community school, insofar as it was able to do so with its own personnel. This task consumed the time of the first two meetings.

The next step was that of determining what was being done along the desired lines in Carter County. Descriptions of such work were given by Principal Max Calhoun of the Hitchens consolidated district; Mr. Herbert Webb, teacher of vocational agriculture of the Olive Hill school; and Superintendent Heman McGuire of the Carter County schools.

After these descriptions, it was felt that additional knowledge of community schools and their activities in other areas would be valuable. Accordingly, Mrs. Turner, Mr. England, and Mr. Dotson were

asked by the group to describe their particular school situations and very profitable sessions were held with each of these consultants.

With this background of information the group then proceeded to canvass the situation in Carter County for problems of particular significance in that area. The problems listed were:

1. Health—particularly with reference to
 Nutrition
 Cleanliness
 Water supply—both in amount and kind
2. Economic security—as evidenced by frequent absences from school because of the lack of suitable clothing
3. Recreation
4. Civic responsibility—voting, jury service, respect for public property
5. Beautification of both the school and the home
6. Factionalism in school districts.

After locating and defining these problems the attempt was made to determine which problem was the most pressing and in need of immediate solution. The decision of the group was that the general problem of recreation represented a vital need and that it should be given particular attention. However, since Carter County has 72 one-room schools, it was felt that the other problems should also be given consideration. Not all of these rural teachers can be expected to do very much along lines of community recreation, but it is hoped that all may find a field of possible action somewhere in the list of problems.

The next step taken was that of listing the agencies of the area that are interested in community betterment and that are already in operation. The results of this listing follow—

- Grayson Rotary Club
- Grayson Better Citizen's League—chiefly under the control of the church groups
- Seven P. T. A. organizations—one in each of the six consolidated districts and one in a four-teacher school district
- Two American Legion Posts with their Women's Auxiliaries
- Olive Hill Business Men's Organization
- Two Women's Clubs
- One full-time County Agent
- One half-time County Health Officer
- Two full-time County Nurses
- The County Bar Association
- Three County Newspapers
- The Fish and Game Association
- An embryo Boy Scout movement.

The approach to action. Carter County does not have an established Planning Board. However, in the campaign preceding the elec-

tion held to vote the special transportation tax, such a group was actually used by the school authorities. It was decided by the study group to make use of such an organization in the solution of the problems undertaken in this study with the hope that a permanent Planning Board, with subsidiary Community Planning Boards, will be an outcome of the near future.

The first actual step in the project will be taken at the meeting of the teachers of the consolidated districts which is scheduled for Friday, September 3. At this meeting the college will be represented and the general plan agreed upon at the Richmond conference will be presented. It is our hope to present this plan in much the same manner as it was agreed upon by the delegates here. At a later date the plan will be presented to the teachers of the other districts.

It is also planned to turn over the general handling of the study to a committee of the Carter County Teachers' Association. This committee will serve in the capacity of a "steering committee" and will have the immediate responsibility of keeping the study before the teachers as a whole. An additional essential feature is that the entire supervisory personnel will make an effort to see that interest does not lag.

COOPERATIVE PROGRAM OF THE GREEN COUNTY SCHOOLS AND THE UNIVERSITY OF KENTUCKY FOR THE IMPROVE- MENT OF THE QUALITY OF LIVING THROUGH THE SCHOOLS

Planning Group

The planning group at the Work Conference was made up of the following staff members of the University of Kentucky and the Green County Schools:

Jesse E. Adams	.....	Professor of Education
Kitty Conroy	.....	Critic Teacher
May K. Duncan	.....	Head of Department of Elementary Education
Thomas L. Hankins	.....	Teacher-Trainer, Industrial Education
Leonard E. Meece	.....	Associate Professor of Educational Administration
Anna B. Peck	.....	Critic Teacher
Maurice F. Seay	.....	Director, Bureau of School Service
Betty Garrard South	.....	Instructor in English
William S. Taylor	.....	Dean of College of Education
Louise Willson	.....	Critic Teacher
Nona Burress	.....	Superintendent of Green County Schools
Margaret Clayton	.....	Teacher, Greensburg High School
Mrs. Fred Mays	.....	Teacher, Donansburg, Ky.
Mrs. Cyrus Skaggs	.....	Teacher, Greensburg High School

First Steps in Cooperative Program

At the close of the meeting the group had its plan worked out. The first part of the plan sets out what the group thought to be the purpose of the cooperative effort to make the schools help in improving the quality of living in Green County. These purposes were stated in such a way that they can be used as criteria for making evaluations as the work moves along.

The second part of the plan lists problems now recognized by the teachers of Green County and the University staff members. These "problems" have the virtue of being very concrete and point directly toward specific things which need to be done now.

The third part of the report lists specific things the University of Kentucky can do to assist the schools of Green County to do a better job in serving the need of children.

The fourth part of the report sets up immediate steps to be taken.

Program of Action

In formulating a plan of action the following guides were used:

1. Purposes of Project: (To guide project and serve as basis of evaluations at later dates.)
 - (a) To make available to the school systems of Green County the services of the College of Education and of other colleges of the University of Kentucky as the school systems of Green County engage in programs for the enrichment of living in that county.
 - (b) To provide for the University of Kentucky a demonstration area for the try-out of various procedures and methods of off-campus service. The most successful of the techniques tried will be used in other counties.
 - (c) To offer an opportunity for the staff members of the College of Education to evaluate their pre-service program of teacher-education in terms of school situations that are typical of many Kentucky communities. (This conference has started us on this evaluation! New notes necessary for our classes this fall!)
 - (d) To promote a program of in-service education of teachers which **may** demonstrate the values of cooperative efforts between a teacher-education institution and a school system to the end that some contribution will be made to the larger program in Kentucky for the increased effectiveness of education for boys and girls and for men and women.
2. Problems Recognized by the Representatives of Green County and by the Representatives of the University of Kentucky:
 - (a) To determine the interests and needs of the people of Green County. (This might best be done in terms of living. Should be continuous fact-finding.)
 - (b) To use the information as to needs and interests in revising the curriculum of the schools.
 - (c) To make special efforts to improve instruction pertaining to (a) life necessities such as food, clothing, and housing, (b) health, (c) conservation of resources, (d) recreation. (Already know of interest and need.)
 - (d) To increase the percentage of rural children enrolled in high schools. (As in many other counties secondary education is not actually available to all children. This, however, is not to be done at the expense of the **elementary** school.)
 - (e) To study the possibilities of consolidation of attendance units, giving consideration to new factors. Old studies are not adequate now.
 - (f) To investigate the needs of buildings and equipment to the end that building plans will be ready for the post-war public work program.
3. It is recommended that the University of Kentucky attempt to assist the school systems of Green County in the following ways:
 - (a) Aid in obtaining information concerning needs of Green County. (Our facilities for aiding in the conduct of research should be used.)

- (b) Make available to the teachers of Green County instructional materials from the Sloan Experiment. (Food, clothing, housing.)
- (c) Assist teachers in the selection and securing of other instructional materials, including the selection and distribution of free textbooks, and in the preparation of their own materials. (General recommendation relative to study of textbook situation.)
- (d) Aid in the development of a helping teacher from the local group. (General recommendation relative to study of state financial aid.)
- (e) Release teachers of the College of Education and from other colleges (S. M. and research specialists) to hold conferences and workshops with Green County teachers and to visit schools of Green County—extended visits and short visits.
- (f) Arrange for visits by Green County teachers to the University School and to other schools of the state, and maybe to other states.
- (g) Assist in establishing demonstration schools in Green County. (Visiting centers).
- (h) Aid in the organization of the Teachers' Association of Green County with a planning council—encourage the planning council to enlist parents in their work.
- (i) Formulate plans, through cooperation with the vocational departments of the College of Education and of the State Department, for coordination of the work of the high school and the rural elementary school; include in such plans the use of vocational teachers in helping elementary teachers and the provision of new-type activities in which rural elementary children may become acquainted with the local high school.
- (j) Encourage the appointment of a special committee from the Fourth District Education Association to be joint sponsors of the project; work with this committee in planning of the program.

4. Next Steps

- (a) Dean Taylor and his faculty will decide which of these suggestions can be accepted.
- (b) Dean Taylor will explain these possible services to the Green County teachers.
- (c) Green County teachers will form a planning council to consider the proposals.
- (d) If favorable response is received, a meeting of the planning council with a committee from the University will be called to agree upon next steps. If unfavorable response, we shall know that the failure is ours in not presenting a valid plan.

**COOPERATIVE PROGRAM OF THE HOPKINS COUNTY
SCHOOLS AND THE WESTERN KENTUCKY STATE TEACHERS
COLLEGE FOR THE IMPROVEMENT OF THE QUALITY
OF LIVING THROUGH THE SCHOOLS**

Planning Group

The planning group at the Work Conference was made up of the following staff members from Western Kentucky State Teachers College and the Hopkins County schools:

F. C. Grise.....	Dean
Horace McMurtry	Associate Professor of Rural Education
Bert R. Smith.....	Professor of School Administration
N. O. Taff.....	Head of Department of Economics and Sociology
J. R. Whitmer.....	Professor of Biology
John R. Adams.....	Principal, Hanson High School
Compton C. Crowe.....	Attendance Officer, Madisonville, Ky.
Hubert W. Wilkey.....	Superintendent of Hopkins County Schools

The Cooperative Plan

Western and Hopkins County representatives came to the Conference with a great deal of work done. They had been working together during the 1942-43 school year in an all-year workshop which was built around a cooperative survey of the school system of Hopkins County. Work had been started on curriculum adjustment in the county schools. The plan follows:

Western Kentucky State Teachers College and Hopkins County are cooperating in a school and community program that has for its purpose the improvement of living in Hopkins County. The program originated in a curriculum revision study which was participated in by the administrative force and all teachers of the Hopkins County school system and conducted by Western Kentucky State Teachers College. The program will make the curriculum revision and the survey continuous. The college will continue to assist in an advisory capacity and in any specialized type of work where a contribution can be made. Some of the problems shown by the survey with suggested ways and means of solutions and evaluations are listed below.

The group in conference set up the following steps for the program:

1. Survey and re-survey the situation.
2. Select problems in areas of living.
3. Set up objectives.
4. Explore for ways and means of attack.
5. Evaluate results.

1. Survey

- (a) Age grade and grade progress tables
- (b) Mental and achievement tests
- (c) Child study
- (d) Community analysis
- (e) Teacher visitation.

This survey was made during the school year 1942-43 in the curriculum revision program and provisions were made for its continuation.

2. Problems in the following areas of living were selected as most pressing according to findings of survey:

- (a) Health
- (b) Recreation
- (c) Beautification
- (d) Religious, civic, and social
- (e) Economic.

3. Objectives of the program

- (a) Knowledge and understandings of the various problems found in improving living conditions below the accepted standards.
- (b) Attitudes critical toward living conditions below the accepted standard and favorable to those conditions up to the accepted standard.
- (c) Habits of initiating, participation, and cooperating in community efforts to improve living conditions.
- (d) Appreciation for the higher standard of living and the opportunity to work for its attainment.

The following problems were listed:

- (1) Health
 - a. Water supply
 - b. Milk supply
 - c. Toilets
 - d. Screens
 - e. Food preservation
 - f. Personal hygiene
 - g. Community hygiene
 - h. School lunch
 - i. Balanced diet
 - j. Proper exercises
 - k. Plays and games
 - l. Athletics
 - m. Military drill
 - n. Calisthenics
 - o. Immunization (etc.)

- (2) Recreation
 - a. Plays and games
 - b. Hobbies
 - c. Reading
 - d. Dramatics
 - e. Socials
 - f. Music
 - g. Picnics (etc.)
- (3) Beautification
 - a. Interior and exterior decoration of
 - (1) Home
 - (2) School
 - (3) Church
 - (4) Public buildings
 - (5) Business places.
 - b. Landscaping
 - (1) Around home
 - (2) School
 - (3) Church
 - (4) Public buildings
 - (5) Business places
 - (6) Cemeteries.
- (4) Religious, Civic, and Social
 - a. Church and Sunday School attendance
 - b. Church membership according to belief
 - c. Greater religious activity in school and community
 - d. More and wholesome social activities in school and community
 - e. Greater participation in school, community, state, national, and global civic affairs.
- (5) Economic
 - a. Conservation of resources
 - (1) Forests—cutting, planting, etc.
 - (2) Prevention of soil erosion—Drainage, cover crops, retaining plants, etc.
 - b. Agricultural production
 - (1) Improvement of quality and yield of staple crops
 - (2) Introduction and use of new crops, fruits, and vegetables
 - (3) Livestock and poultry breeding, marketing and use
 - (4) Farm shop work—Construction, use, repair, and conservation of buildings and equipment.
 - c. Industrial
 - (1) Useful handicrafts
 - (2) Cooperative canneries.
 - d. Commercial or business
 - (1) Producers cooperatives
 - (2) Sellers cooperatives
 - (3) Financial—Credit unions

- (4) Study organizations, markets, finances, public policies, etc.

4. Ways and Means

Many interesting suggestions were made by members of the group but it was understood that definite decisions must be delayed. Criteria for evaluating results from time to time will also be set up later. Examples of suggestions made are :

- (a) Cooperation in building projects
- (b) Community canneries
- (c) Building subject matter around community problems.

5. Evaluation.

To what extent have we, the members of the cooperating committee, touched the eight criteria for evaluating the outcomes of the conference ?

