



St. Matthews, Kentucky Area History



Your Jefferson County Schools

September 1957 to May 1960

This is one of many sections that contain information, photos, newspaper articles, internet items, etc. of the St. Matthews area. Many of the items came from Al Ring's personal collections but many people have helped and I have tried to give credit where I can.

The purpose of this "collection" was to create the history of St. Matthews, Kentucky. Being retired I now have time to do many of the things I have always wanted, this project is just one of them.

All graphics have been improved to make the resolution as good as possible, but the reader should remember that many came from copies of old newspaper articles and photos. Credit to the source of the photos, etc. is provided whenever it was available. We realize that many items are not identified and regret that we weren't able to provide this information. As far as the newspaper articles that are not identified, 99% of them would have to be from one of three possible sources. *The Courier-Journal*, *The Louisville Times* or one of the *Voice* publications. Books that we have used for some information include, *Randy*, *Cactus*, *Uncle, Ed and the Golden age of Louisville Television*, *Waggener High School Alumni Directory 1996*, *Waggener Traditional High School Alumni Directory 2007*, *Memories of Fontaine Ferry Park*, *St. Matthews The Crossroads of Beargrass* by Samuel W. Thomas, *St. Matthews, 25 Years a City Two Centuries a Community*, *St. Matthews 1960-1995*, *Waggener Lair's 1958 to 1962*, *The Holy Warrior*, *Muhammad Ali*, *Louisville's Own (An Illustrated Encyclopedia Of Louisville Area Recorded Pop Music From 1953 to 1983)*.

Special thanks to Waggener High library.

Please use this information as a reference tool only. If the reader uses any of the information for any purpose other than a reference tool, they should get permission from the source.



Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME I

SEPTEMBER, 1957

NUMBER 1

NEW REPORT GREETES 1957-58 SCHOOL YEAR

Bulletin Brings Information About Your School System

by Richard Van Hoose, Superintendent

The Jefferson County School Board has long realized the imperative need of keeping its constituents fully informed about their school system. This has been increasingly difficult from year to year as our community continues to grow beyond all expectations; therefore, our media of communication must constantly be expanded. New parents are moving into the school district daily and these patrons, as well as our long established residents, need to be regularly apprised of our school problems and progress.

In this view, the Board is to be commended for having authorized the issuance of "YOUR JEFFERSON COUNTY SCHOOLS." This factual bulletin will be published monthly as another effort to strengthen the communicative chain with you, our parents and friends.

ITEMS OF INTEREST

This first issue will report many items of general interest that we hope the reader will observe. Specific topics will be highlighted in succeeding reports; in October, the Report Cards, which have been recently revised, will be featured showing the results of the many meetings of parents, teachers, principals, and the supervisory staff. November's newsletter will deal with our financial structure which determines the scope of the Jefferson County



NEW TEACHERS GET POINTERS — Assistant School Supt. J. E. Farmer (standing) gives some advice to Joan Slaughter, 3216 Crossbill Road, and Albin Hayes, 512 West Ormsby. Orientation classes are conducted for all new additions to teacher personnel. Miss Slaughter will teach at Southern High School. Mr. Hayes is slated to instruct at Eastern.

educational program. Other pertinent topics will follow in the months to come.

These monthly bulletins will be distributed at the local P.T.A. meetings; we hope that you will attend your school's meetings and will secure a copy. After you have read it, pass it along to your friends and neighbors for their information. If you fail to receive a copy or are interested in securing additional

copies, contact your local school principal so that arrangements can be made for securing the desired number.

As we enter the school year 1957-58, we again find the Jefferson County school community reflecting its meteoric growth pattern. Pupil population is expected to increase to approximately 40,500, an increase of 4,221 from last year's 36,279; our
(Continued on Page 2)



RICHARD VAN HOOSE

57-58 Reports Show Gain

(Continued from page 1)

teacher personnel now numbers 1,492, an increase of 159 above the 1956-57 figure. This September, 221 school buses, 46 of which are owned by the County Board, will transport approximately 28,500 youngsters to 48 elementary, 3 junior high, and 5 senior high schools.

This new year finds us again racing for the finish line with respect to the completion of new school constructions and additions. Three new elementary schools will open this fall, Shryock, Wilder, and Greenwood. Additions are being furnished the Goldsmith, Butler, Durrett, Waggener, Medora, and Eastern Schools.

As of this date of publication, August 15, we are still in need of 15 teachers whom we hope to have placed in time for school opening. This year, the great influx of pupils has been met

ROADWORK

During the nine month school year just past, Jefferson County school buses traveled the equivalent of 65 times around the world. Averaging about 9509 miles per day, the 209 units racked up a total of 1,635,548 miles.

building-wise, equipment-wise, and teacher-wise by a great deal of forethought and planning. However, we have been hard-pressed to accommodate this increased enrollment. While it may seem that much has been and is being done to house and teach these pupils, we are actually failing to keep pace with the constant growth of our pupil population. Additional financial resources are necessary if we are to provide a total school program commensurate with the desires of this community for its children. We welcome all thoughts and suggestions from the public as this interest is necessary for the progress of our school-system.

This year, as in the past, the

Your
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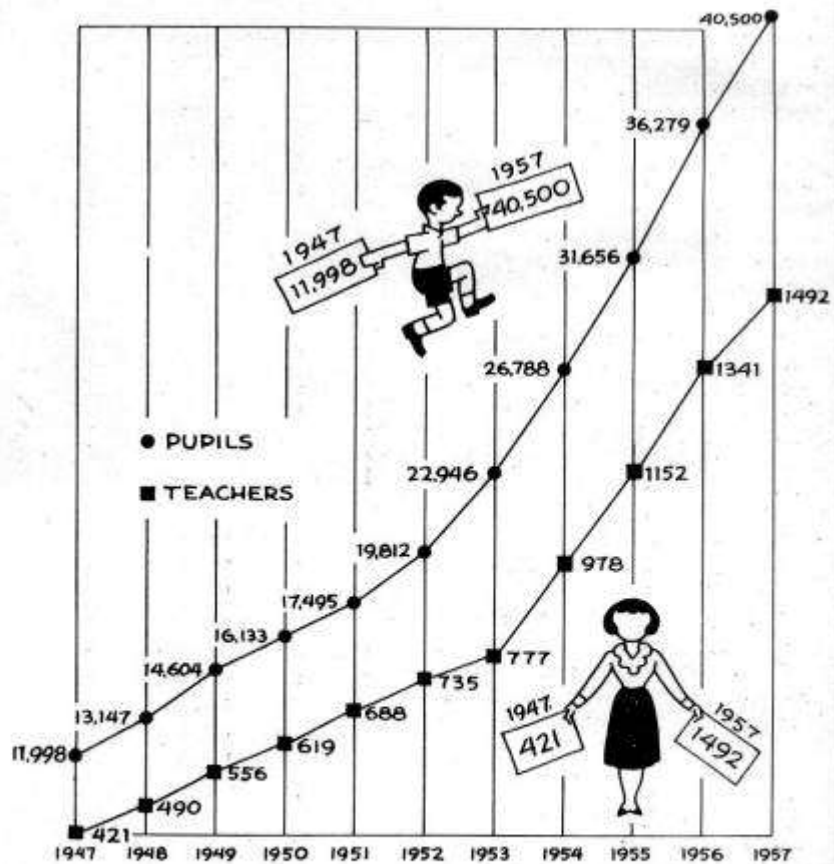
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LOUISVILLE 2, KENTUCKY

Richard Van Hoose, *Superintendent*

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success of our educational program will be engendered by the loyalties and endeavors of our parents, teachers, and administrators.

Ten Years Meteoric Growth



Yes, apparently the sky isn't the limit! Note the almost unbelievable surge in pupil population during the past ten short years. Despite larger additions to teacher personnel and an expanded building program, the pace set by incoming youngsters has all but engulfed facilities and staff.

New View

**EDUCATIONAL TV
AT THREE SCHOOLS**

Television, that latest of media which often means cowboys and cartoons to the younger set, will soon be cast in a more sedate role. The role is that of an assistant instructor. The setting will be three county schools where, for the first time, students of grades 3, 4, 5, and 6 will participate in a planned TV study program.

Hawthorne, Jeffersontown, and Camp Taylor will feature TV instruction in social sciences and general science. School officials report that television can bring a wider scope of instruction to larger groups of students thereby aiding teachers in gaining the greatest potential from their classes.

During the school day, students will be divided into two groups — half will attend morning sessions viewing the televised lessons and doing research and the other half will be attending regular classes. In the afternoon the groups will exchange. Two or three teachers will share the spotlight as TV instructors whose job will be coordination of televised lessons with regular classwork.

**School Board
Meets Open To
The Public**

Regular meetings of the Board of Education are held at 618 West Jefferson Street on the fourth Monday of each month at 7 P.M. The public is invited to attend these sessions.

In the event a regular meeting date falls on a holiday, a majority of the board members will set another date which is published in the daily newspapers.



MR. ARLIS COOK, Pleasure Ridge Park, is chairman of the Jefferson County Board of Education. He represents district #5 which includes the followings schools: Cane Run, Greenwood, Kerrick, Medora, Mill Creek, Rockford Lane, Schaffner, Valley Elementary, Waller, Watson Lane, Wilkerson, and Butler and Valley High Schools.



MRS. C. PEYTON RAY, Taylorsville Road, Jeffersontown, is president of the Jefferson County Council of Parents and Teachers. The council meets the first Wednesday of each school month. Time and place of these meetings, which are open to the public, will be announced in the daily press.



BUSMEN'S BRIEFINGS — Reviewing routes and bus stops are major topics of discussions at sectional staff meetings for school bus drivers. Charles Stout, Director of Transportation for the Jefferson County Schools (left) points out a dangerous intersection to Ernest Kaufman, driver for Bates School (second from left); Robert Gesler, driver for Kenwood School (third from left) and William Blankenbaker, Transportation Supervisor for the county system. Four of the sectional sessions have been slated to brief 210 school bus drivers.

Double Sessions at Valley-Southern

Two high schools will be compelled by heavy enrollment to adopt double sessions for the school year 1957-58. About 3000 pupils at Valley and another 2400 at Southern, all in grades 7-12, are affected.

In both schools, plans are being devised to session grades 10, 11, and 12 from 7 A.M. to 12:30 P.M.; grades 7, 8, and 9 will attend from 12:40 P.M. until 5:40 P.M. Transportation is being arranged to fit these new schedules.

Lunchrooms will be operated for pupils attending the first session. A light snack, including a milk break, will be offered youngsters on the second shift.

School officials point to an increasing pupil population and lack of funds as reasons for the double session schedule. In 1956-57, the 7th and 8th grades were retained in elementary schools to delay the necessity for double sessions. This year, the elementary schools are themselves over-crowded.



THINGS TO COME

In Later Editions

IT'S REPORT CARD TIME

a study of the grading system from teacher to you

THE SCHOOL DOLLAR

a long look at your county school financial structure

SCHOOL BUS BUSINESS IS BIG

the little known but important facts about your bus system



MEDORA ADDITION NEARS COMPLETION — Four Classrooms are being added to Medora elementary school, Valley Station, as part of the overall expansion program designed to relieve crowded conditions which exist in the county system. Six other schools are having additions made this year. All are expected to be ready in the fall.

Quest For The Test

Psychological and Testing Dept. Plans Survey of County System

The county board has authorized the organization of a Psychological and Testing Bureau. This department, under the direction of Mr. O. L. Shields, Eastern High School counselor for the past seven years, will first survey the testing needs of the school system and will then set up a program to meet these needs. As the prime aim of the testing bureau will be the improvement of teaching and learning, this survey will help determine the relative strength and weaknesses in the many subject matter areas.

This coordinated testing program will supplement rather than eliminate the previous tests and examinations given by the classroom teacher. When needed, tests of general intelligence and achievement will now be reinforced by ones revealing special aptitudes, personality traits, and vocational interests. Since every test is administered for a specific

purpose, its results can clearly point up a situation that needs attention or merits emphasis.

This new focus on testing will not represent the judgement of the testing bureau alone but will incorporate the thinking and planning of many teachers, counselors, supervisors, and administrators.

The department will continually provide those tests that will yield data indicative of the child's overall progress, scholastically and socially. Thus equipped, the teacher can better motivate study, diagnose academic weaknesses, and provide a basis for remedial instruction. No matter how it is stated, there is only one fundamental purpose for all measurement: namely, the better understanding of the individual pupil. To accomplish this goal, the testing information will be as definite and complete as possible; in this endeavor, the testing bureau will generate the necessary leadership.

CITY, COUNTY PROBE MERGER

School districts of the City of Louisville and Jefferson County are studying possibilities of a merged system. The study, now underway, is being made by members of the staffs of both school boards. It is to be completed by January 1, 1958.

The inquiry includes such considerations as finance, night school, kindergarten, transportation, salary schedules, educational television, and legal considerations.

The boards will use the results of this investigation as a basis for further action on the merger question.

Electronic Tab Machines Studied

Data processing machines may soon be working for the Jefferson County Schools. The administrative staff of the Board of Education is studying various data processing machines in order to determine which would be most suitable for use in improving pupil and personnel accounting.

These devices will cut hours of manual tabulating effort to minutes and provide needed statistical data on teachers and pupils at a moment's notice.

In addition to their value as time and job savers at the classroom level, these machines also process payrolls, accounts payable and receivable, student attendance reports and hundreds of other necessary office functions.

STRICTLY FROM HUNGER

Youthful appetites required enough food and milk during the past school year to feed the entire city of Chicago, Ill., for one full meal. Jefferson County pupils consumed 4,319,374 lunches and more than a half million gallons of milk. With several thousand new students this year, the tons of food and gallons of milk are expected to far exceed these figures.

More Space But Not Enough

THREE NEW SCHOOLS OPEN; ADDITIONS AT SEVEN MORE

Rocketing pupil enrollments make the steady classroom additions to County Schools seem small. But the record of accommodating more than 17,000 additional pupils in a five year period has been termed a mark of great progress.

This year the County School Board has authorized 138 new classrooms. These will be ready for occupancy Sept. 1. The additions have been made at three new elementary schools—Greenwood, Shryock and Wilder and in classrooms added at Butler, Durrett, Eastern, Medora, Rockford Lane, Waggener and Wilkerson.

Since 1952, 24 schools have been erected and 80 classrooms have been added to existing buildings. Cost for the additions and new construction in the five years is \$17,300,000.

Plan Two More

Two new schools slated for construction in the coming months are aimed at relief of Valley and Southern high schools. Double sessions went into effect at both this year.

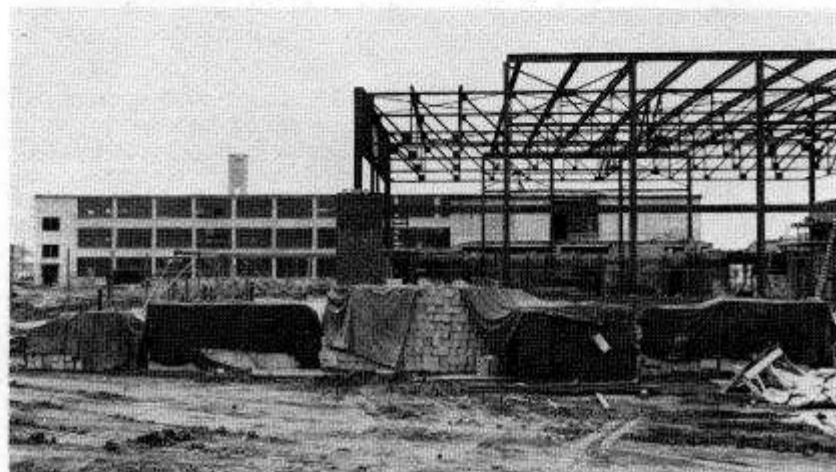
A special building fund tax

will enable the county board of education to construct a new junior high school at Fairdale to take part of the student load from Southern and a new high school at Pleasure Ridge Park with the intent of relieving crowded conditions at Valley High.

The mushrooming pupil population means that financial resources presently available are not adequate to answer the County's minimum needs.

Aptitude Tests Result In New Classes

Special Education will receive a boost this year when three classes will be organized at Newburg, South Park, and Schaffner schools for instruction of pupils who are not able to profit from learning situations of the regular classroom. These boys and girls have been identified by testing programs and will receive educational experiences in keeping with their abilities.



GOLDSMITH JUNIOR HIGH GOES UP—Another new junior high unit is being added at 3510 Goldsmith Lane. The new addition will be available shortly after September. In addition to the classrooms being added, the county board of education will place three new schools into operation this fall. They are Shryock, Wilder and Greenwood. (See story above.)

*Where To Go
For Information*

At the opening of each school year, many questions arise concerning the various school services. Most of these questions can be answered by your school principal or members of his staff. If a call to the Board of Education is necessary, to save you time, we are listing the names and telephone number (JU. 4-8151) of officials responsible for the various functions. You may wish to keep this column all year as a part of your personal telephone list.

- Business Affairs
 - Mr. Samuel Alexander Ext. 2
 - Mr. Ernest Grayson.....Ext. 17
- Bus Transportation
 - Mr. Charles Stout.....Ext. 18
 - Mr. Wm. Blankenbaker
Ext. 18
- Buildings & Construction
 - Mr. Jack Dawson.....Ext. 15
- Curriculum & Supervision
 - Mr. O. M. Lassiter.....Ext. 5
- Instruction
 - Mr. J. E. Farmer.....Ext. 19-20
- Maintenance & Operation
 - Mr. Horace Slaughter Ext. 27
- Lunches & Lunchroom
 - Miss Virginia Wheeler Ext. 6
- Purchasing
 - Mr. Curtis Boyles.....Ext. 29
- Research
 - Mr. Conrad Ott.....Ext. 8
- School Districts, Boundaries,
Tuition
 - Miss Leona Stewart.....Ext. 25
- Teacher Recruitment
 - Mrs. Sara Wellington
Ext. 19-20

CLIP AND SAVE

**Curriculum
Briefs**

This fall, new courses of study, by which school programs are guided, have been published in the following subject matter areas: industrial arts for the 7th and 8th grades, art, music and primary grades.

* * *

A summer workshop has been held for the three elementary schools participating in the Educational Television Program this year. Materials developed by principals, teachers, and consultants will determine scope and sequence of material that will be used in all phases of this program.

* * *

Two itinerant string instructors have been added to the instructional music force. These teachers will work with junior high school students with the goal of developing future orchestral groups.

* * *

Special reading classes in all junior and senior high schools will be set up to help pupils who experience reading difficulties in regular classes. Special teachers will work with the pupils on their particular reading level so that this tool subject can open the way toward comprehension of all other subjects.

* * *

English and mathematics will receive added impetus in junior and senior high schools this fall. Counselors and classroom teachers will redouble previous efforts to place pupils on their particular level of performance in these fields. For example, a student must master the basic fundamentals in both of the above subjects before he can progress to high school or college-preparatory courses. The counselors will advise the youngsters of their needs and their abilities. Proper courses will be scheduled so that the students will receive the instruction necessary for successful learning experiences.

High-Low

**BUDGET FAILS TO
MEET NEEDS**

Combined sources of revenue outlined in this year's school budget, while producing the highest receipts in the county's history, will fail to meet the needs of the system.

Pointing to the enormous student influx, school officials predict that the \$12,000,000 indicated in the school board's estimated receipts will not permit the board to completely meet requirements of the ponderous pupil population. The annual budget, prepared by the superintendent and the administrative staff for members of the Board of Education, blueprints the pattern of the county's total school program.

As in the past, the bulk of anticipated receipts comes from local sources. Percentage wise, the expenditures are as follows: administration (2%), instruction (62%), operation (7%) maintenance (2%), fixed charges (5%), auxiliary services (6%), and capital outlay (15%).

The Special Voted Building Fund is expected to provide some two and a quarter million dollars for the construction and alteration of buildings and the payment on principle and interest of school revenue bonds.

**Extra Copies of
This School Report
Available**

There may be a neighbor, a fellow PTA member, or someone you feel should receive a copy of this report. If so, you may contact your school principal and receive as many as you need.

For Safety's Sake

Forty eight crosswalks and intersections in the county will be staffed by lady guards this year. Employed by the County police department, they will direct traffic during opening and closing school hours.

Your Jefferson County Schools

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VOLUME I

OCTOBER, 1957

NUMBER 2

Change In Report Cards Comes To Jefferson County Schools

"New Look" Is Result of Parent-Teacher Study

by John Ramsey

One of the most exciting moments in the life of a school child is report card time. It is a moment charged with emotion. Sometimes it is happiness, other times it is outright grief for the parents, the child and teacher (the teacher shares largely in this moment). To sum up then, one might suggest that report card time is one of the real highlights of a child's school career. It is in fact one of his concrete guideposts of progress.

As has been the custom, report cards will be sent home every six weeks. When necessary, additional reports will be made by note from the teacher or by telephone.

For years parents and educators alike have recognized this and for years they have worked constantly to improve the methods used in reporting a pupil's progress. They too, have bent every effort to bring about better understandings so completely necessary when the time arrives to grade the child.

This understanding of various phases of the educational program is most vital and important for all parents and teachers. It is a must if an effective program of education is to be provided for the boys and girls in our county. Such a program, providing opportunities for every pupil to develop to his greatest potential, is the primary concern of our schools. Of equal concern to the schools, is this important responsibility of reporting as

accurately as possible the pupil's progress in the process of his development.

Home-School Relations

Clear-cut and well-defined lines of communication between the home and the school are of utmost importance to assure complete home and school co-operation. The most commonly recognized contact between the home and school is the report card. Some school systems have discontinued its use as a means

(Continued on Page 2)

Off We Go

School Enrollment Sweeps Past 40,000

Skyrocketing pupil enrollment swept past the 40,000 mark in Jefferson County Schools last week. True to predictions, the steadily mounting figures reached 14,026 for junior and senior high schools. Elementary schools added 26,360 for a grand total to date of 40,386.

Last year on the same day, county enrollment stood at 35,877 for a gain of 4,509 pupils.

First day enrollment this year was 39,389. School officials predict county total will go to 40,800 for the 57-58 high mark.



YETSUKO SEES NEW REPORT CARD — Six years old Yetsuko Knieriem gets her first glimpse of the new report card from her first grade teacher, Mrs. Hilda Snider of Bates School. Yetsuko is the daughter of Mr. and Mrs. Harry W. Knieriem, Michael Drive, Fern Creek. The new type cards have been provided all county schools and will be used for the first six week period this year.

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JOHN RAMSEY
Assistant Superintendent

**Report Cards Changed
In County School System**

(Continued from Page 1)

of informing parents, however, most schools have hesitated to abandon the written report for several sound reasons. Therefore, it continues to serve parents rather universally as a direct line of communication from the school.

Advances in educational thought and practice have created dissatisfactions with the traditional report card. Leaders in elementary education believe that a more accurate description should be given of the child's growth and development. As a result, cards have been devised

which include information on growth in subject-matter mastery, skills, habits, attitudes, appreciations and social behaviors. With this new information, they will provide more descriptive detail of the child's total progress.

**New Cards
Required Lengthy Study**

These report cards did not come about overnight, nor were they the brainchild of one or two people. They were carefully and thoughtfully originated through the cooperative efforts of a committee of parents and school personnel. Each card is specially designed on a grading plan to cover each age group level. This creates a line of continuity vital to properly informing parents of the child's progress through the twelfth grade.

Regardless of the type of report card or the symbols used to indicate the child's progress and achievement, it is necessary for parents to understand the purpose of the card. It is also essential to know the functions it serves in the total program of education.

Evaluation Is Important

Careful evaluation of student progress and achievement is of great importance and a difficult task. Your school personnel is constantly aware of the problems and deficiencies involved, and continued effort will be made to improve our pipe-line of information to you. In fact, the introduction of this "new look" in report cards is only the beginning for the report card committee. The job of testing, sampling and perfecting will go on. At the moment, this special group is set for a five year program aimed at one goal—our desire to adequately answer your question, "How is Billy getting along?"

**HOW THE NEW
REPORT CARD
WAS BORN**

During its deliberations on new report cards, several marking systems were suggested to the County School Report Card Committee. They ranged from the letter grading (A-B-C-D-F) to the less complicated use of S for satisfactory or U for unsatisfactory.

There too, were suggestions for use of a five-point number scale similar to the ABC letter grades. With the many different systems available, and with indications of some advantages in each different system, the job of selection was a difficult one.

Committee Used Guides

Faced with this problem, the committee used the following guides in their final determination;

- What purposes are marks assumed to serve?
- Do these marks meet these purposes?
- Which marking system best serves the purposes of this community?
- Are there better ways of evaluating the growth of the children?

The four report cards adopted are, in the opinion of the committee, the best answers to meeting the need of the child and in reflecting individual growth in each child. The report card group while carefully examining cards from across the nation, applied each sample to this community's specific needs.

* * *

CHALKIN' A RECORD

If the chalk used during the '56-'57 school year could be placed end to end, the pieces would form a continuous line from Louisville to Paducah. It is estimated that this record, set by 1400 operating classrooms, will be outdistanced in the coming school term.

Child's Name _____

EXPLANATION OF MARKS (BASED ON CHILD'S ABILITY):

- SATISFACTORY PROGRESS (used for first through third grading periods)
- UNSATISFACTORY PROGRESS
- A EXCELLENT (used for fourth through sixth grading periods. Do not use plus (+) or minus (-) with letter grades)
- B GOOD
- C AVERAGE
- D POOR

PLACED IN THE JUNIOR PRIMARY GROUP (See Page 4 for Explanation)

	1	2	3	4	5	6	Final
--	---	---	---	---	---	---	-------

LANGUAGE ARTS

1. Listens to - Others, Stories, Teacher
2. Participates in Group Discussion
3. Speaks Before Group
4. Demonstrates Reading Readiness
5. Reads in Pre-Primer
6. Reads in Primer
7. Reads in First Reader
8. Writes Acceptably

NUMBER WORK

SCIENCE

HEALTH AND SAFETY

MUSIC ACTIVITIES

ART ACTIVITIES

PHYSICAL EDUCATION ACTIVITIES

USE PLUS (+) OR MINUS (-) ONLY

ADJUSTMENT TO SCHOOL

	1	2	3	4	5	6	Final
1. Is Courteous in Speech							
2. Is Cooperative							
3. Uses Self-Control							
4. Is Responsible For Supplied (Lunch Boxes, Wraps, etc.)							
5. Relaxes During Rest							
6. Displays Acceptable Suburban Manners							
7.							

WORK HABITS

1. Follows Simple Directions
2. Begins Work Promptly
3. Completes Work on Time
4. Listens Carefully to Directions
5. Works Well Alone
6. Works Well With Others

RECORD OF ATTENDANCE Year _____

Days Present						
Days Absent						
Times Tardy						

GROWTH RECORD Oct. Apr.

Height		
Weight		
Vision once/year		
Hearing once/year		

Report Card For Grade One



Here they are—the new look in report cards for grades one through twelve. You will note several changes in their contents. For example, the ABC symbols have been used in place of last year's S and U system.

While the ABC symbols are based on a child's ability, the parent-teacher' report card committee discovered that many parents were anxious to learn the actual grade level of the child. Therefore, the committee provided a place on the report cards to indicate grade level. As is indicated on the card, the plus signifies that the child is on or above grade level — a minus shows that work has been below that level.

Report Card For Grades Two Through Six



Child's Name _____

SOCIAL DEVELOPMENT

GRADE TOPICS WITH GRADING SYMBOLS

Sub-Topics Checked 1 1 Indicated a need for improvement

	1	2	3	4	5	6	Final
--	---	---	---	---	---	---	-------

CONDUCT

1. Needs to cooperate in work and play
2. Needs to assume and carry out responsibility
3. Needs to respect private and public property
4. Needs to practice courtesy and kindness
- 5.
- 6.

HEALTH AND SAFETY HABITS

1. Needs to practice simple health habits
2. Needs to understand and observe safety rules

WORK AND STUDY HABITS

1. Needs to follow directions
2. Needs to finish work on time

ATTENDANCE Year _____

Days Present						
Days Absent						
Times Tardy						

GROWTH RECORD Oct. Apr.

Height		
Weight		
Vision		
Hearing		

	1	2	3	4	5	6	Final
--	---	---	---	---	---	---	-------

Grade Level Standing

+At or Above Grade Level, -Below Grade Level (Do not use letters)

Reading

Language

Numbers

Explanation of Marks: (Based on Child's Ability)

- A EXCELLENT (Do not use + or - with letter grade)
- B GOOD
- C AVERAGE
- D POOR
- F FAILURE

SUBJECT FIELDS

Reading

English

Spelling

Arithmetic

Science

Health

History

Geography

Physical Education

Music Participation

Art Participation

Writing

Report Card For Grades Seven and Eight



		Pupil						
KEY:								
A - 93-100 Excellent		C - 79-85 Average						
B - 86-92 Good		D - 70-78 Poor						
		F - Below 70, Failure						
SUBJECT		1	2	3	4	5	6	Final
CORE	ACADEMIC							
TEACHER	CONDUCT							
A (1) check indicates that the pupil needs help in:								
SCHOLASTIC ACHIEVEMENT								
Understanding Material Read								
Organizing Materials								
Communicating Oral Language								
Communicating Written Lang.								
Improving Spelling								
Understanding Social Studies								
Understanding Science								
WORKING HABITS								
Using Time Wisely								
Preparing Assignments								
Exercising Self Control								
Listening and Observing								
ARITHMETIC	ACADEMIC							
TEACHER	CONDUCT							
MUSIC	ACADEMIC							
TEACHER	CONDUCT							
ART	ACADEMIC							
TEACHER	CONDUCT							
SHOP OR HOME EC.	ACADEMIC							
TEACHER	CONDUCT							
PHYSICAL EDUCATION	ACADEMIC							
TEACHER	CONDUCT							

ATTENDANCE RECORD		1	2	3	4	5	6	Year
Days Present								
Days Absent								
Times Tardy								
TEACHER OBSERVATION								

Please examine all four report cards and note the similarity and continuity of the reporting program. Notice the use of the same symbols and the effort to evaluate the total child in all twelve grades. Another effort is made in grades seven and eight to pinpoint a child's particular difficulties in relation to the complete program so that parents may be aware of their child's individual needs. At the same time, 'conduct' in the separate classes is evaluated in grades nine through twelve.

The space for teacher observation will also be of interest to you. It provides a place in which the teacher may communicate in terms of a personal message, covering such other items not included in the blocked out form. Parents are urged to arrange for parent-teacher conferences on any questions concerning the student's growth and development.

		PUPIL							
KEY:									
A - 93-100 Excellent		C - 79-85 Average							
B - 86-92 Good		D - 70-78 Poor							
		F - Below 70, Failure							
SUBJECT		1	2	3	4	5	6	Final	Gr.
Teacher	ACADEMIC								
Teacher	CONDUCT								
Teacher	ACADEMIC								
Teacher	CONDUCT								
Teacher	ACADEMIC								
Teacher	CONDUCT								
Teacher	ACADEMIC								
Teacher	CONDUCT								

ATTENDANCE		1	2	3	4	5	6	Year
Days Present								
Days Absent								
Times Tardy								
TEACHER OBSERVATION								

Report Card For Grades Nine Through Twelve



Between Home And School

REPORT CARD IS ONLY ONE OF MANY POINTS OF CONTACT

As has been mentioned, the report card has a place of great importance in the American home. It has had tremendous impact on the life of every school child in our nation. It will continue to produce powerful impressions. One major point to bear in mind, however, is the fact that the report card itself is only one of many means of communication between the home and the school.

In order to realize the best possible results, more use should be made of the various available media. When this is done, the report card is placed in its proper perspective. Actually, the report card is in itself a summary of pupil evaluation over a given period of time.

Sometimes the question is asked, "How else will I know except by the report card"? The answer to this is that some of the better ways are: parent-

teacher conferences, home visits, telephone calls and notes to parents.

Six-Week Summary Valuable

Naturally the summary given the parent through a regular six-week report card is of tremendous value. The point many tend to overlook is that for best results and understanding, it is advisable to maintain close contact between school and home in addition to this report card summary.

This constant review of a pupil's progress by the parent with the teacher can be invaluable in aiding the school in its efforts toward guiding the child to his maximum development. Such a review provides a meeting ground for parent and teacher so that necessary measures of action are taken in both orbits of the child's life at the same time.

through the years

Search For Better Report Card Constant

The search for perfection in reporting to parents is not a new one. It is in fact as old as the three R's themselves. From the age of the little red school house to the present the quest for better reporting has continued.

One of the first types of reporting from the one-classroom era, was the percentage type grading. Report cards were graded in number — 70, 75, 80, 85, etc.

Later, as a result of studies, it was deemed appropriate to use letters, E-excellent, VG-very good, G-good etc.

Then the system changed again. This time the letters S for satisfactory and U for unsatisfactory were brought into play. One refinement to this

system took place when the letter E for excellent was added. This system remained in effect through last year.

Parents and educators alike, promise that more changes are in store for the future. As one committee member put it, 'let's hope they never stop trying to refine the system — there's always room for improvement'.

DROPOUTS DON'T WIN

Teenagers who drop out before completing high school will probably earn 30 per cent less in their lifetime than those who graduate. A report from the Labor Department shows typical high school grads earn \$50,000 more in a lifetime than does the eighth grade graduate and about \$30,000 more than those who enter high school but don't finish.



MR. GARLAND COCHRANE, Jefferson-town, Ky. is vice-chairman of the Jefferson County Board of Education. He represents District #2 which includes the following schools: St. Matthews, Dorsey, Jefferson-town (College Drive), Jeffersontown (Shelby St.), Kennedy, Shryock, Melbourne Heights, Hawthorne, Goldsmith and Hikes elementary schools, Goldsmith junior high school and Eastern and Waggener high schools.



QUESTION BOX

Question Box is another effort of the County Board of Education to better inform you about the state of affairs in your county schools. From time to time perhaps you will have a question about some service or facility that might be available to you. If you will address your query to Question Box, care of the Jefferson County School Board of Education 618 West Jefferson Street Louisville 2, Ky., it will be answered in this column or direct to you by the head of a specific department.