	(Check)		
	Excel- lent	Good	Poor
(a) Are the areas of living upon which we will work adequate?
(b) Is the list of agencies through which we can work?
(c) Are the types of action toward which we will work?
(d) Have we determined the first steps to be taken toward emphasizing the relation of the school program to immediate needs of the quality of living of the people?
(e) Have we determined the first steps to be taken toward emphasizing the relation of the school program to the long-time needs of the quality of living of the people?
(f) Does the professional staff have knowledge of the social problems of the people of Hopkins County?
(g) Does the professional staff have knowledge of the economic problems of the people of Hopkins County?
(h) Have we worked out plans whereby the college can help the community locate the problems?
(i) Have we worked out a plan whereby the local laymen and teachers participate in the location of their problems?
(j) Have we worked out a plan whereby the local enterprises will be in the hands of the local people?
(k) Have we worked out a plan for locating community resources, basic to the improvement of the quality of living in that community?
(l) Have we worked out a plan for the educational program of the school directed toward the use of these resources for the improvement of the quality of living?

- | | (Check) |
|---|--------------------------------|
| | Excel-
lent Good Poor |
| (m) Are the community resources used to amplify and supplement the subjects in the curriculum and not parallel or replace them? | |
| (n) Can parents and pupils see clearly that the subjects in the curriculum are instruments which guide toward better living? | |
| (o) Does the school program built around the improvement of living make certain that the day to day program of the schools' activities touch the day to day problems of living? | |
| (p) Have we determined the major problems of living for a long time program of the school to advance the quality of living? | |

THE COOPERATIVE PROGRAM OF THE UNIVERSITY OF LOUISVILLE WITH THE VALLEY HIGH SCHOOL AND THE LOWELL ELEMENTARY SCHOOL FOR THE IMPROVEMENT OF THE QUALITY OF LIVING THROUGH THE SCHOOLS

Planning Group

The planning at the Work Conference was made up of the following staff members of the University of Louisville, the Valley High School, and the Lowell Elementary School:

John J. Cronin	.....	Director, Graduate Division of Social Administration
Leita Davy	.....	Professor of Home Economics
Robert I. Kutak	.....	Professor of Sociology
J. J. Oppenheimer	.....	Dean of College of Liberal Arts
Ada G. Bache	.....	Principal, Lowell School
Suda E. Butler	.....	Elementary Supervisor of Jefferson County
Mrs. P. A. Davies	.....	Guidance Director, Valley High School
Mrs. Julia R. Fahey	.....	Principal, Valley High School
Ann Long	.....	Librarian, Valley High School
Helen Schiemann	.....	Elementary Teacher, Lowell School
Aileen Schmilko	.....	Elementary Teacher, Lowell School

Cooperative Plans

The report of the planning group is presented in three sections, namely, The Relation of the University to the Cooperating Schools, the Valley High School Program, and the Lowell Elementary School Program of Action.

The Relation of the University to the Cooperative Schools By Dean J. J. Oppenheimer and the University Staff

This Conference has been most helpful to the members of the University staff in as much as it has brought to their attention many of the basic problems of the schools and their communities. More than anything else it has helped them know the principals and teachers as friends and neighbors. Our interest in their problems has been intensified. They have revealed in no uncertain way many of our own problems. In the following paragraphs we shall attempt to outline our proposed plan of cooperation.

Cooperation. It is our intention to make clear to the cooperating schools that we as a committee stand ready to act as consultants in helping them clarify their problems and in attempting solutions. We

stand ready to get the cooperation of other members of the University staff, if such persons are needed. We stand ready, too, to help collect materials, such as pamphlets, reports, books that may help in the solution of their problems.

Enlarging community-school committee of the university. From our discussions it has become evident that our original committee in the University which has been composed of the following faculty members, an economist, a sociologist, an English teacher, a general social scientist with broad community contacts, a teacher of family case work, a home economist, and two teachers of education, needs the services of a biologist and a specialist in the fine arts. It may be that we shall need an additional member from the field of engineering.

Modification of the teacher education program. It is our intention to begin conferences in the University to consider some ways of improving the education of teachers in our institution. The conferences with our cooperating schools have made us very conscious of some of the deficiencies in our program. More specifically, we plan to work on the following problems: (1) to provide students-in-training a better understanding of the pupil in relation to his family and the nature of family life, (2) to provide for more emphasis on the nature of local community life and its significance to teaching, (3) to enable prospective teachers to have some type of apprentice experience in group (community) living, and (4) to utilize the teachers, the principals and the cooperating schools themselves in the education of our student teachers.

Visitation of cooperating schools. The conferences have made clear the importance and the necessity of our understanding the schools to a greater degree than we have thought. The description of the schools and their problems have wheted our interest and concern.

Special studies. The discussion in the group revealed certain problems which are of significance to the community-school relations. The members of the University staff have indicated their willingness to help in making studies which may be of some value in mitigating these problems such as:

1. A study of the juvenile delinquents who have appeared in the juvenile court. (Lowell School)
2. A study of the maladjusted families in the Lowell School area.
3. A study of the communities or neighborhoods in the district of the Valley High School.
4. A program to assist in the establishment of a community forum for the Valley High School.

Follow-up meeting. It is suggested that very soon after the opening of the schools, a joint meeting be held of the committees of the cooperating schools and the University committee to consider the initiation of the programs and further steps that the schools may desire to make. It is hoped that the three groups or committees will institute a conference similar to this work conference in their respective schools with the hope that more teachers and faculty members may become interested in community problems.

Long-time program. It is impossible at this time to outline a detailed plan. It is hoped that as we proceed in our cooperative relationships that we may learn from one another as we have done here, that we shall become increasingly more sensitive to our problems and that we shall see to it that the experience of the pupils in the schools will provide them with richer and more meaningful community life.

Valley High School Report

By Mrs. Julia Fahey and Valley Faculty

Description of community. Beginning at Algonquin Parkway and moving out Dixie Highway past the gradually less concentrated areas of population of St. Helens, Pleasure Ridge, Valley, Kosmosdale and Medora, a straggling line of homes is built up along 17 miles of highway. As various industrial (war) plants have sprung up, small subdivisions have been built around them and there also exist old units isolated and located miles back from the highway, with the hills of Iroquois on the east and the Ohio River on the west.

The community as a whole is of heterogeneous cast, some dairy farmers, some truck gardeners, some skilled and some unskilled mechanics who live in bungalows—modest homes equipped with the ordinary living facilities on building lots. The small units back from the road are usually housed in two or three rooms with no modern facilities and there are some of the old-fashioned comfortable farm houses. There is also the transient trailer and tourist camp population. I should classify the community as a rural one with urban influence.

Most of the people's interests center in Louisville; they hold jobs there; they go there to shop and for recreation. The city people come to Valley to live in order to avoid high taxes. There are churches of every denomination and a splendidly tolerant spirit prevails. There are very few negroes and they are law-abiding; no foreign element.

The social life consists of whatever is afforded by the churches, the Rotary Club, the P.T.A. and the roadhouses. There is one tuber-

culosis hospital. There are nine graded schools and one senior high school of 500 students coeducational.

The people are open-minded, generous, cooperative and intensely ambitious for the welfare of their children (according to their definition of success). I have the faith in them that they will follow if lead in a way of improvement.

Problems of the community. Stated broadly the problem includes the total welfare of all the people in the community from the cradle to the grave. Specifically, it is the health-nutrition-housing and sanitation-need of reorganization of the school program in certain changes of curriculum—parent education—work-study program—consumer education—recreation.

Tentative plan of action. Immediate program: contact agencies of help which are feeder schools, newspaper, federal, state and county agencies, parents, ministers, Rotary Club, a public forum, set up a council, the postoffice, and some program for the study of the family life. Get the faculty to have an understanding as to their part in this program. Urge tactful visiting. Work on the curriculum and try to incorporate in it resources both human and natural. Realize that as long as the focus for recreation and a livelihood come out of Louisville, there will be a waste of natural resources and as long as the county gets consideration from a group from the city which comes out to the county to escape taxes there is bound to be a waste of human resources. We should realize that the county and city are interdependent. Each has much to offer the other and if we shop for contributions to the good life in Valley, in the city, we must, be willing to loosen our purse strings and pay a righteous fee for those contributions. When I first came to this conference, I thought in selfish terms of Valley, with Louisville a sort of Lorelei luring our citizens from a sense of their own opportunities. Now I am thinking in terms of a broader vision. Louisville is there; we can neither brush it off as a temptation nor take it on as a selfish tool. If we wish to go forward in Valley we must join hands and work with Louisville to the mutual benefit of both.

I believe we should approach these problems in a non-technical way; consider the community as a bundle of human relationships; don't push the people, let them feel the joy of constructing their own happiness, move along with them in step (seemingly). Use the teachers to gather material composed of problems as they exist in the community rather than bring in consultants who know less than we do about our people. Guidance should include the social and economic

problems of children and parents and a teacher should go as far in his work as the extent of the need and his own ability to meet these needs. The negroes (school and the few citizens) will have consideration.

Long-time program. The goals which we may look forward to will be: improved sanitation, better housing, clothing, better food, recreation for old and young, more students getting higher education, expansion of industrial arts program, better teachers, better people.

Types of action needed. Teach the wise saving and spending of money, that we are interdependent on one another, a respect for health laws, an appreciation of beauty, to think, to pray, to develop themselves. Study other successful community school programs and invite criticism and seek help from University of Louisville or any other source that we think can give it. To evaluate our work from time to time.

Lowell Elementary School Report

By Mrs. Ada G. Bache and Lowell Faculty

Setting. The school is located in Highland Park, a closely-knit community on the outskirts of Louisville. It was formerly a 4th class city, but became a part of Louisville about 1922.

The favorable factors in this location include: (1) schools, Lowell, with approximately 850 enrollment, a parochial school with 300, and a negro school with 100; (2) churches of all denominations; (3) an excellent municipal recreation center; (4) a well-conducted, modern picture show; (5) two health clinics; (6) a branch of the public library; (7) fire station; (8) post office; (9) community stores; (10) large manufacturing plants and the L and N railroad yards.

The adverse factors include pool rooms, beer joints and "juke joints."

Vultee and Curtiss Wright Manufacturing plants, the Naval Gun Plant and Standiford Air Field border the school and create serious traffic problems.

The people are mostly of rural background. There are a few skilled, and many unskilled laborers. Few of the adults have more than eighth grade education, but the younger people are beginning to attend high school in larger numbers.

Lowell School is a handsome, modern building of steel and brick construction, fireproof, throughout, on six acres of ground. The personnel includes the principal, 19 teachers for grades 1-7, 3 teachers of

coach classes, 2 teachers of kindergarten, 2 teachers of nursery school, visiting teacher, clerk, a lunchroom manager with 4 helpers, a custodian (engineer), 4 janitors, 2 men and 2 women, and the daily services of a district school nurse.

The Problem. The community consists of two classes of people, thus creating the problem of a factional division. One group is made up of industrious, self-respecting, God-fearing people; the other group includes fifteen or twenty shiftless families. From this second group comes our "teen-age" delinquents. Our problem is to prevent these boys and girls from becoming the community delinquents.

The initiating plan. The principal has planned a luncheon meeting at the school for key-persons of the community and city. As representatives of the Louisville School System she will invite the superintendent, the head of the attendance department, the visiting teacher, members of the coordinating group of the University of Louisville, and faculty representatives. The Catholic and Protestant clergy, the P.T.A. leaders, the owner of the picture show and the recreational leader will be asked to represent the community. The alderman, the Juvenile Court judge, a police delinquency advisor, the health officer and several welfare workers will be invited to represent the various agencies.

Our immediate aims are to get the "bigbrother" influence of the Sunday Schools, and to create an attitude of helpfulness in the solution of individual cases in our problem group (names known to the faculty). Through this attitude we hope to secure an improvement of homes and the quality of community living through better family relations from the economic, social, and moral aspects.

CONFERENCE OUTCOMES

At the opening of the Work Conference each study group was given a list of ten criteria which might be used in checking plans formulated to see whether they conformed to the purposes of the study.

The outcomes of the Conference to a certain degree are reflected in (1) the evaluation report and (2) in the report made by the Resolutions Committee. These resolutions are significant in that they show a direct relation between the leadership offered through the State Department of Education and the effectiveness of public education as it touches the lives of the people in the local communities throughout the State.

Report of the Committee on Evaluation

In order to understand the full import of this conference, one must read "Teacher Education Circular Number 49" and Announcement Number 2 entitled "Purpose and Problems of the Work Conference," which give the background of the movement leading up to this conference.

The challenging nature and timeliness of the purpose of this conference makes it of significant importance to the educational program of the State. At the recent conference in Gatlinburg, the statement was made that the curriculum movement in the South of a few years past will pale into insignificance in comparison with the movement to improve the quality of life through the leadership of the schools. Similar emphases at other conferences such as the Southern Rural Life Conference held in Nashville indicate the importance and timeliness of this conference held in Richmond.

The Kentucky plan of having a college and county work cooperatively to improve the quality of living through leadership of the school, as carried forward in this conference, provides opportunity to achieve a fine balance between theory and practice and should vitalize the educational programs of both agencies.

The ten items for evaluating the outcomes of the conference incorporated in Teacher Education Circular Number 49 facilitated the work of the conference groups as evidenced by the fact that evaluations based upon the reaction of the individuals of the work conference in response to the suggested questions are summarized as follows:

1. What things in the conference have been most helpful to you?

The replies to this question are listed in four main groups, based upon the ideas (1) of the association with other members of the profession, (2) the ways we worked, (3) change in understandings, and (4) a miscellaneous group.