A few random questions from our first month's mail are answered in the following lines.

• Will there be double sessions in the county schools in the 1958-59 school year?

This will depend on how fast pupil enrollment grows.

(Cont. on Page 6)

PARENT TEACHER TALKS VALUABLE TO YOUR CHILD

Ever feel that your meeting with the teacher didn't accomplish as much as you thought it should? There are instances when both parties may think it was a waste of time. Perhaps there was a question of attitude. On the other hand some of the questions asked during the visit may have been misinterpreted.

With the assistance of parents and teachers a suggested list of parental questions were compiled. Here they are:

- What does my child like best to do at school?
- Is his school work as good as it ought to be—for him?
- How does he get along with you?
- How does he get along with other children in the classroom and on the school grounds?
- Does he seem to be worrying about anything?
- Do the other children do it? (Fibbing, disobedience, inattention, disrespect, etc...)
- Does his health seem good?
- What can we as parents do to help him at home?

From visits with parents, the teacher is interested in learning what parents expect of their children, something about bed-time and television rules. The teacher would also like to know how your child gets along with brothers, sisters or playmates. It is also important for teacher to know of any difficulties in previous schools, grades etc.

All these bits of information will give the teacher tools with which to better aid your child.

And, when you decide to visit with the teacher, it is important that you call and make a definite appointment. By doing so the teacher will have time to look over the child's records, and assemble samples of his work for the discussion.

Student Avalanche Rolls



FIFTH AND SIXTH GRADERS GO TO HIGH SCHOOL — It's a fact! Members of the fifth and sixth grades at Valley Elementary school are going to Valley High School this year. As a result of the over-whelming student enrollment, the elementary students are attending classes in the old temporary quarters at the rear of Valley High. A tremendous outpouring of pupils is burdening facilities through the system. A new school is being planned to relieve the Valley elementary conditions. It will be located on Stonestreet Road.

Question Box — Cont'd. from page 5

• *How many school busses are operated by the County Board?*

At present there are 221 vehicles in the county system.

• *Is the county board planning new schools in the coming year?*

Yes, two new junior high schools are set for construction one at Fairdale and one at Pleasure Ridge. A new elementary school is slated for Stonestreet Road and there will be additions made at Goldsmith Junior High. Shop buildings are scheduled to be added at Waggener, Durrett, Goldsmith and Butler schools.

• *Are private instrumental music lessons given in Jefferson County Schools?*

No, they are not.

• *Are charges in the county school lunchrooms the same in every school?*

No, the prices vary due to the food requirements of elementary, junior high and high school pupils.



THINGS TO COME

In Later Editions

THE SCHOOL DOLLAR

a long look at your county school financial structure

SCHOOL BUS BUSINESS IS BIG

the little known but important facts about your bus system

ELEMENTARY INSTRUCTION

your child's first glimpse of school life

Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME I

NOVEMBER, 1957

NUMBER 3

where the money goes

COUNTY SCHOOL FINANCIAL SYSTEM IS MULTI-MILLION DOLLAR BUSINESS

But Pupil Growth Outstrips our Ability To Provide Minimum Needs

by Samuel Alexander

Members of the Jefferson County Board of Education and the staff are frequently asked, "Where Does All the Money Go?". It is a good question, and one that should be given a detailed answer.

You, as a stockholder in this multi-million dollar a year business, deserve to know exactly where your dollars go. This is true not only because your money is invested, but also because the future of your children is determined largely by the way your money is spent.

Now, in order to give a clear cut picture of the financial structure and its workings, let's go back and take a look at how our school system came about.

Our state constitution requires the General Assembly to provide by appropriate legislation, an efficient system of common schools for the Commonwealth of Kentucky.

In compliance with this requirement, the General Assembly has, as in most other states, enacted legislation which provides for the financial support of schools by the cooperative efforts of the local school district and by the State. Section 184 & 186 of the Constitution provide that all sums of money accruing to the State School Fund, together with any sum which may be produced by taxation or otherwise for purposes of common school education, shall be

appropriated to the common schools and to no other purpose.

Each district board of education is charged with the responsibility of control and management of the public schools in the district. School funds and school property must be used by each district board of education to

(Continued on Page 2)

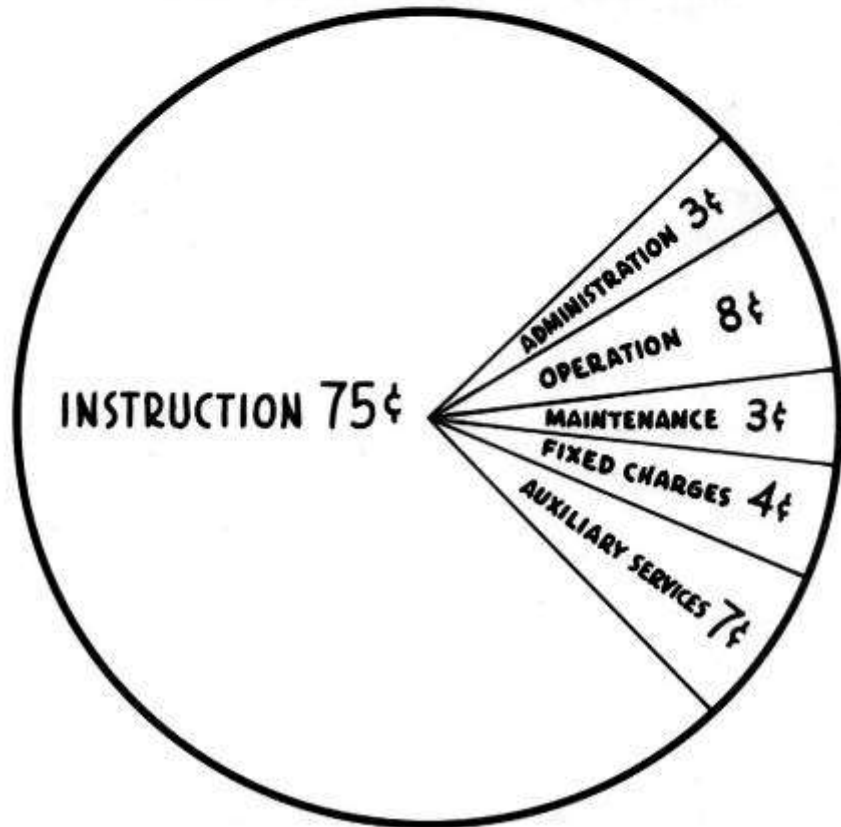
State Revenues Tied To Attendance; Sharp Dip Expected

The average daily attendance in Jefferson County schools for the month of September was normal. The trend in October however will be sharply downward due to the flu epidemic experienced in several areas.

Since the state's appropriation to the county schools is based on

(Continued on Page 4)

THE SCHOOL DOLLAR



In addition to stories on 'where the money goes' we thought it appropriate to show it in line form. In the following pages this is broken down into plain English without fiscal technical language so that you may see the workings of your Jefferson county schools' financial department.

Your
Jefferson County Schools
 Vol. I November, 1957 No. 3

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 618 West Jefferson Street
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 County P.T.A. meetings.*



SAMUEL ALEXANDER
Assistant Superintendent

COUNTY SCHOOL FINANCIAL SYSTEM

(Continued from Page 1)

promote public education in such ways as it deems necessary and proper.

BUDGET REQUIRED

Your Board of Education is required to prepare a general school budget showing the amount of money needed for necessary expenses of the schools during the succeeding fiscal year and an estimate of the receipts from the common school fund and other sources.

On August 26, the Jefferson County Board of Education approved its school budget for the 1957-58 school year. This budget provides for total expenditures

of \$15,143,805.26. Current expenditures will amount to \$9,989,794.38 and Capital Outlay and Debt Service expenditures will be \$5,154,010.88. **Table I** compares 1956-57 and 1957-58 current expenditures of the Jefferson County Board of Education with National average expenditures for comparable school districts.

It is interesting to note that the 1957-58 estimated per pupil current expenditures in Jefferson County will be \$244.85; whereas, the average expenditures in comparable districts will amount to approximately \$303.00 per pupil.

Capital Outlay and Debt Service expenditures of \$5,154,010.88 will be used as follows:

Principal and Interest on Revenue Bonds
 Outstanding\$1,536,715.92
 New Buildings, Sites, Improvements to Old Buildings and Equipping Old and New Buildings\$3,617,294.96

Capital Outlay and Debt Service expenditures will amount to approximately \$126.32 per pupil during the 1957-58 school year. This per pupil expenditure for Debt Service and Capital Outlay appears to be very high. However, it must be pointed out that even with this apparently high expenditure, the Board of Edu-

cation is not able to meet housing needs. Evidence of this problem is the fact that Southern and Valley High Schools are on double sessions and the overcrowded conditions in many elementary schools — particularly Valley Elementary School.

FISCAL COURT — STATE OK'S BUDGET

The Fiscal Court of Jefferson County and the State Board of Education are required to approve the School Budget before it can become operative. The 1957-58 Budget of the Jefferson County Board of Education was approved by the Fiscal Court of Jefferson County on August 28 and by the State Board of Education on September 18, 1957.

Approximately seventy-six (76) percent of all revenue available for support of the Jefferson County Schools is raised by local taxation and other miscellaneous local receipts. The remaining 24 percent of revenue available for school support comes from State and Federal funds.

With approximately seventy-six (76) percent of all revenue available for school support coming from local taxation, the assessed valuation of property back of each pupil becomes significant. From 1946 through fis-

(Continued on Page 5)

Table I
Comparison of Current Expense Budgets
(Capital Outlay and Debt Service Excluded)

	1956-57 Budget		1957-58 Budget		National Average**
Administration	\$ 215,802.00	2.5%	\$ 290,172.00	2.9%	3.0%
Instruction	6,691,446.55	76.0%	7,484,298.00	74.9%	72.2%
Operation	681,379.00	7.8%	807,932.00	8.1%	9.9%
Maintenance	206,044.50	2.3%	281,679.00	2.8%	4.8%
Fixed Charges..	391,305.56	4.3%	462,790.02	4.6%	3.2%
Auxiliary					
Services	619,741.00*	7.1%	662,923.36	6.7%	6.9%
	\$8,805,718.61	100.0%	\$9,989,794.38	100.0%	100.0%
1956-57 Per Pupil Current Expenditure —					
Jefferson County					\$242.54
1957-58 Per Pupil Current Expenditure —					
Jefferson County					244.85
Average Current Expenditure for Comparable School Districts.....					303.00

*National School Lunch Program Reimbursements Excluded
 **Percent of total current expenditures in 88 comparable public school systems — Circular 472 U. S. Office of Education



MR. PAXTON M. WILT, 1130 Dove Road, Louisville, Ky. is a member of the Jefferson County Board of Education. He represents District #3 which includes the following elementary schools: Bates, Fern Creek, Camp Taylor, Newburg and Audubon in addition to Fern Creek High School.

Board Responsible For All School Activity Funds

Another question which often arises in the schools is: "What about monies for athletics or other school activities?"

Truth of the matter is—this too is big business. Last fiscal year, for example, Jefferson County Schools handled almost three quarters of a million dollars arising from such school activities as those mentioned above. The total may go well over the million dollar mark in 1958.

State Board of Education regulations require that adequate records be kept on all funds derived from school activities or involving school property. The basic responsibility for school activity accounting rests with the school board which may delegate the responsibility to the principal of the school. All school employees responsible for handling more than \$250.00 per annum are required to be bonded.

Each school in Jefferson

Persons Living Outside District Must Pay Tuition

Boards of education are authorized to charge a reasonable tuition fee for each child whose parents are living outside the district. Jefferson County charges a monthly tuition fee for pupils who attend schools in this district and who are classified as tuition pupils. Transportation of these pupils is the responsibility of the parents.

Tuition rates are calculated on the preceding years' General and Special Voted Building Fund expenditures. Cost analyses are made of the functions of administration, instructions, operation, maintenance, fixed charges, auxiliary services, capital outlay, and debt service. Membership in elementary, junior high and senior high schools are then divided into a portion of the costs, and rates are determined. This year the rates are as follows:

Elementary	.. \$29.00 per month
Junior High	.. 39.00 per month
Senior High	.. 39.00 per month

For the fiscal year ending June 30, 1957, the Jefferson County Board of Education collected \$12,936.00 in pupil tuition from parents who resided in other districts. Anchorage School District (not included in the above figure) paid an additional \$13,189.71 for children educated in Jefferson County schools during the same period.

County is delegated the responsibility of accounting for all school activity funds. The Board of Education does, however, have an audit made annually showing the source of all receipts and the purpose for which disbursements are made. These annual reports are on file in the Superintendent's office and are at all times open to public inspection.

'57-58 Budget's Major Components

In order that you may better understand the break-down of the school dollar drawing on page one, here's a word picture of each category outlined.

Administration

These expenditures deal with the Board of Education's overhead, and include activities which have as their purpose the general regulations, direction and control of the affairs of the school district.

Instruction

This part of the budget relates directly to the education of the children in the classroom. It includes salaries for principals, supervisors, teachers, clerical help, and money needed for instructional supplies.

Operation

All expenses needed to keep our buildings and facilities open and ready for use are found in this category. Janitorial salaries, coal, gas, water, and other house-keeping expenses are included.

Maintenance

This section deals with preservation of the school plant through repairs and replacements. These expenditures protect real property investment.

Fixed Charges

These expenditures are of a generally recurrent nature. Included in this function are contingencies, fire insurance, rents and Social Security.

Auxiliary Services

Auxiliary Services deal with expenditures for services that are essential to, but not directly related to classroom instruction of children. Approximately 98% of all expenditures in this function are made for transportation.

A real topsy

New Schools Built With Special Funds Are Swamped By Record Enrollment

Back in 1951, the Board of Education asked Jefferson County voters to approve a "Special Voted Building Fund" tax of 5 to 50 cents to be used in accordance with the provisions of Kentucky laws. This tax was not approved, but in 1952 a similar proposal was approved for a 20 year period.

Today, five years after the voters passed this measure, many improvements and new schools have accrued. The big BUT is that while schools have been constructed and additions made to older units, the hefty pupil enrollment continues to stagger facilities to the point of absolute inadequacy.

The income from this Special Voted Building Tax is used for the purchase of school sites and buildings, for the erection and complete equipping of new school buildings, for the major alteration, enlargement and complete equipping of existing build-

ings, for the purpose of retiring, directly or through rental payments, school building revenue bonds issued for such school buildings and improvements, and for any program of acquisition, improvement, or building of schools.

This special tax was first levied during the 1953-54 school year and has been levied each year since that time.

At the present time all rental payments on school building revenue bonds are paid from this fund. The 1957-58 revenue from this tax will amount to approximately \$2,242,763.96. Of this amount, rental payments on school building revenue bonds will be \$1,536,715.92. The remainder of the anticipated revenue (\$706,048.04) has been appropriated for acquisition of new school sites and for the erection and equipping of new school buildings.

This special tax has made it

possible for the Jefferson County Board of Education to erect twenty (20) elementary schools, one (1) junior high school, three (3) senior high schools, and numerous additions and improvements to existing schools. In addition, rental payments for retirement of bonds issued for construction of four high schools has been assumed.

Despite this ambitious school building program, the revenue available has been insufficient due to the fact that the 1952 tax was designed to meet needs of a enrollment of 19,000 plus. At the present, this same tax must apply to a enrollment of more than double in size. This enrollment is expected to go past the 40,500 mark before the end of the school year.

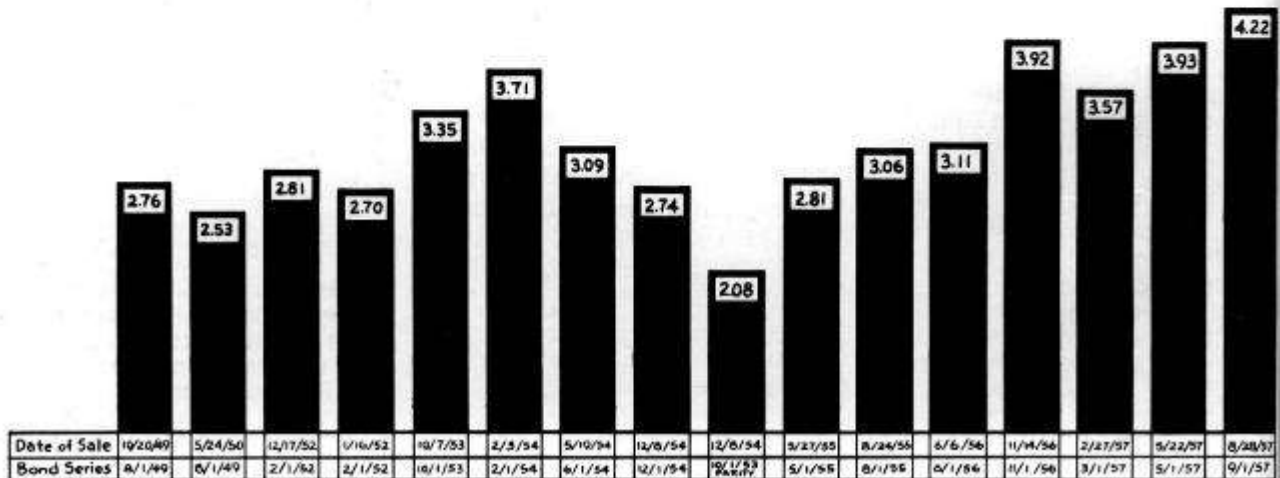
State Revenues Tied To Attendance;

(Continued from Page 1)

attendance, this will mean sharp reduction of revenues from this source.

A breakdown of figures on the actual amount of state funds allocated per pupil shows that the county schools will lose about 47 cents for each school day missed.

Here Are The Facts In Rising Interest Cost



The above graph presents information relative to bond issues sold by the Jefferson County Board of Education. Although the interest rate has fluctuated, the trend is advancing upward.

As the interest rate advances, the amount of money available for school house construction decreases. At the same time, the increasing pupil population leaves the Board of Education no alternative but to continue to issue more bonds, even though higher rates of interest prevail.

Two Million Plus Realized By County From Other Revenue

Your County School system derives money from three sources—local, state, and federal . . . We have seen the local picture, now let's turn to the state and federal sources.

During the fiscal year ended June 30, 1957, the Jefferson County Board of Education received \$2,846,377.99 from state and federal sources.

The bulk of the above total was derived from the State Foundation Program Apportionment of \$2,306,801.14. This amounted to \$80.00 per child in Average Daily Attendance for the 1955-56 school year. During 1957-58, Jefferson County will receive \$80.00 per child based on 1956-57 Average Daily Attendance.

Revenue from State Vocational Programs such as Agriculture, Trades and Industries, Home Economics, and the operation of Kentucky Children's Home comprised \$36,182.17 of other revenues derived during fiscal year ended June 30, 1957. The state reimburses this district for a part of the salaries of special teachers in such fields as agriculture, trades and industries, and home economics. In addition the Board of Education operated the Kentucky Children's Home School and received reimbursement from the State for expense incurred.

FEDERAL AID IN COUNTY

The Federal Government contributed \$161,779.68 to Jefferson County under provisions of Public Law 874. This legislation provides for aid to school districts for children whose parents are employed on federal property, providing the percentage of such children amounts to 3% of the total membership. Last school

checks and doublechecks



Here's a part of the accounting department of your county school system. At the background, Ernest C. Grayson, Director of Finance watches as Mrs. Alice O. Reynolds operates the payroll machine. In the foreground Miss Mildred Kemp is using the addressograph. These are two of the accounting procedures used in the finance department.

year approximately 5.5% of our membership was in the above category.

In Jefferson County the Special Vocational Training Program for Agriculture and Trades and Industries is fully reimbursed by Federal funds. For the year ended June 30, 1957, \$13,353.69 was paid for teachers' salaries, supplies, etc.

Receipts from National School Lunch Program and Special School Milk Program amounted to \$328,261.31 for year ending June 30, 1957. The schools are reimbursed at a rate of 4 to 6c for lunches served to children and 3 to 4c for each one-half pint of milk served to children. Under this same program, although no funds are involved, is the distribution of surplus commodities to the Jefferson County Schools for the lunch program.

COUNTY SCHOOL FINANCIAL SYSTEM

(Continued from Page 2)

cal 1952 the assessable wealth back of each child in the Jefferson County School District showed a gradual increase. From fiscal '52 to 1956-57 the trend has been on the downgrade which means that the Board's present financial ability to support the current educational program falls short of its capacity nine years ago.

This is a general picture of our school financial situation. In the stories to follow, we will break down some of the various parts of the picture to give you an inside story on the job your school dollar does.

The total assessed valuation of property has been increasing rapidly in Jefferson County, but the pupil enrollment has been on the up-grade even more rapidly. Therefore, despite our every effort, the ability of the district to maintain adequate facilities and sufficient personnel has been on the decline.

and now about **AUDITS**

The records and accounts of the Jefferson County Board of Education are audited annually. A condensed report of the audit made by Yeager, Ford and Warren, for the 1955-56 Fiscal Year, is included as a part of this issue of YOUR JEFFERSON COUNTY SCHOOLS.

The 1956-57 records and accounts of the Board of Education are now being audited by Certified Public Accountants and before June 30, 1958 will be audited by the State Department of Education.

YEAGER, FORD & WARREN

CERTIFIED PUBLIC ACCOUNTANTS

KENTUCKY HOME LIFE BUILDING

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December 1, 1956

Jefferson County Board of Education

We have examined the records of General Fund and Special Voted Building Fund of Jefferson County Board of Education for the year ended June 30, 1956. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying statements of receipts and disbursements for General Fund and Special Voted Building Fund fairly present the transactions of Jefferson County Board of Education for the year ended June 30, 1956, and the results of its operations for the year then ended in conformity with generally accepted accounting principles.

YEAGER, FORD & WARREN
Certified Public Accountants

CASH RECEIPTS AND DISBURSEMENTS GENERAL FUND FOR THE YEAR ENDED JUNE 30, 1956

CASH BALANCE, JULY 1, 1955			\$709,703.30
RECEIPTS			
Per capita account, Foundation Program Fund.....	\$1,517,297.41		
Other State and Federal aid.....	44,500.10		
Reimbursement for veterans training.....	10,732.40		
Reimbursement for school lunch program.....	278,532.70		
Revenue from taxes.....	5,621,720.43		
Individual tuition.....	125,119.98		
Interest on investments.....	8,040.00		
Sale of property and equipment.....	13,325.29		
All other sources.....	74,265.85	\$7,693,534.16	
DISBURSEMENTS			
Administration.....	179,924.66		
Instruction.....	5,201,931.87		
Operation.....	563,945.60		
Maintenance.....	161,030.82		
Fixed charges.....	46,295.56		
Auxiliary services.....	576,738.93		
Capital outlay.....	475,118.27		
Debt service.....	1,623.48		
Transfers and refunds.....	271,343.54	7,477,952.73	215,581.43
CASH BALANCE, JUNE 30, 1956			\$925,284.73

Your Jefferson County Schools:

November, 1957

YOUR JEFFERSON COUNTY SCHOOLS

Page 7

CASH RECEIPTS AND DISBURSEMENTS SPECIAL VOTED BUILDING FUND ACCOUNT FOR THE YEAR ENDED JUNE 30, 1956

CASH BALANCE, JULY 1, 1955		\$250,262.49
RECEIPTS		
Revenues from taxes.....	\$1,750,948.40	
Interest on investments.....	1,500.00	
U. S. Treasury, Additional assessments.....	780.25	
Jefferson County Treasurer, reimbursement from proceeds of August 1, 1955 land sale.....	121,420.78	
Louisville Water Company — refund.....	2,576.80	\$1,877,226.23
DISBURSEMENTS		
Capital additions.....	498,515.70	
Debt service.....	(A) 1,062,436.02	
Prior year utility refunds paid to Bond Construction Accounts.....	6,090.93	
Advance to Bond Construction Accounts.....	(B) 222,648.87	1,789,691.52
		87,534.71
CASH BALANCE, JUNE 30, 1956		\$337,797.20

(A) Includes payment to Interest and Bond Redemption Account of August 1, 1949, of \$170,000.00 to be used to redeem bonds August 1, 1956.

(B) Reimbursed from Bond Construction Accounts in July, 1956.

CASH RECEIPTS AND DISBURSEMENTS VETERANS INSTITUTIONAL ON-THE-FARM TRAINING PROGRAM ACCOUNT FOR THE YEAR ENDED JUNE 30, 1956

CASH BALANCE, JULY 1, 1955 (deficit*)		\$288.89*
RECEIPTS		
Reimbursement from State Treasurer.....	\$6,252.21	
Advances from General Fund.....	465.40	\$6,717.61
DISBURSEMENTS		
Salaries.....	4,933.26	
Other.....	1,076.66	6,009.92
		707.69
CASH BALANCE, JUNE 30, 1956		\$418.80

SUMMARY OF BOND AND INTEREST REDEMPTION ACCOUNTS ISSUES A THROUGH L

CASH BALANCE, JULY 1, 1955		\$246,128.98
RECEIPTS		
Transfers from Special Voted Bond Fund		
For retiring bonds.....	\$671,000.00	
For payment of interest.....	457,367.27	
Interest on investments.....	3,889.66	1,132,256.93
CASH AVAILABLE		\$1,378,385.91
DISBURSEMENTS		
For retiring bonds.....	666,000.00	
For interest.....	457,535.00	1,123,535.00
CASH BALANCE, JUNE 30, 1956		\$ 254,850.91

like sputnik

Enrollment Soars; School Building Revenue Bonds Grow

The management of school indebtedness constitutes an important phase of school administration. Rapid increases in school enrollments have made an increase in housing facilities and equipment necessary in Jefferson County. This enlarged school plant required this district to resort to the issuance of its first school building revenue bonds on October 26, 1949.

There are only two types of bonds which may be issued in Kentucky for construction and equipping school buildings—**Voted Bonds and School Building Revenue Bonds.**

Voted Bonds must be approved by two-thirds of the voters and have a two percent constitutional debt limit which is so low that only approximated \$3,000,000 worth of these bonds could be issued in Jefferson County. Therefore, it was necessary that the Jefferson County Board of Education resort to the issuance of School Building Revenue Bonds in order to finance construction of buildings needed.

Since August 1, 1949, the Jefferson County Board of Education has issued \$23,220,000.00 School Buildings Revenue Bonds for constructing and equipping new schools.

The following table shows the buildings constructed, and the amount of each bond issue.

Date of Issue	Amount
SCHOOLS CONSTRUCTED	
August 1, 1949.....	\$3,500,000.00
Eastern High School	
Southern High School	
February 1, 1952.....	3,200,000.00
Fern Creek High School	
Valley High School	
October 1, 1953.....	1,435,000.00
Alice Waller Elementary	
Newburg Elem.	
Hawthorne Elementary	



THINGS TO COME

In Later Editions

SCHOOL BUS BUSINESS IS BIG

**the little known but important
facts about your bus system**

ELEMENTARY INSTRUCTION

**your child's first
glimpse of school life**

HIGH SCHOOL INSTRUCTION

**vital
middleground before
adulthood**

February 1, 1954.....	3,940,000.00
Mayme S. Waggener High School	
John J. Audubon Elem. and Addition	
Suda E. Butler High School	
Medora Elem. and Addition	
Sallie Phillips Durrett High School	
June 1, 1954.....	1,385,000.00
South Park Elementary	
Rockford Lane Elementary	
John H. Chenoweth Elem.	
December 1, 1954.....	975,000.00
James H. Bates Elementary	
Gilmore Lane Elementary	
October 1, 1953.....	55,000.00
(Parity Issue)	
Addition to Waller Elem.	
May 1, 1955.....	1,500,000.00
Kenwood Elem. School	
Goldsmith Elementary	
St. Matthews Elementary	
August 1, 1955.....	990,000.00
Henry B. Schaffner Elem.	
Alex R. Kennedy Elem.	

BIG SHOPPER

Purchasing Unit Coordinates All Buying For Schools

One of the biggest phases in this big business of education is purchasing. For example, the purchasing director has a shopping list containing such items as school busses, paper towels, school furniture, insurance, gasoline, coal, fuel oil, paint, lumber, soap and numerous other items.

The Purchasing unit coordinates all buying activities for the County Board under one department, and endeavors to help the educator select the best quality material that is consistent with long run economy; yet at the same time provide the child with the best supplies, materials, equipment and building facilities that the County Board of Education is financially able to provide.

In order to realize greater savings, the Board of Education purchases several items on a cooperative basis with other city and county governmental agencies. Cost information, market data, estimates of needs, availability of goods, and best time to purchase are some of the necessary services made available by this department.

June 1, 1956.....	1,120,000.00
Sylvia Wilkerson Elem.	
John Filson Elementary	
November 1, 1956.....	1,015,000.00
1956 Addition to Butler High School	
Watson Lane Elementary	
March 1, 1957.....	1,435,000.00
Goldsmith Junior High	
May 1, 1957.....	1,500,000.00
Addition to Durrett High School	
Addition to Waggener High School	
Ninde S. Wilder Elementary	
September 1, 1957.....	1,170,000.00
Gideon Shryock Elementary	
Greenwood Elementary	

Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME I

DECEMBER, 1957

NUMBER 4

rolling along

County Schools Bus System Began With 'Mule Power' Covered Wagon

By Charles Stout

Bus transportation in the Jefferson County schools will soon have a birthday. It will be forty six years old.

Its humble beginning was indeed equal to the start made by the school plants themselves. For back in the days of the little one room frame school house and the blue back speller, came the first mass transportation of pupils to and from school.



According to O. J. Stivers, former Superintendent of County Schools, it was in 1911 that the consolidation of two schools near Medora School

O. J. STIVERS prompted John B. McFerran to donate a covered wagon for use as a school 'bus'. It cost about two dollars a day to operate that first vehicle. That amount included pay for driver and feed for the unit's two 'mule power'. "This", observed Stivers, "was a bold step of progress in education in those days".

Between that day and today the advances of mass transportation for your pupils has not only been spectacular — it is indeed a little awesome. Today your Jefferson County school bus system is over a half million dollar a year business. To say it is a vitally important one is to understate the case. The very lives of thousands of your children are in the hands of the school bus drivers each day.

For this reason it was con-

sidered important that this service to the taxpayers of Jefferson County be studied and its record publicly evaluated.

More frequently in recent years transportation has served as a means of getting school children to better and larger schools in rural communities. In turning to this means of solving the problems of the small inadequate school, administrators have assumed new responsibilities in an educational program.

ON SAFETY POLICIES

The responsibility for safeguarding the pupils rests upon the shoulders of board members and the superintendent. These officials are often faced with the

(Continued on Page 2)

SCHOOL BUS BUSINESS IS BIG

This school year the total amount budgeted for pupil transportation is \$655,220 or about four percent of the entire school budget.

Each day the Jefferson County school bus system transports a number of pupils equal to the entire population of Owensboro, Kentucky. To do this it employs 221 buses. These vehicles travel 10,862 miles per day and make 9,939 stops in dispatching their passengers.

All of this mileage is covered within the confines of Jefferson County. The earliest pickups each morning are about 6:20. The last child is delivered at the area stop at about 6:20 P.M.

Since there are 5,208 pupils at Valley and Southern High School in double sessions Jefferson County school buses are on the highways almost continuously between these hours.

precious cargo



ONE OF THE COUNTY'S 66 PASSENGER BUSES stops to pick up passengers at the Durrett High School, Preston Highway. The safety record achieved by the Jefferson County School bus system has been listed as one of the best in the nation. (Story on Page Five).

Your

Jefferson County Schools

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County P.T.A. meetings.



CHARLES STOUT
Director of Transportation

**County School Busses
 Stem From Covered Wagons**

(Continued from Page 1)

enforcement of some policies against the demands of parents who desire special privileges not authorized by law nor a safe public school program. Thus the policy must be to limit school activities to functions legally authorized and only these activities and services in which safety standards and safety precautions are fully observed.

The adoption and enforcement of such regulations in each county is the responsibility of the officials of each district and is, in fact, a school program conducted on the public highways by public school officials.

Why the busses run the routes they do — How the pick-up

points are established — What the insurance coverage is — All these things and hundreds of others will be presented for your information and evaluation.

To do this we are breaking the Bus Story down into several parts. These parts will be discussed in detail throughout this issue.

First though, let's view the basic philosophy on school bus transportation in Jefferson County and as it exists generally throughout the nation. School bus service is not a taxi service. It is mass transportation in every respect. It exists solely to safely transport pupils to school from a general area and not from individual front gates.

From the 'covered wagon' days the mass transport intent has been clear.

FLEET STARTED IN 1954

Experience has proven that it cost less to transport pupils on publicly owned school buses. Therefore in 1954 the Jefferson County Board of Education decided upon the use of the large county owned buses as an experiment.

During the first year of operation when the buses were new, it was found that operational costs; including amortization of capital outlay, repairs, salary and fuel; was about \$1,600.00 for the year or about **\$21.24** per rated seat capacity. During the second and third year of operation the cost per rated seat rose to **\$37.87**. This was the result of such items as new tires, higher driver salaries, rise in cost of parts, fuel, and all general operating expenses. This cost has begun to establish itself as about normal operating cost of any bus at a given school year. Operating costs of privately owned buses is **\$64.41** per rated seat.

In the past three years an estimated \$75,000 has been saved by the use of the large publicly owned buses.

Although overall operating costs have increased for the entire transportation budget, the annual per pupil cost has remained about the same. The saving as indicated above is brought about by partial Board ownership.

In addition to exploring the

protection plus

**All County
 Bus Units Are
 Heavily Insured**

Every vehicle in the county bus system carries heavy insurance. It is in effect at any time school buses are carrying out their usual transport job or on special school-sponsored trips. For example the insurance coverage would be effective on a classroom field trip or to some school athletic event.

The Kentucky Department of Education suggest that each bus be protected by a liability clause covering \$5,000-\$25,000 per person per accident and property damage of \$5,000.

The following amounts are in effect in this county: \$5,000 property damage; \$75,000-\$300,000 liability insurance; \$500 medical payment protection.