The most helpful phase of the conference, according to these statements, is the association with other members of the profession in informal and planned contacts for work or recreation, in sharing experiences and ideas, in learning to know members of the State Department of Education, the college and university personnel, and other teacher groups.

The second most helpful phase is expressed in the manner in which this conference was conducted. The open discussion of school problems received the greatest number of votes. Other things mentioned, in order of frequency, were: the general meetings; the informal round table discussions; the contributions of persons who have helped develop a special type of school program; the help on techniques in attacking a problem; the opportunity for members of the State Department, of colleges and universities, of elementary and secondary people to make a united attack upon specific problems; the democratic procedures used in making plans and administering the program; the help of the consultants; the pre-planning; and the literature provided.

The third group, "change in understandings," includes, in order such concepts as the recognition of the need for the school to make a whole community attack upon problems; the better recognition of problems; a reorganization of educational philosophy in the light of changing conditions; a keener insight into the problems of rural schools; and an understanding of plans for colleges and universities to go into the field and work on actual situations.

The fourth group, "miscellaneous helps," includes such expressions as stimulation; the development of definite programs of action; realization of and plans for the use of resources; and progress made toward the goals of the conference.

2. What changes do you plan to make in your work because of the conference?

The responses to this question have been grouped, in general, as changes affecting the colleges and those affecting the cooperating schools.

The college people have the following plans of action: to have actual experiences of working in rural areas on rural problems and to

follow this up by changes in the teacher training program; to stress the community problems more; to attempt to change the college teacher attitude and understandings; and to utilize the cooperating schools for teacher training.

The cooperating schools list the following plans: to improve the offerings of the school to include more work in health and nutrition, a consideration of family problems, citizenship emphasis; to work on community problems; to provide recreation to include the community; to utilize community resources; and aid in economic security. Some will beautify the school buildings and grounds, work on home beautification, and improve the playgrounds. They will plan a more definite program of cooperation with the colleges. Other plans include the use of lay leadership, wider use of skills of special teachers, the use of in-service training, the use of a more cooperative approach in classroom and with community, the extension of the facilities of the school plant for community use, the improvement of parent-teacher-pupil relationships, work for a longer school term, and improvement of supervision and instruction.

3. What suggestions would you make for the improvement of future conferences of this type?

In regard to the personnel of the conference, it is suggested that more persons who work in community schools and who can explain their program should be invited; more one-room teachers should be present; a negro representative to discuss the race problem should be invited; all college faculty members and all teachers of cooperative schools should attend; and the conference should be repeated with the same personnel.

In regard to facilities, it is thought by some that each group should have a secretary, that a better plan should be made for display of materials, and more materials should be provided.

The largest amount of consideration was given to the manner in which the conference was conducted. The most outstanding suggestion is that problems are raised and discussed, but no method of attacking them is given. Another phase mentioned by many is the lack of time for meditation, due consideration, and the follow through on problems. As to the length of the conference, some would have it longer; others, shorter. One would eliminate the Sunday meeting. It is suggested that more advance information be given to the members as to the purposes of the conference, and that more initial guidance be given the groups on how to find and attack problems and how to use the consultants more effectively.

Some members would have more opportunities for contacts, provision for groups to get together to share, provision for interest groups, committees for study of special subjects, and more social affairs. One requests physical exercise.

It was thought by some that the consultants should remain longer with a group and that each group should provide a rotating member to provide sharing from group to group.

Some statements of conference members as to what has been most helpful are:

Opportunity for fellow-faculty members with Superintendent and teachers to discuss problems and methods to use in attempts to solve those problems—with a specific school situation in mind.

Opportunity to meet other members of the profession who are attempting to improve their educational programs.

The value of panels and general meetings in presenting the broader concepts of the problem of improving the quality of living followed by the opportunity for clarification in the individual groups, and resulting in the definite recognition of the specific community problems of the local districts.

The hospitality of the host institution and the cordiality and friendliness of the members attending the conference.

Some statements as to anticipated changes as a result of the conference are:

As a supervising teacher in a teachers' college, I shall make great effort to visit rural schools.

I shall plan my work with student teachers so that it will be of greater benefit to rural school teachers.

To make more contacts with the schools we serve.

To utilize the cooperating schools in (a) helping in teaching prospective education students and (b) placing prospective student teachers in these schools to help (if schools will take them).

To work harder to help prospective teachers in my institution to understand and participate in community life.

Work with home economics teachers in the counties in the study to give help and new ways they can contribute to the program of education for the improvement of living.

Some suggestions for the improvement of the conference are:

Try to put more emphasis, effort and time on the solution of the problems rather than so much on stating the problems. Most of the general sessions and the group session have been taken up largely by stating problems rather than by hunting for solutions of the problems we already know about.

I believe that if a secretary or a stenographer could have been present at each group meeting, greater progress might have been made.

Committee studies of special subjects might have helped the groups.

Better plan for display and use of material.

Larger collection of materials.

A rotating member for each committee who visits other groups and reports back to his committee.

That more guidance be given to the groups at first in ways of attacking their problems and in using consultants.

Provide for some sessions of interest groups (e.g. elementary teachers, principals, college teachers of education).

Some device for detecting obscure in-service teachers who are already doing something along community school lines and making it possible for them to share their observations with conference groups.

Bring all members of the faculty where the conference is held into the picture.

The abilities of the delegates are being used to the fullest extent; there is some question as to whether the abilities of all consultants are being used to the fullest extent.

The inclusion on the planning committee in the future of representatives of all educational levels might be of value.

The fact that many conference members expressed a desire for specific solutions of problems might indicate a wish for a "pattern" of procedure. Recognition of the fact that no two situations are similar and that programs of action must be developed in the light of the needs of each school community would be a more effective approach to the solution of problems.

The true evaluation of this conference will be the effectiveness of the programs of action which develop.

The setting of the conference in the pleasant informal and hospitable surroundings of Eastern State College contributed greatly to its effectiveness.

The evaluation committee feels that the statements made by the conference members indicate clearly that it is their belief that a great contribution has been made to the development of a school program for the improvement of the quality of living through leadership of the school.

The informal contacts made by the members of your committee leads the committee to commend very highly the leadership of the

conference, its coordinator, Dr. R. E. Jagers, and his committee which participated in the pre-planning and in the steering of the conference.

Respectfully submitted,

JOHN E. BREWTON
JOHN A. DOTSON
VIRGINIA WHITE JAMES
Committee

Report of the Committee on Resolutions

We, the Resolutions Committee of the Work Conference held at Richmond, Kentucky, present the following resolutions:

1. That we express our sincere appreciation to the General Education Board, to the Advisory Council on Teacher Education, to the State Department of Education, and to Dr. R. E. Jagers for financing and planning this conference.
2. That we extend our thanks to President O'Donnell, to Dean Jones, to Dean Case, and other participating members of Eastern Kentucky Teachers College personnel for acting as hosts and providing comfortable meeting places, delightful living quarters, and excellent meals.
3. That we express our appreciation to the deans of the cooperating colleges and their coordinators for their preliminary work in stating the questions and problems to be considered by the conference. We feel that this work accelerated our entrance into the problems and made our progress more rapid than it could have been otherwise.
4. That we express our thanks to the presidents of the cooperating colleges for providing for their delegations.
5. That we express our sincere thanks to the consultants of the conference for their excellent work in our various groups and in our general meetings.
6. That we respectfully request the State Department of Education to collect and publish as a bulletin, or bulletins, descriptions, summaries and case histories of successful community education work done in Kentucky or elsewhere which might be an aid to other groups desiring to initiate such programs.
7. That we recommend that the State Department of Education assemble and make available to teachers and to supervisors state publications dealing with the natural resources of Kentucky.
8. That we recommend that Dr. Jagers be empowered to arrange for follow-up programs whereby progress reports from each participating group be studied.
9. That the conference recommend that the State Department of Education, the State Textbook Committee, and the K.E.A. Planning Board undertake a revision of the plan and policies of buying the free textbooks for the schools of Kentucky to:
 - (a) Get a greater variety of material for the same money.

- (b) Get a range of difficulty of material so that each child has something he can use.
- (c) Furnish materials more in keeping with modern educational practice.

It is suggested:

- (a) That the allotment of funds be made to each county or district on the basis of the number of children to be served.
 - (b) That the Superintendent, with the teachers, be allowed to spend this money through the State Department.
 - (c) That the Textbook Commission list from which these orders are to be made consist of five or more books for each subject, by grades.
 - (d) That the books requisitioned may be from one or all of the selections in a given field.
10. We recommend that the State Department of Education encourage and insist upon the use of local supervision of instruction. The conference believes that one of the greatest needs of Kentucky is for a better program of local supervision. We also realize the need for additional facilities in the division of supervision if this program is to function adequately.

Richmond, Kentucky, August 31, 1943.

Submitted by

THE COMMITTEE ON RESOLUTIONS

Fred Schultz, Chairman
N. O. Kimbler
E. L. Shannon
Fred Maynard
W. J. Moore
N. O. Taff
C. C. Graham
Anna B. Peck
Leita Davy

PERSONS ATTENDING THE CONFERENCE

Name	Position
Jesse E. Adams	Professor of Education, University of Kentucky
John R. Adams	Principal, Hanson High School, Hopkins County
Otis C. Amis	Head, Department of Education, Union College
G. F. Asher	Principal, Bell County High School
Ada G. Bache	Principal, Lowell School, Louisville, Kentucky
Gabriel C. Banks	Asst. Professor of English, Morehead State Teachers College
Florence Barnes	Critic Teacher, Berea College
Gertrude Bays	Supervisor, Carter County Schools
Howard W. Beers	Professor of Rural Sociology, College of Agriculture, University of Kentucky
Mrs. John E. Brewton	Nashville, Tennessee
John E. Brewton	Dean of Graduate School, Peabody College for Teachers, Nashville, Tennessee
John W. Brooker	Superintendent of Public Instruction, Kentucky State Dept. of Education
Virgil Burns	Assistant Professor of History and Government, Eastern Kentucky State Teachers College
Nona Burress.....	Superintendent of Green County Schools
Suda E. Butler.....	Elementary Supervisor, Jefferson County
Max E. Calhoun.....	Principal, Hitchins School, Carter County
Emma Y. Case.....	Dean of Women, Eastern Kentucky State Teachers College
Albert J. Chidester.....	Education Department, Berea College
Roy B. Clark	Professor of English, Eastern Kentucky State Teachers College
Margaret Clayton	Teacher, Greensburg High School, Green County
James W. Colvin.....	Superintendent of Robertson County Schools
Louise Combs	Assistant Director of Certification, Kentucky State Department of Education
Kitty Conroy.....	Critic Teacher, University of Kentucky
John J. Cronin	Director, Graduate Division of Social Administration, University of Louisville
Compton C. Crowe.....	Attendance Officer, Hopkins County School
N. B. Cuff	Professor of Psychology, Eastern Kentucky State Teachers College
Mrs. P. A. Davies.....	Guidance Director, Valley High School, Louisville, Ky.

Name	Position
George Emerson Davis	Associate Professor of Education in Charge of Teacher Placement, Purdue University, LaFayette, Indiana
Mitchell Davis	Assistant Director of Census and Attendance, Kentucky State Department of Education
Leita Davy.....	Professor of Home Economics, University of Louisville
N. G. Deniston	Associate Professor of Industrial Arts, Eastern Kentucky State Teachers College
J. T. Dorris	Professor of History of Government, Eastern Kentucky State Teachers College
John A. Dotson.....	Principal, Benham High School, Harlan County
May K. Duncan	Head, Department of Elementary Education, University of Kentucky
R. A. Edwards	Professor of Education, Eastern Kentucky State Teachers College
G. H. England.....	Principal, Campbellsburg High School, Henry County
George L. Evans	Director, Division of Finance, Kentucky State Department of Education
Laura Katherine Evans	Supervising Teacher, Rural Demonstration School, Eastern Kentucky State Teachers College
Mrs. Julia R. Fahey.....	Principal, Valley High School, Louisville, Kentucky
Luther Farmer.....	Superintendent, Jackson County Schools
D. T. Ferrell	Associate Professor of Education, Eastern Kentucky State Teachers College
Edith G. Ford	Assistant Professor of Commerce, Eastern Kentucky State Teachers College
F. P. Giles.....	Professor of Art, Eastern Kentucky State Teachers College
Mrs. K. G. Gillaspie.....	Elementary Teacher, Georgetown, Kentucky
James J. Gilpin	Superintendent of Public Relations, Department of Conservation, Frankfort, Kentucky
Mark Godman	Director of Supervision, Kentucky State Department of Education
Charles C. Graham.....	Acting Director of Teacher Training, Berea College
F. C. Grise	Dean, Western Kentucky State Teachers College
P. M. Grise	Associate Professor of English, Eastern Kentucky State Teachers College
Carsie Hammonds	Professor of Education, University of Kentucky
Thomas L. Hankins	Teacher-Trainer, Industrial Education, University of Kentucky
Dimple Heather	Teacher, Estill County High School

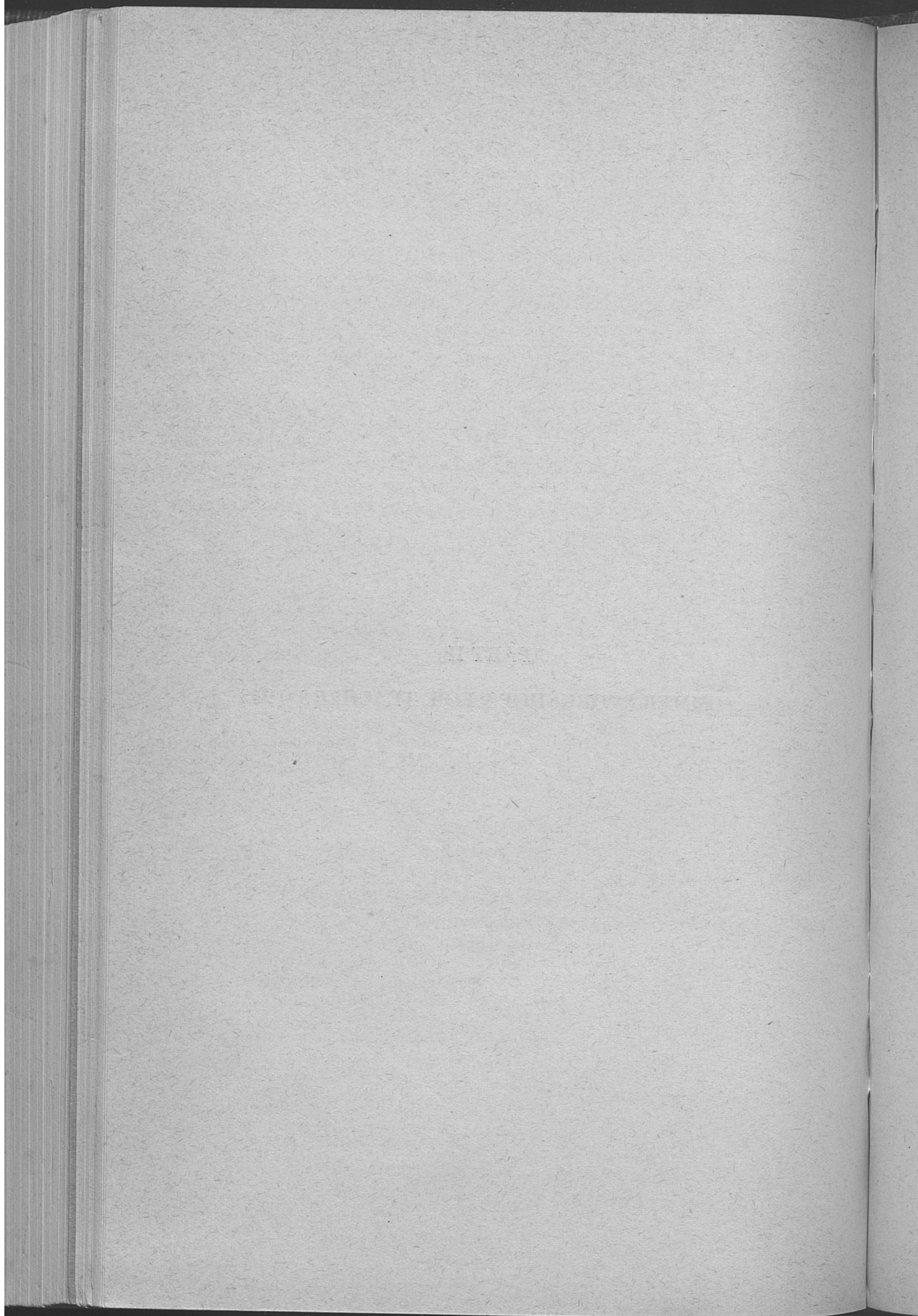
Name	Position
T. C. Herndon	Professor of Chemistry, Eastern Kentucky State Teachers College
Grace Hieronymus	First Grade Teacher, Tallega, Kentucky
Charles T. Hughes	Associate Professor of Health and Physical Education, Eastern Kentucky State Teachers College
A. D. Hummel	Professor of Physics, Eastern Kentucky State Teachers College
R. E. Jagers	Director of Teacher Education and Certification, Kentucky State Department of Education
Virginia White James	Specialist Educational Methods, Tennessee Valley Authority, Knoxville, Tennessee
L. C. Jolly	Assistant Director of Free Textbook Division, Kentucky State Department of Education
W. C. Jones	Dean, Eastern Kentucky State Teachers College
C. A. Keith	Professor of History, Eastern Kentucky State Teachers College
N. O. Kimbler	Secretary, Teachers' Retirement System Kentucky State Department of Education
W. P. King	Secretary of Kentucky Education Association, Louisville, Kentucky
J. F. Knuckles	Assistant Superintendent, Bell County Schools
Robert I. Kutak	Professor of Sociology, University of Louisville
Warren C. Lappin	Dean, Morehead State Teachers College
Burtis Carl Lawson	Professor of Vocational Education, Resident Teacher-Trainer in Agricultural Education, Purdue University, LaFayette, Indiana
Jane N. Lewis	Instructor, Department of English, Berea College
Ann Long	Librarian, Valley High School, Louisville, Kentucky
C. S. Lowry...	Professor of Social Science, Murray State Teachers College
M. E. Mattox	Registrar, Eastern Kentucky State Teachers College
Fred Maynard	Superintendent of Greenup County Schools
Mrs. Fred Mays	Teacher, Donansburg, Kentucky
Heman H. McGuire	Superintendent, Carter County Schools
Loraine B. McGuire	Secretary to Superintendent of Carter County Schools
Mary Francis McKinney	Associate Professor of Geography, Eastern Kentucky State Teachers College
Horace McMurtry	Associate Professor of Rural Education, Western Kentucky State Teachers College
Leonard E. Meece	Associate Professor of Educational Administration, University of Kentucky

Name	Position
W. J. Moore	Professor of Economics, Eastern Kentucky State Teachers College
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W. F. O'Donnell	President, Eastern State Teachers College
Mrs. J. J. Oppenheimer	Louisville, Kentucky
J. J. Oppenheimer	Dean of College of Liberal Arts, University of Louisville
Olney M. Patrick	Supervisor, Vocational Rehabilitation, Kentucky State Department of Education
Anna B. Peck	Critic Teacher, University of Kentucky
G. B. Pennebaker	Head, Department of Science, Morehead State Teachers College
Rome Rankin	Associate Professor of Physical Education, Eastern Kentucky State Teachers College
Elizabeth Roome	Third Grade Critic Teacher, Morehead State Teachers College
C. A. Rubado	Assistant Superintendent of Public Schools, Louisville, Kentucky
Helen Schiemann	Elementary Teacher, Lowell School, Louisville, Kentucky
Aileen Schmilko	Elementary Teacher, Lowell School, Louisville, Kentucky
Edith E. Scott	Principal, Fonde School, Bell County
Mamie West Scott	Superintendent, Estill County Schools
Maurice F. Seay	Director, Bureau of School Service, University of Kentucky
E. L. Shannon	Associate Professor of Biology, Morehead State Teachers College
Fred Shultz	Associate Professor of Education, Murray State Teachers College
Mrs. Cyrus Skaggs	Teacher Greensburg High School, Green County
W. M. Slusher	Superintendent, Bell County Schools
Bert R. Smith	Professor of School Administration, Western Kentucky State Teachers College
Rubie Eudora Smith	Sixth Grade Critic Teacher, Murray State Teachers College
Betty Garrard South	Instructor in English, University of Kentucky
W. R. Tabb	Teacher-Trainer in Agriculture, University of Kentucky
N. O. Taff	Head, Department of Economics and Sociology, Western Kentucky State Teachers College
Charles Taylor	Attendance Officer, Bell County Schools

Name	Position
Sam B. Taylor	Supervisor of Instruction, Kentucky State Department of Education
William S. Taylor.....	Dean, College of Education, University of Kentucky
Marie R. Turner	Superintendent, Breathitt County Schools
Mary Bell Vaughan	Assistant Supervisor of Home Economics Education, Kentucky State Department of Education
William H. Vaughan	President, Morehead State Teachers College
Moss Walton	Director, Census and Attendance, Kentucky State Department of Education
Herbert J. Webb	Teacher of Vocational Agriculture, Carter County
J. R. Whitmer	Professor of Biology, Western Kentucky State Teachers College
Germania Wingo	Supervising Teacher, Training School, Eastern Kentucky State Teachers College
Hubert W. Wilkey	Superintendent, Hopkins County Schools
Mary Lois Williamson	Supervisor of Home Economics, Kentucky State Department of Education
Louise Willson	Critic Teacher, University of Kentucky
Ralph H. Woods	Director of Vocational Education, Kentucky State Department of Education
Gordie Young	Assistant State Superintendent, Kentucky State Department of Education

PART II

SUMMER WORKSHOPS FOR TEACHERS 1943



IN-SERVICE PROGRAMS OF EDUCATION 1943¹

The impacts of war pressing heavily upon the school programs would have emphasized the need of in-service education for teachers if the peacetime staff of teachers with a reasonably high level of education had remained in the classrooms. The crucial problem of teacher shortage, resulting in the employment of a very large number of sub-standard teachers has brought into sharp focus the urgent need for in-service education. A permanent penalty is placed upon the future citizens when children are denied an opportunity to attend a good school. It is impossible to maintain a good school without a good teacher. The very large number of sub-standard teachers and many closed schools offer a challenge to those who formulate and guide educational programs in Kentucky.

Emergency Permits in 1942-43

On April 1, 1943 it was found that a total of 2423 emergency teaching permits had been issued during the school year authorizing local boards of education to employ teachers who were unable to meet minimum certification requirements. To procure an emergency permit, a board of education had to certify under official oath that an emergency existed for which there was no certificated person available. This meant that more than one-eighth of the teachers in the schools in 1942-43 were not qualified to receive certificates under peacetime educational requirements, and that approximately 100,000 pupils were under the direction of this group of teachers.

Table I
Training of Permit Holders 1942-43

Training Level	Per Cent In Each Level
No college preparation	38.1
1 to 63 semester hours	42.7
64 to 119 semester hours	11.9
120 and up	7.3
Total below 2 years college	80.8

A small percentage of the holders of the 2423 emergency permits

¹ The preparation of this section of the Bulletin was begun in Sept. 1943, and finally completed Nov. 30, 1943.

had more than two years of college preparation but had not prepared for teaching, hence they did not meet specific requirements. Table I shows the percentage in each training group. It is observed that four-fifths of the emergency permit holders had less than two years of college—the minimum amount of preparation required for a regular certificate.

Reinstated Certificates

The State Board of Education in 1942 passed a regulation which authorized the reinstatement of certificates. Under this regulation any unexpired certificate could be reinstated for one year as an emergency certificate without the holder being required to complete regular requirements for its renewal. Certificates expiring since 1938 could be reinstated if the holder had experience and one year of college preparation. Under these regulations, about 630 teachers reentered teaching for the duration of the emergency.

Certificated Teachers

An inventory was taken January 1, 1943 in order to determine the supply of certificated teachers. The records showed that 26,803 persons held valid certificates. Whether all the holders are still living in Kentucky is not known. If 8 per cent is allowed for those who would not want to teach, even under peacetime conditions, there still remained 24,656 valid certificates in the files. Table II gives the number of persons holding valid certificates on June 30, 1943 and the training

Table II
Training of Certificated Teachers in Kentucky, June 30, 1943

Amount of Preparation	Number In Each Level
5 years college	643
4 years college	10,666
2 years college	14,778
1 year or less	716
Total	26,803

level of each group. If the teachers in this group were available, we could fill the 18,180 positions in Kentucky schools with 643 who have master's degrees, 10,666 with persons who have bachelor's degrees, the remainder with persons who have two or three years of college preparation, and still have nearly 8,000 persons to do war work.

Available Certificated Teachers

About the first of June 1943, an inquiry was sent to superintendents asking them to indicate the number of certificated teachers whom they then thought would be available for 1943-44. The reply was disheartening. Their reports indicated that only 14,168 regularly certificated teachers had indicated their availability for 18,180 positions which were to be filled. These figures, therefore, indicated that in 1943-44 approximately 4,000 positions would have to be filled by persons who did not hold regular certificates and that if the other positions were to be filled at all they would have to be filled by persons who do not hold regular certificates unless, of course, some of them could be filled by persons just completing their preparation.

Present Condition

Figures compiled as of August 30, 1943 indicate that the estimates made by superintendents early in June were approximately correct. Careful estimates based upon returns from 95 counties and 92 independent districts indicate that about 3,800 positions in county school systems and about 200 positions in independent school systems will be filled with persons who hold reinstated certificates or emergency permits. On this basis, it is estimated that more than one-fifth of all the teachers in the state will hold no regular certificates and that three out of ten in county schools will hold no regular certificate.

Searching for Remedies

By December 1, 1942 there was ample evidence to indicate that teacher shortage would be a problem this year. The Superintendent of Public Instruction asked the Advisory Committee of the Council on Public Higher Education and the State Director of Teacher Training to take steps in trying to meet the need. They began at once to canvass the situation.

The first question to be faced was how to get persons who held permits and persons who might be recommended for permits to attend school and take additional preparation. Examination of the records showed that in general those who held permits came from remote rural areas in counties which paid low salaries to teachers. The median annual salary for the school year in county school systems was \$661. It was obvious that a salary that low would offer little inducement to teachers to pay the expense necessary to attend school on a college campus when they could go into industry and get three times that amount without any expenditure for additional preparation.

Refresher courses. It was decided that attempt would be made to provide opportunities for additional preparation as near the home of the prospective teacher as possible at as little expense as possible since there was little indication that very many would attend summer school on the college campus. The alternative seemed to be to take the services of the college to the teachers where such services were desired.