**Special Field Trips
 Not County's Expense**

Who pays for the bus to take that class to the museum? Is tax money used to transport children to a picnic? These and questions like them are posed to county school officials several times a year. The answer to them is that field trips are paid for by the students themselves or by some special fund administered by the school.

All buses, contract and county owned, are officially used only for the dispatch of children to and from school.

Anytime the private contractor uses his bus for services other than school purposes he must cover the lettering designating his bus as a Jefferson County school bus.

bus transport structure, another all-important item will be discussed in this issue. This story deals with the safety procedures followed by school bus drivers in caring for their charges. It also deals in part with HOW YOU CAN HELP.



MR. THOMAS H. DOSS, Route 1, Fairdale, Kentucky is a member of the Jefferson County Board of Education. He represents District #4 which includes the following schools:

Southern High School, Fairdale Elementary, South Park Elementary, Kenwood Elementary, Auburndale Elementary, Filson Elementary, Okolona Elementary, Gilmore Lane Elementary, Prestonia Elementary.

KNOW YOUR DRIVER

Each year the county board receives hundreds of queries for the names of drivers and bus numbers assigned to certain schools. As a service to the reader, we will list in the following lines the drivers names, their bus numbers and the school to which they have been assigned:

We feel that it will be of interest to you to know that the total driving experience of these men represents 1581 years for an average of 7 years 2 months per driver.

AUBURNDALE

Bus #434..... Ronald Henneous
Bus #457..... Mrs. Thelma Ferguson

AUDUBON

Bus #310..... Jerry Thompson
Bus #454..... William Cary

BALLARD

Bus #216..... Tom Harrell

BATES

Bus #211..... Lee Allen Priest
Bus #230..... Walter Pierson
Bus #305..... Robert Covington
Bus #306..... Farmer Brown

Bus #309..... Earl Hornbeck
Bus #312..... Ernest Kaufman
Bus #316..... Herbert Hatfield
Bus #317..... Lewis Martin
Bus #318..... Preston Vaughn
Bus #552..... Paul Robison

BUTLER HIGH

Bus #518..... John Shipley
Bus #526..... Edward Gutermuth
Bus #532..... Ernest Bright
Bus #539..... Floyd Woosley
Bus #542..... Faurest Scheible
Bus #547..... Martin Cummins
Bus #548..... Charles Williams
Bus #549..... Clifford Koch
Bus #550..... Howard Garrett
Bus #551..... Ralph Graham
Bus #554..... Glenn Disney
Bus #562..... Robert Lee
Bus #564..... John Phillips

CAMP TAYLOR

Bus #315..... Dedia Anderson
Bus #454..... William Cary

CANE RUN

Bus #503..... Mrs. A. C. Cecil
Bus #525..... Victor Korfhage
Bus #555..... Clarence Lowen
Bus #557..... John Garbrough

CHENOWETH

Bus #103..... James Taylor
Bus #114..... Dallas Shepherd

DORSEY

Bus #104..... Mike Watson

DURRETT HIGH

Bus #314..... George Mitchell
Bus #320..... Earl Perry
Bus #323..... William Russell
Bus #325..... Henry Schmoyer
Bus #435..... Homer Price
Bus #445..... Herman Jenkins
Bus #447..... Fred Oller
Bus #452..... Paul Klein

EASTERN HIGH

Bus #105..... G. A. Bryant
Bus #107..... Marvin Warner
Bus #108..... Howard Davenport
Bus #112..... Jesse Kurtz
Bus #117..... John Hedden
Bus #119..... Walter Osborne
Bus #122..... Alva Mason
Bus #125..... Alvin Jones
Bus #126..... Roy Williams
Bus #204..... Pete Holloway
Bus #205..... Howard Wilson
Bus #210..... Maurice Swan
Bus #213..... Marshall Floore
Bus #217..... Robert Keeling
Bus #219..... James Sutherland
Bus #221..... Billy Jones
Bus #223..... Eugene Morgan
Bus #225..... Clarence Davenport
Bus #238..... Richard Bolen

EASTWOOD

Bus #111..... Roy Sturgeon
Bus #116..... Edward Weber

FAIRDALE

Bus #324..... Mrs. Mildred Porter
Bus #411..... Mrs. William Long
Bus #416..... O. E. Sanders
Bus #421..... Lamar Risinger
Bus #419..... Earl Steadle
Bus #432..... David Pennington
Bus #433..... William Marshall
Bus #437..... Hewitt Rennirt
Bus #449..... Weslie Caple
Bus #453..... Edward Miller

FERN CREEK HIGH

Bus #128..... Robert Hardin
Bus #203..... Chester Frederick
Bus #213..... Marshall Floore
Bus #220..... Archie Hornbeck
Bus #222..... Peter Baker
Bus #224..... Claude Burroughs
Bus #227..... Paul Tyler
Bus #230..... Walter Pierson
Bus #235..... James Proctor
Bus #303..... Ernest M. Bates
Bus #304..... Warren Stout
Bus #307..... Leo Hawes
Bus #308..... J. E. Miller
Bus #309..... Earl Hornbeck
Bus #316..... Herbert Hatfield
Bus #319..... Albert Bratton
Bus #321..... Hugh Peacock
Bus #322..... Alvin Koons
Bus #552..... Paul Robison
Bus #560..... Don White

FILSON

Bus #403..... Louis Bishop
Bus #409..... Ross Stout
Bus #422..... Leonard Tobbe
Bus #424..... Harold Smith
Bus #425..... Jerry Thomas
Bus #450..... Wallace Anthony

FOREST

Bus #102..... Charles Kelly

GILMORE LANE

Bus #441..... J. A. Hall
Bus #451..... John Horton

GOLDSMITH ELEMENTARY

Bus #417..... Louis Schaaf
Bus #426..... James Pounds
Bus #456..... Wilbur Callahan

GOLDSMITH JUNIOR HIGH

Bus #134..... Stanton Rumley
Bus #136..... James Stivers
Bus #233..... David Perkins
Bus #236..... William Kelley
Bus #237..... James Renn

GREENWOOD

Bus #514..... Walter Noe
Bus #527..... J. T. Scott
Bus #529..... William Jucoff

Experienced Hands Guide The Wheels



MORE THAN NINETY YEARS DRIVING EXPERIENCE is the record chalked up by the three school bus drivers above. From left they are O. E. Sanders, Fairdale School; Walter Schroelucke, Kenwood School and Howard Rowan, Sylvia Wilkerson School. In all, county school bus drivers have 1,581 years of driving experience for an average of 7 years and 2 months per driver.

HAWTHORNE — no children transported.

HIKES

Bus #212..... Elliott Johnson
 Bus #215..... Louis Hoock
 Bus #229..... Henry Hoock

JEFFERSONTOWN

Bus #202..... Mrs. Norma Blankenbaker
 Bus #206..... Nelson Moody
 Bus #207..... Warren Weller
 Bus #214..... Sherman Gilliland
 Bus #226..... Robert Doyle
 Bus #228..... William Downes
 Bus #234..... Edward Bryant

KENNEDY

Bus #120..... William Butler
 Bus #208..... A. D. Shelburne

KENWOOD

Bus #414..... Edward Miller
 Bus #428..... Robert Gesler
 Bus #430..... N. M. Shearer
 Bus #457..... Mrs. Thelma Ferguson
 Bus #517..... Walter Schroelucke
 Bus #524..... Walter Wiser

KERRICK

Bus #543..... John Schraut
 Bus #559..... Houston Garman

LYNDON

Bus #109..... Everett Brooks
 Bus #110..... Ray Gorbandt
 Bus #118..... Albert Ochsner
 Bus #130..... Mrs. Betty Rusk

MEDORA

Bus #506..... Walter Griffin
 Bus #511..... Alton Knott
 Bus #515..... C. N. Ridgeway
 Bus #537..... Marvin King
 Bus #544..... Fred Frank
 Bus #546..... Albert Bruce
 Bus #565..... Robert Pryor

MELBOURNE HEIGHTS

Bus #233..... David Perkins
 Bus #405..... Walter Cook

MIDDLETOWN

Bus #105..... G. A. Bryant
 Bus #108..... Howard Davenport
 Bus #111..... Roy Sturgeon
 Bus #117..... John Hedden
 Bus #119..... Walter Osborn
 Bus #209..... Hubert Blankenbaker
 Bus #210..... Maurice Swan
 Bus #223..... Eugene Morgan

MILL CREEK

Bus #504..... Charles Decker
 Bus #507..... George Gross
 Bus #522..... Roy Williams
 Bus #531..... Mrs. Ed Gutermuth
 Bus #533..... Raymond Webb
 Bus #561..... Erna Slone

NEWBURG

Bus #302..... Dan Lewis
 Bus #311..... Theodore Puckett, Jr.

O'BANNON

Bus #106..... Clifford Cates

OKOLONA

Bus #232..... Vannie Hamm
 Bus #313..... Kenneth Jenkins
 Bus #324..... Mrs. Mildred Porter
 Bus #402..... Arthur Ahmann
 Bus #404..... Barrett Sellers
 Bus #412..... Charles Lawes
 Bus #415..... Mrs. Altha Murrill
 Bus #418..... R. J. Stark
 Bus #429..... William Goodwin
 Bus #431..... Nelson Bickel
 Bus #436..... Robert Henry
 Bus #438..... William Vanfleet
 Bus #440..... H. E. Hinton
 Bus #446..... Elby Tate
 Bus #448..... Roy Bishop
 Bus #455..... Lois Sturgeon

PENILE

Bus #135..... James Roberts
 Bus #524..... Walter Wiser
 Bus #534..... Hugh Perkins

PRESTONIA

Bus #406..... Felix Corder
 Bus #413..... George Meier
 Bus #420..... L. Z. Stratton
 Bus #439..... Herman Breitenstein

ROCKFORD LANE

Bus #502..... Ernest Bean
 Bus #526..... Edward Gutermuth
 Bus #530..... Kenneth Schlatter
 Bus #540..... Emmett Bright
 Bus #556..... Leonard Minton
 Bus #558..... Mrs. Maggie Disney

SCHAFFNER

- Bus #510.....Chris Kaufman
- Bus #521.....John Vogel
- Bus #538.....Mrs. Lucille Garrett
- Bus #548.....Charles Williams
- Bus #557.....John Garbrough
- Bus #558.....Mrs. Maggie Disney
- Bus #554.....Glenn Disney

SHRYOCK

- Bus #443.....Roy Richardson

SOUTH PARK

- Bus #401.....Isham Spencer
- Bus #407.....Joe Wessel
- Bus #419.....Earl Steadle
- Bus #423.....J. R. Clark
- Bus #427.....Harvey Richardson
- Bus #442.....W. L. Nash

SOUTHERN HIGH

- Bus #305.....Robert Covington
- Bus #313.....Kenneth Jenkins
- Bus #324.....Mrs. Mildred Porter
- Bus #402.....Arthur Ahmann
- Bus #403.....Louis Bishop
- Bus #404.....Barrett Sellers
- Bus #407.....Joe Wessel
- Bus #408.....John Fackert
- Bus #409.....Ross Stout
- Bus #410.....John Glaser
- Bus #412.....Charles Lawes
- Bus #415.....Altha Murrill
- Bus #418.....R. J. Stark
- Bus #419.....Earl Steadle
- Bus #421.....Lamar Risinger
- Bus #422.....Leonard Tobbe
- Bus #423.....J. R. Clark
- Bus #424.....Harland Smith
- Bus #425.....Jerry Thomas
- Bus #429.....William Goodwin
- Bus #431.....Nelson Bickel
- Bus #432.....David Pennington
- Bus #436.....Robert Henry
- Bus #437.....Hewitt Rennirt
- Bus #438.....William Vanfleet
- Bus #440.....H. E. Hinton
- Bus #444.....John Watson
- Bus #446.....Elby Tate
- Bus #448.....Roy Bishop
- Bus #450.....Wallace Anthony
- Bus #453.....Edward Miller
- Bus #455.....Louis Sturgeon

ST. MATTHEWS

- Bus #131.....Robert Ochsner

STIVERS

- Bus #113.....Samuel Peak
- Bus #124.....Carson Helm
- Bus #127.....Hal Lee

VALLEY ELEMENTARY

- Bus #512.....L. G. Melton
- Bus #519.....Nelson Hall
- Bus #528.....Wilbur Craig
- Bus #541.....Mrs. Lois Hicks
- Bus #563.....Stanley Hicks

for the record

COUNTY BUS SAFETY SCORE RANKS AMONG TOP IN THE UNITED STATES

When Johnny leaves home and boards his school bus each morning, the Jefferson County Board of Education assumes a monumental responsibility. Johnny's life is in the hands of that bus driver. Since we are examining the service of the bus system, it follows that we should study the safety record it has written from the first years that the files were maintained to the present.

In order to place this record in its proper perspective, we must first consider the number of passengers and the total mileage. It is somewhat breathtaking to learn that our school buses handle over half a million school children each month. This would total above the five million mark for the school year. Last year, the system's buses traveled the equivalent of sixty five times

around the world. The total mileage was 1,635,548. For a twenty year period then, the total pupils would be one hundred million plus and the number of miles would run well above the thirty million figure. The safety record from 1937 (the first year of available record) reads something like this: three children have been killed getting on or off a school bus. **THERE HAVE BEEN NO CHILDREN KILLED WHILE RIDING ON A SCHOOL BUS.**

DRIVER RECORD CITED

Naturally the Board of Education is concerned with the ever-present dangers at the bus stops. It is, however, a source of satisfaction to the board to recognize the NO Fatality record scored by its drivers. Not one child has died as a result of action by a county school driver.

VALLEY HIGH

- Bus #135.....James Roberts
- Bus #430.....N. M. Shearer
- Bus #502.....Ernest Bean
- Bus #504.....Charles Decker
- Bus #507.....George Gross
- Bus #509.....Lamar Hamilton
- Bus #511.....Alton Knott
- Bus #512.....L. G. Melton
- Bus #513.....I. P. Moreman
- Bus #515.....C. N. Ridgeway
- Bus #518.....John Shipley
- Bus #519.....Nelson Hall
- Bus #520.....Mrs. Leona Fey
- Bus #526.....Edward Gutermuth
- Bus #527.....J. T. Scott
- Bus #528.....Wilbur Craig
- Bus #534.....Hugh Perkins
- Bus #536.....Charles Horn
- Bus #537.....Marvin King
- Bus #541.....Mrs. Lois Hicks
- Bus #542.....Faurest Scheible
- Bus #543.....John Schraut
- Bus #544.....Fred Frank
- Bus #546.....Albert Bruce
- Bus #547.....Martin Cummins
- Bus #554.....Glenn Disney
- Bus #559.....Houston Garman
- Bus #563.....Stanley Hicks
- Bus #565.....Robert Pryor

WAGGENER HIGH

- Bus #126.....Roy Williams
- Bus #127.....Hal Lee
- Bus #129.....William Ringle
- Bus #209.....Hubert Blankenbaker
- Bus #218.....William Parham
- Bus #231.....Noble Dawson

ALICE WALLER

- Bus #505.....Woody Emmons
- Bus #513.....I. P. Moreman
- Bus #516.....George Rooney
- Bus #523.....Edward Wiser
- Bus #543.....John Schraut
- Bus #545.....Charles Wiser

WILDER

- Bus #113.....Samuel Peak
- Bus #121.....Richard Watson
- Bus #123.....C. B. Wallace (Mrs.)
- Bus #129.....William Ringle
- Bus #131.....Robert Ochsner
- Bus #238.....Richard Bolen

WILKERSON

- Bus #501.....Howard Rowan
- Bus #508.....Harold Quire
- Bus #520.....Mrs. Leona Fey
- Bus #535.....L. E. Sidebottom
- Bus #536.....Charles Horn

WORTHINGTON

- Bus #115.....Guy Bale

behind the scenes

Shop Crew Keeps Vigil On School Bus Repairs

A little known but interesting side of the Bus Story is the one dealing with vital repairs.

The men who staff the county bus garage have a motto that pretty well sums up their devotion to the safety of the children. It reads like this: "No piece of equipment in the Jefferson County schools will operate without constant attention and care".

These mechanics work diligently and with affection in the maintenance of a 100% safety checked bus fleet. Their efforts have paid off in the consistent performance of the vehicles in their custody.

Actually the County Board of Education garage is a new facility. It was established in December of last year. The staff includes one shop foreman and two full time mechanics. They service the county's forty eight bus units, its trucks, seven farm

tractors, 12 automobiles and other motor driven equipment.

MONTHLY SAFETY CHECK

An appropriate question at this point would be "if the garage is so new how have the buses been maintained up to 1956?" From the outset, county school officials have been mindful of the importance of upkeep on our school buses. This concern prompted issuance of mechanical inspection regulations years ago. These regulations are still in effect with the county's contract drivers. They also apply to buses owned by the county however the new garage is responsible for this inspection. Mechanical inspection policy means that once each month the bus transporting your child is safety inspected from top to bottom. This examination is not just a casual glance at the vehicle. It includes thirty separate items from braking system, steering and tires to muffler exhaust system and speedometer.

These mechanical inspection reports **must** be filed with the Superintendent's office on the first day of each month. Failure to do so is cause for withholding payment for services.

It's the law



Kentucky Revised Statutes — 189.370(1)

Whenever any school bus is stopped upon a highway for the purpose of receiving or discharging passengers, the operator of a vehicle approaching from any direction shall bring his vehicle to a complete stop and shall not start up or attempt to pass until the school bus has finished receiving and discharging passengers.

Kentucky Revised Statutes — 189.990(7)

Any person who violates Subsection (1) of K.R.S. 189.370 shall be fined not more than \$500 or imprisoned for 6 months, or both.

IMPORTANT — STOP WHEN YOU SEE THE ALTERNATELY FLASHING RED LIGHTS. THESE LIGHTS BOTH FRONT AND REAR ARE ACTIVATED DIRECTLY BY THE EXTENSION OF THE STOP SIGN ARM. IT MEANS CHILDREN ARE ABOUT TO ENTER OR LEAVE THE BUS.

REMEMBER — ON MULTIPLE LANE HIGHWAYS THE LAW REQUIRES ALL TRAFFIC TO STOP IN TWO-FOUR-SIX OR EIGHT LANE TRAFFIC NO MATTER HOW WIDE THE MEDIAN STRIP MAY BE.

men behind the men



STANDING BEHIND THE MORE THAN TWO HUNDRED COUNTY BUS UNITS are the men of the maintenance crew. The millions of miles traveled each year mean hours of work in the shop keeping the buses in safe condition. In fact officials estimate that at least seventy five thousand man hours are required each year to service and maintain the entire county fleet.

Your Jefferson County Schools

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VOLUME I

JANUARY, 1958

NUMBER 5

good start is a must

Elementary Education Molds Base For The Nation's Youth

By James E. Farmer
Assistant Superintendent For Instruction

Take Note Mr. and Mrs. Parent! This issue of Your Jefferson County Schools deals with a spot close to your heart. This edition of your school bulletin outlines the efforts of your school and school officials to help guide your child's mind. Perhaps this may startle you. If it does you should have no fear but you do have just cause to react with great interest.

Within the next pages you can read the story of how your child's educational foundation is laid. And, trite as the saying may seem, the educational career of your son or daughter, will be only as good as the foundation that is placed.

Let's examine closely then the philosophy and objectives of the elementary school. Let's weigh our capabilities carefully. For here indeed lies the very future of our nation . . . the base of knowledge upon which our children may build.

Philosophy and Objectives

Education should strive to develop in the individual child the skills, attitudes, understandings, and appreciations which make it possible for him to live in harmony with his fellow man, and to be a contributing, useful member of society.

The following goals must be kept in mind: the ability to (1) think clearly and to organize thoughts, (2) write legibly, speak clearly, and spell correctly, (3) read rapidly with comprehension, (4) understand the number system and calculate rapidly and accurately, (5) question and find satisfying answers in science, (6)

understand the laws of health and have a desire to keep healthy, (7) work creatively with words, music, and art, (8) use time wisely, and (9) be a good follower as well as a leader.

The school's concern is for the welfare of the child in helping each individual to develop to the fullest and finest extent for useful, happy living now, as well as, in the future.

Junior Primary Program

Children, in the state of Kentucky, may enter school in September if they will be six years

TEACHER STATISTICS

In 1956-57 there were 817 teachers in the elementary schools. Of those 21% had no degrees, 63% had Bachelors' degrees, and 16% had Masters' degrees. This year, 1957-58, there are 881 teachers. Of these 27% have no degrees, 59% have Bachelors', and 14% have Masters' degrees.

Of the 817 teachers in the system last year 64% had been in school for additional training within the last two years.

The average teaching experience of these teachers was 13.5 years.

old by December 31st of that year. Some of these children are ready to read immediately but others are not ready during the

(Continued on Page 2)

getting our missile muscle



MAYBE MOON MERCHANTS? — Kerrick Elementary School science students gather about instructor J. J. Edrington to view samples of rock formation and models of the latest American jet, turbo-prop and rocket aircraft. For years officials of the county board of education have stressed the study of science in varying degrees depending upon the grade level. (see lead story Page 1).



O. M. LASSITER

Director of Curriculum and Supervision

Elementary Education Molds Youth's Base

(Continued from Page 1)

entire year. All teachers and parents know that children do not develop or progress at the same rate of speed and that the rate of progress of an individual child may vary from year to year.

The program of instruction in the first grade, as in all grades, is adapted to the skills and abilities, the needs and interests of children. Those children who are not ready for formal reading by the middle of the first year are designated Junior Primaries and are taken at a slower pace than those who are moving more rapidly. Parents are notified if the child is a Junior Primary and at the end of the first year in school the child is promoted to the next section of the first grade rather than the second grade. This is not a case of failure or non-promotion but instead it is a program designed to care for the differences in children. The next year, preferably, the teacher whom the child had the first year takes him again and begins where the child is. Almost

one fourth of the children enter first grade before they are ready for reading.

Instructional Areas

Instructional areas of the elementary school are: language arts, social studies, arithmetic, science, health, safety, physical education, art, and music.

Language Arts

Reading, oral and written language, spelling, and handwriting are so closely related that they are thought of as belonging together and are called the language arts.

Reading

Teaching children to read is one of the primary responsibilities of the elementary school. To know how to read is essential, in modern life, for anyone who wishes to make a good adjustment in both his work and his recreation. It is also, one of the most complex and hardest things a child has to learn.

Children learn to read at different ages just as they learn to walk and talk at different ages. Forcing a child to read too early is just as harmful as forcing him to walk before he is ready. A child will learn to read when he has developed a readiness for reading. Readiness for reading is affected by a child's vision, hearing, speech, and general health as well as by his background of experiences, his use of words, his ability to listen, his ability to follow simple directions, and to work well with other children.

Reading Is Selected

All reading materials are carefully selected so as to develop skills in organized sequence. At first children learn to read stories of their own experiences. They talk about some experience and then dictate a story which the teacher records on the blackboard or on a chart. Reading a chart helps children see that we read from left to right and from top to bottom. They acquire a feeling for sentences, phrases, and words. They build a small sight vocabulary. Soon the transition from reading charts to reading books is made. From this point on, children are grouped for reading according to their needs, interests, and ability.

Your

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LOUISVILLE 2, KENTUCKY

Richard Van Hoose, *Superintendent*

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Reading goes on all day and classroom living gives many opportunities for reading.

Learning to read is a lifelong, continuing process. Children constantly are helped to refine skills and to develop new materials. Use is made of phonics as early as the first grade. Children first use phonetic clues to identify the sounds of beginning and ending consonants and rhyming elements in words. They learn to use phonics along with other clues when they attack new words.

On The Alphabet

The children will learn the letters of the alphabet as they use them in reading, writing, and spelling. The alphabetical order of letters must be learned when the children begin to use a dictionary, glossary, or an index to find needed information.

The reading program is designed to help children learn to read well orally and silently but the reading process is more than mere "word calling" or even understanding. The reading process involves using what is read for some real purpose. Children learn to read to answer questions and solve problems. They read silently for their own pleasure and information and they read orally to entertain others and give information.

In the intermediate grades many skills are developed as the children use textbooks in history, geography, science, health, spelling, and arithmetic. Every teacher helps children "learn to read" as well as "read to learn".

(Continued on Page 4)



MR. RUCKER TODD, 412 Club Lane, Louisville, Kentucky is a member of the Jefferson County Board of Education. He represents District #1 which includes the following schools: Ballard Elementary, Chenoweth Elementary, Eastwood Elementary, Forest Elementary, Greathouse Elementary, Griffytown Elementary, Lyndon Elementary, Middletown Elementary, O'Bannon Elementary, Stivers Elementary, Wilder Elementary, Worthington Elementary.

the big play

'PHYS-ED' IS PLANNED PART OF CHILD'S DAY

From rhythmical games to basic tumbling and stunts, the varied segments of the physical education program are now a planned and conducted part of the school day.

Because it is a phase of the total education program 'phys-ed', as it is called by most students, aims for the same goal that gives purpose to all other learning experiences in school — well rounded development of the child as a responsible citizen in today's society. It is indeed a way of education through physical activity selected and conducted with regard to values in human growth, development and behavior.

As a matter of information to you as a parent, the following list of activities are included in the county school physical education schedule in elementary grades;

In grades 1-2-3 —

- a. Rhythmical Activities — singing games and action songs.
- b. Fundamental Rhythms — walking, running, skipping, etc., to time and accompaniment.
- c. Hunting, chasing, and tagging activities.
- d. Relays — object passing or locomotion.
- e. Simple Stunts and Self Testing Activities.
- f. Athletic Games of Low Organization — basketball, softball, soccer, and volleyball type.
- g. Mimetics — story plays and pantomime.

In grades 4-5-6 —

- a. Athletic Games of Low Organization — basketball, softball, soccer, and volleyball type games.
- b. Rhythmical Activities — folk games and dances.
- c. Hunting, chasing, and tagging activities.
- d. Individual Athletic Events — self testing events — for time, distance and accuracy.
- e. Relays — mostly locomotive.
- f. Basic Tumbling and Stunts.

Also of interest is the methods of grading on physical education. Grading marks in this subject follow the same procedures established for other areas in the curriculum. Grades are based on the following: Achievement — performance, skills, improvement, effort; Knowledge — of the activity, rules, fundamentals, techniques, strategy, safety; Social Attitudes — good sportsmanship, leadership, the ability to follow, cooperation.

Evaluation of achievement in physical education should be measured in terms of physical efficiency, skill development, social and emotional adjustments, body mechanics, and health and safety practices.

Recent tests reveal that the intelligence of the Jefferson County pupils is above average. The instructional program takes this into consideration and in some schools special work is being attempted with the above-average children.

what makes them grow



KATHY LEARNS THE PLANTS — One of the most important starts the child makes is the initial study of plant life. Here Mrs. Bonnie Stucker, instructor, gives some pointers to Kathy VanArsdale a student at Kenwood Elementary School.

Elementary School Guides the Mind of Your Child

(Continued from page 2)

Writing

Manuscript writing is the first writing taught the child because it is similar to the print he reads in his books and is made with simple strokes which are easy for young children to make. This writing is used through grades one and two. In the third grade children learn to do cursive writing.

Spelling

Spelling serves primarily as a practical aid in writing. When spelling serves a practical purpose children recognize the importance of it and they learn to spell words so as to use them in meeting their writing needs.

Language

Language is the basic equipment for social communication. Language expression is a skill requiring systematic instruction.

Social Studies

The term social studies includes the areas of history, geography, and civics. The social studies program provides opportunities for children to develop an understanding of the economic system, of the form of government, of the differences and similarities of people around the world, of the contributions which citizens make to the welfare of the community, and to the rights and duties of citizens in a democracy.

The purpose of the social studies program is to help pupils understand, appreciate, preserve, improve, and transmit their cultural heritage in such a manner that those who live today and those of the future generations may enjoy its blessings.

Arithmetic

Regular instruction in arithmetic begins in the first grade. Daily instruction continues throughout the elementary school. Children learn to solve problems, interpret numbers and use measures with increasing skill.

By the time a child finishes the sixth grade he should have acquired the abilities and concepts involved in addition and subtraction facts; multiplication

and division facts; one-figure and two-figure multipliers and dividers; addition, subtraction, multiplication and division of fractions and decimals; and computation with dollars and cents in all processes.

Science

Science in the elementary school is concerned with ways in which children can use facts to help them meet new situations in the environment with understanding and a sense of enjoyment. The procedures of science — observing, experimenting, reporting, questioning, discussing, manipulating, recording, and evaluating — satisfy the basic needs of the child to explore, to use his muscles, to associate with other children in work and play, to have outlets for his imagination, and to receive recognition.

A good science program is an unlimited means of helping the growing child to know and understand his environment, connect himself with it and live in it. Scientific concepts are presented in a way that will provide a wholesome and reasonable attitude toward science and will be recognized as a means of finding out new facts and relating them to what is already known. The major areas taught are: living things, the world around us, the earth's surface, the universe, light and sound, magnets and electricity, machines, steam and heat, and conservation. A balanced program of science is presented throughout the elementary school.

Testing

One means of evaluation of instruction is a testing program. Intelligence and readiness tests are given in the first grade, reading readiness tests in the second and third grades, intelligence and reading achievement tests in the third grade, diagnostic reading tests in the fourth, fifth, and sixth grades, intelligence and achievement tests in the fifth grade.

Last year the third grade reading achievement norm was two months above the national norm, while the fifth grade reading

norm was one month below.

The rapid growth of Jefferson County and changing of schools by the pupils would seem to affect the achievement. Of the children tested in the fifth grade last year 79% had been in more than one school.

In-Service Program for Teachers

Two general supervisors work with the 881 teachers in the 48 elementary schools. Of necessity much of their work has to be done through group work. Each year before school opens they conduct an Elementary Workshop. Attendance at this workshop is voluntary since the teachers are not paid for those days. There were 275 teachers enrolled in that workshop this year.

Grade group meetings, faculty meetings, and small workshop groups are held each year. Special meetings are held for the one hundred teachers who are new to the system.

The supervisors work with the principals and with individual teachers when called. Each year a number of special studies are carried on in different schools.

hazard hunt

School Safety Program Growing

An effective school safety education program provides safe environment, safety instruction, and safety activities. As the Board of Education assumes the responsibility for providing a safe plant and environs, the school personnel must share in this responsibility by maintaining an environment free from current hazards.

To maintain a safe environment, our school personnel attempt to remove current hazards involving such articles as pencils, chairs, desks, and liquid spilled on floors, at once. Fire drills and inspections are made regularly.

Classroom instruction is the heart of a school safety program.

(Continued on page 7)

Songsters-Musicians Alike Grow In County's Music Education Program

Now in its twenty-ninth year, the Music Education Program in the Jefferson County Elementary Schools continues to progress in guiding the music experiences of all children. Presently, there are twenty-one general music teachers in this program. Each teacher is shared among several schools. In addition to teaching each class once a week, the music teacher serves as a resource person to the classroom teachers. Each classroom teacher teaches her own music three or four times a week.

The program is broad and varied in scope to meet the needs of all degrees of aptitude. The following activities are included: singing, listening, rhythmic, and creative. Special school choruses for upper grades are organized for those who wish to pursue public choral performance. The entire program is developed with a view toward how children grow and learn, their voice changes and development from year to year, and their musical taste and interest from one grade level to the next.

GROWTH OF INSTRUMENTAL INSTRUCTIONS

YEAR	NO. OF ITINERANT TEACHERS	NO. OF SCHOOLS	NO. OF STUDENTS
1946	1	5	149
1951	2	13	300
1957	5	40	1327

There has been a constant increase of students in the intervening years, but greater increases in the last six years. This instruction is offered to children in grades four through six who provide themselves with instruments. Each teacher has from nine to eleven schools, and visits each school once a week. Although limitations to the program have increased due to con-

music maestro



J-TOWN ORCHESTRA IN MAKING — Music instructor Everett Hoffman is shown with a half dozen of his musical charges at Jeffersontown Elementary School. Included in this group are violin, cello, clarinet and trumpet.

tinued growth, the results have been satisfactory. A slow, natural development is the objective, rather than forced intensive study for the child to accomplish concert performance.

CONCERT ATTENDANCE AT MAKING MUSIC SERIES

YEAR	NUMBER ATTENDED (Grades four through six)
1942	50
1950	1401
1957	5547

There has been a constant increase in the intervening years. The entire music staff supported by the principals, has developed much interest and enthusiasm in attending these concerts presented by the Louisville Philharmonic Orchestra four times a year.

MUSIC WORKSHOP FOR TEACHERS

Approximately 200 classroom teachers participate in the annual workshops to learn how to improve their music teaching.

The sessions include fifteen hours of work for which the teachers are granted one credit toward salary increment by the Jefferson County Board of Education. The music teachers assist the music supervisors in this in-service program.

FIRST WORKSHOP OVER TELEVISION

In November the music staff presented the first workshop ever to be televised in this area. The sessions originated in the Hawthorne School and were received by three groups of teachers in Camp Taylor, Hawthorne, and Jeffersontown Schools.

MUSIC LESSONS TELEVISED

As part of the Educational Television experiment in these three schools, a music lesson is presented to the children over TV by the two music teachers of these schools once a month.

School Health Study Results In 4-Phase Program

Ever stop to think of how many hours your child spends in school? It amounts to the largest part of each waking day for all but two days a week.

What then is being done about the child's health during these many hours away from home? This and similar questions are asked often and are certainly uppermost in the minds of a great many parents.

County school officials are constantly mindful of their great responsibility to the pupil where health is concerned. In their study to bring about the finest health situation possible, the schools have developed a four phased health program.

First, health service provides for health examinations, appraisal, screening, and follow-up to assure correction of remediable disabilities and to prevent emotional difficulties; health records; communicable disease control; health conservation; and health guidance.

Next, healthful school environment includes general building arrangements, maintenance, sanitation, safety, heating, ventilation, water supply, toilet and waste disposal facilities, hand-washing facilities, lighting, interior decorating, seating, screening of windows and doors, food-handling facilities, playground, gymnasium, playroom, and shower facilities.

Third, healthful school living includes good pupil-pupil, teacher-pupil, teacher-pupil-administrator, and school-community relationships; a balanced program of work, physical activity, relaxation, rest and recreation; a school lunch program and other things which affect the well-being of those who live together during school hours.