The first obstacle to full service was a regulation limiting off-campus work. This was remedied by the passage of a regulation by the Council on Public Higher Education and the State Board of Education providing for off-campus workshops and problems courses up to one-quarter or 16 quarter hours of work. This might be at the undergraduate or the graduate level. This opened the way for a college to offer its services to teachers who wanted to continue their preparation toward graduation and to persons interested in refresher work.

College cooperation. Every college in Kentucky offered its services. They all agreed to admit students to the campus when the public school terms closed and agreed to organize courses to meet the needs of teachers if such courses as were then offered did not fit the needs. Some colleges agreed to admit new classes at nine week intervals and others offered to open new classes at six week intervals. Colleges were asked to get in touch with the superintendents in their service areas and help work out a program best suited to the needs. The following suggestions were made to colleges:

1. The program of each institution should be studied under the leadership of the Dean and the faculty to determine campus facilities:
 - (a) What is to be offered to meet the needs of in-service teachers.
 - (b) What it will cost for a teacher to attend 6 weeks, or one quarter.
 - (c) When students may enter.
 - (d) Credit that may be earned for a given period and how this credit may be used for graduation and certification.
2. The superintendents and teachers in every county should be made acquainted with the above facts.
3. The facilities the colleges may offer off the campus should be studied by the Dean and faculty:
 - (a) The types of work the college can best do.
 - (b) The number of college faculty members who can be made available for off-campus work.
 - (c) The number of training school teachers who can help in off-campus work.
 - (d) Members of the faculty who can take lead in organizing workshop enterprises.

4. Information about college facilities for off-campus work should be given to superintendents in detail.
5. As many of the professors in elementary education as possible and as many training teachers in the elementary grades as possible should be released for off-campus work.
6. Superintendents should be given all information concerning the availability of scholarships, workshops, and work opportunities in the college and college community. Many low-paid teachers may be able to take advantage of these opportunities.
7. College leaders should go to the county desiring help, and work with the local school people in planning their in-service program.
8. Colleges should offer their services to local school authorities in the selection of suitable persons who can become helping teachers. They should help plan the program for the preparation of such persons for helping teachers work.

Superintendent's Leadership

Superintendents were sent complete information about the need for in-service programs and were urged to take steps to get prospective teachers in school. They were asked to canvass their teaching staffs with the view to determine the number who would be able to attend school in residence and those who would be willing to take off-campus workshop and problems courses during the spring. They were asked to work with teachers and prospective teachers in solving their college attendance problems. The following statement concerning the work was sent to the superintendents who had many emergency teachers:

"Campus courses to meet needs of teachers in service. It may be that many holders of permits will want to work toward completing requirements for certificates and others will make this the start of their college career. There are others who will want to take only what will bear directly upon their task when they go back into the classroom. It is important that these three types of persons as well as others who will go back into the schoolroom in 1943-44 should have their courses so organized and conducted that they may see that the courses will make them do a better job. In as far as possible every course taken by these persons would be the problem-solving type. They should be made to understand (and many of them do now) that they are fighting an important battle on the home front. While the factories are keeping the assembly lines of tanks, planes, guns and ships moving to the front, the teacher is keeping the assembly line of leadership and citizenship flowing so that we may have young men and

women who know what to do with the materials the factories make. She should feel that her task is as important in the total scheme of things as any other person no matter who he is.

“Off-campus courses for teachers in service. For those teachers who are unable to attend college during the spring or summer after their schools have closed effort should be made to provide workshops, problems courses, extension classes and correspondence courses. Many superintendents are planning to provide college training opportunities in the counties. In four counties definite plans are under way for county-wide workshops beginning the last of May and the first of June and continue for five weeks. In many other counties the superintendents are trying to work out the types of programs which will best meet the needs of the teachers who are to be in the classroom next year. The types of activities under discussion are:

1. *Workshops* where the entire staff of a school system may come together and work for five weeks on common and different problems of learning. The workshop is to be sponsored by one of the senior colleges and will carry residence credit within limits.

2. *Problem Courses* which will meet the needs of particular groups of teachers and meeting at regular intervals. This type of work will carry college credit in the field through which the problem is attacked. Residence credit is given up to a limited amount.

3. *Extension Classwork* taught by members of a college faculty in any subject for which there is a sufficient demand. This work will carry extension credit.

4. *Correspondence Courses* to be taken by those who cannot attend college or participate in workshops, problems courses, and extension classes.

“The colleges and off-campus training. Several colleges are ready to cooperate with the local school authorities in organizing workshops, problem courses, extension classes, and correspondence work. It should be pointed out that colleges must provide for those who come to the campus for study. Due to low enrollments some colleges can increase their off-campus services but not to the extent that may at first seem possible. They will have to maintain on the campus most of the regular schedule of classes although enrollments in the classes will be low in many cases. Each college will make every faculty member possible available for off-campus work.

“Nature of off-campus courses. In general, any program of in-service training should point directly to the solution of the problems teachers must face on the job next fall. In the main, the groups will be made up of elementary teachers, many of whom have had little preparation and limited experience. Any courses offered should be adapted

to the job the teacher is to do. Such courses as the Fundamentals of Elementary Education, Health Education, Children's Literature, Teaching Reading, Teachers Arithmetic, and Public School Art may become the point of departure toward the study of the total task of a teacher and serve as a "refresher" resource, provided each is taught by a person with training in elementary education and who has had experience in the elementary field. In other cases courses involving School Methods and School and Community Management can be organized to meet teacher needs.

"Nature of workshop procedure. The workshop procedure differs from other types of off-campus training. Briefly a workshop is a problem-solving experience. A group of teachers in one or more schools come to the workshop each with a problem for which he wants a definition and a method of solving. The consultants, usually college faculty members, help each participant as far as they can to define his problem and then help him to discover plans of attacking the problem. At the end of the study period each participant has a plan in which he has faith and can use in attacking his problem. It may be that several in the group will have similar problems in which case a discussion-study group is formed for mutual help. Problems of concern to all the members of the workshop are discussed in general sessions. Consultants participate in the fields of their major preparation and interest, but bring students in contact with other consultants who can help in any other phase of the problem. Each workshop has available current and basic reading materials covering the phases of work.

"A group of inexperienced teachers may have the problem of making the teaching of reading, or arithmetic, as the point of departure in making a community survey, or the problem of delinquency, or the problem of diet, or the problem of general health or the problem of teaching children correct use of English. A principal may have the problem of administering a transportation program, or how to get teachers to train in service, or how to evaluate his school. A superintendent may have the problem of conducting professional organizations, or how to get public support of citizenship programs.

"The workshop in the main is informal and deals with real problems. Consultants and participants work together in a completely democratic relationship. Participants who have had valuable experiences or training in the classroom, or out, often act, also, as consultants. In fact every person and resource that can be made available is used in the workshop procedure.

“Specific steps in organizing in-service programs. After studying the needs for in-service preparation and the possible opportunities for providing programs to meet teacher needs the following outline of suggested procedures was sent to superintendents who had employed many emergency teachers :

1. Call teachers together or contact them by questionnaire and letter and find out how many
 - (a) Plan to enter college at the close of their schools, or at the beginning of the second quarter, or in the 1943 summer session.
 - (b) How many will enroll in workshops, problems courses, extension classes, or correspondence.
2. The superintendent should, as soon as he gets the information about teacher needs and plans, contact the college in whose service area he is located:
 - (a) Find out the exact times teachers may enter.
 - (b) Find out the courses and facilities that may be made available.
 - (c) Find out whether there are available scholarships, workshops, and opportunity for part-time work, which will aid low-salaried teachers to pay part of the expenses.
 - (d) Find out the credit that may be earned and the expenses involved for residence work.
3. Superintendents, who plan workshops, or problems courses, or extension classes, should contact colleges and
 - (a) Discuss with the college authorities the nature of needs in his school system.
 - (b) Give the approximate number of teachers whose needs can be served.
 - (c) Decide which type of off-campus program seems best for his teachers (will it be workshop, problem courses, extension classes, or correspondence?)
 - (d) Decide the best time to begin the work whether at the close of 1942-43 term or in the summer of 1943.
 - (e) Find out the expenses involved—how much of this expense can be borne by the Board of Education, by the college, by the teachers.
 - (f) Determine the faculty members who will participate and the emphasis to be placed on the problems of the schools.
4. Decide with the Board of Education and the teachers who will participate such things as the following:
 - (a) Where in the district can the work be conducted.
 - (b) What plans should be followed in housing participants during study period.
 - (c) What provision can be made for providing food at lowest cost possible.
 - (d) Work out problems of transportation of teachers to and from workshop or classes.
5. Boards of Education on recommendation of the superintendent should encourage teachers in every way possible by making such in-service work as inexpensive as possible. The following are suggestive:

- (a) Provide in the 1943-44 salary schedule for a small increment (\$3.00 to \$5.00 per month) where possible for all teachers who earn at least 6 semester hours of work after the close of 1942-43 school and the opening of the 1943-44 term. Inform teachers that this will be done.
 - (b) Get all information possible about provision for transportation. Some teachers may want to stay at home and commute to the center where the study is conducted.
 - (c) Provide through regulations that in considering recommendations for permits for 1943-44 those persons with college preparation will be recommended in order of their preparation before persons with no college preparation are recommended, and that where two persons have the same amount of preparation, the one who showed enough interest to secure training during the spring and summer will receive first consideration.
 - (d) In centers where workshops are held, facilities for feeding teachers at lunch should be provided at cost, where possible. There may be a school cafeteria in the town which can be used with regular cafeteria supervisor in charge.
 - (e) Since teachers' salaries are low, they will not have much money with which to attend school. For that reason the superintendent should take the lead in providing transportation and food at the lowest cost possible.
 - (f) Call on the Division of Teacher Education and Certification when it can help.
6. Superintendents and Boards of Education may select one or more excellent elementary teachers as helping teachers. During the spring and summer of 1943 these persons should go to a college which has a program for training such person. The person selected should study the procedure to be used in helping-teacher programs. The helping teacher may then be employed as such to work with sub-standard teachers during the 1943-44 school term."

Counties Visited

At the suggestion of the Advisory Committee and with the approval of the Superintendent of Public Instruction, the Director of Teacher Education contacted more than 60 county superintendents in the areas where a large number of emergency certificates had been issued. Sometimes these superintendents were met in groups and at other times visits to individual counties were necessary. This was during the months of December and January.

During these visits and conferences problems relating to in-service education programs were studied. Such questions as the following were discussed: How many teachers will become resident students in colleges when their schools close? How many will come to the county seat for a problems course or workshop during the early

spring? Will the county plan a summer workshop? What will be the nature of the workshop? How much credit will be offered?

Following this series of conferences, colleges were notified of the results. Each county contemplating a workshop program had indicated the name of the college which it wanted to sponsor and conduct the work. Each college chosen by the superintendent was given this information and was asked to get in touch with the superintendent.

The Governor's Emergency Fund

With the approval of the Superintendent of Public Instruction the Director of Teacher Education visited the Governor and acquainted him with the serious problems faced by superintendents and boards of education in procuring teachers for the schools in 1943-44. He was told that if funds could be provided which could be used in paying fees for college attendance it would tend to induce emergency teachers to take further preparation and thus be ready for service this year. He received the suggestion with favor and asked the Director for a workable plan. When the plan was presented to him, he agreed to set aside \$20,000 to be used in providing for additional preparation, and so informed the Superintendent of Public Instruction.

Table III
Number and percentage of employed teachers who earned 8 or more quarter hours in the spring and summer 1943 (March 1 to September 1)

Type of District	Estimated No. Employed	No. Earning 8 Hours	Percentage
County	12,239	1,907	15.5
Independent	5,941	343	5.7

It was planned to distribute the \$20,000 equally to all teachers employed in the schools for 1943-44 who had earned at least 8 quarter hours of standard college credit between the close of the 1942-43 school term and the opening of the 1943-44 school term.*

When this information was given to the teachers in the different counties, it served to stimulate attendance in summer school and in workshop operated in various counties. It was estimated that the sum which would be received by each teacher would approximate what would be charged for fees. In general county boards of education would agree to pay any additional cost of fees for the workshops.

* All but 6 of the 120 counties and 92 of the 139 independent systems had one or more teachers who earned 8 or more semester hours of college credit between the close of the 1942-43 school term and the opening of the 1943-44 school term.

Problems Courses

All the state colleges and several of the private colleges joined in the effort to carry the program to the teachers in the field.

Problems courses were conducted in several centers during the second semester :

1. Morehead State Teachers College conducted problems courses in Morgan, Magoffin, Lawrence and Johnson counties.
2. Pikeville (by special request) conducted a problems course in Martin County.
3. Kentucky Wesleyan conducted a problems course in Powell County.
4. Union College conducted a problems course in Pulaski County.
5. Western conducted a problems course in Hopkins County.
6. The University of Kentucky conducted a problems course in Jackson City.

Workshops

Five weeks workshops were conducted in several counties.