Finally, health instruction is concerned not only with the teaching of scientific facts but also with improving the quality of living. Instruction is successful only when it influences health practices along desirable lines without undue conscious effort on the part of the individual.

AUDIO SURVEY

PTA mothers are providing a valuable health aid in the county's schools through their hearing checks program. Trained by the supervisor in the use of the audiometer, the volunteers test all children in the elementary grades except first graders.

The first year pupils are not sufficiently mature to provide a valid examination. Referrals resulting from the test given are handled by the principal by interview or by a health committee. Follow-ups on these tests and referrals have indicated that a large number of corrections have been made.

During the current school year eleven elementary schools report that a total of 44 children have received treatment from physicians.

Professional care was recommended for one hundred twenty seven children by the schools last year. Procedure is for the school principal and/or health committee to discuss the matter with the child's parents. The parents then seek the professional advice of their family physician or specialists of their choice.



The answers to the questions which follow were prepared by a group of Jefferson County parents and teachers. This material is being given to you in the hope that some of your questions concerning the work of the primary grades will be answered. It would be impossible to answer all your questions, however, your school faculty will provide answers to other questions you may have.

• *Are children taught phonics?*

Use is made of phonics, if the need arises, as early as the first grade. Phonics, the science of speech sounds applied to the written language, has a definite place in the reading program. Before children are taught phonetic analysis, just as in the case of teaching the alphabet they need some reading vocabulary. Phonics helps in word analysis and spelling. Some children need more phonics than other children and in meeting the needs of individual children the teachers try to adjust their methods to meet the children. Yes, children are taught phonics.

• *When is the change made from manuscript to cursive writing?*

In most school systems the change from manuscript to cursive writing is made the last of the second grade or the first of the third. The beginning of the third grade is preferred by most teachers.

• *When are children taught to write?*

Being ready to write is as different in children as being ready to walk or talk. All children do not develop at the same rate of speed. When your child shows an interest in the use of pencils and crayons provide him with large sheets of unruled paper or chalk and a blackboard for it is at this point that he is ready to learn.

on the bus

PUPIL HINTS

Pupils shall be on time; the bus cannot wait for those who are not on time.

Never stand in the road while waiting for the bus.

At all times keep arms and head inside the bus windows.

Get on or off the bus or change seats in the bus only when it is not in motion.

Do not leave the bus without driver's consent, except at home or at school.

Walk on the left side of the road, facing the traffic.

PUPILS WHO MUST CROSS THE ROAD AFTER ALIGHTING FROM THE BUS, SHOULD PASS IN FRONT OF THE BUS AND NOT BEHIND IT. THE DRIVER SHOULD SEE THAT THE WAY IS CLEAR BEFORE THE CHILD IS PERMITTED TO CROSS THE ROAD.

Sight Saving Part Of County's Special Education Program

To answer the common question "What about the field of special education?", we are going to list the current policy of the County Board as it pertains to the four sections of this program.

THE SAVING OF SIGHT

Children living in the county, who were attending sight-saving classes in Louisville prior to the school year 1956-57, after applying are still having that service much the same as the deaf. New applicants after filing with the office of Special Education are furnished sight-saving books and materials to be used in their classroom in the neighborhood school. At present there are thirteen children in the county classrooms and nine in the Louisville program.

THE DEAF AND HARD-OF-HEARING

A parent asks for an application for this service. Upon completion by the physician and filing in the office of Special Education the child may be certified to the Louisville Public Schools for training at Tingley School. The Jefferson County Board of Education pays the tuition for this child. At present there are seventeen children in this program.

HOME INSTRUCTION

When a child is to be out of the classroom for nine weeks or more an application is filed with the office of Special Education and a teacher will be sent to the home as long as necessary. The teacher visits are for two hours once a week. At present there are twenty-four children in this program. County students, who are patients at Kosair and Children's Hospital, are taught by the Louisville Public School System with the county paying the tuition.

UNGRADED ROOMS

In September 1957 four classes were started for children with limited ability. The teachers of these classes are specially trained to work with these children. The number of students per teacher are limited from fifteen

County's Elementary Courses Are Listed

In order for you to see at a glance the subjects your child studies, the following lists outline the minimum state courses of study for grades one through eight.

First Grade

- *Pre-Primer (n)
- *Primer
- *Reading
- *Children's Literature
- Art
- Music
- Writing
- Health
- Science
- Social Science

Second Grade

- *Reading
- *Writing
- *Spelling
- *Children's Literature
- Art
- Music
- Health
- Science
- Social Science

Third Grade

- *Reading
- *Language
- *Writing
- *Spelling
- *Arithmetic
- *Health
- *Children's Literature
- Geography
- Art
- Music
- Science
- Social Science

Fourth Grade

- *Reading
- *Language
- *Writing
- *Spelling
- *Arithmetic
- *Health
- *Geography
- *History
- Art
- Music
- Science
- Social Science
- Children's Literature

to twenty. At present there are sixty-eight children in this program. It is hoped that more of these classes will be added throughout the county as teachers are available.

Fifth Grade

- *Reading
- *Language
- *Writing
- *Spelling
- *Arithmetic
- *Health
- *Geography
- *History
- Art
- Music
- Science
- Social Science
- Children's Literature

Sixth Grade

- *Reading
- *Language
- *Writing
- *Spelling
- *Arithmetic
- *Health
- *Geography
- *History
- Art
- Music
- Science
- Social Science
- Children's Literature

*Indicates Minimum Course of Study in reference to the first purchases of free textbooks by the State Board of Education.

SAFETY PROGRAM

(Continued from page 4)

The safety instructional program consists of: (1) A system of student accident reports on a twenty-four hour basis; (2) A division on safety in the Primary Curriculum Bulletin; (3) Classroom instruction on safety at school, to and from school, home and community, fire prevention, seasonal programs. (Posters, rules, codes, pictures and the like are made of activities). (4) A copy of Safety Education Magazine in each school; (5) Copies of Safety Lesson Outlines and Posters for individual classrooms; (6) In-service programs and workshops, committees, faculty meetings for teachers; (7) Annual Sixth Grade Fire Prevention Essays.

Participation is basic to a safety program. Elementary student activities consist of: (1) School safety patrols; (2) Student safety councils; (3) Bicycle inspections and a bicycle club; (4) Home fire inspections by all intermediate grade students in October; (5) Classroom, playground, home surveys for hazards.

Art Program In County Is Unique: Courses Based On Other Studies

In the County Schools the art program is unique in that it is a correlated one. Our Art Curriculum Guide, developed by a representative group of teachers this past year, is built around the social studies, language arts, science and mathematics curriculums. In elementary schools the grade teacher teaches her own art. The various experiences which the child is having in other studies, are the basis for the art lesson.

Art appreciation is a vital part of the program. Children need to be able to recognize the works of the great masters of the past and present. They need too, to be aware of their cultural heritage. In the Art Curriculum Guide, used by all elementary teachers, there is a carefully planned presentation of the great art of the world. As the children mature the list of paintings, sculpture, and architecture is increased. At the end of their high school careers, students in our schools should have an understanding and knowledge of all that is best in the world of art.

WE BELIEVE

All children possess innate creative ability.

All children are entitled to sufficient opportunities to express this creative ability.

All children, if given sufficient opportunities through correlation of art work with school and community activities, can realize that art influences every phase of life.

For all children art experiences should afford self-expression, should release tensions and inner feelings, and should develop emotional stability.

All children should be given the privilege of experimenting with various materials and an opportunity of discovering ideas for themselves.

All children should be exposed to basic art principles and techniques as their individual needs demand. These principles and techniques, however, should never inhibit creativeness.

All children, as they create, put into their work a part of themselves. The adult, therefore, responsive to the children's feelings, must accept the children's efforts and offer praise and encouragement.

All children, as they participate in art, can become more understanding, more cooperative, and more appreciative of the work of others.

All children, through creative experiences, can enjoy the feeling of pride which comes from work well done. This sense of success and self-satisfaction may lead them to participate in art activities in their leisure time both as children and as adults.

All children, world wide, through the universal language of art, can realize their dignity and worth as individuals. This is their most precious inherent right.

All children, by observation and experience in art in its many



THINGS TO COME

In Later Editions

HIGH SCHOOL INSTRUCTION

vital
middleground before
adulthood

INSTRUCTIONAL MATERIALS

the tools of education

forms in their homes, schools, and communities, can develop an aesthetic appreciation and an awareness of the Divine Creator of the Universe that will enrich their whole lives.

the snow's the thing



ARTISTS AT AUDUBON — Young artists test their skills with brush and canvas as they recreate winter scenes in preparation for the holidays. In addition to painting the students in the foreground are practicing with clay. Mrs. Ann Torstick is the instructor of this Audubon Elementary School group.

Your Jefferson County Schools

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VOLUME I

FEBRUARY, 1958

NUMBER 6

for our teenager

Change from Elementary Grades To High School is Critical Point

One of the great tragedies which our nation has faced in recent years has been the tendency of a large percentage of our youth to veer from the path of higher learning. But America has accepted, in theory at least, the principle of "education for ALL youth". In fact most states have enacted compulsory school attendance to age sixteen. This is the case in Kentucky.

Last month's discussion on the educational base provided the county's youth is equalled in importance by the story of secondary instruction in Jefferson County. What guidance is given our youth during the so-called "dangerous years"? What about the science program in our schools? What is Core Curriculum? These and questions like them will be answered on the following pages.

The objective of secondary education is to help pupils understand their capabilities and to assist them in developing this potential to the fullest.

And, while our youth have many things in common they also have a great many differences in their growth and development. This means that secondary schools must use a broad area of human relations to bring out the best in the youth of Jefferson County.

Adjusting To Change

In stepping from the elementary grades into secondary education the pupil undergoes not merely an environmental change but a change in studies and social activities too. To assist them in successfully adjusting to the higher grades, Jefferson County School officials

have determined that their study program take into account their age plus the needs of society.

The question was how to best serve these pupils through their period of readjustment. This was answered by what is technically known as Core Curriculum. And, imposing as the words may be, Core Curriculum simply refers to the course of study taken by a pupil in grades seven and eight. In those grades the pupil spends three periods each day with one teacher.

(Continued on Page 2)

18 Credits Needed For County Diploma

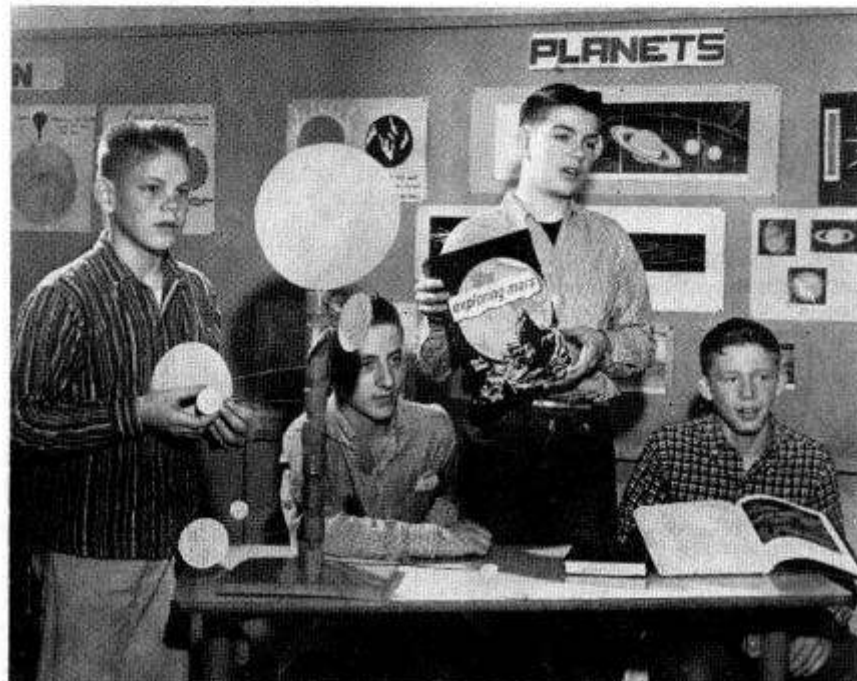
Jefferson County secondary pupils must complete 18 units of work over a four year period in order to graduate. Most schools throughout the country require 16 credits for graduation. Certain subjects are required of all pupils.

Additional subjects are required if a student wishes to qualify for a particular occupational field, special training or college entrance.

Beyond these requirements a student may choose as elective subjects any additional subjects which will help him to reach his

(Continued on Page 3)

out of this world



BUTLER HIGH SCHOOL students study the planets. As a part of the Core Curriculum (story on this page), students participate in a lengthy study of science. Pictured from left are, John Wayne Wright, Tommy Cox, Kenneth Rich and Ben Ray. Core Class instructor is Miss Maxine Chilton.



CHARLES W. BLAKE
Administrative Assistant

From Elementary Grades to High School

(Continued from Page 1)

This achieves a gradual change from the one teacher-all day status of the elementary school student to the five teachers or more per day high school program.

Science-Math Emphasized

Studies in the Core Curriculum includes language arts, science and social studies. In addition to the core class, the seventh and eighth graders work with other teachers on such subjects as math, home economics and art, music and physical education.

Compared with the teacher-per-period plan, core class offers several distinct advantages.

The teacher comes to know each pupil as a person—his needs, abilities and interests—and thus can better guide him. A feeling of being understood, so necessary to the early adolescent, may be developed even in our large schools.

In the junior high school where the range of differences is significant teachers can give individualized instruction and help each pupil to proceed at his own rate and develop according to his capacity.

It is possible for a class to follow through on an important task without frequent interruption (of the one-hour schedule).

Pupils come to see relation-

ships among the subject areas of the core (Language arts, social studies, and science) and relate these to their own needs and development.

The program makes it possible for teacher and pupil to set objectives for their topic for study, make committee investigations, take field trips, organize classroom forums, do classroom and library research and summarize, organize and interpret results of study.

On Skills — Abilities

Starting with junior high school, special emphasis is placed on the development of skills and abilities. For example, pupils in core classes are given practice in improving reading skills and in developing a permanent interest in reading. Particular attention is given to such things as accurate note-taking, outlining and summarizing information and interpreting facts and drawing conclusions.

Since emotional stability frequently comes to young people through self-expression, pupils in core classes have many experiences in creative writing. The ability to speak, listen, and observe intelligently is stressed. Building more accurate vocabularies is taught through spelling, writing, reading and listening.

Reading Levels

The art of reading is given close scrutiny since each successive level of the school system offers new tasks which require more mature reading skills. In fact, direct instruction is given on how to read for various purposes and in how to read different types of material. Also, in order to assist pupils who have failed to master the reading skills in earlier years, the county board of education has organized six experimental reading classes to give special help.

The senior high school program is another building block placed upon the structure produced in elementary and junior high school. It, in a sense, is a continuation of the junior high program. The pupil continues in a group of subjects required for graduation with electives

(Continued on Page 3)

Your

Jefferson County Schools

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County P.T.A. meetings.*

In-Service Education Program for Teachers Continues All Year

A thirst for more knowledge is the force that stirs county school teachers to participate in one of the most active in-service educational programs in the mid-west.

This program is planned by teachers, principals and supervisors. It includes faculty meetings, groups of faculties and system-wide workshops. Consultant service is carried out by two general supervisors.

In the current school year science teachers have participated in industry-education seminars regarding the implementation of recent scientific findings into classroom instruction.

Other Recognitions

During the past two years core teachers and senior high teachers have received recognition by being awarded four full year scholarships in the humanities and two in science and math. Summer scholarships have included study in economic education and science for eight persons. Other teachers are attending university classes.

Teachers keep in touch with the best thinking in education by participating in state and national conferences and by observing teaching methods in other school systems. Schools in Jefferson County are also frequently visited by educators from other systems.

Entering High School Means Big Change

(Continued from page 2)

provided so that he may follow his natural abilities in specialized subject areas.

Counseling Service Important

Pupils in junior and senior high schools have the services of a Boys' Counselor and a Girls' Counselor. In the schools on double sessions there are counselors assigned for each session. In addition to the guidance of pupils by the classroom teacher, counselors are available for special consultation by pupils, teachers, and parents. These services provide pupils an opportunity to plan for their future college or vocation. Test results are used by counselors in carrying out this service. Periodically, each pupil's school record is reviewed with him, his strengths and weaknesses pointed out, and a program for improvement outlined following consultation with parents and teachers.

18 Credits Needed

(Continued from Page 1)

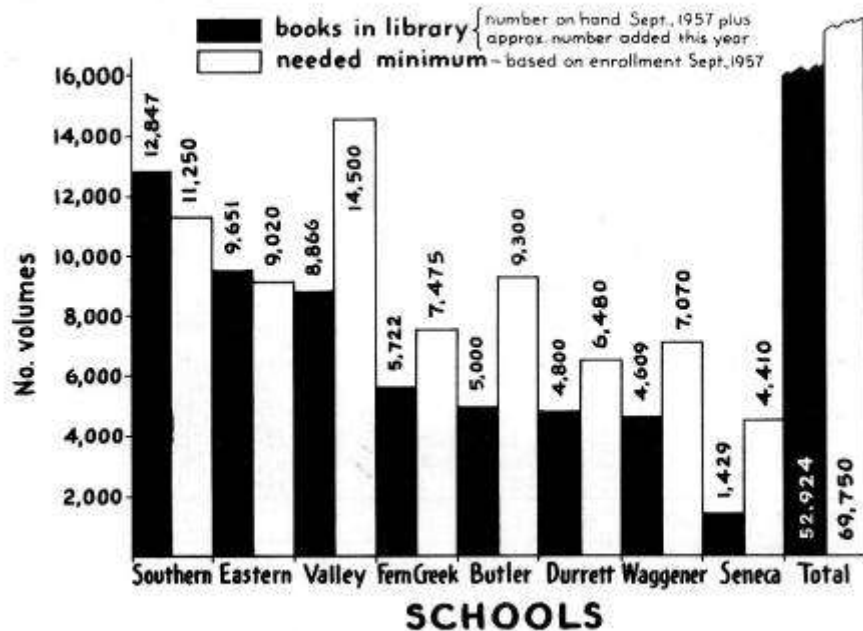
goal or add to his personal growth.

- A. 18 units are necessary for graduation: 11 required and 7 elective.

(One unit of credit is given for a subject taken 3 times a week for a full academic year.)

- B. Required units must be in the following fields:
 - 4 units of English
 - 2 units of mathematics
 - 2 units of science
 - 2 units of social studies, one of which must be U. S. history.
 - 1 unit of health and physical education
- C. 4 units are required for 10th grade placement
 8 units are required for 11th grade placement
 13 units are required for 12th grade placement

all about books



Books deficiency caused by rapid pupil growth. Education Board's two year plan is aimed at solving this shortage

LIBRARY RANKS NUMBER 1 AMONG EDUCATION'S TOOLS

No facilities in today's school plant outrank the library. Educators list it as Number 1 in its importance to the pupil. And in Jefferson County schools all pupils have the resources of a library.

The library has two major values to the secondary school pupil. It is a source of information for research activities and it is the center for the development of a permanent interest in reading.

The minimum ratio of books is 5 per pupil enrolled, as established by accrediting associations.

The library situation in Jefferson County High School is described by the above graph. This graph is based on enrollment figures as of November 22, 1957. These figures neither reflect those books held in rooms as supplementary materials nor the volumes placed on shelves since September, 1957.

This is another example, as in the case of school buildings, where growth of the pupil population has far outstripped the board of education's ability to provide supplies. However the board has determined that this deficiency will be overcome by larger financial support over a two year period.

Other Resource Books

In addition to these books, schools have an average number of 11 sets of encyclopedia or other types of resource books. Schools also furnish other source material through subscriptions to magazines and daily newspapers.

There are 13,949 pupils enrolled in Jefferson County secondary schools. The per pupil cost for last year was \$259.64 in this county. National Education figures show that the national per pupil average is \$268.00.

**COURSES TAUGHT IN JEFFERSON COUNTY HIGH SCHOOLS, 1957-58
AND THE NUMBER OF STUDENTS ENROLLED IN EACH COURSE**

This information was taken from the Annual High School Reports to the
State Department of Education

September, 1957

AREA	SUBJECT	GRADE	BUTLER	DURRETT	EASTERN	FERN CREEK	SENECA	SOUTHERN	VALLEY	WAGGENER	TOTAL
English	English	7	354	329	250	195	295	389	573	347	2732
	English	8	379	322	245	191	267	368	556	341	2669
	English I	9	462	355	288	240	329	370	669	398	3111
	English II	10	305	271	235	434		360	529	329	2463
	English III	11	224		503	270		528	353		1878
	English IV	12	120		219	149		197	255		940
	Speech, Dramatics Journalism, Creative Writing	11-12	29		114	47		77	15		
	11-12	12		31	22		27	6			98
Science	Science	7	354	329	250	195	295	389	573	347	2732
	Science	8	379	322	245	191	267	368	556	348	2676
	General Science	9	399	314	148	227	329	359	674	374	2824
	Biology	10	321	246	267	433		354	477	261	2359
	Chemistry I	11-12	92		238	128		150	86		694
	Chemistry II	12			37	17		29	24		107
	Physics	11-12	35		74	33		41	32		215
	Adv. Phys. Science Aeronautics	12 11-12	26			30			91		147
	11-12			30				51		81	
Home Economics	Home Economics	7	165*	166	121*	45*	152*	182	276*	154	1261
	Home Economics	8	171*	155	99*	40*	125*	154	264*	172	1180
	Home Economics 1-2	9-10	135	84	141	185	61	120	242	21	989
	Home Economics 3-4	11-12	79		89	55		100	138		461
	Family Living	11-12	29			40			141		210
Foreign Language	Spanish	9-12	26	70	201	82	28	77	94	104	682
	French	9-12	32	31	162	82		55	47	89	498
	Latin	9-12	25	42	168	114	68	88	84	229	818
	German	9-12		17	14	32					63
Industrial Arts	Industrial Arts	7	189*	166*	135*	52*	143*	199	297*	193	1374
	Industrial Arts	8	208*	155*	134*	55*	142*	214	292*	169	1369
	General Shop	9	108	50	20	48	29		124	27	406
	Mech. Drawing		151	77	90	150	50	222	236	104	1080
	Woodworking		57		74	144		124	149		548
	Metal Working							51			51
	Auto Shop				41						41
Printing				23			125			148	
Social Studies	Social Studies	7	354	329	250	195	295	389	573	347	2732
	Social Studies	8	379	322	245	191	267	368	556	341	2669
	Citizenship	9	64	268	33	69	48	124	141	120	867
	World Geography	10	19	32	26			84	80	44	285
	World History	10	310	98	137	276		178	440	174	1613
	American History	11	254		388	271		544	360		1817
	American Government	12	34		42			28	87		191
	Economics		13*		165*	30*		56*	24*		288
	Sociology		13*			167*		56*			236
	Family-Social Relations				94	40					134
	Social Psychology	12	53		165*	160*		83	80		541
	Commerce	General Business	9		70	24	30				
Typewriting		11-12	221		330	225		306	373		1455
Business Arith.					15			22			37
Bookkeeping					51			83	69		203
Shorthand			105		79	82		229	168		663
Commercial Law					30*	30*		78*	24*		162
Business English			8			43		59	30		140
Sec. Office Prac.						36*		84			120
Consumer Education					30*			64			94
Salesmanship								78*			78

Your Jefferson County Schools:

AREA	SUBJECT	GRADE	BUTLER	DURRETT	EASTERN	FERN CREEK	SENECA	SOUTHERN	VALLEY	WAGGENER	TOTAL
Health, Phys. Education	Health, P. E.	7	354*	329*	250*	195*	295*	376*	573*	347	2719
	Health, P. E.	8	379*	322*	245*	191*	267*	365*	556	341	2666
	Health, P. E.	9	460	355	303	294	329	313	615	398	3067
	Health, P. E.	10-12	9						67		76
	Driver Education Physiology			31*		40*	24*		40*	36*	
			29			66		154			249
Mathematics	Math	7	254	329	250	195	295	389	573	347	2732
	Math	8	379	322	245	209	267	368	589	341	2720
	General Math	9	287	260	50	148	122	201	479	109	1656
	Algebra I	9-10	251	161	203	134	201	276	361	297	1884
	Algebra II	10-11	100	61	354	113		127	131		886
	Arithmetic	10	146	146		196		239	179	43	949
	Plane Geometry	10-12	76	23	168	257		165	87	224	1000
	Solid Geometry	11-12	30*		142*	29*		39*	28*		268
	Trigonometry	11-12	30*		71*	29*		39*	28*		197
	Adv. Gen. Math	11-12			103				95		198
	Music and Art	Music, Art	7	354	329	231*	125*	295	370	573	347
Music, Art		8	379	322	39*	191*	173	395	556	341	2396
General Music		9-12		121			60				181
Inst. Music		7-12	71	61	149	94	81	100	151	189	896
Music Appreciation		11-12	10		12*	5					27
Adv. Theory		11-12	10		12*				6		28
General Art		9-12	124	43	92	29	18	24	62	47	439
Art Appreciation		11-12	12		18	12					42
Ceramics		11-12						76			76
Vocal Music		9-12	215		129	96	20	187	232	171	1050
Trades and Industries	Auto Shop								41		41
	Radio and Elect.								25		25
Agriculture	Agriculture	9-12			52						52

*Indicates one semester courses.

ENROLLMENT

GRADE	BUTLER	DURRETT	EASTERN	FERN CREEK	SENECA	SOUTHERN	VALLEY	WAGGENER	TOTAL
9	462	354	288	250	329	370	663	398	3114
10	305	295	235	427		374	515	329	2480
11	224		464	255		505	346		1794
12	136		335	201		295	287		1254
TOTAL									8642

STUDY REVEALS PUPILS DON'T SHUN ACADEMIC COURSES

All students in grades 9-12 are taking an English course and 130 are enrolled in two such courses. In the field of science 6427 pupils, or 74.4% are enrolled in a science course. Exactly one third of all juniors and seniors are enrolled in chemistry and/or physics.

More than four fifths (81.4%) of all pupils are enrolled in a math course. One out of two pupils is studying either algebra, plane or solid geometry, or trigonometry.

A foreign language is being studied by 2061 pupils—23.7% of the total enrollment.

Three out of every four pupils are enrolled in a social studies course.

In the other subject areas 31.7% study art or music, 45.5% are enrolled in either home economics or industrial arts, 35.5% take a course in business education (about half of these are in typing). All ninth grade pupils are required to take health and physical education, and 8.9% of all other students are taking a course in health, physical education, or safety.

VALLEY HIGH STUDENTS IN NATIONAL TEST

What is normal physical fitness for boys and girls in grades five through twelve? That's the question being answered in a national survey presently underway.

One of the schools selected for this project is Valley High here in Jefferson County. One hundred and ninety eight pupils participated in the test administered by the University of Louisville.

The county's health and physical education program goes much beyond the bounds of surveys however. In grades seven and eight Health and Physical Education are offered on an alternating day basis. In the ninth grade these two subjects are required for credit toward graduation.

Many parents have asked,

"Exactly what does this teach my child"? These two lists will answer their question.

The Health Program

In Health Instruction the following areas are included . . .

- Personal Health
- Personal Health Appraisal
- Personal Dental Health
- Health Protection
- Safe Water Supply
- Protection of Food and Drink
- Sanitation
- Heat, Light, and Ventilation
- Superstitions, Popular Beliefs, Home Remedies, and Health Advertising
- Communicable and Non-communicable diseases
- Health Professions and Agencies
- Nutrition and Mental Health
- First Aid
- In Physical Education activities include . . .
- Athletic Sports of Team Variety
- Formalized Activities
- Rhythmic Activities
- Self Testing Activities

For the Girls

Homemaking is an important activity of all lands. The home is the backbone of every nation. Making the home a happy and comfortable place to live is an art and science, which many girls would know nothing about if they had not taken home economics in school. Since 1890 the homemaking program in our schools has been extended to include more than just cooking and study of child care. It includes personal and family relationship, management, housing, and health, along with foods and clothing units.

personnel facts

There are 590 teachers, 8 principals, 9 assistant principals and 19 counselors in the secondary schools of Jefferson County. These staff members are certified by the State Department of Education to teach in Kentucky. Of these, 406 have an AB degree, 184 have an AB and an MA degree and 13 have at least 24 hours credit toward acquiring an MA degree.

The schools and their staffs are as follows:

Butler — 70 teachers, principal, 1 ass't principal, 1 boys counselor, 1 girls counselor.

Durrett — 50 teachers, 1 principal, 1 ass't Principal, 1 boys counselor, 1 girls counselor.

Eastern — 71 teachers, 1 principal, 1 ass't principal, 1 boys counselor and 1 girls counselor.

Fern Creek — 63 teachers 1 principal, 1 ass't principal, 1 boys counselor and 1 girls counselor.

Southern — 92 teachers, 1 principal, 2 ass't principals, 1 boys counselor and 2 girls counselors.

Seneca — 35 teachers, 1 principal, 1 boys counselor, 1 girls counselor.

Waggener — 55 teachers, 1 principal, 1 ass't principal, 1 boys counselor, and 1 girls counselor.

Valley — 117 teachers, 1 principal, 2 ass't principals 2 boys counselors, and 2 girls counselors.

test tube dept.



COOKING ON THE FRONT BURNER, Bunsen that is! And these young chemists-to-be delve into the secrets of chemistry under the watchful eye of Mrs. Nancy Hamilton, Southern High school teacher. Mitchel Mathis adjusts the flame while Rita Patterson draws fluid for the experiment.

campus talk

Counselors Arrange College Day Event For County Seniors

Once each year, counselors for the Jefferson County Schools cooperatively arrange a College Day for county seniors planning to attend a school of higher learning.

The 1957-58 College Day was held in November. At that time representatives from seventy-eight colleges and universities were invited to attend these events at schools requesting their services. To receive an invitation two or more pupils must state the school as their preference.

Most colleges have placed literature in the county schools for the deans, teachers, principals and pupils use. This year 815 county pupils and 152 parents participated in a most successful College Day event.

The table below reveals the number of pupils graduating from the county high school who attend colleges, universities, and other institutions for higher education.

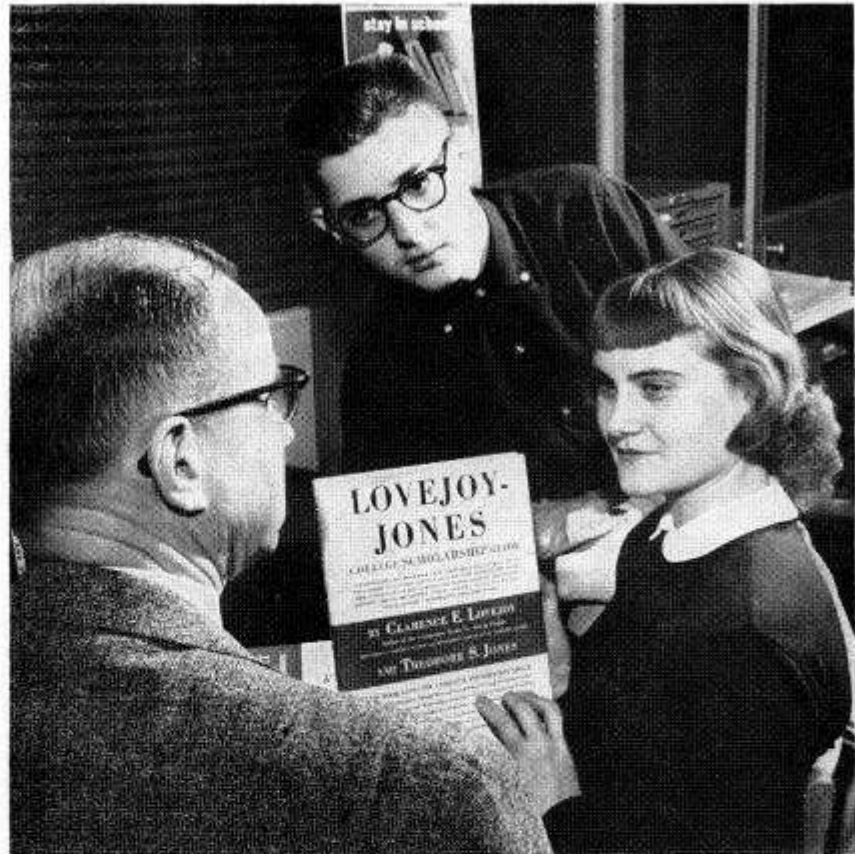
School Year	No. Graduated	No. Enrolled in Colleges, Etc.	Percent	*No. not going to college
1952-53	507	185	36.49%	322
1953-54	588	247	42.00	341
1954-55	670	277	41.34	393
1955-56	792	376	47.47	416
1956-57	981	505	51.48	476

*Includes those who wait one or more years before enrollment in college, those who enter armed services, and those who find employment.

The results show that the percentage of college students is increasing; therefore, the increased responsibility of college preparation is placed upon the school and its curriculum offerings.

Most of the PTAs make a definite contribution to the reading program by purchasing library books for the school.

for years ahead



WITH HIGH SCHOOL DAYS behind them, Jefferson County seniors make their plans for college campus life. To assist them with these arrangements, County School Counselors discuss courses and offer advice. Above, Counselor H. J. Priestly (back to camera) holds a discussion with Valley High seniors Marie Hurst and James Stalker. Also once each year the Counselors arrange for College Day at the high schools when seniors and college representatives get acquainted.

WIDE EXPRESSION IS AIM OF COUNTY SCHOOLS ART STUDY

A wide variety of art experiences awaits the junior high school pupil in this county.

Because this subject is broad in its content, the pupils have an opportunity to explore avenues and experiment. They discover for themselves and express themselves in the areas of drawing, painting, sculpting plus the several crafts projects.

In grades nine, ten, eleven and twelve, art is an elective subject. Art education in these grades is general. Yet, courses offered are definite enough to include special areas of study and development.