1. The University of Kentucky had five-weeks workshops in Harlan, Jackson, Breathitt, Leslie, McCreary and Pulaski counties with a total enrollment of approximately 450 teachers and prospective teachers.
2. Eastern Kentucky State Teachers College had five-weeks workshops in Bell, Knott and Perry counties with a total enrollment of approximately 240 teachers.
3. Morehead State Teachers College held five-weeks workshops in Greenup and Johnson counties with a total enrollment of approximately 115 teachers.
4. Murray State Teachers College held five-weeks workshops in Caldwell, Lyon and Trigg counties with enrollment of approximately 50 teachers.
5. Union College held a five-weeks workshop in Laurel County with an enrollment of approximately 45 teachers.
6. Western Kentucky State Teachers College held a special five-weeks workshop on the campus during each summer term enrolling approximately 60 teachers.

Most of the colleges conducting summer sessions had some prospective teachers enrolled but the summer enrollments on the campus were considerably reduced below that last year.

Short Workshops*

Some of the counties which did not have five-weeks workshops held shorter work conferences :

1. Estill County held a 15-day work conference directed by the University of Kentucky.

* This group refers to short workshops held prior to the opening of schools. Later in the year Estill County completed the 5-weeks workshop.

2. Green and Taylor counties had a combined two-weeks work conference under auspices of the University of Kentucky.
3. Carter County held a one-week work conference under the auspices of Morehead State Teachers College.
4. Lawrence County held a one-week work conference under the auspices of the University of Kentucky.
5. Marshall County held a one-week work conference under the auspices of Murray State Teachers College.

During all the work conferences the programs were intensive and pointed toward the problems which were immediately ahead for the teachers. Meetings started in the early forenoon and continued throughout the day.

Workshop demonstration school. Each workshop maintained throughout its session a one-room demonstration school. In some instances, a one-room building in the county system located a reasonable distance from the county seat was used. In places where a one-teacher school building was not available, one room of a building in the county seat was used. In each case the demonstration school had several grades beginning with the first grade. No person in the workshop failed to spend considerable time observing and participating in the work of the demonstration school.

The enrollment in workshops was very gratifying. This is shown by the facts in Table IV. In this table are listed the counties in which the workshops were held, the enrollment, and the number of full time staff members.

TABLE IV
Five-Weeks Workshop Enrollments Summer 1943

County	Sponsoring College	Enrollment	Staff Members*
Bell	Eastern	77	5
Breathitt	U. of Ky.	77	4
Caldwell	Murray	13	1
Greenup	Morehead	51	3
Harlan	U. of Ky.	120	8
Jackson	U. of Ky.	60	5
Johnson	Morehead	62	3
Knott	Eastern	50	4
Laurel	Union	45	3
Leslie	U. of Ky.	42	4
Lyon	Murray	13	1
McCreary	U. of Ky.	54	4
Perry	Eastern	111	5
Pulaski	U. of Ky.	88	6
Trigg	Murray	17	1
Total	5 Colleges	780	57

* Each college provided several part-time staff members in addition to the full-time staff.

In those counties unable to provide full five-weeks workshops there were held work conferences of one to two and a half weeks. All teachers in the system participated in these work conferences. Table V gives the number involved in those counties about which there is information.

TABLE V
County Work Conferences in 1943

County	No. of Weeks	Cooperating College	Enrollment	Staff
Carter	1	Morehead	115	1
Estill	2½	U. of Ky.	81	1
Green	2	U. of Ky.	51	1
Johnson	1	Morehead	101	1
Lawrence	1	U. of Ky.	115	1
Marshall	1	Murray	80	1
Magoffin	1	Morehead	92	1
Taylor	1	U. of Ky.	64	1
Total	10½	3	699	8

It is the view of the teachers who took part in the workshops that the experience was a very vital thing. The same opinion was expressed by members of the workshop staffs. The records show that 57 college staff members moved into the field and spent 5 weeks working with the day to day problems faced by the teachers.

There is abundant evidence that had there not been special emphasis placed upon the workshop program and had not the colleges cooperated wholeheartedly there would probably be more than 1000 more positions which would have to be filled by persons who have no college preparation. The allotment from the Governor's Emergency Fund was of great help in making the workshops possible.

Consideration of Workshops by Advisory Committee

The Advisory Committee which met in Louisville on July 22 and 23 devoted the forenoon of July 22 to a discussion and evaluation of the outcomes of the workshop programs operated by the colleges, how these programs were tied up with the problems of living in the communities, and how they may influence the future program of the schools at the elementary, secondary, and college levels. This discussion was based upon the following evaluative criteria:

1. How have these programs been organized?
2. What has been the center of action in each program?
3. To what extent have these programs attempted to meet this year's needs of teachers?

4. To what extent have these programs attempted to tie the school activities up with living in the community during war times?
5. To what extent have these programs tended to make potentially poor teachers into potentially good teachers?
6. What has been gained by the staffs of these programs which may help them in understanding the problems of the teacher in actual situations?
7. To what extent has the experience in these programs given college staffs a more intimate understanding of the problems of living as they are faced day by day in the communities?
8. To what extent have these programs been able to get a better tieup between the day-to-day program in the school and the day-to-day problems of living in the community?
9. Did the workshop offer the following:
 - (a) Experiences which would give the teachers a viewpoint of community centered school or a school of social action whose function is to improve living conditions and to improve the quality of life in the community.
 - (b) Experiences in relating instructional materials in reading and arithmetic to life in the community.
 - (c) Experiences which would make them sensitive to the needs of the children and adults in the community.
 - (d) Experiences in building a total program in all areas of living by integrating the courses of study with real problems in the community life rather than experiences only in developing skills and presenting information.
 - (e) Experiences in evaluating child growth above mere achievement of information.
10. Have these programs revealed a county or community which is willing or anxious to cooperate with the college in tying up the school program with community living?

The above criteria reflect the objectives of the workshops as they were organized by the colleges and also they indicate that workshops have a definite contribution to make to public school programs in peace times as well as in this emergency during the war. Further, it is evident that it was the hope of the leaders in education that there would be developed working relations between each college and the county school system which will be a service area to the college in the project sponsored by the General Education Board. Under this project the cooperating county will formulate with the college plans for a long-time program designed specifically for the purpose of improving the quality of living in the community through improving the quality of pre-service education offered to prospective teachers. This technique of in-service will, therefore, in the opinion of the Advisory Committee, make a definite contribution to the pre-service education since it offers opportunity for the colleges to build a program on

realistic problems-solving experiences.

The following reports reveal that many of the experiences suggested above were provided for the teachers participating in the workshops and that the outcomes were in keeping with these criteria set up by the Advisory Committee as evaluative measures.

Effectiveness of Workshops on School Program

Since the close of the Summer Workshops visits have been made to some of the schools in Laurel, Bell, Breathitt and Greenup counties. Teachers who had been in the Workshops were visited for short periods. While there is no evidence that there has been a general revolution in school procedures where these teachers are now working, there is ample evidence that the experience in the Workshops has definitely improved the outlook for the children who attend these schools. The teacher-pupil relations are excellent; the teacher's attitude toward the specific needs of individual children is improved; the teacher's concern for general community growth is pronounced; the use of a kind of workshop technique in working with children is evident; and the general tone of the school is of high level.

The effect of the Workshop on the program of the school is illustrated by the following quotation from the published report of the Greenup County Workshop:

"We, the administrative personnel, had thought only of having the teachers themselves evaluate the workshop. Now, that our schools have been in session one month and we have been out in the field to observe teachers on the job, we too have been prompted to evaluate. We have compared similar groups, for example, high school graduates who taught last year and attended the workshop, with those who taught last year but did not attend the workshop. After having made other similar studies, we are now ready to draw three conclusions.

1. That the teachers who took the workshop are doing a superior job, so much so that it is definitely noticeable. Their attitude, their methods of teaching, the way they attack their problems, the general appearance of their rooms indicate growth.

2. That the critic teachers of our state are rendering a great service for our elementary schools, but that it takes the workshop to give their performances enough spread for them to be really appreciated.

3. That the workshop idea is to education what the assembly line is to mass production. It hurries up the process of teacher training. Some of our high school graduates with six weeks workshop training do not speak good English, cannot solve many complicated mathematical problems, do not pronounce big words correctly. Yet these same people are attacking the teaching job with the modern technique of teaching and their work is getting desirable results.

EASTERN KENTUCKY STATE TEACHERS COLLEGE WORKSHOPS

Three workshops conducted by the Eastern Kentucky State Teachers College at Hindman, Hazard and Pineville were visited. These three workshops had many things in common and yet varied to some degree in emphasis.

The Hindman Workshop

The staff of this workshop included Miss Margaret Lingenfelter, Miss Alvis, Dr. Cuff and Miss Dotson. A room of the Hindman Public School building was used as a demonstration room in charge of Miss Dotson. Major activities of the workshop were built around three centers, namely, arithmetic and number work, teaching of reading, and general problems of organization and management. Each group had a staff sponsor. Special emphasis throughout the five-weeks period was placed upon the problems of community relations, subject matter experiences and organization of the learning program in the classroom.

The demonstration room was conducted as a one-room school and attempted to illustrate in its organization and conduct what might be done in *any* one-room school. A regular classroom demonstration teacher was in charge and did most of the illustrative teaching. When some special process needed to be illustrated in numbers or in reading either, Miss Lingenfelter or Miss Alvis did the demonstration before the entire group. The demonstration was available at all times for observation by members of the workshop.

Seat-work materials were made in the workroom. The eyes of the children were tested; individual help was given when needed; and regular classes were held where it would serve the workshop group.

The staff of the workshop took part in community activities in Hindman; county health staffs helped. Any person in the Hindman community who had something to offer in the way of help to the teachers in the workshop was called in.

A special feature of this workshop was a daily planning period by a committee made up of staff members and two students from each of the three groups. This democratic relationship was characteristic of the total workshop procedure, and was intended to bring home to the

participating teachers the importance of cooperation between pupils and teachers in any classroom in planning learning activities.

The Hazard Workshop

This workshop was in charge of a regular staff of five persons consisting of Mrs. Emma Y. Case, R. A. Edwards, F. A. Eugle, Mrs. Julian Tyng and Miss Mays as demonstration teacher. This staff drew upon leaders in Perry County for special services and three persons on a part-time basis from the Eastern State Teachers College staff. The organization of the workshop attempted to meet the needs of the different groups of teachers.

Emergency teachers were organized in one group. Since they had little or no college preparation, it was considered advisable to have some formal work. Since the number was large—62 teachers—two groups were at work. A typical day was somewhat as follows: One hour of each group was spent with a specialist in the teaching of reading in the elementary grades; one hour was spent by each group under a specialist in arithmetic and number work; one hour was spent in the workroom preparing materials suggested in group work; and one hour was spent in special activity such as music, art, nature study, in observing in the demonstration room, and in studying management and organization problems.

Time was taken from the schedule for visits to one-room schools in the county to study the school plant, health conditions, and how the school could be made an attractive place to work. Many teachers went to the schools in which they would teach and plan specifically.

The problems group was made up of those teachers who held valid certificates and who had from two to four years of college preparation. This group was not organized in any formal sense but worked on individual problems and then on those problems of group concern. These teachers were in two groups with a staff sponsor for each.

The day for this group was divided into four periods: One period was devoted to reading and study on the problem the individual had made his center of interest; one period was devoted to group conferences where common problems were discussed and decisions were made about them; one period was devoted to laboratory work where materials for use in the school were prepared; and one period was given over to special activities such as music, art, nature study, etc.

The demonstration room was organized on a one-room basis with practically all grades usually found in a one-room school. The

organization and activities of the school attempted to illustrate good one-teacher school practice. Miss Mays was a person who had much experience as a one-room teacher and was excellent in managing children.

While this workshop as a whole had a formal type of organization, the spirit of informality pervaded each group's work. The organization, in a way, represented many workshops within the larger workshop. The reading period was a work period although it was scheduled regularly.

The Pineville Workshop

The Pineville workshop under the auspices of Eastern was under the direction of Dr. D. T. Ferrell who was assisted by Dr. Schnick, Miss Wingo, Miss Lee and Miss Evans as full-time staff members, and by three itinerant staff members in art, music, and conservation.

The county superintendent and his administrative and supervisory staff were regular members of the workshop. A portion of the Bell County teachers were staff members of the workshop.

The general pattern of the workshops sponsored by Eastern was followed here. The planning committee for the workshop was made up of the staff and ten students selected by the student group. One of the sources from which plans were made was visits to the schools of Bell County where problems to be faced in actual situations were listed and classified for individual and group study. Thus the activities of the workshop (as was true at Hindman and Hazard) were built upon problems which were being faced by the teachers of Bell County.

Since 64 out of the 80 persons enrolled were prospective emergency teachers, some organized study of the teaching of reading and numbers as well as problems of organization and management were needed. The emergency group was organized into A and B sections and the certificated teachers constituted section C. While a look at the schedule might indicate an over-emphasis upon formal class-work, this was not the case for each group worked, in the main, informally. To show the day-to-day work schedule, one of them is given here for June 11.

**WORKING SCHEDULE FOR FRIDAY, JUNE 11
(Pineville)**

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	Lee	Wingo	Schmit	Ferrell	Extras— McKinney Fowler Sewers
8:45	Group A (Emergency Teachers)	Group B (Emergency Teachers)	Group C (Certified Teachers)	Available for Group Help	Available for Group Help
9:45	Group B (Emergency Teachers)	Group A (Emergency Teachers)	Available for Group Help	Available for Group Help	Group C (Certified Teachers)
10:45	Recess	Recess	Recess	Recess	Recess
10:55	Available for Lab. Group C (Certified Teachers)	Available for Lab. Group C (Certified Teachers)	Nature Study Lab. (Emergency Teachers) (Room 9)	Group C (Certified Teachers)	Conservation Art (Emergency Teachers) (Room 7)
11:50	All Students Available for Group Help	Working in Available for Group Help	Small Groups Available for Group Help	According to Available for Group Help	Special Interests Available for Group Help
12:00	(Miss Evans is available for all groups from 12:00 to 12:45)				
12:45	Close	Close	Close	Close	Close
		Meeting Places for Small Groups		1. Organization 2. Pupil Differences, Room 1 3. Understanding children, Room 7 4. Recreation, Room 8 (finished work)	Group 1A Auditorium Group 1B Auditorium Group 1C Room 2

MOREHEAD STATE TEACHERS COLLEGE WORKSHOPS

The workshops under the direction of Morehead State Teachers College were held in Paintsville, Johnson County, and Greenup in Greenup County. Both workshops were organized upon slightly different pattern but the underlying educational philosophy was the same in both places.

The Paintsville Workshop

The day's work was begun in the demonstration school. Here was a one-room organization with two demonstration teachers in charge and a specialist in the primary grades and the other a specialist in the middle and upper grades. Classroom demonstration continued for two hours with each teacher dealing with the activities at the level of her specialization. During this period the teachers in the workshop observed and took notes.

Following the demonstration period usually there was a discussion of the work with workshop personnel asking questions and the demonstration teachers assisting in finding the answers. This discussion usually continued until noon.

In the afternoon students worked in groups and as individuals in the workroom which was supplied with reading material and materials to be used in preparing teaching devices. Each student did required reading upon problems arising out of observation, discussion and visits to the schools where they were to teach. Each teacher prepared material which she would use when she entered the classroom.

Field trips were taken to visit schoolrooms where teachers were to work. Other trips were taken to acquaint teachers with nature study materials available in the county.

The regular staff consisted of Dr. J. D. Falls, Director, Miss Edna Neal and Mrs. Lutie D. Nickel. The teachers in the local school system were very enthusiastic. Other members of the Morehead College staff spent time on special fields.

The workshop activities included experiences in all the subject fields with which the teacher would come in contact.

The Greenup Workshop

The day's work began with opening exercises in charge of the students in the workshop. The program consisted of religious and patriotic features. News was discussed each morning. Attempt was made to make each opening exercise a good example of what might be done in the classroom in any school.

Following the opening exercise the children from the demonstration room went back to their room and school began for them. The students in the workshop spent the next hour, usually, in clarifying assignments and reporting progress on units of work.

During the forenoon there was usually a demonstration lesson taught by one of the demonstration teachers from the Morehead State Teachers College. (The demonstration schoolroom was in charge of a good classroom teacher from the county school system. She did regular teaching of the children and managed the school.) During the day some of the teachers worked on materials they would use in the classroom, while others were observing the regular work in the demonstration room, while still others might be engaged with another staff member upon how to teach geography or some other field. Throughout the day groups worked informally as needs demanded and in formal groups where group needs were considered.

This school was in charge of Dr. R. D. Judd who spent two days per week. He was ably assisted by Miss Elizabeth Roome and Miss Etta Paulson, Demonstration Teachers from Morehead. Several other members of the Morehead College staff helped in special fields.

In both workshops, one could see teachers working on such tasks as making maps, health charts, nursery rhyme posters, attendance charts, color charts, flash cards to fit materials in the primers. These activities were taking place on the day of the visit. The program was flexible and activities changed with the unfolding needs of individual and groups.

The demonstration rooms, connected with these workshops, were located in a school building which had many rooms. The work was organized for the pupils similarly to the organization of the regular public school. The *demonstration* teaching at *Paintsville* was done by Miss Neal and Mrs. Nickel both of whom are specialists in critic teaching. All demonstrations were on the stage of the auditorium. When the demonstration was completed, the pupils were dismissed and the demonstration teachers resumed their status as regular college teachers and worked with the students on individual and group prob-

lems. The director gave most of his teaching time to problems of organization and management.

The demonstration room in the *Greenup* workshop, while located in a large building there, was a regular classroom set aside in charge of one of the Greenup County teachers. The room was in constant use as a pupil-learning situation except when a group of children were taken before the workshop group for special demonstration by one of the specialists from the Morehead Training School. Members of the workshop were in the regular classroom observing the work during most of the day.

The writer of this description of the work did not see as much of the Paintsville workshop as he did the Greenup workshop, hence some of the strong features may not be included in the report. It may be added that the interest of the teachers who shared in the experiences provided in the workshop was at the highest level. Both enterprises showed that the staff and the students were able to share significant experiences and problems.

MURRAY STATE TEACHERS COLLEGE WORKSHOPS

Workshops were held in Eddyville, Cadiz, and Princeton for the rural teachers in these counties under the direction of Murray State Teachers College. Each workshop was in charge of a critic teacher in the Murray Training School. The enrollment ranged from 13 to 17 teachers in these workshops. Each had a demonstration room where children were taught in the presence of workshop groups. Two of these demonstration rooms were in the country. Since the writer did not have an opportunity to visit these workshops, he asked Dean Nash to prepare a statement concerning them. The report which follows was prepared by the persons who directed the workshops—and covers the work of the three workshops.

"That we might better adapt the work of the class to the individual needs of its members, each student was asked to write an autobiography stressing the kind of school attended—both elementary and high school—the subjects that were most difficult, extra curricular activities, participation in community activities, and educational preparation above high school training.

"Each member was asked to make lists of problems that had caused or might cause trouble in school, and of educational topics that had aroused curiosity.

"Each County Superintendent of Schools was asked for lists of problems or topics that he wanted brought before his group of teachers.

"The subjects ranged from 'What to do on the first day of school' to 'How to develop leadership' and 'How to make our own the school graces that we read about'."

Using these lists and her own experience as a guide, each director, with the help of the class, planned the work for the entire course. Each day was divided into periods for (1) lectures, (2) reports and discussions, and (3) laboratory work.

Lectures and Reports

Lectures, directed readings, reports and discussions concerned such topics and problems as:

1. What is education? Why changes in theories and practices?
2. The significance of a philosophy of education: (a) how it influences our daily practices (whether or not we are conscious of it). (b) application to specific learning—teaching processes.
3. Opportunities and obligations of the teacher as a leader in the community.

4. Qualities essential for successful teaching in the elementary school.

5. Trends in curriculum making that affect us: (1) integration of subject matter, (2) using problems and materials from resources of community to make the lessons in school, as far as possible, directly applicable to the child's daily living (3) children versus subject matter.

6. Lesson planning: with texts in hands, plans were made for various types of lessons in different subject-matter fields.

7. Materials and methods in the various subject-matter fields for primary, intermediate, and upper grades. Lessons illustrating procedures were given from texts used in county schools. (In one county children were brought to the workshop for the demonstration lessons. In two counties a rural school was opened early so that teachers might observe and have experience in teaching under supervision.) These were half day sessions.

8. School environment: factors that we may control and their relation to problems of teaching. How we may utilize, or seek to improve, community environment for richer, fuller living.

9. Preparation for first day of school—importance of thoughtful preparation.

Each teacher went to her school and planned for the necessary preparation of the room. Each teacher made a list of things that she would need to do on the first day so as to make a good impression and to feel and show her readiness for her place of leadership. The State Courses of Study, the register and program of the preceding teacher, the names, ages, and grade levels of all prospective pupils were studied.

10. School morale: organization and control of pupils—freedom of action—function of routine—function of punishments—cooperation of teacher and pupils toward common goals—cooperation of teachers and parents—cooperation of teachers with each other—play-ground problems.

11. Social living in the school room and elsewhere—discussion of items that help toward more gracious living.

12. Study of reports—keeping attendance records and making monthly reports to County Superintendents.

Activities in Laboratory

1. Made book-ends.
2. Made waste baskets from bean crates—each an original design.
3. Made variety of flower holders from discarded coffee cans, pickle jars, etc.
4. Made arithmetic cards—100 addition facts and 100 subtraction facts.
5. Made reading charts for beginners.

6. Made inexpensive bulletin boards—if needed.
7. Collected and filed pictures as teaching aids in history, geography, agriculture and language. Descriptive material attached.
8. Made picture books for beginners, Animals, Babies, The Family.
9. Made word and phrase cards to be used with adopted readers —(first and second).
10. Made substantial work-card holders.
11. Made collections of poems.
12. Made upholstered chairs from orange crates. One dressing table was made from orange crates with the hope that some patrons would copy the idea for children's rooms at home.
13. A few reed baskets were made. Willows could have been used as effectively and would cost nothing.
14. Made books of Playground Games.
15. Made scrap books: "Then and Now" planned to develop appreciation of the spirit and resourcefulness of the pioneers, as well as the ease of present day living.
16. Dramatized stories: Learned new songs. Other scrap books were "Know Your State", "Colonial Days", "Transportation", "Airplanes", and "Cartoons of Today", "Science Fact", "Childhood Experiences", "On the Farm", "Beside the Sea", "Let's Travel" (interesting places with printed description).
17. Cafeteria charts—bright colored pictures of attractively-prepared foods of the seven basic food groups. Price lists were made for every cafeteria.

These were made to be used in arithmetic from the second through the middle grades; to be used in teaching health with the hope that they would lead to improvement of diet of pupils; to be used in home economics of upper grades—showing tasty preparation and serving of wholesome, inexpensive meals.
18. Made "Mother Buys" charts—bright colored pictures of some things rural mothers buy.

"Mother and Father Sell" charts with colored pictures of farm products that may go to the markets. It is hoped that these two charts will develop appreciation for the interdependence of peoples of different sections of the world, as well as aid in the teaching of weights and measurements. They tie home and world activities to their school.
19. Very attractive shelves for the "science corner" were made from discarded containers of children's socks.

"Teachers were given lists of free materials, mimeographed copies of stories and plays, suggested decorations for special occasions, and book lists for various reading levels."

UNION COLLEGE WORKSHOP

Union College sponsored a workshop program for the Laurel County teachers at Sue Bennett College in London. The college buildings and cafeteria facilities of Sue Bennett were made available. The President of Sue Bennett worked with the county superintendent and the workshop staff.

The full-time staff in this workshop was made up of three persons including the teacher of the demonstration school which was located about two miles from Sue Bennett College. Many persons gave one or more days to special activities.

There were 43 teachers and prospective teachers enrolled, 19 of whom were destined to be emergency teachers. These teachers were grouped into five sections of 8 to 9 in each section. Each section observed one day each week in the one-room demonstration school.

At the beginning of the workshop the teachers attending listed critical problems they felt they would encounter in the classroom during the fall term. The coordinating committee grouped these problems into a program of study and the lists were mimeographed. They became the basis of discussion and work during the five-weeks period. Small committees were organized around each of the major problem groups. Each committee became a discussion group and reports were made to the entire workshop.

Each group was required to spend an entire forenoon once a week in the demonstration school while the other four groups worked on other problems. When a group returned from the demonstration school, it reported its experiences to the entire workshop during the hour set aside for this immediately after lunch. The demonstration teacher and other staff members sat in the conference while the report was being made and entered into the questioning and discussion.

Each of the five groups was so organized that there were both experienced and inexperienced teachers. Thus the observation and discussion in each group was by a cross-section of the workshop personnel.

The demonstration teacher was a regular member of the Laurel County teaching staff. She did all the teaching in the classroom.

The general theme in the workshop was "Citizenship in the School and Community". The five major areas in which discussion groups worked were:

1. Healthful Living in the Community
2. Cooperation in Citizenship Development
3. Discipline in Citizenship
4. Literacy in its Relation to Citizenship
5. Pupil Growth in citizenship.

A feature worthy of note was that there was a daily log kept of plans and activities by the secretary of the workshop. Another characteristic of this workshop was the democratic spirit which prevailed in the working program of the workshop. Staff and students worked on problems in a sort of partnership plan.

UNIVERSITY OF KENTUCKY WORKSHOPS

During the summer of 1943 the University of Kentucky conducted workshops in seven counties, six of which were completed before the 1943-44 school term started. One was completed in Estill County after the school term started. Only three of the seven were visited, those in Breathitt, Leslie and Pulaski. An aggregate of 37 regular full-time staff members had charge of the seven workshops.