WAGGENER HIGH SCHOOL

As students in grades nine through twelve begin to mature into manhood and womanhood, they experience many changes physically, mentally, socially, and emotionally. Attitudes about life are vitally important at this time and need to find expression through art. General art courses accomplish this and provides emphasis on certain art areas which may aid in choosing a vocation or offer opportunities for wise use of leisure time.

More and more parents are becoming interested in school affairs. There is a room representatives organization throughout the elementary school. Last year 75% of the rooms had one or more special meetings of room parents.

on the book shelf



Problems found in classroom studies are likely to be solved in the library. Librarian Doris Willson, above left, makes some suggestions to Frankie Wibbels in the Eastern High School library. (Graph on page 3 . . . shows the current status of our county school libraries. Accompanying story outlines objectives for next several years.

TALKING SHOP

For the seventh and eighth graders shop experiences include a general shop program. This is broken down as follows: for seventh graders emphasis is placed on work with wood, metal, leather, plastics and sketching. Eighth grade pupils study woodwork, mechanical drawing and the household mechanics. Ninth graders may elect either mechanical drawing or general shop work.

The high schools are organized on the general unit plan. For example, this means that general drawing would include, architecture, sheet-metal, mapping, etc. Other high school courses available include general metal, printing and woodworking.

Student demand and teacher availability determine the courses to be offered and for how many years. Many pupils use their high school shop experiences as a stepping stone toward further advancement in that field as well as for vocational pursuits.

Secondary Music — Program Presents Big Subject List

Music education plays a substantial role in the county's secondary schools. In the seventh grade, general music is one of the required courses. From the eighth through the twelfth grade the subject is an elective.

From grades seven through twelve choral music is offered as an elective. It receives a greater response in the higher grades.

Instrumental music courses are elective and are offered from grades one through twelve. Beginning, intermediate and advanced orchestras are organized and group instruction is provided.

For high school seniors the schools offer a course in music theory. This is beamed primarily at those students who wish to pursue music as a major course in college.

Another elective course offered by the county schools presents music appreciation. Again, this is listed for eleventh and twelfth graders. Its purpose is to reach those pupils who are not enrolled in other types of music courses but who should be given an appreciation of music as cultural background.



THINGS TO COME

In Later Editions

INSTRUCTIONAL MATERIALS

the tools of education

COUNSELING

guidance in the vital years

snow time

Rough Weather Spells Bus Trouble; How You Can Help

This is the time of year when driving sometimes becomes extremely hazardous. This situation is of great concern to county school officials. In order to properly inform you about the school bus schedules when it snows, or sleet or floods, the following suggestions are offered:

When you think there is a possibility that schools will not open:

Do not Call, Listen to your: **RADIO or TELEVISION NEWS FOR OFFICIAL ANNOUNCEMENT.** CALLS to the Superintendent and/or Principal may hinder them in reaching a decision by keeping their telephone lines tied up.

Radio, Television, and the Press are most cooperative and gladly make emergency announcements for schools.

A decision to operate or close the schools is reached very carefully. The County Police, Weather Bureau, School Principals, School Bus Drivers in various sections of the County, and others, are usually contacted for their opinions.

Occasionally when schools continue to operate after a snow or sleet, some roads may be dangerous. The bus drivers, who travel such roads, are instructed to use their own judgement and **TO NEVER TAKE A CHANCE.**

In inclement weather conditions traffic will naturally move more slowly and cautiously. This means that all school buses will be delayed to some extent.

There will be occasions when traffic becomes blocked because a vehicle is unable to negotiate an icy grade. At a time such as this it is entirely possible that a school bus could be delayed as much as thirty minutes, or not run at all.

Your Jefferson County Schools

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VOLUME I

MARCH, 1958

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the teacher's helper

'TOOLS OF EDUCATION' VITAL TO EVERY CLASSROOM PROGRAM



YOUNG MINDS ARE EAGER to grasp the wonders of our world. They are even more excited about the things around us when exposed to instructional materials like this globe. Here, geography is the subject at hand. Glenn Gardner of Melbourne Heights points to the country under discussion. Mrs. Martha Driskill is the teacher.

In 1927 Fred R. Barnard, writing in Printer's Ink magazine used a quotation that's been retold through the years. The saying "one picture is worth a thousand words" may or may not be true. It is, however, safe to say that in our daily existence we understand things much better when they are dramatized through some object. The same is true with our children. Words are exciting to them but these same words are more attractive when they are given meaning through an example the child is able to see and touch.

Instructional materials are the tools of education that give this

extra meaning to our children. Just as craftsmen of industry require equipment to fashion our latest devices, teachers need materials to mold the greatest resource of our nation, the minds of our children. In the next few pages, we will make a word and picture study of the items used by Jefferson County Schools in their efforts toward bringing the pupil and subject matter closer together. No teacher in our county schools instructs without these materials. The equipment has long been considered an integral part of classroom practice here. Educators realize that tangible objects are a must to better

A few months ago we invited questions on any subject regarding the operation of the Jefferson County Schools. In this issue (pages 5 & 6) we are providing the answers to some questions about your school system. If you have a question, write us. We will see that you get the answer.

project ideas to their young charges.

Through the use of hundreds of assorted pieces ranging from crepe paper twisters to motion picture projectors and test tubes, county school pupils are permitted to put their studies into actual daily practice. The facilities of the library (covered in the February issue of this bulletin) are an important part of the instructional materials program.

The pupil's ideas and theories are given practical use with these instructional materials. They are able to see, feel, taste, hear and to contain within themselves the satisfaction and pride of accomplishment of experiments. Without these materials our children would be forced to understand these conclusions through the impressions of others.

Testing New Material

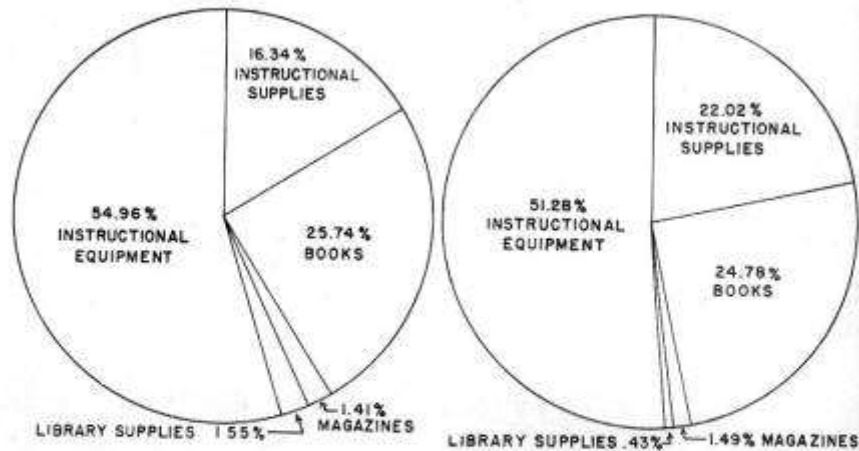
New instructional materials and equipment are being made available to the county schools almost daily. Some items are excellent, others are inadequate. The value of these pieces to the schools is determined by a detailed process. Through classroom practice, members of the staff of the county board and the teachers test the new items over and over. Teachers using new devices are asked to evaluate them at the end of the school year. At that time, if the material is determined to be effective, another test is made

(Continued on Page 2)



MR. E. D. HANCOCK
Director of Administrative Services

how the materials dollar is spent



The above charts show how each dollar earmarked for instructional materials and equipment is spent. The chart at the left gives the breakdown for appropriations for elementary grades. On the right the chart for secondary schools indicates allocations for various types of supplies.

'Tools of Education' Vital to Every Classroom Program

(Continued from Page 1)

with several schools added for the second year of the trial. These teachers are polled for their opinions on the new materials at the end of the second school year. Officials say it requires about two and a half years to gain full approval of a new material. At that time objections to the item are studied. If the item is proved ineffective it is removed from classroom use.

Items we will discuss in this issue range from clock dials, flash cards, toy money and arithmetic games for our elementary grades, to barometers manikins, and engine models, for the secondary schools.

Two Groups Involved

There are two categories in these 'tools of education'. They are instructional materials and equipment. Materials are generally the smaller priced items that must be replaced often. Instructional equipment comes under the more expensive pieces. It should be pointed out that such things as school furniture, school buildings, desks and the like are **not** under discussion here.

Recognizing the importance of

supplies supporting the teaching program in our county schools, the board of education has made sizable appropriations to this program each year. A study reveals that during the school year 1957-58 the board will spend about \$129,492 for the part of the county elementary schools fund. In the secondary system, that is grades 7 through 12, the board will purchase educational supplies valued at \$133,102 for the same period. Officials point out that the greater allocation for secondary schools is brought about primarily by the added cost for more elaborate equipment necessary in the higher grades.

E. D. Hancock

The work of music students in Jefferson County has been brilliantly reflected in performances various choral and instrumental groups give throughout the city, county and state. The superior ratings these students have made at regional and state music Festivals indicate an increasingly effective program.

County school safety activities are planned to help children recognize hazards, make the right decisions and develop a safety consciousness.



THINGS TO COME

In Later Editions

COUNSELING
guidance in the vital years

PUPIL PERSONNEL

bridge between school and home

Your
Jefferson County Schools
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AUDIO VISUAL NET SERVES CLASSROOM TEACHING PROGRAM

motion picture film, film strips valuable instructional devices

Every school in the county system has an audio visual program which includes educational film, motion picture projectors, and film strip projects.

Each school principal designates one teacher to coordinate this program. The assignment is in addition to her teaching duties.

Audio visual program direction is a most important task. It involves the requisitioning of film from the county board's film library and from other sources where appropriate material may be found.

In addition, the AV coordinator must instruct students in the operation of film projectors and schedule the use of equipment, materials and the projection rooms. Each school maintains careful inventory of its film stock. Bulletins notify teachers of the arrival of new film. They in turn set a schedule for their classes by arrangement with the AV coordinator.

12 AV Centers

Twelve county schools operate film maintenance stations where films may be spliced if broken, rewound and placed in usable condition for continued use. These audio visual 'centers' have been selected for their proximity to other county schools.

There is about \$60,000.00 worth of audio visual equipment presently in use in the county schools. In addition, there is approximately \$50,000 in motion picture film available in the county board of education library and a \$25,000 supply of film strip material maintained in various county schools for audio visual purposes.

film is big aid to instructors



LOOKING OVER some of the motion picture film at the County Board of Education library is Mrs. Betty Beckner, secretary and Frank Holbrook, film library custodian. The county board has about \$50,000 of motion picture film and \$25,000 of film strip material for use by our schools. The County Board film library is located at Prestonia School.

Textbook Shortage Remains Acute Budget Hike Asked For Next Year

What about our textbook situation? It is a question heard daily at the county board of education. The fact is that the shortage of textbooks continues. County school officials say that the pupil growth may forge ahead to cause a more serious crisis within the next few years. In order to answer many questions on this textbook subject, here is some background on textbooks for Kentucky schools.

The state textbook law was passed in 1928. It permitted the State of Kentucky to purchase textbooks for children in public

schools in grades one through eight. The legislature, however, did not appropriate funds for purchase of these books until 1934. This first appropriation was \$500,000.00. The same amount was allocated public schools of Kentucky each year thereafter until 1951. At this time the appropriation was increased to \$750,000.00. This amount was increased to \$900,000.00 for the 1953-54 school year. In 1955 a cut of \$40,000.00 was made. In 1956 the appropriation was increased to \$1,034,000.00. The same amount was for

Cont'd on Page 4

book outlook

**Textbook Shortage
Continues-Budget Hike
Asked For Next Year**

(Continued from Page 3)

the current school year.

During the 56-57 school year Jefferson County Schools received \$55,750.00 from the state for textbooks. In 1957, \$66,221 was allocated for this purpose from state funds. During the last two years the county has over spent its textbook budget by as much as \$6,700 a year. The reason for this officials say is the tremendous pupil enrollment growth and the resulting textbook shortage.

58-59 Budget Increased

The State Superintendent of Public Instruction has requested a budget of \$2,100,000.00 for the school year 1958-59. This would represent an increase of \$1,066,000.00 over the current budget. Assuming the public schools' enrollment to be 500,000 in the first eight grades, an increase of 16,000 over September, 1957, this will allot \$4.20 per child for textbooks, or twice the amount given for the school year 1957-58. The increase will help immeasurably to relieve the current shortage; however, it will not solve the problem in its entirety.

The amount allotted a school board for the purchase of textbooks is based on the average daily membership of its schools for the fifth month of the preceding school year. This does not give any consideration to any change in enrollment between the fifth month of the preceding year and the date schools reconvene in September. Pupils entering school for the first time in September will not be counted for textbook budget purposes until the fifth month of their first year in school.

On School Transfers

Those children transferring after the fifth month of the school year to a school under another board of education will not be counted for the textbook budget purposes for that school system until the fifth month of the next year after transfer.

In either case the board of education receiving those children, that is those entering for the first time and those transferring after the fifth month of the school year, will not receive any money from the state for their textbooks until the July after they are counted in the fifth month's average daily membership.

The minimum cost of required textbooks for each child in the first eight grades in the Jefferson County Public Schools is as follows:

Grade 1.....	\$ 2.97
Grade 2.....	\$ 3.24

Grade 3.....	\$ 8.04
Grade 4.....	\$11.22
Grade 5.....	\$11.88
Grade 6.....	\$11.88
Grade 7.....	\$15.39
Grade 8.....	\$17.16

This does not mean that these amounts must be spent each year for the books of each child in every grade. The life of a textbook is considered to be four years. This does help to relieve the problem somewhat. Bear in mind only \$2.10 was allotted for each child's books for the current school year. This is less than the cost for any grade.

2 little Indians . . . then there was 1



THE TWO LITTLE (LIVE) INDIANS are part of a first grade class that is studying arithmetic. On the bulletin board (right) appears the story of the Indians — the arithmetic problem is just below the words. Chenoweth School students James Sandford Boomer and Laurie Cohen are the Indians. Mrs. Mary C. Goodwin is the instructor.



• *When do children learn the alphabet?*

Children begin reading from experience charts. They compare likenesses of words and associate words with pictures. Their interest is keen because the reading lessons are built around actual experiences they have had. Repetition of certain charts, phrases, and then words, and the use of these stories in various other situations soon helps the child to recognize certain words whenever he sees them. As he builds up his vocabulary he is able to "carry over" his learning from one chart to another and into simple pre-primer stories. A child may complete a series of charts and one or more pre-primers without really learning to say very many individual letters. Children gradually learn the letters as they use them in reading and writing in the first grade.

In the second grade they begin to learn the alphabetical order of letters. This continues into the third year as the children make spelling lists and prepare for use of a dictionary in the fourth grade.

Children need to increase their speed in naming the letters of the alphabet so they can easily use a telephone directory, and encyclopedia, card file, or index.

• *What is done about the left-handed child?*

If a child is naturally left-handed no attempt is made to change him — to do so may result in dangerous emotional blocks and complexes. Stammering, stuttering, the inability to read, to do other school work, to follow directions, nervousness, twitching of facial muscles, and other things may result.

He is shown how to place his paper on his desk and hold his pencil in the way that is natural to him.

on the distaff side



HOME ECONOMICS gives the teenage girl valuable experience in many activities. Sewing and cooking are two of the major ones. Above, Eastern High School students are studying table preparation. From left they are, Nancy Sprowles, Sally Taylor, Mrs. Brunette Caslow, instructor and Sue Steffy.

• *Why is manuscript writing used in the first two grades?*

Manuscript is taught first to the beginning children because it is easier to read. It is similar enough to the printed word to avoid confusion in the child's mind, thus aiding him in his reading. It consists of simple curves and straight lines with no connecting strokes. There is less strain on the immature hand, arm, and eye muscles. Manuscript writing helps to make other learnings easier for the child. Progress in reading, spelling, and word analysis is more rapid because of the similarity between printed and manuscript alphabets.

• *How many classroom teachers are employed by the County School board?*

There are 1,430 teachers and an additional 98 instructional personnel.

• *Is the county school milk program partly supported by federal aid?*

Yes, partly. This enables the schools to sell milk at about two cents per half pint.

• *What is the goal of handwriting?*

The goal is to have the child write easily, rapidly, and legibly. Children are taught to write in a **meaningful** way: that is, writing their names, listing their pets, writing about things in which they are interested instead of just copying sentences which have no meaning to them.

Children come to school eager to write. They remain eager if they are not burdened with the drudgery of too much drill and too much attention to slants, curves, and loops. As for arm movement methods it is extremely difficult for young children to acquire the arm movement. They become confused in this mass of detail and dislike writing. As a child grows older, with his muscles better coordinated, more attention can be given to spacing letters, speed in writing and perfection of appearance. To attain the goals desired years of use and practice are often required.

Cont'd on Page 6

MORE QUESTION BOX
(Cont'd from Page 5)

• How can parents help children with reading?

One of the first things that a parent can do is to see that the child is well and has adequate rest. The child who has kept late hours will show the effect in school the next day. The parents who keep the child well, relaxed, and happy are making a real contribution to his success in reading.

Parents can provide for the child a wide background of experiences which will help him to understand what he reads and to express himself better. This can be done by:

1. Taking him on short trips and taking time to explain interesting things to him.
2. Reading to him. Even after he has learned to read he will be interested in hearing things that he is not able to read for himself.
3. Providing him with books that he can read himself. Buy or select from the library books that are easy enough that he can experience success in reading them and can learn to enjoy books. The teacher will be glad to advise in the selection of such books.

If the parents wish to hear the child read, this is good. The child learns to read by reading, and this will give him another opportunity to read. However, the books that he uses for this should be supplementary books or his basic text **after** he has read it at school.

Be interested in seeing that he understands what he reads. Do not expect the very young reader to know every word. Help him with an occasional word so he will not break the thought of the story. In homes where reading is a habit, children learn that reading is one means of satisfying many of their everyday needs. Help them to learn to enjoy reading.

9-Point Program For Safety Units In County Schools

A nine-point safety schedule forms the center of safety education in secondary schools of Jefferson County. This program involves mainly classroom instruction. Those items not involving classroom participation include, safety patrols, safety committees on student councils and special programs on timely safety topics.

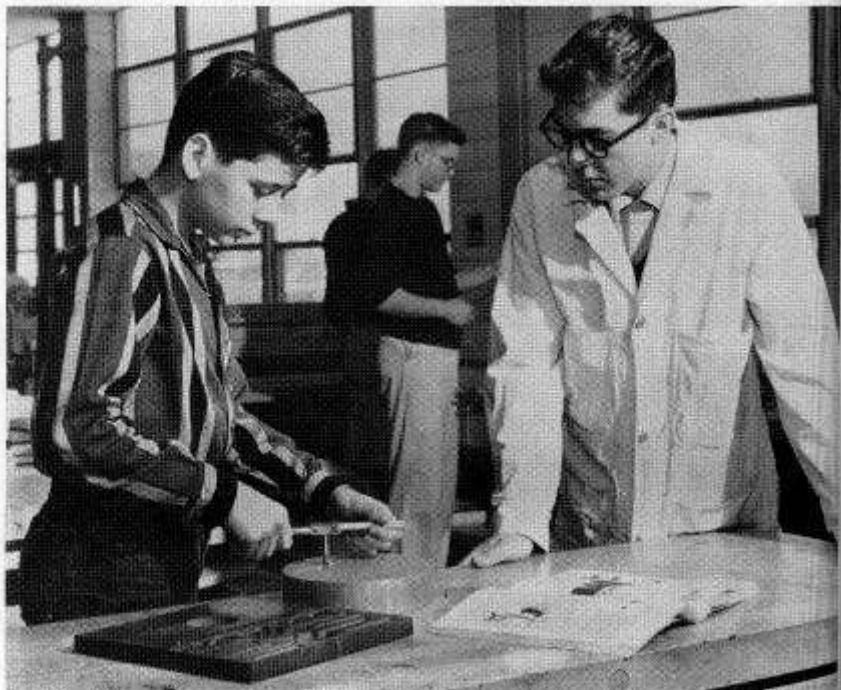
Another important part of the school safety programs include fire drills and regular safety inspections. These items are of vital importance in the high schools for in addition to possible injuries that may occur in halls, play areas and lunchrooms, the shop areas and laboratory facilities must receive close safety attention.

Included on the county's safety schedule are the following:

1. A system of student accident reports on a twenty-four hour basis

2. A copy of Safety Education Magazine in each school
3. Copies of monthly safety lesson outlines and posters for:
 - a. each classroom in the junior high
 - b. classes in special subject areas
4. Special units on safety in core classes and social studies classes
5. Studies on safety at school, to and from school, bus, fire prevention, seasonal programs, home and community
6. Directions in safe practices in use and care of equipment in home economics, shop and science classes and laboratories
7. Behind the wheel and classroom program in driver education for upper class students in high schools
8. In-service programs of conferences and committees for faculty personnel
9. Assembly meetings for films and lectures and special programs over intercommunication system for all students

developing shop skills



WOODWORKING HAS A NATURAL ATTRACTION for young boys. The urge to build, and to create sends many county youngsters into the school shop course which is an elective. Walter Whitlow of Durrett School is shown solving a problem with instructor Chester Graynolds.

Your Jefferson County Schools

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VOLUME I

APRIL, 1958

NUMBER 8

balance wheel

TESTING SERVICE PROVIDES ANSWERS FOR PUPIL AND PARENT

by O. L. Shields

Question marks in the minds of many county school parents have been erased through the efforts of the Psychological and Testing Services. Quiet and least publicized of all educational services, the products of its work flow through the minds of every child in our county school system. Its business is Guidance.

Guidance is defined in various ways. Basically, guidance is a school function which offers pupils opportunities to learn more about themselves in order to organize themselves for better total achievement. It encourages pupils to develop an understanding of their own abilities, aptitudes, and ambitions.

This self understanding is essential to balanced growth and development. It is also a basic ingredient in motivation. When pupils begin to understand their capabilities and interests under the direction of competent advisors, they tailor their choices of levels and areas of attainment to these capabilities and interests. More practical goals are chosen and the child is induced to greater effort.

Pupil Motivation

As pupils are motivated the will to achieve is born and learning is facilitated. Self appraisal rather than the imposed judgment of others soon becomes a continuing process and achievement and ability are coordinated. Good guidance simply seeks to ensure these developments in a child rather than to leave them to chance.

Guidance in the elementary schools of Jefferson County is entrusted to the classroom teacher. It is she with whom children in the first six grades live intimately from day to day.

peg board test



Manual skill is the object of the examination underway in the above picture. Seneca High School Counselor Vito Brucchieri watches as John Kline, a ninth grade student completes the test. In addition to county-wide testing, each school in the system conducts exams aimed at keeping its program at top efficiency.

THIS IS A POSED PICTURE

She has access to the thinking of these developing personalities and can sense changes in attitudes. And, to a remarkable degree, she enjoys that rare and precious privilege of striving to view the world through the eyes of thirty or so young beings. The classroom teacher is in a strategic position to assess individual differences and to capitalize upon them for the good of both the individual and the group.

Just being a teacher is assurance that she possesses many of the personal qualities con-

(Continued on Page 2)



O. L. SHIELDS
 Director of Psychological and
 Testing Services and
 Guidance Coordinator

Testing Service Provides Answers For Many

(Continued from Page 1)

sidered necessary for effective counseling. Her professional training provides her with many of the methods and tools of counseling. Such tools or techniques as she may lack are always available to her through opportunities for in-service training, workshops, and consultation with professionally trained people in the field.

In grades seven through twelve guidance is a more highly organized school service. Here, nineteen trained and certified counselors serve full time to meet the needs of the pupils.

What Counselors Do

In junior and senior high school the duties of counselors include:

1. Assisting in the organization of the curriculum.
2. Assisting in the orientation of new teachers with respect to guidance functions.
3. Enrolling new pupils after school-wide registration has ended.
4. Assisting in organizing spring orientation for feeder schools.

Grade	Test	Measures
1.	Kuhlmann-Anderson Intelligence Test	Mental Ability
3.	Kuhlmann-Anderson Intelligence Test Stanford Elementary Reading Test	Mental Ability Word meaning, comprehension, paragraph meaning
5.	Kuhlmann-Anderson Intelligence Test Stanford Achievement, Intermediate Battery, Complete	Mental Ability Word meaning, language, arithmetic reasoning, arithmetic computation, spelling, science, social studies, and study skills.
6.	Kuhlmann-Anderson Intelligence Test	Mental Ability
7.	Iowa Silent Reading Test	Reading rate, comprehension; and skill in locating information.
8.	Stanford Achievement, Advanced Battery, Partial	Paragraph meaning, word meaning, language, arithmetic reasoning, arithmetic computation, and spelling. Complete battery of this test will be used next year to permit comparison of growth in all areas measured at the 5th grade level.
9.	Otis Quick Scoring Mental Ability Test	Mental Ability
10.	Essential High School Content Battery	Mathematics, science, social studies, and English
11.	Kentucky Classification Battery	General ability, English, and mathematics
12.	Essential High School Content Battery	Mathematics, science, social studies, and English

5. Organizing and supervising all testing.
 6. Initiating referrals to agencies offering special psychological services not available within the staff of the school.
 7. Advising students regarding employment opportunities during the school year.
 8. Advising seniors regarding the labor market.
 9. Counseling upper classmen regarding college admission.
 10. Checking with all pupils to insure their meeting graduation and college admission requirements.
 11. Counseling with pupils to aid in adjustment to school and in solving problems related to pupil-pupil, pupil-parent, and pupil-teacher relationships.
 12. Providing pupils with specific recommendations for improving study habits.
 13. Participating in staff and county-wide conferences regarding school policy.
 14. Consulting with the administrative staff in the solution of discipline problems (but having no responsibility for disciplinary functions.)
 15. Consulting with visiting teachers regarding causes of irregular attendance.
 16. Assisting in organizing visits by college representatives and related activities.
 17. Confering with parents or with parents and teachers in solving pupil problems.
- It is apparent that the counselors' duties are both complex and many. The pupil-counselor ratio greatly exceeds the recommended figure of 500 pupils for each counselor. Efforts are being made at this time to im-
- Cont'd on Page 4**

Your
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 County P.T.A. meetings.

Organized Program Underway To Spot and Place Top Talent

An organized program for the identification of special aptitudes is now in operation in Jefferson County schools. The program got underway this year. Under this project, spotting pupils with superior abilities starts in the fifth grade.

First the classroom teacher through classroom tests makes the notations on these students. This identification becomes a part of the student's permanent record. This procedure is followed up in the sixth grade with the teacher making any necessary adjustment on the record of the student's performance.

Grouping Begins

In the seventh grade, pupils identified as having unusual abilities are grouped according to achievement aptitude, and ability. Their classroom work is stepped up in line with their special capabilities. This special work continues through the eighth grade with adjustments

being made as the student progresses. Toward the end of the eighth grade, there is intensive counseling for high school and college course selections and for motivation toward maximum achievement.

The high school program of these particular students will, for the most part, consist of four years each of college preparatory mathematics and science, four years of college preparatory English, four years of foreign language and some experience in advanced social studies or humanities. Near the end of their high school experience, the students are exposed to further intensive individual counseling in order to re-evaluate their college preparatory program. Through this specialization of educational effort from grades seven through twelve, Jefferson County students with superior endowments are extremely well equipped for the fields of their choice.

brainstorming



EXCHANGE OF IDEAS is nothing new to county school personnel. They've been at it for years. The camera caught one such discussion group at Eastern High School last week. Included in the photo are principals, their assistants, counselors and heads of several county board divisions.

Pupil Strength Tested By Many Types Of Exams

Intelligence tests are given county school pupils in their first school year. By use of the Kuhlmann-Anderson test, officials determine the first measure of mental ability of the child. The same test is also used in the third, fifth, and (this year only) sixth grades. This test has rather wide usage and does a very good job of measuring intelligence as a group instrument. Results of this test are used by teachers for improvement of instruction through classification and subgrouping within a class and for determining learning limits of pupils.

Reading is evaluated through use of certain textbook-related tests published by the adopted text publisher. At the third grade level the Stanford Elementary Reading Test is used system-wide as a survey exam to check on development of reading skill.

The first full-scale measure of achievement in Jefferson County is done at the fifth grade level using the Stanford Achievement Test. This test measures Paragraph Meaning, Word Meaning, Spelling, Language, Arithmetic Reasoning, Arithmetic Computation, Social Studies, Science, Study Skills. Highly regarded, this exam correlates well with the school curriculum of the Jefferson County system.

Silent Reading Test

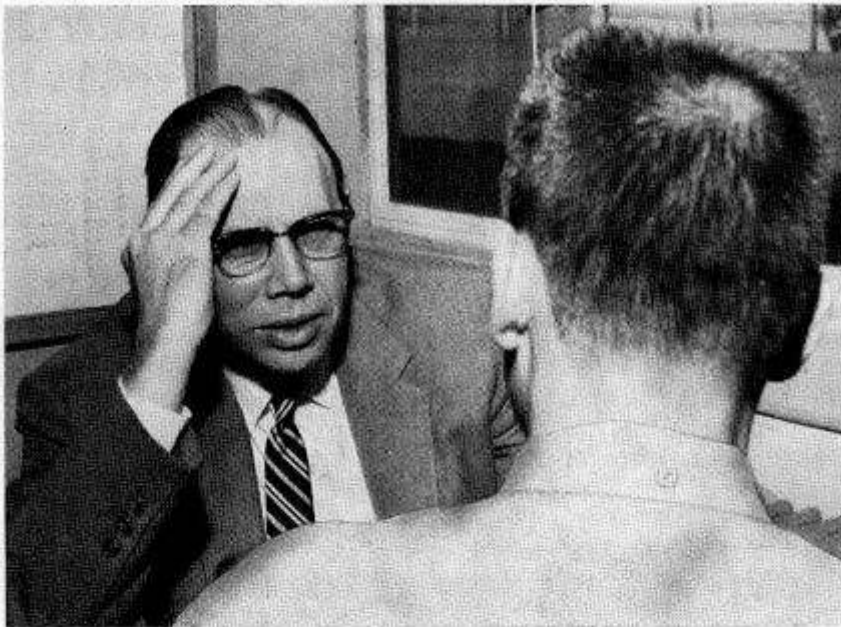
In the seventh grade the Iowa Silent Reading Test is used for both survey and diagnostic purposes.

School officials use the advanced level of the Stanford Achievement Test in the eighth grade as a check on growth to this point and for obtaining information required for counseling. It is also an effective chart for course selection of subjects to be taken in the ninth grade.

Testing done in Jefferson County in the first eight grades

Cont'd on Page 5

problems are his business



SPECIAL COUNSELING comes when serious misbehavior is involved. This counseling takes place after teacher, principal and school counselor have studied the case. Through Louis H. C. Laukhuf, Director of Instructional Administrative Problems, many youths has been returned to normal school life, well adjusted and happy. Laukhuf is the first to point out that this is not always the case. The majority of such cases however are solved satisfactorily. To probe, to understand and then to direct — are some of the ingredients that go into this tedious job.

THIS IS A POSED PICTURE

What Testing and Counseling Mean To Jefferson County Schools

Cont'd from Page 2

prove the situation by reviewing the work assigned to counselors in each junior and senior high school. It is hoped that through a careful charting of duties and additional clerical assistance the counselors may be able to devote more time to the more productive phases of guidance.

General Testing Office

In addition to guidance materials and facilities in the individual schools, the Central Testing Office of the Jefferson County Schools at 904 Realty Building, 520 West Jefferson Street offers excellent opportunities for individual mental ability measurement, personality inventory, and aptitude testing. Both the Stromberg Dexterity Test and the Crawford Small

Parts Dexterity Test are available in this office. A variety of aptitude tests of the pencil and paper sort are also available.

Individual intelligence testing, using the Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, Stanford-Binet Scales and Arthur Point Scale, is done in the Testing Office downtown or in the schools, according to the needs of the individual being tested. Pupils needing clinical examination or therapy are referred through their parents to the Child Guidance Clinic or some other appropriate agency. Preliminary screening for personality disorder is done using such instruments as California Personality Test or Mental Health Analysis and appropriate referrals are made using results of these tests.

There comes a time when serious forms of misbehavior require corrective action beyond that taken by the classroom teacher or the school principal or counselor.

This responsibility is a part of the duties of Louis H. C. Laukhuf, Director of Instructional Administrative Problems.

Perhaps the counseling services offered through Mr. Laukhuf's office may best be described as counseling for social responsibility. Most of the cases referred to him are cases involving more serious forms of misbehavior than those which require the attention of the school counselor.

By working in close cooperation with local school administrators, the director of pupil personnel and school counselors this office develops the factors in each case. Through a meeting of minds with all concerned the situation, in most cases, is settled satisfactorily.

The Psychological and Testing Service uses guidance service provided under subscription to Science Research Associates. Under this arrangement Psychological and Testing Service is furnished occupational briefs, a guidance newsletter, research reports, booklets for pupils, and new test review kits for re-distribution to field counselors.



THINGS TO COME
In Later Editions

PUPIL PERSONNEL
bridge between school and home

specialists at work

SUPERVISORS for the Jefferson County Schools are specialists who counsel with the teaching personnel on programs, techniques and allied educational practices. They are the 'roving centers' who maintain a vigil on efficiency in the schools. They also keep watch on the pupils' learning strength through tests mentioned in stories on this page.

barometer**COUNTY-WIDE TESTS
BENEFIT THE TEACHER,
PUPIL AND THE SCHOOL**

Individual schools have been encouraged to do standardized testing on a local basis on their own initiative. The purpose to be served in this phase of the total testing program is to acquaint a great number of teachers with some of the newer tests that are available.

Another important result of local testing is identification of instructional weakness. For example, it was discovered through county-wide testing at the fifth grade level that one school was lower than the system norm in reading. The principal of this school requested a test other than the one used in system-wide testing. It was the plan of this principal to test about mid-year and to re-test at the end of the school term to determine what improvement had been effected as a result of a remedial reading program.

In other cases, certain weaknesses in overall learnings in arithmetic were revealed by system-wide testing. In this case, the local school used a different test at the end of the year to check upon gains made as a result of adjustments in instruction. In short school personnel can best learn the latest developments in testing through the use of some of the newer tests in actual classroom testing rather than simply reading a synopsis of a test in a test catalog.

Many Tests Used To Check Pupils

(Continued from Page 3)

yields results of great value for checking on growth, for diagnosing weaknesses and strengths, for curriculum revamping and as a general method of surveying system-wide attainment. Results of all tests used are studied by teachers and analyzed by supervisors. Then they are recorded in permanent records of the individual pupils.

In the ninth grade a mental ability measure is obtained through the use of the Otis Quick Scoring Mental Ability Test. Use of this test at this level provides teachers, counselors, and administrators with information useful for pacing of instruction, for counseling, and for adjusting local studies to ability patterns.

Early High School Measure

The Essential High School Content Battery was introduced into the County program for the first time this year at the tenth grade level. A comprehensive check on achievement is needed sufficiently early in high school experience to permit corrections

well in advance of the upper class years. To do this job the Essential High School Content Battery has gained wide acceptance among secondary school people across the nation. Norms for this test were developed through administrations to over 40,000 students in 337 schools in 35 states. It measures mathematics, science, social studies, and English. Administration of this test requires about four hours. The exam itself does a thorough job of rating achievement. This same test is being used this year in the twelfth grade for the purpose of system-wide auditing and survey.

Senior Study Tests

Continuing a practice started two years ago, county school officials are administering the Kentucky Classification Battery at the 11th grade level. This test is valuable for counseling for senior year study. It spots weaknesses to be corrected in the twelfth grade and therefore gives the official the yardstick for guidance in the choice of career or college courses.

In addition to system-wide

testing outlined thus far, individual schools carry on standardized testing (see above story). Frequently, this local school testing is an outgrowth of learning deficits found through system-wide achievement tests. Once these learning deficits have been identified, changes in instruction are made to remedy the weakness. Testing then is done at the end of a period in order to check on the effects of the changes that are made.

big moment



TEST TIME at Fern Creek High School finds school counselors Marion Moore and Lonnie Glasgow administering the California Reading Test. Constant contacts with educators and education associations throughout the country assist county board officials in measuring and improving the testing program. It is this vital testing service that enables educators to better equip pupils of unusual talents and further assist those of sub-normal abilities.

New Exams Installed To Secure Individual Pupil IQ Measurements

Like every service and facility in Jefferson County schools the testing program has undergone vast improvement as a result of constant study.

Last fall, the Psychological and Testing Services were introduced as a system-wide function for the first time, thus providing measurement of intelligence on an individual pupil basis. Most of this individual intelligence testing is done with the Stanford-Binet or Wechsler Intelligence Scale. About three fourths of the cases were tested in the schools and the remaining ones were tested in the testing room in the offices of the Psychological and Testing Service in the Realty Building. As a result of this phase special assistance is being given nearly all severely retarded children. Another valuable use of the individual test has been the identification of students of superior mental endowments.

Many pupils who had not taken the tests have now been accurately classified. County Board officials are planning to administer a Binet test in April and May to every pupil selected for ungraded classes for the 1958-59 school year. In view of the fact that a Binet or Wechsler Test frequently requires from one hour to an hour and a half, some preliminary screening involving a simpler exam is necessary. The preliminary testing phase conducted by Dr. Charles M. Bain is giving considerable impetus to the overall program.



• How do children begin to read?

Reading is begun when reading readiness has prepared the child for the printed material. Children do not learn to read "all at once". First, children learn to read stories of their own experiences. These stories are dictated to the teacher who records them on the blackboard or chart. These stories have meaning for children because they see their spoken words take the form of printed words. Reading from such a chart helps the children establish the habit of reading from left to right. They

acquire a feeling for sentences, phrases, and words. They soon build a sight vocabulary. Likenesses and differences in words are noticed and a transition is made from reading charts to reading books.

Opportunities for reading are given by labelling personal belongings, objects around the room, announcements and news items printed on the blackboard, directions and invitations.

In fact reading goes on all day long.

• Does the County Board of Education provide athletic material for elementary schools.

The county board does provide basic playground material for the elementary school program. For example the following items are provided for recreation periods: a football, a basketball, a kickball and a volley ball.

• Are teachers paid for holidays?

Teachers in the County schools get four paid holidays per year. They are Labor Day, Thanksgiving Day, Christmas Day and New Year's Day.

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feared is replaced

UNDERSTANDING IS KEYNOTE BRIDGING HOME-SCHOOL GAP

by Leona W. Stewart

Remember years ago when the words 'truant officer' were used as a weapon to strike cold fear into the minds of children? Education has made tremendous strides since that time. In fact, the truant officer's method of operation in years past is outmoded in the light of educators views now. To appreciate what has taken place in this complete remodeling job we have to go back to near the turn of the century. It was in 1904 when the

Kentucky legislature, realizing education's vital importance to the boys and girls of this state, enacted the first compulsory school attendance law.

Between 1904 and 1934 there were no uniform provisions for enforcing the law. Some school districts employed a truant officer to compel children to attend school with the authority to use force, punishment or any other means necessary to comply with the law. These officers were not

required to meet any educational standards or qualifications.

In 1934 the school law was completely revised. The new law provided that all school districts employ full time attendance officer, whose duty it was to enforce the compulsory attendance law. Until 1949 the major emphasis in school attendance work was placed on the enforcement of the compulsory attendance laws rather than an understanding of the causes of non-attendance and non-adjustment of children to school. In 1954 when the Foun-

(Continued on Page 2)

clothes bank



THERE ARE TIMES WHEN FAMILY FINANCIAL SITUATIONS result in a lack of such necessary items as clothing for the children. When this condition is found by the Pupil Personnel worker, the child is taken to a school center where a supply of clothes is maintained. The stock is replenished by clothing drives conducted in various organizations. John Norton, St. Matthews principal, left, and Leonard Anderson, of Pupil Personnel display articles of clothing ready in the 'clothes bank'.

A Word of Thanks

It would be impossible to list all of the civic, professional and governmental groups working with the Pupil Personnel department in solving the problem of the child. The County Board of Education does wish to thank publicly all those who have played a part in this work. Social agencies, philanthropic clubs, school organizations and religious institutions have made major contributions to the program.

It is safe to say that many children and sometimes even entire families have been saved from court situations by the unselfish support of these fine people.

To close this commendation we would like to quote a member of the Pupil Personnel department who has had the good fortune to work with these folks. She says "with humility and thankfulness to these benevolent people, we are able to meet each new day because we know we are not alone in our struggle to save the youth of our country."



LEONA W. STEWART
Director of Pupil Personnel

(Continued from Page 1)

Understanding Is Keynote

dation law became effective, the office of attendance officer became the office of Director of Pupil Personnel.

Prevention Is Stressed

In the Jefferson County schools today the chief emphasis of attendance work is on preventive measures, stressing the social and educational aspects of the problem. The Pupil Personnel worker is more of a counselor and diagnostician than an officer of the law. The main difference in the work now done by pupil personnel workers as compared to truant officers of earlier years is natural in view of the development of public education. Law enforcement still exists, but the area of attendance has broadened in the direction of a trained professional service which recognizes absence from school as a symptom of problems that need to be understood, and as far as possible relieved in order that children may participate fully in the school program.

The rapid growth of school enrollment, the expansion of the

school program, the complexity of society, and the better understanding of individual differences necessitate more professional services directed toward assistance to individual children in resolving problems which hinder their progress in school.

The Pupil Personnel worker is accepted as a member of the school staff working with the principal, the classroom teacher, the supervisor, the parent and the child himself. As members of the school system the Pupil Personnel workers have the responsibility of seeking to extend to pupils who are absentees, behavior problems, educationally retarded, and physically and mentally deficient, the opportunity to reach educational goals desirable for all children according to their abilities.

What They Do

Spelled out, here's what the Pupil Personnel service worker does as his part of the Jefferson County School Program.

1. Maintain a sound attendance program.
2. Maintain an accurate and continuing school census.
3. Work with pupils referred to the department because of maladjustment in school.
4. Interpret the school its aim, opportunities, limitations, and personnel to the home.
5. Recommend school aid in the form of supplies and lunches to indigent children.
6. Represent the Jefferson County Board of Education in proceedings in the Juvenile Court.
7. Interpret the matter of legal residence or legal custody whenever there is a question.
8. Work with all agencies and interested groups in the community to make sure that all children have an opportunity to go to school.
9. Assist in securing satisfactory proof of age in obstinate cases.
10. Furnish information on school boundary lines to those moving into or con-

Cont'd on Page 6

Underlying Causes Revealed By Worker Making A Case Study

A well-adjusted child in the home and the school is rarely poor in attendance. The mal-adjusted child in the home, school, or community is usually the child having the difficulty. The problem may center around a definite cause or combination of causes beyond the program set up by the school. In order to best help the child who is having trouble making the necessary adjustment, the case is referred to the Pupil Personnel worker to make further study.

It is through the classroom teacher's pre-study of the child that the preliminary foundation of a "Case Study" is made. Superintendents attending the Pupil Personnel Division of the 1958 K. E. A. developed ideas concerning what administration expects of a Pupil Personnel worker. A highly stressed factor was that the most valuable tool of the Pupil Personnel worker is a good classroom teacher.

A printed form of 'Classroom Teacher's Referral Sheet' is filled out with pertinent information concerning the child; contacts made with the home; and comments on attempts to meet the problem made by the school.

Cont'd on Page 6

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educators at school



YES, EDUCATORS DO CONTINUE THEIR STUDIES. That's how they discover new techniques and more effective methods of operating a school system. Here we visit a staff meeting of the Pupil Personnel department conducted by Dr. Charles Bain, (standing) assigned to Special Education in Jefferson County Schools. Dr. Bain is explaining new books now available for children having poor eyesight. Various department heads visit these conferences to keep department workers abreast of the latest devices of benefit to children having school problems.

for the record



CENSUS RECORDS OF THE JEFFERSON COUNTY BOARD OF EDUCATION go back to the year 1898. From that time to now, thousands of children's names and their progress through the schools have been recorded in the office shown in above photo. Keeping up with an ever-changing school family which now numbers more than 44,000 pupils is no small task. (see story on page 4)

box score

**PUPIL PERSONNEL
ACTIVITY REPORT**

Six Pupil Personnel workers are responsible for maintaining regular attendance and assisting with the problems of fifty six public schools with a total enrollment of 44,148. These same workers also serve twenty parochial schools.

Here is a list of services these workers have performed in this school year through March 31.

Number School Visits	2284
Number Home Visits	2235
Number Business Firm Visits	269
Number Contacts by Telephone Calls, Letters and Final Notices	4006
Number School Conferences with:	
Principal	1879
Teachers	1496
Parents	396
Children	2077
Deans	1070
Number Meetings in Board of Education	109
Number Professional Meetings Attended	158
Number Agencies Contacted	470
Number Juvenile Court Conferences	74

Big Wheels

With only two exceptions, all buses operating in Jefferson County prior to September 1954 were privately owned by the contractor. At the close of school May 1954, there were 159 contract buses in service. These units were carrying a total of 21,004 children for an average of about 132 per vehicle.

In September of 1954 delivery was accepted on five 66 passenger buses. October of that same year five more of the same type were received as county owned units. This was the start of a public-owned fleet in this county.

Census Section Keeps Tab On County's School Family

Not so long ago, a little lady, age 70 years plus, stopped by the county school Pupil Personnel department. Her problem was not education. It was a matter of proving her age to qualify for old age benefits due her under law. She had no birth certificate but, thanks to the county school records, she didn't need one. Her name was there and now she will get the badly needed government check each month.

Giving proof of dates of birth is just one of many functions of the county school census section which has been in operation since 1898.

Keeping tabs on Jefferson County's growing pupil popula-

tion is no small assignment. Changes in the county's school family occur every day. These changes must be recorded to form a complete, permanent record for the county board of education files.

This service is of vital importance to education officials for it enables them to plan future school building facilities accurately and, too, it provides valuable statistics for the economical operation of the school program.

Facts gathered in this census include the number of children of school age living here, also the number who are of compulsory school age and the number of children in each age group.

School Census Data, April 1948
Number at Each Age

Ages	6	7	8	9	10	11	12	13	14	15	16	17	Total
Boys	1043	926	1029	919	882	866	958	757	705	752	915	591	10342
Girls	976	807	867	816	822	761	893	638	727	700	852	550	9409
Total	2019	1733	1896	1735	1704	1627	1851	1394	1432	1452	1767	1141	19751

School Census Data, April 1958
Number at Each Age

Ages	6	7	8	9	10	11	12	13	14	15	16	17	Total
Boys	3230	3416	3054	3195	3064	3155	2026	2009	2056	2132	1754	1403	30494
Girls	3143	3220	2952	3082	2800	2911	2051	1984	1838	1954	1676	1305	28916
Total	6373	6636	6006	6277	5864	6066	4077	3993	3894	4086	3430	2708	59410*

*The total figure represents children in parochial and county schools as well as those above compulsory age limit

Daily Attendance

When the Foundation Law went into effect the school funds were no longer allocated to a school district on a census basis, but on an average daily attendance basis. This did not eliminate the value and need of a continuing school census, but placed emphasis on school attendance of children rather than number of children.

The following table shows the average daily attendance, average daily membership and percentage of attendance in the Jefferson County Schools for the past four years and the current school year to March 25, 1958.

	Average Daily Attendance	Average Daily Membership	Percentage of Attendance
1957-58	37192.11	40041.72	92.88
1956-57	34333.27	36278.82	94.63
1955-56	29502.83	31656.17	93.25
1954-55	24977.38	26787.71	93.24
1953-54	21272.74	22946.35	92.71

Cumulative Records

A cumulative record is started for every pupil who enters the Jefferson County Public Schools. It follows him through the twelfth grade or as long as he remains in the school district. This form includes data on enrollment and attendance, school achievement, behavior, and family background which may be helpful in understanding the child. The information contained in the cumulative record is considered confidential and is released only to persons having legitimate use for it.

ON PUPIL TRANSFERS

When a pupil transfers from one school to another, the cumulative record is sent to the central office. When he enters another school, an enrollment card is a request for the cumulative record to be sent immediately to the school in which he has enrolled. When a pupil has withdrawn permanently from a Jefferson County school, the cumulative record remains on file in the central office. When a pupil completes the elementary school, this record is sent to the high school. Upon graduation or dropping out of school permanently, the cumulative records are microfilmed. Two copies of the records are microfilmed for each pupil. One copy is filed in the central office and the other is kept in a fire-proof vault in the bank. Transcripts of these records are regularly supplied to colleges, to prospective employers, and to the armed forces.

These phases of the Census Department are carried on in the central office by seven clerks under the supervision of the Director of Pupil Personnel.

It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republics of America was practically settled.

—Lowell

idea selling**PARENT-PUPIL INTEREST
VISITING TEACHER'S AIM**

The Visiting Teacher's job is in a sense like that of a traveling salesman. The difference is that the Visiting Teacher is selling an idea . . . the idea of proper schooling for the children of every home in America.

What are some of her problems? How does she go about solving them? Normally a Visiting Teacher begins her day by reporting in to the high school from which she operates. She checks with the principal, assistant principal, and counselors concerning cases to be considered. Each case to be processed has been detailed on a standard referral sheet which the homeroom teacher fills out for a student with truant tendencies.

INITIAL CONTACT

With referral sheets serving as a basis for studying the pupil and his home environment, the Visiting Teacher starts by talking with the pupil and telephoning the parent. When the parent is contacted, admonition is given concerning the attendance and disciplinary status of the pupil with emphasis being placed on an immediate remedy.

If a phone call will not suffice, a parent conference will be called in which pupil, principal, counselor, and Visiting Teacher coordinate thinking and recommendations with the parent, for correcting the situation. If the parent conference fails to bring improvement in the case, a Juvenile Court-school conference is called. Most pupil problems are solved by the above conference through which all parties are informed of the symptoms and consequences of poor school behavior and attendance, thus eliminating a formal court hearing.

Absence Sheets Tell

In addition to this Pupil Personnel responsibility, the Visiting Teacher also scans the daily absence sheets of the schools to learn of any other attendance irregularities. Appropriate action is then taken on any cases that are found. Record books of the teachers are checked and double checked throughout the year to correct and properly code all figures which are necessary under state law. The individual schools and School Board reports of attendance and absence are based on some 1,510 of these teacher record books. It

is no small task to examine these registers for faulty and improper calculations.

The Visiting Teacher travels between 250 and 350 miles a week in her area of county and parochial schools. She is usually responsible for about 10,000 youngsters in her district with services ranging from the provision of food, clothing, and medical care for needy pupils to the formal home visits when such action is needed. Thus, the Visiting Teacher, or, in more modern parlance the Pupil Personnel worker meets with every person in the school system, visits every school, deals with many parents and public agencies in the job of improving and recording pupil attendance.

Getting the school into the boy is as important as getting the boy into the school.

home study

ILLNESS CAN DEPRIVE A CHILD of many valuable days in school. To help solve the problems of 'catching up' with the class when there has been a prolonged absence, members of Pupil Personnel arrange for a home study service. In the above photo Mrs. Mary Myers of Pupil Personnel, (right) visits the home of Mrs. Meredith Watts pictured with her son Robert.

Understanding Is Keynote

(Continued from Page 2)

templating the purchase of property in the school district.

11. Devise and maintain records.
12. Supervise the issuing of employment certificate.
13. Make investigation on tuition cases.
14. Conduct child-parent conferences.

What They Do Not Do

And, in order to break the back of any remaining old suspicions, let's also spell out **WHAT THE PUPIL PERSONNEL SERVICE WORKERS DO NOT DO.**

1. "Chase" children who "play hookey" and take them back to school.
2. Things which parents, teachers and principals should do to help children.
3. Hold children in school by the use of the law and the courts.
4. Bring parents into court as long as there is anything else that can be done to protect children's right to an education.

UNDERLYING CAUSES

(Continued from Page 2)

All The Facts

It is necessary for the Pupil Personnel worker to have all the facts about the child. After a complete study and analysis of the child's school records are made, a conference is held with him either at school or in the home. It is vitally important for the worker to gain admittance into the home on the basis of good relations with the attitude of friendliness in an attempt to help the child adjust his own problems and with the thought of interpreting the school laws and the school program.

The home conference helps to gain knowledge of home conditions and family attitudes toward the child. The visit will also disclose the family attitudes toward the school, the environmental conditions, the financial and health conditions and the relationship between the child and other people living within the home.

meeting of minds



SCHOOL CONFERENCES described in this month's feature story (on page 1) are part of the plan of action by workers in Pupil Personnel. This picture shows Mrs. Lorine Blake, of Pupil Personnel (left) and Walter Pickett, assistant principal of Valley High School conferring with A. J. Priestly and Mrs. Norma Crabb, posing as parents. This type of remedy plus home visits usually prove sufficient to correct the child's problems.



• Is reading taught every day?

Reading is taught every day. The textbook may not be used every day but reading is a part of almost everything the child does. He reads directions from the board, charts, announcements, reports, other textbooks, and Weekly Readers. One important phase of the reading program is teaching the child to read and follow simple directions. Much effort and time

The case study is kept on file in record form. It is of confidential nature. Also included in this data are agencies necessary in the solution of the problem, measures found effective in correcting the problem; and a follow-up program at intervals to determine to what extent the child has adjusted.

is given to this type of reading. Reading is taught daily in every grade through high school every day.

• When do children begin to learn to read?

There is no magic age or moment when children begin to read. Children vary in their rate of development; physically, mentally, emotionally, and socially. They learn to read at different ages just as they learn to walk and talk at different ages. It is just as dangerous to force a child to read at too early an age as it would be to force him to walk before he is ready. Some children are ready to read the first day of school, some soon after, and some by mid-year but there are some who will not read the first year of school. Children are ready to read when they have developed a readiness for reading. Readiness for reading is affected by vision, hearing, speech, and general health. Other factors influencing readiness are: background of experiences, vocabulary, ability to listen, ability to follow directions, and ability to work with other children.

Your Jefferson County Schools

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VOLUME 2

SEPTEMBER, 1958

NUMBER 1

for '58-'59

MORE SCHOOLS, MORE PUPILS ON HAND AS COUNTY SYSTEM STARTS RECORD ENROLLMENT

by Richard Van Hoose

A great man once said, "What is true, simple, and sincere is most congenial to man's nature." This is the yardstick on which 'Your Jefferson County Schools' is depending to bring you a detailed description of various functions of your educational system.

School year '58-'59 brings new ideas, adjustments to procedures already in operation and, above all, another heavy enrollment of pupils estimated to reach the 44,000 mark during the first semester.

We are emerging from a year of 'firsts' such as the Research Division, ungraded classes, Division of Testing and Psychological Services, and educational television. One of the functions of this publication will be to report an evaluation of each of these new educational devices. In addition, there will be issues on Special Education, Finance, Personnel, Athletics and many other subjects all aimed at giving you the parent a better view of the total county school system.

Double sessions, soaring pupil enrollment, the school building program, and research projects are a few of the problems facing the county board. These will be discussed and their solutions placed before you in this and future news bulletins.

Building Program

For example, the school building program in your county during the past few years vividly reflects the phenomenal growth in the local community. Since 1952, twenty-eight new schools have been built

and two hundred twenty-five classrooms have been added to existing buildings. Even so, an increase of 31,000 children since 1948 has brought about crowded classrooms, double sessions and many other make-shift arrangements. Probably more amazing is the fact that the County School enrollment has increased by 24,000 since 1952. The problem of housing these pupils has been made even more difficult

(Continued on Page 2)

SCHOOL PRINCIPALS LISTED

For your convenience, here's a list of the principals of Jefferson County Schools, their school address and telephone numbers.

Auburndale

7620 Southside Drive, Louisville 14, Ky., Mr. James Price.
EM 3-3388

Audubon

Hess Lane & Pindell Ave., Louisville 17, Ky., Mr. O. F. Brown.
ME 5-6741

Ballard

Lime Kiln Lane, Rt. 1, Louisville, Ky., Mrs. Elizabeth Vaughn.
TW 5-1731

(Continued on Page 4)

county school board



BIG JOB AHEAD—Being a member of a county board of education is no small task; any of the above men will attest to this. They guide the policies and chart the course of a multi-million dollar system responsible for the education of more than 40,000 children. From left they are, Thomas H. Doss, District 4, Rucker Todd, District 1, Arlis Cook, District 5, Garland Cochrane, District 2, board chairman, and Paxton Wilt, District 3.

RICHARD VAN HOOSE



*Superintendent
Jefferson County Schools*

(Continued from Page 1)

since it has been necessary for the Board to replace several obsolete and completely inadequate buildings.

Another growth fact worthy of mention is that boys and girls in Jefferson County will occupy one hundred seventy-five new classrooms this month. Comprising these one hundred seventy-five rooms are two junior high schools and one elementary school and three four room additions, two fifteen room additions and one thirty-five room addition. Yet, as mentioned previously, three schools must continue double sessions.

The transportation story gives another significant picture of the growth pattern in Jefferson County. Since 1948, ten years ago, the number of school buses has increased from 90 to 242. In those ten years, the number of pupils riding buses has increased from 9,000 to over 30,000. Over 10,000 miles per day are traveled by the 242 buses.

**How Many Schools
In the County System**

This year there are fifty-eight schools, ten of these are high schools, five—six year high schools, two—five year high schools, one—four year high school, and two—three year high schools. The forty-eight elementary schools now oper-

ated in the county are six year schools with one exception. The school at Lyndon at the Kentucky Children's Home is an eight year school. The average county elementary school has six hundred pupils and twenty teachers. This is somewhat larger than formerly because many small inadequate buildings have been replaced since 1952.

The new year also finds us with the largest number of employees in the history of our system; approximately 2,400. Of this number, approximately 1,725 are classroom teachers. This number has grown from 492 just ten years ago. The Jefferson County Schools have employed on an average more than two hundred new teachers a year since 1953.

Every phase or aspect of your school system reflects the tremendous growth that has come about in Jefferson County outside Louisville. Although there is some evidence of a leveling off in the population increase, the current needs plus the back-log built up over the last few years is still of considerable magnitude.

Space Problems

A recent study reveals that there are eighteen schools facing space

new school going up



RELIEVES DOUBLE SESSIONS—More than 700 pupils will share this new school home this year. Construction of the Fairdale Junior High School is nearly complete and the facility will be placed in service this month. Use of this building will make it possible for Southern High School to resume regular sessions this year after having scheduled double sessions in 1957-58. The new Fairdale School is located on Fairdale Road. Other new additions to the county school system this year are Pleasure Ridge Park Junior High, Stonestreet Road Elementary School.

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Jefferson County Schools*

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Richard Van Hoose, Superintendent

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each family.*

difficulty next year (September 1959). To properly relieve these schools and to adequately house the boys and girls, approximately eight million dollars (\$8,000,000.00) will be required for construction. The two following years, 1960 and 1961, will find an additional sixteen schools in difficulty with crowded conditions and in need of another five to six million dollars for buildings to relieve these conditions.

The problems ahead are not small, however, we enter the new year with enthusiasm and confidence. We are firmly grounded in the new programs initiated last year. We are also looking forward to more effective educational television for the high schools this year.

(Continued on Page 3)

General Science, English, and American History will reach several thousand boys and girls in Jefferson County and the Kentucky-Indiana area by U-H-F television. This is a first for this area and may well be a step in developing broad new fields in education.

Therefore it is with great anticipation that we launch upon open circuit television following a successful year of closed telecasting in three elementary schools.

The General Picture

Many facts have been enumerated — pupil enrollment growth, building needs, educational services, transportation and others. We hope that this general picture of your school system will help you become better acquainted with the educational program and needs in Jefferson County. An enlightened and interested public is the foundation of a good school system. Your suggestions and constructive criticisms are always welcome. With the sincere interest and help of our patrons, the challenges will be met and the problems solved, thus enabling our schools to go forward in the job of meeting the needs of our youth.

Continued interest and support by the public is not only sought, but is absolutely necessary if we are to provide the kind of educational program so rightfully deserved by our youth.



THINGS TO COME

In Later Editions

- Athletics**
- Needs—Rules—Regulations**
- Special Education**
- Aid For The Handicapped**
- Instruction Procedure**
- The 'How' of Learning**

video pointers



BIG YEAR FOR TV—Television is marking its second birthday in Jefferson County Schools. Last year a handful of schools received the closed circuit telecasts. This year the closed circuit project will be extended and open circuit Channel 13 will beam educational programs to every Jefferson County High school, three Louisville Junior High Schools, and five Indiana schools. In the above photo Kenneth Lam, right, Educational TV director, briefs teachers Mrs. Rhonda Peters and John E. Dickey on equipment to be used.

book facts

THE AUTHOR, PUBLISHER, THE COST AND WHERE YOU MAY PURCHASE THEM

In the past, parents have inquired about buying copies of adopted textbooks for their children. Below is a list of the books by grade, publisher, address, and the cost per copy. This cost includes postage.

Textbook	Copy-right	FIRST GRADE		Author	Cost
		Publisher & Address			
Fun to Begin	1950	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.		Ellsworth-Andrews	\$0.69
The Wishing Well	1957	Rowe, Peterson Co. 1911 Ridge Avenue Evanston, Illinois		O'Donnell, et al	\$1.44
Awake and Away	1952	Lyons & Carnahan 2500 Prairie Ave. Chicago 16, Ill.		Irwin, et al	\$1.12
Music Round the Clock	1956	Follett Pub. Co. 1010 W. Washington Blvd. Chicago 7, Illinois		Wolfe, et al	\$1.62
Open the Door	1957	Rowe, Peterson Co.		O'Donnell, et al	\$0.60
Day In, Day Out	1957	1911 Ridge Avenue		O'Donnell, et al	\$1.56
Round About	1957	Evanston, Illinois		O'Donnell, et al	\$1.72
We Look and Listen	1955	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.		Frasier et al	\$1.50
New Now We Write	1953	Economy Company 290 Spring St., N. W. Atlanta 8, Georgia		Eppler, et al	\$0.48

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(Continued from Page 3)

SECOND GRADE

Textbook	Copy-right	Publisher & Address	Author	Cost
Learning To Talk a New Way	1950	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.	Ellsworth-Andrews	\$0.69
Down the River Road	1957	Row, Peterson Co. 1911 Ridge Avenue Evanston, Illinois	O'Donnell, et al	\$1.68
Music Round the Town	1955	Follett Pub. Co. 1010 W. Washington Blvd. Chicago 7, Illinois	Wolfe, et al	\$1.77
Growing Day by Day	1952	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Irwin, et al	\$1.40
Friendly Village	1957	Row, Peterson Co. 1911 Ridge Avenue Evanston, Illinois	O'Donnell, et al	\$1.80
Seeing New Things	1955	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.	Fraisier, et al	\$1.74
My Word Book 2	1954	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Breed-Rogers	\$1.20
New We Write Again	1953	Economy Company 290 Spring St., N. W. Atlanta 8, Georgia	Eppler, et al	\$0.48
THIRD GRADE				
Seeing and Doing	1950	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.	Ellsworth-Andrews	\$0.69
New Discovering Numbers	1956	John C. Winston Co. 5641 Northwest Highway Chicago 30, Illinois	Bruceckner, et al	\$1.89
Thru the Green Gate	1957	Row, Peterson & Co. 1911 Ridge Avenue Evanston, Illinois	O'Donnell, et al	\$1.80
Around the Home	1954	Rand McNally Co. P. O. Box 7600 Chicago 80, Illinois	McConnell-Hughley	\$3.20
Keeping Fit for Fun	1952	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Irwin, et al	\$1.68
Easy Steps to Good English	1956	Laidlaw Brothers Co. Thatcher & Madison St. River Forest, Illinois	Shane, et al	\$2.28
Music Through the Year	1956	Follett Pub Co. 1010 W. Washington Blvd. Chicago 7, Illinois	Wolfe, et al	\$1.86
If I Were Going	1957	Row, Peterson & Co. 1911 Ridge Avenue Evanston, Illinois	O'Donnell, et al	\$2.08
Finding Answers	1955	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.	Fraisier, et al	\$1.80
My Word Book 3	1954	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Breed Rogers	\$1.20

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(Continued from Page 1)

Bates	Rt. 2, Bardstown Road, Fern Creek, Ky., Mrs. Alliene Layman. CE 9-5915
Butler High	Crum's Lane, Louisville 16, Ky., Mr. Herbert Hatfield. EM 6-1901
Camp Taylor	Belmar Avenue, Louisville 13, Ky. Mr. James Lam. GL 8-4786
Cane Run	3951 Cane Run Road, Louisville 11, Ky., Mr. Allan Pennington. SP 6-6508
Chenoweth	3628 Brownsboro Road, Louisville 7, Ky., Miss Marguerite Lewis. TW 5-7117
Dorsey	Anchorage, Ky., Mrs. Courtney Thompson. CH 5-5354
Durrett High	4341 Preston Highway, Louisville 13, Ky., Mr. James C. Bruce. EM 8-0161
Eastern High	Middletown, Ky., Mr. John W. Trapp. CH 5-4161
Eastwood	Eastwood, Ky., Miss Elizabeth Bennett. CH 5-5627
Fairdale Elem.	Fairdale, Ky., Mr. Edward Johnstone. EM 3-3363
Fairdale Jr. High	Fairdale, Ky., Mr. Harry Hardin. EM 6-9019
Fern Creek Elem.	Fern Creek, Ky., Mr. Fred Caudill. CE 9-5338
Fern Creek High	Fern Creek, Ky., Mr. W. K. Niman. CE 9-3267
Filson	1550 Raydale, Louisville 19, Ky., Mr. Carl Bolton. WO 9-6580
Forest	Anchorage, Ky., Mrs. Glenola Jones. CH 5-5878
Gilmore Lane	Gilmore Lane, Louisville 13, Ky., Miss Vivia Lobb. WO 9-7715

(Continued on Page 6)

TEXTBOOK SUPPLIES ARE MAJOR CONCERN AS NEW YEAR BEGINS

Textbooks are among the first order of business with the opening of a new school year. One of county board's big problems each year is maintaining a sufficient number of books for the ever-increasing pupil load. This situation is relieved somewhat this year by an increased allocation to Jefferson County schools by the state.

In the March, 1958 issue of your Jefferson County Schools the textbook budget and cost of the books for each grade were discussed at length.

The textbook budget for 1957-58 was \$66,221.40. The 1958-59 budget is \$89,009.20. The 1957-58 budget was overdrawn in the amount of \$7,053.49. This amount will be subtracted from the 1958-59 budget. The amount available in the 1958-59 budget is \$2,540.82. This figure includes \$585.11 collected by the schools of Jefferson County for lost or willfully destroyed textbooks.

Below is a comparison of the cost of textbooks per pupil by grade in 1957-58 and 1958-59.

Grade	Cost 1957-58	Cost 1958-59	Increase
1	\$ 2.97	\$ 4.83	\$ 1.86
2	3.24	4.56	1.32
3	8.04	10.32	2.28
4	11.22	11.34	.12
5	11.88	12.24	.36
6	11.88	12.24	.36
7	15.39	17.64	2.25
8	17.16	19.41	2.25
Total	\$81.78	\$92.58	\$10.80

P.T.A. organizations helps Jefferson County Schools. All parents should join the local P.T.A. and become active in the district.