Breathitt County Workshop (Jackson)

This workshop had a full time staff of four persons and eight others who spent one or more days working in specialized fields. The total enrollment was 89 teachers and prospective teachers, 18 of whom were sub-standard. The general organization follows:

1. *Sub-standard teacher group*—about 18 under Mrs. Ewing. They studied school organization, prepared teaching materials, and studied record keeping and reading.
2. *Experimental group*—30 teachers employed for 12 months, teaching 3 days in one school and 3 days in another. Mr. Van Horn was the sponsor of this group. They were working on plans for this type of organization, studying parent relations, and planning the carry over of the children's work done during the three days they are in school through the three days they are not in school.
3. Seven-month regular certificated teachers were under the sponsorship of Miss Malloy. She worked with them on organization problems, daily program, social studies organization, etc.
4. Agriculture group was made up of about eight persons who want to learn about:
 - (a) A live stock program for an area
 - (b) The adaptability of certain animal breeds to the area
 - (c) Sanitation and disease control among animals.
 - (d) Treatment of diseases among animals.Mr. Van Horn directed this group.
5. *The demonstration school* was the laboratory for the entire workshop. It was in charge of Miss Allen who acted as a regular classroom teacher. School went on in a natural way just as it would in a good one-teacher school. Miss Allen was observed by all groups. Miss Malloy came in for demonstrations in the total social studies field. The building was erected out of rough oak lumber and is suited to the need of demonstration. The teacher had developed this school so that her work might illustrate what is desirable practice. Her work could be easily duplicated in any one-room school in the county. Miss Duncan, specialist in reading at the University, also used the school for illustrative teaching.
6. *Planning the work* was in the hands of a planning committee. This committee was made up largely of students. All staff members par-

icipated but the sharing in planning was real. Students, believe it or not, actually contributed to the decisions of the planning committee. In one of the meetings which was presided over by Mr. Van Horn, the major problems to be considered were: *Since we have only one more week of the workshop, how can we profit most, what are the problems which have not had enough attention, and what can we do about them?* It was surprising to note that the student members of the committee had been mixing with other students and could give the things which the student body as a whole felt a need for. These problems were listed, discussed and decisions were made after enough (but not too much) discussion. I shall list below the solutions agreed upon in that 30 minute conference as I understood them from the notes I had taken:

- (a) It was felt that some of the music needs can still be met by certain members who can take the lead.
- (b) Art needs may be met by using training school teachers who can help in creative art.
- (c) There are some who want additional seat work experiences. This can be answered by using training school teachers in discussion in giving principles and practice in seat work material.
- (d) There is a distinct need by some for more training in lettering. Again the training school teacher can give help.
- (e) There is need for demonstrations in correlation in geography with other social sciences. Miss Malloy will handle this.
- (f) There is need for special demonstrations in number work. Miss Allen can help.
- (g) There is need for demonstration in health. That is shown in the training school.
- (h) More emphasis should be placed upon good manners. There is a practical demonstration of this in the training school. These manners are needed by teachers as well as pupils.
- (i) How can we evaluate the work done by members of the workshop? *Evaluate personnel records*—decide on the significant types of information and the type of information which should be left out. Take from the group the people who are really interested in personnel records and make them a committee to make recommendations.

There were 79 persons enrolled ranging in training from high school graduation to graduate students. Those who were able to work on individual problems were permitted to do so. Those who needed group instruction were divided into interest groups for that purpose. Problems which had general appeal were taken up with the total group.

Sometimes, the traditional teachers feel that discipline in its traditional meaning cannot be relaxed, but that classes must be held for fixed periods. Anyone who will visit a school where the workshop technique is being used by persons who know how to use it will find that interest alone is a sufficiently strong control and that formal controls are rarely needed. I did not find the slightest evidence of

“loafing.” Each staff member and student was on his toes. Each student was being trusted and he was meeting the challenge. Each person was finishing one job and going into another in which he felt he needed experiences.

The sense of fairness in conduct and attitude of the staff toward the student and the student toward the staff was evidence that democratic procedure is based upon recognition of the fact that the individual, be he staff member or student, is of immense worth.

Leslie County Workshop (Hyden)

This workshop had a full-time staff of four persons and many special staff members who came in for one or more days. There were 47 enrolled. The procedure was somewhat as follows:

1. Each student had a folder which contained at the close of the workshop, the record of the students, problems, program of work, diary of his activities, personal record, and a running story of problem solutions. This folder was available both to the student and to the advisor at any time either wanted to consult it or add anything to it.

2. Problems listed by each person and his common problems were listed for group work. A handbook was being made on these problems, and plans for their solution were worked out by a handbook committee. There was prepared copy of this handbook for every teacher in the county whether he was a member of the workshop or not. These handbooks were to be the basis of the pre-term county teachers' conference.

3. A *council* made up of representatives from each group constituted the workshop planning committee. This *council* collected problems coming up in the various groups, and then met on call to deal with these problems. The decisions of the council were shared with the workshop group in:

- Interest-group conferences
- Special committee conferences
- Conferences with individuals.

4. *Plans of each person* pointed to his specific job since every member of the workshop knew where he would teach in the fall. He could study the roll book for his school and learn what books and materials he would have to take. Every problem studied was related to his school.

5. *The training school* was one-room type. Provision was made for free observation followed by discussion with the teacher in charge, for correlating individual problems with work of the schoolroom. The school attempted to illustrate what a good teacher can do in any one-teacher school.

6. *Special fields of activity* were taken up such as lunch program, creative art in the elementary grades, shop work, health programs, fall gardens, canning. Practically every phase of living was touched upon.

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7. *The Leslie County Library Association* was formed. The teachers and other agencies are to pool their resources so that a greater amount of materials may be made available to all. This looks like it will succeed.

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The Leslie County workshop is good. The teachers are thrilled by their work. There is a proper balance between the formal and the informal.

Illustrative Work Plan for a Typical Day

LESLIE COUNTY WORKSHOP

Program for Monday, June 14, 1943

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- 8:30 Election of members for council, recreation, library and house-keeping committees.
Roemer's Group—R 107
Willson's Group—R 102
- 9:00 Joint Meeting Inventory Test in Arithmetic.
- 11:00 Interest Group—Teaching Young Children—Reading, Word Analysis Techniques—R 107 Willson
- 12:00 Lunch
- 1:00 Science Group—R 101 Crawford
Health Group—R 107 Roemer
- 2:00 Council—R 102
Housekeeping Committee—R 109
Library Committee—R 107
Recreation Committee—R 101
- 3:00 Ball Game
Woodwork Shop
- 5:30 Supper
- 7:30 Singing Games
- Demonstration School open from 8:30 to 12:00 A.M.
Library open until 9:00 P.M.

Pulaski County Workshop (Somerset)

This workshop was in charge of a full-time staff of six persons and enrolled 86 teachers and prospective teachers. This workshop followed the general pattern of other workshops conducted by the University of Kentucky. The staff made up the planning committee. Plans were based upon problems revealed through conferences with the students. The program was flexible and changed daily in some degree. Generally the day was divided into four work periods with groups working on specific problems during each period. For example, on the day this visit was made the following schedule of work was followed:

- 9:00 to 10:30 Group A went to demonstration school
Group B worked on problems and plans
10:30 to 12:00 Group B held discussion on a problem
1:00 to 1:30 General Assembly—to discuss pupil grouping
1:30 to 2:30 Conferences on specific problems such as visit to demonstration school

Every student in the workshop used his own school as a point of departure. Every staff member came in contact with individual students. The staff was so selected that the needs of all the students could be met with reasonable effectiveness. The following areas of interest were represented on the staff: Reading, social studies, home-making, science, numbers, art, management, community, pupil-teacher relations.

The workshop students were grouped for work and discussion on the following basis:

- Beginning teachers
- Emergency teachers
- County teachers—experienced
- City teachers—experienced

The demonstration school was located about two miles from Somerset. It was in charge of a well-qualified rural teacher and had 14 pupils enrolled. The organization for work was informal. The teacher and pupils appeared to be partners in the tasks which confronted them. It was an excellent example of pupil-pupil, and teacher-pupil relationships. It was a good example of subject matter material intimately related to the development of good citizenship, to the development of human relations, self realization and the quality of human conduct.

The workshop was located in the Somerset High School building. One large room was set aside as a general workroom containing library and work materials suited to the needs of the students attending. The staff and students worked together on problems. It was an excellent example of faculty-student relations at the college level.

WESTERN KENTUCKY STATE TEACHERS COLLEGE WORKSHOPS

Summer Workshops on Campus

Western State Teachers College had workshops on the college campus during the summer of 1943. During the first summer term two groups worked on the Western campus, one group in elementary education and the other in secondary education. During the second summer term a group in elementary education worked together on problems they would face in the schools during the fall term. There were 58 elementary and 28 secondary teachers enrolled in these campus workshops.

The training schools on the campus served as laboratories for observation and participation. The elementary teachers spent their time on finding solutions to the problems of:

1. What to do before school opens
2. The first day of school
3. School housekeeping
4. Discipline and control
5. Playground activities and equipment
6. School record keeping
7. Small school library
8. Attendance
9. Health and welfare
10. Ethics

Discussions and work were built around the problems of the particular school each person was to teach. Work was done, much of the time, through committee.

The secondary teachers worked on individual problems connected with the teaching positions they were to hold in the fall. The use of textbooks, workbooks, tests and other learning devices were studied. Individual differences were studied. How pupils learn was one of the chief topics; the improvement of reading rate was another.

All-year Workshops

During the entire school year 1942-43 Western worked with the Hopkins County teachers in a workshop program. The problems of the workshop came from a survey of the schools of Hopkins County. The best description of this program is found in the following quota-

tion from a report filed by the Dean of Western with the Director of Teacher Education :

In this workshop we put on a county-wide community survey. This was followed by a county-wide metal testing program. Then came county-wide achievement testing program. Then an individual child study for a guidance program was completed. All of the curriculum implications were noted. This led to a curriculum revision program for the whole county school system. Each teacher developed a course of study with units developed in detail for his or her subjects. This program became a continuous revision program and will be continued on and on. This program is carried on under the supervision of the superintendent and the eight principals of the large consolidated schools. Each principal supervises his own school and the adjoining one-room rural school.

This problem course or workshop developed much community interest. It improved the curriculum, all courses of study and introduced unit teaching. It improved the teaching-learning situation in all schools. It aided in the in-service training of the teachers. But the greatest good came from the participation in the continuous revision of the whole curriculum with improved courses of study with unit teaching introduced in each school.

KENTUCKY STATE COLLEGE CAMPUS WORKSHOP

The Kentucky State College held a workshop for principals and teachers during the summer of 1943. The motive back of this workshop is well stated in the prefatory statement of its report.

"It is commonplace to note that many of the members of the teaching profession who attend summer school feel that most of their courses pursued fail, in large part, to meet their actual needs and interests. Furthermore, these persons find that there is little gained from the college summer classroom that can be applied to their own immediate local problems. In consideration of this status of summer study the Kentucky State College Workshop was organized to offer to teachers and principals opportunities to discover, analyze and improve the status of their local schools respect to existing problems. At the outset, it was recognized that cooperative efforts between the local faculties and their state-supported college offered advantages which have not existed heretofore. The workshop idea as conceived here does not indicate a mere summer experience for a group of participants, but a program of experiences which will lead to the continuous recognition and study of problems as they are discovered. Thus, the program which will follow the summer experiences will develop into a type of in-service training to be conducted by teachers and principals themselves in cooperation with the college.

"Organization of the workshop was facilitated through a pre-planning conference held at the college three months earlier. The value of the pre-planning conference was apparent when member schools were so able to recognize and define their problems that optimum use was made of the actual workshop period of five weeks."

There were nineteen persons from six counties and cities in Kentucky. Each participant worked on the problem which was of most concern to him on the job. Some of the conclusions arrived at indicate the value of the workshop as seen by the participants. Some are quoted:

1. Group attack upon a common problem in a workshop is more conducive to modification of a school program than the individual approach. The school which sends a fairly large group of its faculty members to a workshop, other things being equal, will have the best chance to find solutions to some of its existing problems.
2. The cooperative effort inherent in a workshop is a valuable experience for faculties.
3. In order to perpetuate the American democratic way of living, pupils must be given opportunity for making choices.
4. If pupil interest is to serve as a basis for teaching:
 - (a) The teacher needs techniques

- (b) Children have a right to make decisions different from those of the teacher
 - (c) The teacher should keep in mind that the way a thing is accomplished (the process) has as much learning value as the thing learned.
5. Evaluation should be an integral part of school programs.
 6. The study of problems should be a continuous cooperative effort."

Group and Individual Conference Period

Individual Conferences

1. The conference period afforded opportunity for the consultant to understand the participant to the end that his suggestions were more applicable and effective.
2. The conference period stimulated growth both on the part of consultant and participant through interchange of ideas.
3. The informality of the conference built up workshop morale.
4. Regular conference periods were necessary until the participant had defined his problem and planned his attack with available source materials. Independent work was then done according to the individual's ability, experience and training. After the participant had got under way, conferences were requested only upon a felt need.

Group Conferences

1. The interchange of ideas of a group upon each person's phase of a problem was effective in assuring a concerted attack upon the program when it is initiated in the school.
2. The conference period gave opportunity for the participant to receive specific detailed help upon a group problem.
3. Rapport was established in group conferences to the extent that the participants and consultants were at ease when differences of opinion occurred.

The Social Program

One of the most arresting sections of the workshop program was the opportunity provided for a well-rounded recreational program. Statements from participants indicated that the values found in the teacher contacts in play were of inestimable worth. This was revealed after the first few days of workshop activity when it was found that every participant and consultant engaged daily in this phase of the program. In the evaluation offered during the final meetings of the general session there were continued requests that the general social program as organized be continued whenever another workshop program is conducted. The social program was based on the philosophy that:

1. Activities should be so diversified that the several interests of the participants would be met.
2. The value of a well-organized program unifies the group and develops good spirit.

Staff Meetings

Staff Meetings of consultants were an integral part of the workshop program. To this end, during the first two weeks, there was a daily session from 8:00 to 9:00 A.M. After this period, the meetings were held at irregular intervals.

Participants were invited to attend various conferences according to their interests. Through this means, members of the staff could always "feel the pulse" of the workshop activities. It is felt that the staff meetings:

1. Gave direction and organization to the workshop.
2. Clarified administrative, instructional, and supervisory issues.
3. Placed responsibility upon consultants.
4. Unified the workshop program.
5. Gave impetus to the necessity for a continuous study of problems.

Future Plans

As stated in the first section of this report, Kentucky State College through the workshop has attempted to set the stage for a follow-up in-service training program for those schools represented in the workshop. In addition, this in-service program of training is available to other public schools who may make application to the college. Those schools interested in this type of service should make inquiry early in the next school year.