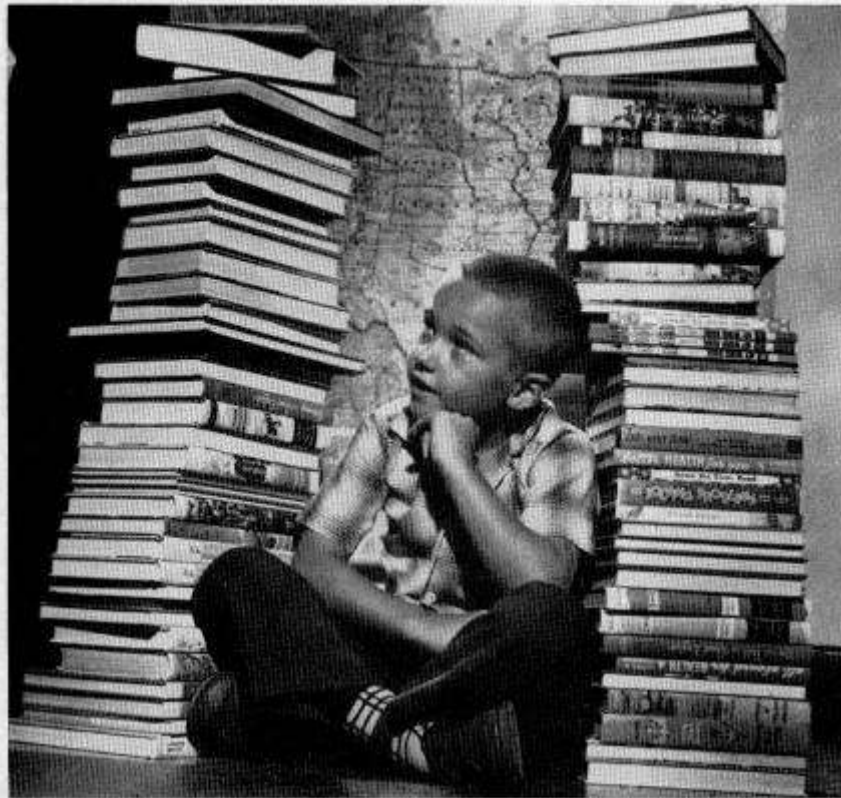
Education via television—Channel 15—may be received in your home by the addition of a converter to your regular TV set.

A program of speech correction has been instituted.

In 1900, 8% of our youth between 14-21 were in school or college.

1956-57 there were 65%.

twelve-year plan



A LOT OF LEARNING is represented in the two stacks of books shown with Lin Ray Minner, age 6, of 927 Rose Drive. In fact, the books in the picture are the usual study books for grades 1 through 12 in the Jefferson County Schools. Lin is the son of Mr. and Mrs. Minish Minner and a first year pupil at Prestonia School.

FOURTH GRADE

Textbook	Copy-right	Publisher & Address	Author	Cost
New On To Good Writing—3	1953	Economy Company 290 Spring St., N. W. Atlanta 8, Georgia	Eppler, et al	\$0.56
New Learning Numbers	1956	John C. Winston Co. 5641 Northwest Hwy. Chicago 30, Illinois	Brueckner, et al Ellsworth-	\$1.89
Discovering Surprises	1950	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.	Andrews	\$0.69
Magic Carpet	1954	Charles Merrill Co. 1250 Fairwood Ave. Columbus 6, Ohio	Jacobs-Johnson	\$1.60
Geography of Many Lands	1952	Rand McNally Co. P. O. Box 7600 Chicago 80, Illinois	McConnel- McGuigan	\$3.60
All Aboard for Health	1953	Lyons & Carnahan Co. 2500 Prairie Ave. Chicago 16, Illinois	Burkhard, et al	\$1.88
Pioneer Children of America	1950	D. C. Heath Co. 1815 Prairie Avenue Chicago 61, Illinois	Nevins, et al	\$2.17

Continued on Page 6)

(Continued from Page 5)

<i>Textbook</i>	<i>Copy-right</i>	<i>Publisher & Address</i>	<i>Author</i>	<i>Cost</i>
On the Trail to Good English	1956	Laidlaw Brothers Co. Thatcher & Madison St. River Forest, Illinois	Shane, et al	\$2.40
Music Near and Far	1956	Silver Burdett Co. 4700 Chase Avenue Chicago 30, Illinois	Mursell, et al	\$2.16
Singing Wheels	1957	Row, Peterson & Co. 1911 Ridge Avenue Evanston, Illinois	O'Donnell, et al	\$2.36
Exploring Together	1955	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.	Frasier, et al	\$1.92
My Word Book 4	1954	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Breed-Rogers	\$1.20
New On To Good Writing—4	1953	Economy Company 290 Spring St., N. W. Atlanta 8, Georgia	Eppler, et al	\$0.36
FIFTH GRADE				
New Exploring Numbers	1956	John C. Winston Co. 5641 Northwest Hwy. Chicago 30, Illinois	Brueckner, et al	\$1.89
Art for Living Book 5	1953	Laidlaw Brothers Co. Thatcher & Madison St. River Forest, Illinois	Stafford, et al	\$0.88
Enchanted Isles	1954	Charles Merrill Co. 1250 Fairwood Avenue Columbus 6, Ohio	Jacobs-Johnson	\$1.60
Geography of American People	1951	Rand McNally Co. P. O. Box 7600 Chicago 80, Illinois	McConnell	\$4.40
Better Health for You	1958	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Burkhard, et al	\$1.88
Makers of the Americas	1951	D. C. Heath Co. 1815 Prairie Avenue Chicago 61, Illinois	Nevins, et al	\$2.80
Pathways to Good English	1956	Laidlaw Brothers Co. Thatcher & Madison St. River Forest, Illinois	Shane, et al	\$2.40
Music In Our Country	1956	Silver Burdett Co. 4700 Chase Avenue Chicago 30, Illinois	Mursell, et al	\$2.36
Engine Whistles	1957	Row, Peterson & Co. 1911 Ridge Avenue Evanston, Illinois	O'Donnell, et al	\$2.36
Doing Experiments	1955	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.	Frasier, et al	\$1.98
My Word Book 5	1954	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Breed-Rogers	\$1.20
New On To Good Writing—5	1953	Economy Company 290 Spring St., N. Y. Atlanta 8, Georgia	Eppler, et al	\$0.36
New Understanding Numbers	1956	John C. Winston Co. 5641 Northwest Hwy. Chicago 30, Illinois	Brueckner	\$1.89

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Goldsmith Elem. 3510 Goldsmith Lane, Louisville 18, Ky., Mr. Glen Edelen. GL 8-5862
Greathouse 3930 Grandview Avenue, Louisville 7, Ky., Mr. Howard Shaver. TW 6-1051
Greenwood Greenwood Road, Pleasure Ridge Park, Ky., Mr. James Harrell. WA 1-1021
Griffytown Anchorage, Ky., Mrs. Lottie Long. CH 5-8797
Hawthorne 2301 Clarendon Avenue, Louisville 5, Ky., Mr. Robert Estes. GL 8-2405 T.V. Department GL 8-8796
Hikes 3819 Bardstown Road, Louisville 18, Ky., Mr. John Masters. GL 4-3456
Jeffersontown College Drive, Jeffersontown, Ky., Mr. Harold Seekamp. AN 7-6812
Jeffersontown (Colored) Jeffersontown, Ky., Miss Sadie Abstain. AN 7-5377
Kennedy 4515 Taylorsville Road, Louisville 18, Ky., Mrs. Mary Jo McGary. AN 7-5488
Kenwood 5480 Bruce Avenue, Louisville 14, Ky., Miss Bertha Trunnell. EM 6-1074
Kentucky Children's Home School Lyndon, Ky., Miss Edna Greaves. TW 7-2521
Kerrick 5337 Dixie Highway, Louisville 16, Ky., Mrs. Martha Chamberlain. WA 1-1009
Lyndon Lyndon, Ky., Mr. David Espin. TW 3-3181
Medora Rt. 2, Deering Road, Valley Station, Ky., Mr. Thomas Frazier. WE 7-2530

(Continued on Page 7)

(Continued from Page 6)

SIXTH GRADE

<i>Textbook</i>	<i>Copy-right</i>	<i>Publisher & Address</i>	<i>Author</i>	<i>Cost</i>
Art for Living Book 6	1953	Laidlaw Brothers Co. Thatcher & Madison St. River Forest, Illinois	Stafford, et al	\$0.88
Adventure Lands	1954	Charles Merrill 1250 Fairwood Avenue Columbus 6, Ohio	Jacobs-Johnson	\$2.76
Geography of World Peoples	1953	Rand McNally Co. P. O. Box 7600 Chicago 80, Illinois	McConnell	\$4.40
Safeguards for Your Health	1953	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Burkhard, et al	\$1.88
Builders of the Old World	1951	D. C. Heath Co. 1815 Prairie Avenue Chicago 61, Illinois	Nevins, et al	\$2.80
Building Good English	1956	Laidlaw Brothers Co. Thatcher & Madison St. River Forest, Illinois	Shane, et al	\$2.40
Music Around the World	1956	Silver Burdett Co. 4700 Chase Avenue Chicago 30, Illinois	Mursell, et al	\$2.44
Runaway Home	1957	Row, Peterson & Co. 1911 Ridge Avenue Evanston, Illinois	O'Donnell, et al	\$2.36
Solving Problems	1955	L. W. Singer Co. 249 W. Erie Blvd. Syracuse, N. Y.	Frasier, et al	\$2.01
My Word Book 6	1954	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Breed-Rogers	\$1.20
New On To Good Writing—6	1953	Economy Company 290 Spring St., N. W. Atlanta 8, Georgia	Eppler, et al	\$0.36

SEVENTH GRADE

Growth in Arithmetic, Grade 7	1956	World Book Co. 2126 Prairie Ave. Chicago 16, Illinois	Clark, et al	\$2.32
Art for Living, Book 7	1953	Laidlaw Brothers Co. Thatcher & Madison St. River Forest, Illinois	Stafford, et al	\$0.96
A World View	1954	Silver Burdett Co. 4700 Chase Avenue Chicago 30, Illinois	Sorenson	\$4.52
Science Book I	1954	Henry Holt & Co. 400 N. Michigan Ave. Chicago 11, Illinois	Davis, et al	\$3.24
Building Your Life	1954	Prentice-Hall Co. Englewood Cliffs, New Jersey	Landis & Landis	\$3.88
Homemaking for Teen-Agers, Book I	1955	Charles Bennett Co. 237 N. Monroe St. Peoria 3, Illinois	McDermott	\$3.76
Exploring Kentucky	1955	American Book Co. 300 Pike Street Cincinnati 2, Ohio	Clark & Kirkpatrick	\$1.53

(Continued on Page 8)

(Continued from Page 6)

Melbourne Heights

3023 Melbourne Avenue, Louisville 18, Ky., Mr. Harold Blankenship. GL 4-4414

Middletown

Middletown, Ky., Mr. James Crosby. CH 5-4531

Mill Creek

4205 Dixie Highway, Louisville 16, Ky., Mrs. Leona Guthermuth. EM 3-0341

Newburg

3700 Newburg Road, Louisville 18, Ky., Mrs. Agnes Duncan. GL 4-4233

O'Bannon

O'Bannon, Ky., Mrs. Jessie Gaddie. CH 1-8795

Okolona

5528 Preston Highway, Louisville, Ky., Mr. W. R. Beams. WO 9-1469

Pleasure Ridge Park Jr. High

Greenwood Road, Pleasure Ridge Park, Ky., Mr. John H. Pollock. EM 6-8913

Prestonia

3442 Preston Highway, Louisville, Ky., Mr. John R. Masden. EM 6-8621

Rockford Lane

Rockford Lane, Louisville 16, Ky., Mr. David Williams. EM 6-3059

Schaffner

Crum's Lane & Hartlage Ct., Louisville 16, Ky., Mr. Kenneth Schrader. EM 8-9859

Seneca Jr. High

3510 Goldsmith Lane, Louisville 18, Ky., Mr. Kenneth Farmer. GL 8-5142

Shryock

2700 Brown's Lane, Louisville 5, Ky. Mr. Leo Colyer. GL 8-6769

South Park

Old National Turnpike, Fairdale, Ky., Mr. Edgar Wood. EM 8-7177

(Continued on Page 8)

(Continued from Page 7)

(Continued from Page 7)

<i>Textbook</i>	<i>Copy-right</i>	<i>Publisher & Address</i>	<i>Author</i>	<i>Cost</i>
Jr. English in Action, Book I	1956	D. C. Heath Co. 1815 Prairie Avenue Chicago 61, Illinois	Tressler-Shelmadine	\$2.63
World of Adventure	1956	American Book Co. 300 Pike Street Cincinnati 2, Ohio	Bailey Leavell	\$2.40
Singing Juniors	1953	Ginn and Company 199 E. Gay Street Chicago 16, Illinois	Pitt, et al	\$2.77
Adventure Bound	1956	Houghton-Mifflin Co. 2 Park Street Boston 7, Massachusetts	Jewett, et al	\$3.68
My Word Book 7	1954	Lyons & Carnahan Co. 2500 Prairie Avenue Chicago 16, Illinois	Breed-Rogers	\$1.20
You're Growing Up	1954	Scott, Foresman & Co. 433 E. Erie Street Chicago 11, Illinois	Shaster, et al	\$1.78

EIGHTH GRADE

Growth in Arithmetic, Grade 8	1956	World Book Co. 2126 Prairie Avenue Chicago 16, Illinois	Clark, et al	\$2.32
Art for Living, Book 8	1953	Laidlaw Brothers Co. Thatcher & Madison St. River Forest, Illinois	Stafford, et al	\$0.96
Civics	1956	American Book Co. 300 Pike Street Cincinnati 2, Ohio	Allen Stegmeir	\$2.97
Science Book II	1954	Henry Holt Co. 400 N. Michigan Ave. Chicago 11, Illinois	Davis, et al	\$3.36
Building Your Life	1954	Prentice-Hall Co. Englewood Cliffs, New Jersey	Landis-Landis	\$3.88
Into Your Teens	1954	Scott, Foresman & Co. 433 E. Erie Street Chicago 11, Illinois	Shacter	\$1.76
Story of American Democracy	1950	Harcourt, Brace Co. 383 Madison Avenue New York 17, New York	Casner Gabriel	\$3.96
Homemaking for Teen-Agers, Book I	1955	Charles Bennett Co. 237 N. Monroe St. Peoria 3, Illinois	McDermott	\$3.79
Jr. English in Action, Book II	1956	D. C. Heath Co. 1815 Prairie Avenue Chicago 61, Illinois	Tressler-Shelmadine	\$2.63
Worlds of People	1956	American Book Co. 300 Pike Street Cincinnati 2, Ohio	Bailey-Leavell	\$2.40
Singing Teen Agers	1954	Ginn and Company 199 E. Gay Street Chicago 16, Illinois	Pett, et al	\$2.84
My Word Book 8	1954	Lyons & Carnahan 2500 Prairie Avenue Chicago 16, Illinois	Breed-Rogers	\$1.20
Journeys Into America	1956	Houghton Mifflin Co. 2 Park Street Boston 7, Massachusetts	Jewett, et al	\$3.80

Southern High 5940 Preston Highway, Louisville, Ky., Mr. T. T. Knight. WO 9-1331
St. Matthews Brown's Lane, Louisville, Ky., Mr. John T. Norton. TW 5-4010
Stivers 4238 Westport Road, Louisville 7, Ky., Mrs. Ruth Osborne. TW 5-2349
Stonestreet Rt. 3, Box 157, Valley Station, Ky., Mrs. Blanche Beck. EM 8-9314
Valley Elem. 10301 Deering Road, Valley Station, Ky., Mr. Donald White. WE 1-2488
Valley High Dixie Highway, Valley Station, Ky., Mr. J. C. Cantrell, WE 7-2300
Valley Vocational Valley Station, Ky., Mr. Robert Ackman. WE 7-4660
Waggener High Alton Road & Huggards Ln., Louisville, Ky., Mr. John Lowe. TW 6-0177
Waller Rt. 4, Box 219, Pleasure Ridge Park, Ky., Mr. G. L. Smith. WA 1-1466
Watson Lane Watson Lane, Valley Station, Ky., Mr. Frank Beeler. WE 7-5181
Wilder 1913 Herr Lane, Louisville, Ky., Mr. Roy Cobb. TW 5-0641
Wilkerson Johnsontown Road, Valley Station, Ky., Mr. Marshall Hearin. WE 7-6330
Worthington Brownsboro Road, Louisville, Ky., Mrs. Elizabeth Brenner. CH 5-4093

Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME 2

OCTOBER, 1958

NUMBER 2

ATHLETE'S CREED

I Believe:

IT IS A PRIVILEGE to play on a high school team.

ADHERENCE TO TRAINING RULES is a duty of each squad member.

QUESTIONABLE PRACTICES and border-line ethics are not profitable.

HE WHO ABIDES by the rules of the school deserves homage and respect.

THE GREATEST SATISFACTION comes from giving one's best through the season of preparation and during the game.

THE HIGHEST TYPE OF enjoyment comes from working in a worthy cause.

CONTESTS should engender good will between schools, and it is the duty of each player to promote this feeling.

THE MAKING and retaining of friends on faculty, in the student body, among fans and on opposing teams are among the most valuable assets of life.

a field is a laboratory

ATHLETICS PLAY A VITAL ROLE IN SCHOOL PROGRAM

By James E. Farmer

Assistant Superintendent for Instruction

Athletics give our youth a real-life situation in which to fight their physical battles and develop healthy concepts of fair play. The lessons learned by those who compete and those who watch influence not only individual lives, but the destinies of nations.

The playing field is a living laboratory of democracy in action where all are treated without favor or prejudice.

One who studies the issues confronting America today is reminded of the many threats to peace, personal security, liberty and happiness. Educators, ministers, parents, statesmen and just plain taxpayers have for decades been smug in believing in this hemisphere's security. Now new alarm is appearing on the horizon as one learns of threats to security and

peace in the Mediterranean and China. One might become more concerned when he realizes that national unrest and cold wars are the results of millions of people throughout the world being deprived of physical dignity.

Developing and maintaining a physically fit nation is one of the important aims of education. The Jefferson County Public Schools constantly support the cardinal principles of athletics which are widely accepted by public school systems which recognize that a wholesome program of athletics is a valuable part of the total educational system.

Winning Not Only Goal

Some regard athletics as an extra activity designed to help a few individuals on the team at the expense of the other boys and girls. One might feel that athletics are conducted at the expense of the taxpayer and the more academic side of education. This is far from being true.

The athletic program involves many kinds of experiences throughout the year and provides for many varying degrees of interests, needs and activities. It is a continuous program, thus challenging pupils of all ages to work hard to reach certain goals.

This kind of challenge engages many who participate throughout their school lives, knowing they may never get to perform on the varsity team. Winning is important, yes, but not all important.

(Continued on Page 2)

A Valuable Experience for All Students



CHEER LEADERS contribute to sportsmanship and school spirit. Many team backers do not realize that these girls are elected by their student bodies and, like the team, must maintain academic eligibility. These cheer leaders at Waggoner High School are, from right, Judy Wylie, Susie Cooke, Pam Ferguson, Linda Miller, Patsy Gay, Charlotte McKinstry and Marie Van Hoese.

James E. Farmer



(Continued from Page 1)

Individual development is a prime goal of the program. A student who participates in athletics—and those who support and assist him—learn many lessons: To control temper, to think quickly and exercise sound judgment, the meaning of discipline, to carry out orders, to meet and evaluate other people, to solve problems, to be punctual, to gain the respect of others, to control emotions, to overcome discouragement, to apply energy intelligently. These are all found in the athletic program that is educationally sound.

The Effective Program

The athletic program is effective when it is coordinated with the general instructional program and articulated with other departments of the school. The number of students who benefit from it and the educational aims achieved justify the use of tax funds for its support.

The program must be kept free of commercialism and extensive travel and excessive loss of school time. The program must include educative exercises to reach non-participating students and community followers of teams to insure proper understanding and the need for adherence to principles and game ethics.

Boys' interscholastic athletics, although only a part of a high school's over-all program, usually attract more public attention than all other parts of the program combined. But related activities—extramurals, intramurals and physical education classes—seek to reach and benefit all boys and girls.

Good sportsmanship, an immediate goal of the program, will have lifelong value for these students. These students are our community leaders of tomorrow and, as adults, will demonstrate the attitudes they are now learning. Cooperation and competition help achieve this goal.

The school can no longer expect to meet its obligations to the individual, the state, the nation or the world by limiting its influence to formal instruction in the classroom only. The whole school, including the gymnasium, stadium, classrooms, auditoriums, track and all other facilities, must be used to help the youth as well as the adult population to develop strong leaders, better attitudes, sound thinkers and fair play.

*Your
Jefferson County Schools*

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**Band, Athletics:
Two Naturals!**

The band contributes a colorful and valuable addition to any athletic event. Athletic events provide a "showcase" for musical skills; the band, in turn, heightens school spirit and enjoyment of games.

Jefferson County schools boast many fine bands made up of talented and enthusiastic students.

The Board of Education is proud of the contribution these bands have made to the athletic program.

The Rules We Play By

The Kentucky High School Athletic Association is dedicated to the development, regulation and purification of athletics in this state. Financial records of member schools are matters of public record. All member schools abide by its rules and decisions.

In addition, the Jefferson County Board of Education provides regulations designed to strengthen the program.

Here are some examples:

K.H.S.A.A. Maintains plan for state-wide athletic insurance.

County Requires all athletes to be insured.

K.H.S.A.A. No limitation on basketball practice.

County No organized basketball practice before November 1.

K.H.S.A.A. Limits non-football schools to 30 basketball games, 20 after January 1. Football schools limited to 25. No limit on football games if played before December 1.

County Limit of nine interscholastic football games and 18 basketball games a season. One invitational tournament. No basketball game before December 1.

K.H.S.A.A. Requires a faculty member to be present at any athletic contest.

County Requires either the principal or assistant principal to attend.

Junior High Pupils Have Special Needs To Be Met

Boys and girls in junior high school need a program of athletics different from that provided for either elementary school children or senior high school youth.

It must be suited to the needs of children who are undergoing rapid physical growth, who have special need for improving body coordination, who seek to take part in an increasing number of activities, who have a strong desire for group acceptance, and who are beginning to be interested in the opposite sex.

In the light of these facts, it is the policy of Jefferson County public schools that no athletics of a varsity pattern be included in the schools below the senior high level.

Athletics for Girls Emphasize the Welfare Of Participants

In most schools the pattern of athletics for girls is strikingly different from that for boys.

At one time competition became the "win at all costs" type sponsored by commercial promoters and was not controlled by state or national agencies. This led to formation of the National Section for Girls and Womens Sports of the American Association of Health and Physical Education. This organization believes that the welfare of the player is of primary importance in any program of sports for girls.

Sports days and play days are planned by the host school and invitations are extended to neighboring schools.

Several high schools in Jefferson County have such programs which include volleyball, basketball and hockey.

Each athlete's academic eligibility is certified by the Wednesday of the week preceding each contest.

Always One More Problem



COACH EMMETT GORANFLO and Principal John W. Trapp estimate cost of work on the scoreboard at Eastern High School. Administrative leadership at each school enables the local school's athletic program to function smoothly for the benefit of the students and the community.

Administration:

Each School Plays A Role

The administration of the athletic program, a responsibility of the principal assisted by his athletic director and coaches, involves many problems. These problems cover such varied fields as conduct of spectators, transportation, eligibility of athletes, and the gaining of wide student participation in the program.

Safety of athletes necessitates the hiring of coaches interested in the boys' welfare, adequate equipment, safe playing conditions, adequate training, competent officials and fair competition.

The principal's responsibility extends also to the protection and care of school property, the welfare of the students and the overall success of the program.

The athletic director assists by arranging for schedules, selection of officials, supervising arrangements for parking, police, concessions, preparing eligibility reports and insurance programs, selling programs, public relations, and conducting of student body pep rallies.

When a new school begins its

athletic program, the Board of Education furnishes property for athletic fields and provides 22 football uniforms and twelve basketball uniforms. The school then assumes responsibility of financing the program. Spring sports are financed by the school's athletic fund.

Many expensive features of the athletic plant—bleachers, press box, scoreboard, etc. — are financed by student drives, civic clubs, P.-T.A.'s, private firms and other supporters. An example is the attractive scoreboard at Eastern High School which was furnished by the St. Matthews Kiwanis Club.

Coaches at each school receive the following increments from the Board of Education, in addition to the regular teaching salary:

- 1 Football head coach, \$400
- 1 Basketball head coach, \$400
- 2 Assistant football coaches, \$200 each
- 1 Assistant basketball coach, \$200
- 1 Baseball coach, \$200
- 1 Track coach, \$200
- 1 Golf coach, \$100
- 1 Tennis coach, \$100

A Program Adapted To Special Needs And Interests



Girls play hockey at Fern Creek High. Girls sometimes participate with boys in swimming and golf.

Banquets, Cheers and Clubs

Many Additional Values Are Included

A good athletic program has a number of lasting values. These values accrue to the non-athlete as well as to the athlete.

The Jefferson County high schools each have one or more banquets during the year for those who have participated in varsity sports.

Usually a feature of the program

is a talk by an outstanding speaker whose inspirational message has a lasting effect on those present. Another high light of the program is the presentation of awards to players who have earned "letters." A boy who receives his letter on an occasion such as this will wear it with pride.

Occasionally, some school or-

ganization, such as a club, will sponsor a dance following a Friday night game. These events are well supervised by faculty members and parents and provide wholesome recreation for the boys and girls of the school community. Such social events following a homecoming game allow alumni and old friends to get together and renew friendships and acquaintances.

One of the most active clubs in the high school is usually the "letter" club. Only the boys who have earned a letter as a member of an athletic team are eligible for membership. The club provides opportunities for service and for the development of leadership.

The pep clubs support the cheer leaders who make a colorful contribution to any athletic event. They develop new cheers and help in ticket sales. Pep rallies have been condemned by many, but pep rallies in moderation have much to contribute to the sports program.

Athletic events provide an opportunity for the non-athlete to participate as a spectator.

It is inspiring to see a student body cheer an opposing player for doing a fine job even though he may have brought about the defeat of his own team. This example of good sportsmanship is occurring more frequently.

A Project For Letter Winners



MEMBERS OF Southern High School "letter" club place sideline chairs for "Dads' Night." Their fathers will sit here during the game and be introduced to the crowd. Father-son union in clean sportsmanship is one of the values of the important outgrowths of the athletic program.

SPORTSMANSHIP GOES BEYOND THE RULES AND INTO REAL LIFE

A by-law of the Kentucky High School Athletic Association makes good sportsmanship mandatory in Kentucky High Schools.

But the things **not** required in the rules determine a "good sport." The real purpose of athletics is to play a good game, fair and square, and have fun doing it. This idea is emphasized by the students. They are acquainted with "good spectator" rules.

Good sportsmanship attitudes are reflected in the following rules—all suggested by Jefferson County High School students:

- Everyone must observe good sportsmanship, off the field as well, to get along with people today.
- Every opponent should be treated as a guest or friend.
- It's much better to have a friendly rival than a bitter one.
- Sportsmanship carries over into everyday life.
- Sportsmanship determines what kind of person you are.
- Show a mature attitude toward officials and respect their decisions.



THINGS TO COME

In Later Editions

**Special Education
Aid For The Handicapped
Instruction Procedure
The 'How' of Learning**

(If you, as a parent, have a question on these topics, address it to Your Jefferson County Schools, 618 W. Jefferson St., Louisville, Ky.)

Championship Team In Action



THE EASTERN HIGH SCHOOL football team scores a touchdown against Valley High School in the game last year that decided the Jefferson County championship. Eastern went on to win the title.

In Dollars And Cents

The Player

It is estimated that it costs the school \$150 in equipment to put each football player on the field.

This is in addition to adhesive tape and other such incidental costs.

Some typical costs for each boy:

Helmet	\$15.95
Face guard	2.95
Shoulder pad	13.95
Hip pad	9.95
Thigh pads	5.25
Knee pads	2.95
Practice jersey	2.35
Game jersey	7.25
Pants	6.95
Belt75
Socks80
Shoes	16.45

Physical activity has been a part of the various cultures of many peoples since the beginning of time and is, therefore, included in the curricula of schools throughout the world.

The Game

The "home" school finances the game. Visiting teams may receive an expense guarantee of \$100 or so, but the usual arrangement is for a two-game "home and home" series.

Teachers or other volunteers may sometimes help without charge.

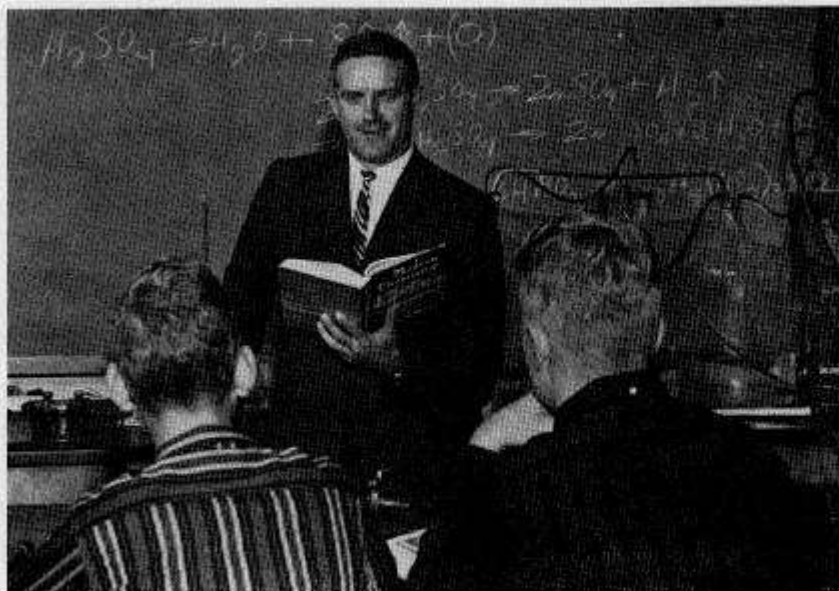
Typical game costs (football) are:

4 officials	\$60.00
5 ticket takers	15.00
3 merchant police	15.00
Preparing field	8.00
Lights	21.00
Parking help	9.00
Lime (to mark field)	3.60

Other costs vary. They include electrical outlets for ticket handlers, replacement of fixtures and bulbs on the field, travel, linen service (towels, etc.).

Related expenses usually include insurance, reconditioning of equipment and erection of fences to protect players and spectators.

A Coach At Work



ON FRIDAY, Robert Simpson will be on the field as an assistant coach at Valley High. But, like all coaches in the county school system, his biggest job is teaching. Coaches are hired primarily as teachers and meet the same qualifications of training and certification met by other teachers. This advanced science class offers challenges which many students find as exciting as those found on the football field.

Classroom Victories Count

Each Coach Is A Teacher First

Coaches in Jefferson County are selected on the basis of teaching ability. When applicants for coaching positions are interviewed, their solid subject fields receive first and prime consideration. Past season coaching records carry minor significance with respect to placement.

The teacher-coach has more pupils to instruct than athletes to train, hence, his main contribution is in the field of academic learning. The tenure of coaches in Jefferson County shows that the win-loss tally casts no reflection on the length of service.

Backgrounds Are Sound

The "winningest" and "losingest" coaches can annually return to their classrooms and athletic arenas if their teaching proficiencies remain satisfactory. However, coaches who consistently lose step aside so another can be employed.

Coaches in Jefferson County this year have instructional back-

grounds in mathematics, science, industrial arts, chemistry, driver education, English and physical education. Subject matter concentration is the decisive element in the final selection of a coach.

It is the policy of this school system to insure a balanced educational program in all fields. Over-emphasis is carefully avoided in any sport and high school athletes are not recruited. Pupils are required to attend school in the district in which they reside. This eliminates talent solicitation by rival coaches.

The coaches maintain the philosophy of scholarship and sportsmanship in their athletic groups.

The ultimate purpose of recruiting the teacher-coach is to obtain an apt classroom instructor with strong moral leadership and conscientious coaching ability. His value to the school system is judged by his students, rather than by his skein of intermural victories.



● *Who is responsible for spectator conduct?*

The home team. It is even possible for a home team to lose a game through a penalty for spectator misconduct.

● *How many sports are included in the program?*

Jefferson County high schools participate interscholastically in eight sports: Football, basketball, track, golf, tennis, baseball, cross country and swimming.

● *Are athletic department books audited?*

The financial records of all Jefferson County high school athletic departments are audited by auditors of the Board of Education.

● *Are game officials qualified?*

All officials at Jefferson County athletic contests are certified by the Kentucky High School Athletic Association. To maintain this status, they must demonstrate full knowledge of game rules, state and local regulations, sportsmanship and character. Their performance is rated after each game by the coaches.

● *Are the boys on the team examined by a physician?*

All members of athletic teams in Jefferson County receive examinations by physicians.

● *Do some boys stay in school just for athletics?*

Athletics have a strong holding power on some boys. In many cases, this might prevent a boy from dropping out of school before he has an opportunity to become interested in the academic program and begins to realize that he must prepare himself in many ways to live successfully in his community.

Your Jefferson County Schools

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VOLUME 2

NOVEMBER, 1958

NUMBER 3

Special Education Is Assurance Of Each Child's Right To Learn

Opportunity To Use Imagination



SPECIAL CLASS at Fern Creek works on looms to learn rhythm and artistic expression. Activities such as weaving, shown here, lead to new stimulation in learning to read.

Junior High Retarded

Crafts Open Wonderful Doors

One boy in the non-reading group in the Fern Creek Junior High program became interested in weaving. He began by working out his color schemes with paper weaving, then graduated to the table loom where he used bits of scrap string and cloth to weave a mat.

He became so interested that he is now able to use his basic mathematics in planning colors and the amount of warp needed for the size of his mat.

When he first came to class he dragged his feet and appeared to take little or no interest in anything.

Now he lifts his feet and has improved his personal appearance.

This success is typical of results of introducing crafts to the non-reading groups.

Another craft, braiding, not only teaches the student rhythm, but helps him to work out a pattern and follow directions.

Basketry teaches the use of both hands. It stimulates the creative ability of the student. He has an opportunity to use his imagination as he weaves.

Training students to listen by reading stories to be illustrated is often gratifying. It is interesting to note the fine details which they bring out in the story.

Audio visual aids in posture, courtesy and healthful living, including body care and selection of food, have been used and discussed.

Tape recordings were made as the children read. Later, they will make other recordings so they may compare and see progress.

*By Dr. Charles M. Bain
General Supervisor*

Assigned to Special Education

Special education, as a responsibility of a public school system, is offered to assure the handicapped child his rightful opportunity to obtain an education. This guarantee and the successful use of the opportunity depends to a great degree upon the native ability of the child and the stimulation of his environment.

The Jefferson County Board of Education has, in the past few years, been able to assume more of this responsibility.

The Philosophy

The philosophy of special education is that an individual who can be educated to take his place in society as a taxpayer is far better personally than one who becomes a name on the relief rolls. A happy, useful citizen is far more valuable to society than one who follows a negative approach and indulges in self-pity.

The first attempt of the Jefferson County school system in the field of special education came with the hiring of a teacher for homebound children in 1941.

The next effort was the purchase of sight-saving instruction from the Louisville Board of Education in 1946. Two years later this was followed by the purchase of deaf-oral instruction from the same source.

Recommendations Made

By 1957, a full-time supervisor was provided to study this field and make recommendations as to the action the board should take in providing these services.

(Continued on Page 2)

Speed Doesn't Come First

Different Approach Needed For Mentally Handicapped

Mentally handicapped children who may become educated to some degree make up 2 per cent of the school age children of the nation. Jefferson County probably comes close to the national average.

A child having a mental handicap may be born into any family. Although medical science knows many of the causes of mental retardation and has knowledge of some methods of prevention, there presently is no known cure.

Some mentally handicapped children can be educated—that is, they can learn some of the three R's and other subjects offered to all school children. They also can learn some personal habits and rules of conduct that will make them self-supporting and able to get along with other people on the job and in the community. These children are educable.

Either Condition

Other mentally handicapped children cannot master the beginnings of the three R's and other subjects or are unable to control themselves in schoolroom situations. If either of these conditions applies, such a child is classed as uneducable.

Although educable mentally handicapped children learn more slowly than others and never master school subjects and other skills as thoroughly, they can learn in special classroom situations. If

they are well trained at home and at school, they can look forward to living productive lives independent of the custody of the State or relatives.

The regular classroom is not suited to most mentally handicapped children.

A different approach to learning must be used. Teaching must be very detailed and repetitive.

When new school work or skills are taught, the method of teaching must employ strong motivation and meticulous attention to each child's level of comprehension.

Individual Help

Much special material, texts, workbooks, lesson assignments, etc., must be employed. Besides this, each child needs a vast amount of individual help from the teacher not afforded children in regular classes.

Because of the attention required, teachers of the mentally handicapped must work very closely with parents so that skills learned at school may be practiced, retaught and relearned at home.

Most mentally handicapped children require a friendly and concentrated classroom situation, plus normal daily association with other children in those school activities where speed of learning is not of first importance.

Tested First

Each child is first tested extensively by a qualified psychologist.

Following testing, the psychologist certifies whether a child is educable. Then the teacher, principal and supervisor review all facts concerning the child and decide what program would best meet his needs.

When it is considered advisable by those in charge and specialists that a mentally handicapped child attend a special class in an adjoining school, the parents are consulted and the added service of the special class is explained.

Dr. Charles M. Bain



Special Education

(Continued from Page 1)

Today there are three teachers of the homebound, two speech correctionists, nine elementary teachers of the retarded, eight classes of this type in the junior highs, eighteen students being provided large print books for sight conservation, and nineteen pupils for which deaf-oral instruction is purchased from Louisville.

With the development of this program, based on a firm foundation, the children of Jefferson County are offered a greater service than that which can be found in a majority of the other counties of the state.

Tell Them About Me!

"Tell them about me!"

That was the request of a student who had just finished high school while studying at home. It was her way of showing her appreciation of being able to finish her school work despite a serious illness.

She did her school work during the two hours each day she was permitted to be "up." Yet, she graduated with her class.

After graduation, she completed a business course, eventually secured a job and married. She is now a housekeeper and mother.

Recently she said: "Everything I had hoped for has come to me."

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Richard Van Hoose, Superintendent

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High School Graduation Through Homebound Instruction



THESE THREE homebound students graduated last year. They are, from left, Carol Clark, diploma from Fern Creek, now attending the University of Louisville; Keith Grigsby, diploma from Eastern, now attending Georgetown College, and Betty Adams, diploma from Valley High.

20 Per Cent Have Defects

Best Course For Blind Pupil

It has been estimated that approximately one out of every five school children in the United States has a vision defect. Of this 20 per cent, 19.75 per cent have defects which may be corrected with medical help.

According to State standards, partially sighted children are those whose eyes test between 20/70 and 20/200 in the better eye after medical treatment, or those with eye conditions serious enough to prevent them from making progress in regular classes without special help.

Children are considered to be blind if their eyes test 20/200 or less after medical treatment. Such children generally must depend

upon Braille to achieve their education.

In Kentucky, blind children may be educated in the Kentucky School For The Blind. Depending upon the individual nature of the child, he may often be better served in the School For The Blind, rather than in a public school.

Children with visual limitations need special help and guidance in developing their senses of hearing, touch, smell and taste. They must rely on these senses for learning all school subjects.

Many vision problems are identified during the general eye screening programs carried on regularly in the schools.

Red Umbrella: The Courage Club

A club was organized several years ago for extra-curricular activities and social contact.

The homebound students call it the Red Umbrella Club. A pupil enrolled for home study automatically became a member. Parties are given at special seasons. Those who cannot be moved are given a special treat at home.

"Red Umbrella" has a special meaning to its members. To them, red means courage.

Work At Home Earns Diplomas

Seven pupils have graduated from homebound school in the past few years.

The pupils follow the same prescribed courses as other high school pupils do except courses requiring laboratory work.

Last year three pupils graduated by doing their entire four years at home. Two have received scholarships from the Kentucky Bureau of Rehabilitation and have entered college this year.

Three Teachers Help Homebound Students

Three teachers work with pupils in the homebound phase of Jefferson County special education program. They are Mrs. Harry DeMent, Mrs. Marie Railey and Mrs. T. H. Gruenwald.



MRS. DeMENT

Instruction may sometimes even take place in a hospital room. The homebound program is now 17 years old in the Jefferson County school system.

Mrs. DeMent has been a teacher of homebound students in the system for 10 years, longest in point of service.



THINGS TO COME
In Later Editions
Instruction Procedure
The 'How' of Learning

(If you, as a parent, have a question on these topics, address it to Your Jefferson County Schools, 618 W. Jefferson St., Louisville, Ky.)

Defects Are Found In All Age Groups

SPEECH IS THE MOST COMMONLY USED OF ALL THE VITAL LANGUAGE ARTS

Approximately 8 per cent of the school-aged children in Jefferson County have speech defects requiring special attention.

Speech correction is required if a speech defect interferes with the child's ability to talk with others, calls attention to itself, or causes him embarrassment.

Speech problems can be caused by physical and emotional disabilities or poor learning experiences. Medical science can help some cases. Good speech correction can perfect, or at least improve, defective speech.

All Age Groups

Children having speech difficulty are found in all age groups, although the majority in the public schools are in the lower elementary grades.

Speech is the most commonly used of all the language arts.

An uncorrected speech defect is often a serious handicap in business and social life. People are judged more by the way they talk than by any other standard. Employers, often, will not hire people

with even slight defects.

Over half of all school teaching is done by means of the spoken word. Learning to read, write and spell depends partly on a child's ability to speak properly.

In saying a single word, almost a hundred muscles of the face, mouth, throat, chest and stomach must move in a smoothly coordinated manner. The most complicated piano concerto requires no more complex coordination than occurs in speaking such a sentence as, "It's a very nice day."

In Kentucky, a fully qualified

speech correctionist must meet certain minimum requirements as prescribed by the Department of Public Instruction.

Special Class

The special speech correction classes that have been organized in the county this year are a part of the regular school program. Children needing speech correction meet in a speech class twice a week.

Speech correction lessons are designed to meet the specific needs of the children. The training may include learning how the sounds and words are produced. Much time is spent in practicing to make the sounds alone, in words and sentences.

The ability to recognize the correct pronunciation of words is vital. Some children are helped to speak without repeating or stopping during a sentence. Lessons are planned to help some children breathe and swallow properly in order to produce good speech.

Speech defects in some children can be corrected within a few months.

Sometimes the only correction a child needs, is to be told what he is doing wrong, after which, he can correct himself in a short time.

Simple Verbal Test

To find children with speech defects, the speech correctionist gives a simple verbal test to all children in grades two through six. Children in the upper grades having speech difficulty are referred to the correctionist by teachers, principals, nurses, or other interested persons.

After 100 to 125 children who appear to require help have been found they are tested carefully by a State certified specialist. Those children accepted into special speech correction classes are only those tested and declared eligible by the specialist.

Guinea Pigs And Hamsters

Some students in special education classes have never had a pet of their own.

Guinea pigs and hamsters are a great attraction. Students are interested in learning more of their habits, what they eat and how to care for them.

Practicing For Better Speech



THIS SPEECH student is learning to use the "th" sound which appears on the card beside the mirror. By watching herself in the mirror and her teacher, she acquires greater skill in forming sounds and in speaking.

The Homebound Program Meets Individual Needs

Some children are physically handicapped to the extent that they cannot attend school. In some of these cases, the condition might be permanent. In others it might be of a temporary nature.

A child with a serious illness or an injury, such as a broken bone, which requires him to be out of school from four to six weeks or more is considered a temporary homebound case.

In either temporary or homebound cases, children are usually taught in the home. They are visited two hours per week by a teacher who is specially trained and certified for the task.

Same Type of Work

Insofar as is practical, the home teacher provides the same type of work which the child would be getting if he were attending classes in his neighborhood school.

If the child is on the homebound program temporarily, the special teacher keeps a close contact with the child's regular teacher. In this way the student works on material similar to that of his classmates and finds it relatively easy to rejoin his class.

If the child is homebound permanently, the teacher adjusts the program to meet his special needs.

An Impression in Papier-Mache



STUDENTS IN special education classes at Newburg created this papier-mache Nativity scene.

Elementary Retarded

Varied Participation Leads To Success And New Learning

Art and craft activities formulated around the basic tool subjects provide many pleasant and meaningful experiences for the pupils in the Opportunity Class at Newburg Elementary School.

These pupils are encouraged to participate in all events of the school. Some serve on the safety patrol.

Like other students, these children participate in making Christ-

mas decorations for the bulletin boards. A particularly successful project was the making of a Nativity scene to dramatize the Christmas story.

Using papier-mache, the students recreated the figures of Mary, Joseph, the animals and other necessary props. The experience provided a great deal of enthusiasm and enjoyment, especially when the photograph shown here was made.

One exciting challenge was offered by a square dance festival. The Opportunity Class not only entered with full enthusiasm and determination—it also won the contest.

These successes carried over into academic work. A test administered by the supervisor showed definite progress.

Four students had progressed enough to be transferred to a regular class, two from the upper elementary to grades six and seven ungraded, and two pupils from the lower elementary to regular primary grades.

People In The Program

	1956-1957		1957-1958		1958-1959	
	Teachers	Children	Teachers	Children	Teachers	Children
Homebound	2½	29	5	89	3	24
°Deaf-Oral (Louisville)	0	17	0	17	0	21
Student with sight defects provided special materials	0	5	0	14	0	17
°Sight-saving (Louisville)	0	25	0	9	0	4
Speech Correction	0	0	0	0	2	217
Retarded	0	0	4	71	17	265
	2½	76	9	200	22	548

°The Jefferson County school system sends all deaf-oral cases and those sight saving cases of a more serious nature into Louisville.

Santa Visits Homebound Students



LAST YEAR Santa dropped in on a party of physically handicapped students who receive teaching at home. They were guests of the East Jefferson County Lions Club at the Fern Creek Community Club.



● *My son was in an accident and will be absent from school for several months. How can I get a teacher to come to our house?*

Call JUNiper 4-8151 and have an application form mailed to you. Complete the first half and have your physician complete the rest.

● *My daughter has had polio and uses crutches. She will finish her schooling this year at 16. What further training is available to her?*

The Kentucky State Rehabilitation office in the Heyburn building will be glad to talk over your problem. JUNiper 7-7428.

● *Our child is three years old and deaf. A friend said you might suggest some help for him. Whom shall I see?*

After checking with your otologist, call the hearing clinic at the Kentucky Society for Crippled Children. JUNiper 4-9781.

● *A neighbor child has a cleft palate. What can be done for him?*

The Kentucky Commission for Crippled Children has a clinic for this type of handicap. MELrose 5-5291.

● *Our child has 20/200 sight in the better eye. Can he get help at the State Blind School?*

A child with normal intelligence who is legally blind may become a commuting student from this area to the school on Frankfort Avenue. TWINbrook 6-4454.

One Girl Didn't Let Paralyzing Disease Stop Her

"My child's home teaching has done more for our family than anything else that has happened to us." The mother who said this had good reason.

Her daughter had been paralyzed by a disease which left her with little movement. The girl was unable to turn a page of a book or lift a pencil. She could move only her head. She breathed with the help of a chest respirator.

This student developed an enviable philosophy and outlook on life. With her alert mind and mature outlook, she finished her prescribed high school course and graduated only one year later than her regular class.

Weaving Is No. 1

Weaving interests more children in special classes for mentally retarded than any other therapy work. Looms are vital to this type of work.

Speech Winner Speaks Out From A Wheel Chair

A high school graduate did all his work at home since he was in the fifth grade. He had been unable to walk or stand for ten years. He was stricken with progressive muscular dystrophy which paralyzed his muscles.

He took his school work very seriously and decided early what he wanted to do and be in life and worked toward that end.

Spoke In Church

One of his favorite courses was public speaking. He did a great deal of speaking in his church and during drives for muscular dystrophy. He entered a Southwide speaking contest sponsored by his denomination.

He won in his church, in his association and was finally defeated in the regional competition by a college graduate.

He is continuing his interest in public speaking by working in his church and doing radio speaking.

All this is accomplished from a wheel chair.

There Is A Way

Many times pupils who have been stricken with serious illness or who have suffered a crippling accident feel there is nothing more for them to do.

Then, new hope and incentives for living come when they discover they can finish school and find a place in society for themselves.

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A Contribution To The Schools By The Parents

Many parents have definite contributions which they can make to the school programs because of their hobbies, vocations and travels.

Parents are most helpful when excursions are taken. They like to share the experiences of their children and they may help the teacher care for the children.

Any time that parents contribute their service as a part of the school program they are learning more about the program. This makes for a better understanding and appreciation between teachers and parents.

The Schedule

Many factors help determine the daily school schedule:

Length of the school day, the distance children travel to and from school, bus schedules, length of the school year and the prevailing climate conditions.

The Wonderful World Of Math



IN DOING research beyond regular class work in math, this student is demonstrating the plane balance he built and a primitive counting system. Math skills are used in recreating the first machinery used to weigh articles of merchandise for trade.

Skill Follows Skill

Many Factors Influence The Way A Child Learns

By O. L. Shields, Director
Psychological and Testing Services

"I can read! I can read!" Tom shouted.

To be sure he was not just word calling, he was asked to close the book and tell me what he had read—in his own words. This check revealed that he was reading with understanding. In less than a month this child had experienced that wonderful transition from the world of the spoken-heard (oral-aural) to the world of symbols (the printed word and its meaning).

Back A Few Years

Let's go back a year or so before Tom entered the first grade. Many times he would volunteer the remark, "Well, it won't be long until I'll be starting school." Each time someone said in effect, "What a nice time you have to look for-

ward to. You'll enjoy it so much!"

Thus was laid an important part of the foundation of learning.

Tom was never subjected to those admonitions one frequently hears, such as, "Wait till they get hold of you at school. They'll fix you." Such conditioning lays a firm base for anxieties and fears.

Attitudes Determine

Positive attitudes built in the pre-school years not only prepare the child for school, but also color all of his education.

With the groundwork laid for the learning to read phase, the first grade teacher arranges a series of experiences in keeping with the child's readiness for these experiences.

Why Some Learn Faster

Differences of a physical and psychological nature largely explain why some children learn to read much sooner than others. The teacher meets these differing needs by providing experiences appropriate to the degree of development of each child.

As the child moves from the learning to read phase to the reading to learn phase the teacher checks reading progress by studying eye movements, number of fixations per line, and duration of fixations (how many times the reader's eyes pause in each line of reading and for how long his eyes pause). She knows that as the pupil acquires skill in reading he will pause fewer times per line and will pause a shorter time.

While growth is taking place in reading skill, the child is also growing in number concepts, ability to

(Continued on Page 8)

From Running And Jumping To Planning For Life

This Serious Business Of Growing Up

Most six year olds are physically very active and sitting still is an effort. They are interested in running, jumping, chasing and dodging games. Sixes like to bathe themselves. They are able to dress themselves, but are inclined to dawdle.

Sevens are less active than the

sixes. They show slow regular growth in height, have nervous habits such as biting nails and tend to be impulsive and boisterous.

Eight year olds are again more active. They have finer coordination.

Socially, six-year olds enjoy

group play, but tend to like small groups. They play with both boys and girls, use the telephone, regard the teacher's opinion as important and change rapidly between good and bad behavior.

Sevens are developing competitive tendencies, becoming interested in dress and action, and exhibit desires to be like other children.

Eights need security, group acceptance and a feeling of belonging. They have grown in ethical judgment and enjoy team work, planned activity.

Sevens try to make things, can run errands, make purchases, and begin to accept responsibility. They argue about what they are expected to do.

The eights enjoy doing independent work and following a planned activity.

Sevens are anxious to do well and get things right. They have sensitive feelings; they tattle and blame others.

Eights are often careless, noisy, argumentative; but are alert, friendly, and eager to learn.

. . . The Intermediate Years

From nine through eleven years, children continue the development of earlier characteristics. Their playmates, however, become more important than their parents, teachers, or other adults.

Physical activity is extensive and rough and tumble play is still enjoyed and needed. Nine year olds continue their slow, steady growth, although girls are apt to forge ahead in growth. Growth in height and weight of ten and eleven's is rapid.

The ten and eleven year olds begin to develop secondary sex characteristics.

Clubs and groups are stronger for the nine year old. Allegiance to friends rather than adults is

shown. A strong sense of right and wrong is developed and loyalty to own country starts developing.

Responsibilities are readily assumed and fairness and equality are held in high regard.

At ten and eleven, gang and group loyalties are strong. Skill in team games becomes important while talents and skills become more pronounced. Criticism of adults is evident, but strong admiration is felt for adults who understand. The meaning of time is grasped, and differences in reading ability and reading interests are apparent.

The feeling of instability often causes antagonistic attitudes. A desire to grow up is great but the security of childhood is still needed.

. . . Suddenly You're A Teen-Ager

Teen-agers are not sure of the role they are to play. They are trying to establish independence and assume adult roles, yet they want to be sure they do not venture too far from the security of parental guidance. Since each teen-ager is different it requires patience and understanding on the part of a parent to know just how much support to give them and at the same time not hold them back from exercising the self-direction that will develop them into mature adults.

These teen-age years are significant in that these young people are establishing their values and ideals by which they will live.

What their peers think of them is uppermost in their minds. This is often more important than what

their parents think of them. They want to be accepted and to receive the commendation of the group.

The typical teen-ager of high school age may be morose one minute and hilarious the next, shy with one group and outgoing with another.

He wants to make his own decisions, yet lacks a full set of moral standards. The adult often can only stand by and help as he is asked.

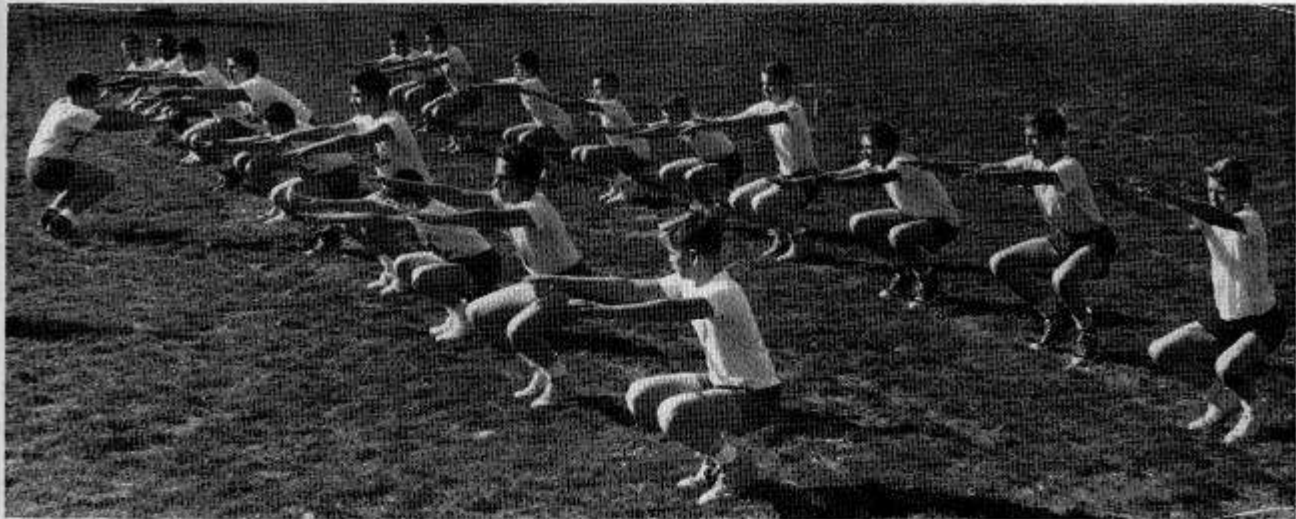
Some curbs are necessary. A "code of behavior" is acceptable, especially when the teen-ager feels he has helped form it. Lack of orderliness in society and the existence of double standards of behavior cause frustration.

Busy People



Six-Year-Olds Like Action

Activities, Indoors And Out, Round Out The Full School Day



Physical Education activities adapted to age characteristics of students.

A Balanced School Day—What It Is

Primary

A regular order of events and a well-planned schedule gives the room an atmosphere of security and a sense of accomplishment.

A good environment for children is evidenced by varied and challenging activities, groups able to work without interfering with others and materials adequate for caring for individual differences.

Learn With Others

Children learn by working and playing with others, participating in carefully planned instruction, using a wide range of materials, communicating and receiving ideas, experimenting, observing, exploring, and expressing themselves creatively. Each teacher carefully plans her program to include individual activities to further the individual interests. Some pupils are cooperative when they work in committees. Work periods are provided for reading, experimenting and answering questions. Each day must have its drill periods in which the skills in arithmetic, spelling, and writing are perfected. There are play activities, creative and expressive activities, and a time when they may enjoy beauty in literature, art and music.

Intermediate

The school program for intermediate children should—day by day and week by week—provide for the child's needs including physiological requirements for rest and recreation.

When scheduling for school children in the intermediate grades, these activities are considered:

- Group work.
- Giving and receiving mechanical and manual help in compatible groups.
- Science, English (written and spoken), reading, spelling, handwriting, arithmetic, and the use of tools and equipment.
- Expression through the arts and crafts, music, literature, and drama.
- Experience in building and making things.
- Plays, games, exercises, and other forms of recreation.

For a well balanced day, events may be blocked out under such headings as:

- Planning the day's work.
- Work periods.
- Conference periods.
- Skills periods.
- Periods for recreation and relaxation.
- Periods for self-expression.

High School

Recognizing the need for the high school student to move without too much supervision, his day is comprised of a series of responsibilities in various areas of learning.

Since he probably will change his plans for living in an adult world many times, his curriculum will be general in nature for the first one or two years. Subject matter will grow more specific as he reaches his last years.

His school day will be spent exploring many avenues of learning. He has an opportunity to develop an understanding of science, literature, mathematics, social studies, languages, fine arts, etc.

Competencies Develop

As he grows older, certain competencies will develop as he explores biology, chemistry, physics, geography, government, and applied arts such as mechanical drawing, shop, home economics or commercial subjects.

He will find the feeling of well-being he seeks by participation with teams, clubs, plays, band, chorus, school newspaper and other activities.

Planning Helps "The Beginner" Learn To Read

One of the first steps in improving reading instruction is based on the idea of teaching at the child's level of achievement.

Most teachers find it advisable to form two, three, and sometimes four reading groups. Each pupil is assigned to the group in which he can do his best work. The members of the group may have language needs in common, but in some respects the children will have different needs. The groups are small so that each child receives individual attention.

Basic Steps Come First

Through systematic or instructional reading the child is taught basic steps of the reading process.

Functional reading involves those reading activities that are essential in helping the child interpret and participate in life situations.

Through independent or recreational reading, children have need for reading that is purely for enjoyment and pleasure. It helps the child develop a love for reading and will prove beneficial in deepening this interest and appreciation.

Audience reading (reading to classmates) gives the child confidence, develops poise, voice training, and helps to establish pleasant social relationships.

Reading And Understanding



BOY HOLDING antlers is helping this reading class at Wilder School better grasp the story they are reading about a deer. The room has other helpful visual aids.

Reading Power Continues To Grow Through The Grades

As the child approaches the intermediate grade, he should have a basic mastery of reading techniques and a definite independence in reading material on his level.

The following desired outcomes can be regarded as some of our guides:

Grade 4:

- Ability to read at fourth grade level with good phrasing and little or no difficulty.
- Ability to recognize words through the use of phonetic and structural analysis.
- Ability to pronounce words correctly.
- Ability to use context clues to determine word meaning.

Grade 5:

- Ability to comprehend fully material at fifth-grade level.
- Ability to organize material.
- Ability to locate information.
- Ability to interpret a simple map.
- Ability to relate experience similar to what has been read.

Grade 6:

- Ability to read fluently and accurately material at sixth-grade level.
- Ability to use reference material at sixth-grade level.

- Ability to make use of ideas gained through reading.
- Ability to evaluate ideas read.
- Ability to draw conclusions.
- Ability to give enjoyment to a group through oral reading.
- Desire to read for personal and social growth.

Seventh And Eighth Grades:

Students in secondary schools read on many different reading levels. Books on various reading levels are provided on the topics taught in a class. The longer block of time of core classes enables teachers to identify individual needs of pupils.

In Grade 8 drill in reading skills is given to students in core classes and for those with reading difficulties.

High School: In order to develop competence in many areas, reading cannot be delegated to just one period of the day.

The program will encompass the essay, the novel, biography, the play, poetry and discourses of all kinds.

The school library plays a valuable role. The student has frequent need for resource material.

A student would be unable to complete a task if he could not read the directions for its completion. Hence each teacher becomes a teacher of reading. The vocabulary in the science room differs from that in the social studies room. The teacher builds the concept of each in terms of word symbols which develop needed skills and understanding.

The need for recreational reading and the need to explore areas beyond the curriculum must be considered.

Through reading, a budding baseball star becomes acquainted with the world of business, science, medicines, and many other fields.

As the students' competence grows, so does the competency of our society.

Art Provides An Opportunity For Expression

Art offers opportunity for creative expression. It enables a pupil to put his own interpretation of other fields into concrete form.

If, for instance, he builds miniature Greek columns of clay, paper or wood, he gains an understanding of Greek architecture that may remain with him throughout life.

Art strengthens intellectual powers, affords emotional satisfactions, develops aesthetic appreciation and shapens perceptual insights. Lives are enriched by art; imaginations are stirred by trips to museums, airports, factories and parks. Students are encouraged to interpret, through creative expressions, their impressions of their environment.

Meets All Needs

Art meets the needs of both the mentally retarded child and the intellectually gifted child.

The building of models, designing of clothing, creating of sculptured forms, painting of landscapes, planning cities, designing cars—all are challenges to the bright child.

Art offers an escape from conformity and mediocrity.

In a democracy, each individual should be allowed to reach his full stature of intellectual growth. Avenues of creative, imaginative activities can help in the realization of such a dream

Harmony At Home

Given dependable and understanding parents who are in harmony with each other, boys and girls stand a good chance of being able to handle the new problems adolescence brings.

Nourishing food, plenty of sleep, rest and recreation are important in developing healthy teen-agers.

There's A Song In The Air



A RECORD player, a teacher's supervision, encouragement, and the acquiring of new learning and understanding become a satisfying and lasting experience.

An International Language

There Is Music For All Ages

Music is part of living. The implications for teaching it are set up according to the characteristics and needs of children at different age levels.

Rhythmic activities using the large muscles, enlarged music symbols and flash cards are used for children aged six, seven and eight. Short music periods correspond to their brief periods of sustained interest.

Begin To Experiment

When the child of nine to eleven begins to become more of a perfectionist, music periods become longer and pupils experiment and develop skills. They may begin to play a band instrument.

What of the over-critical, rebellious child approaching adolescence?

He is given activities and material in which he can succeed. He is praised for his accomplishments.

The high school student, faced with the perplexing problems of youth, learns to play and sing with students of many backgrounds.

Music, he finds, is an international language of understanding.

The teen-age student, seeking social approval, finds identity with chorus, choir, marching or concert band or orchestra.

Emotional and intellectual independence is found in the opportunity to recreate according to his own emotions. This is especially true in the singing of solos and in instrumental solo passages.

Talented youth compose melodies and lyrics.

A Challenge Is Found

The gifted musician is challenged to make the most of his talent and make contributions to the cultural development of his community.

Music activities afford wholesome opportunities for the use of leisure time.

The inquisitive child has the opportunity to explore scientific aspects of music as he shows readiness. The serious amateur is encouraged to explore music extensively through formal music theory classes.

Through The Eyes And Ears

Visual Aids: Means To An End

Today everyone is power conscious. Tools that increase an individual's learning power are in great demand. The Jefferson County public schools' audio visual program meets many of the teacher's needs for aids to better learning. Through film projectors, tape recorders, record players, flash cards and field trips, the child may view the past, visit faraway places, witness natural phenomena, listen to good music or see an actual manufacturing process otherwise not available.

Audio visuals are not an end in themselves; they are a means to an end. Hearing and seeing must not be construed as the complete learning process. Mental and physical activity must take place to complete the process of learning.

Seeing With Their Own Eyes

A home economics class may see the film "How to Make a Dress." This does not mean the students are now competent dressmakers; however, it does mean that they are better prepared to follow instructions for making a dress. Instead of reading several pages from a book and having to form their own mental pictures of the different processes, they have seen the pictures with their own eyes. These pictures were fixed in the mind as they were formed on the screen. People viewing the same instructional film receive similar impressions while people reading the same set of instructions often receive different impressions of the procedure to follow.

Films do not replace written or oral instructions.

Seeing It Another Way



SECOND GRADE reading pupils sometimes use a graphic illustration to acquire greater understanding of what they read. Other visual aids in the room play roles in the learning process.

They are designed to supplement and speed up learning by helping students understand better what they read and the oral instructions given by the teacher. Films provide instruction to the entire class at the same time.

Doing is a very important part of the learning process. If the home economics student is to learn to make a dress, she must perform the steps necessary to make the finished product. Without having done this, the student cannot say, "I have learned the subject." The home economics student may feel she has had sufficient instructions to complete the finished product, but unless she has made a dress, she lacks the sense of pride and accomplishment which assures her she has mastered the task and understands all of the details. After making a dress she possesses the confidence in herself which is so important to the learner. Although her first dress may lack some of the smart details of the more experienced seamstress, she has learned a lot. The second dress will be considerably better than the first, the student will correct many of her previous mistakes. We learn by doing but doing must be preceded by extensive teaching.

Seeing, hearing, and doing are all necessary to learning.

Trips Can Help Learning

Field trips provide excellent learning experiences. The student sees and hears. This speeds his learning and helps him to retain the facts. A field trip to the dairy will help the child to understand the source of his milk supply. A trip to the water works will help him understand the source of his water supply.

Before his visit to the dairy he knew milk came to his house in bottles. He may not have understood how the milk was taken from the cow and placed in the bottles.

The water that comes out of the faucets in his home may be just as big a mystery to him as the milk. How does the water get in the faucets? Why is some water not good to drink?

Field trips help the child to understand that he is dependent on many people, that there are many tasks to be performed and all of these tasks are necessary to a better community in which he lives.

A Continuous Process

Adjusting the reading program to the needs of the individual is a continuous process.

Individual readiness, rate of learning, interests and purposes are recognized. Provisions are made for the slow learner as well as the fast learner; for the child with little experience as well as the one with a rich and varied background.

The Quest For More To Learn



A COMMITTEE in a core class works together on research in the school library. They find the library is a rich source of material for both leisure-time reading and fresh material on their subject matter.

Students' Parents Can Enrich The School Program

There must be a friendly, co-operative relationship between the home and the school if a child is to grow and develop as he should. The school needs the information and understanding about the child that can be contributed only by the home. Parents need a clear understanding of the school's aims, methods and problems. Most of all, the child needs to feel a unity of purpose between his home and his school.

The Parent-Teacher Association is the first means of home-school cooperation and every parent should belong to the P.T.A. It is the official organization concerned with promoting the welfare of all children. To function properly, the P.T.A. must have the active participation of both school staff and parents. Meetings provide an excellent opportunity for teachers to meet the parents and to interpret the school program to them.

Room Meetings Held

Room meetings for the parents are valuable. When a meeting is held early in the year, it establishes a working basis with the parents. The teacher can describe her plan of work and the goals she expects to accomplish. The parents' part in the realization of these goals may be explained and their advice solicited.

It has been some years since the parents were in school and the objectives and methods used to attain them may have changed. Parents need to know about reading readiness, grouping for instruction and the effect of individual differences on rates of progress and attainment of goals.

Later meetings may be focused upon progress reports, stating the successes, failures, and changes that have occurred.

Questions from the parents may provide topics for discussions.

Lunch Room Laboratory

Good Food Helps Learning

Every child needs an adequate diet.

The Type A lunch, the pattern of the National School Lunch Program, was developed from recommendations by the Food and Nutrition Board of the National Academy of Sciences and National Research Council. A Type A lunch provides one-third of the daily food needs of the child.

By adding more food for the high school student and decreasing the amount for the six-year-old child, nutritional needs are provided for each age group.

The school lunch program helps students develop good eating habits that will carry through life. They learn to eat and accept new foods served in the lunch room.

Lunch Room Laboratory

The lunch room also is a laboratory for teaching nutrition at all age levels.

The boys' interest in physical fitness and the girls' interest in personal appearance are opportunities to emphasize the results of proper foods.

Eating the right kind of food in the correct amounts and at regular times is a must for learning. No child can study properly when he is hungry.

Lack of a proper lunch or breakfast can cause a child to drag through the school day—fretful and restless without strength to work.



THINGS TO COME

In Later Editions

- Financial Reports
- What happens To The Dollars?
- The Principals
- Their Responsibilities

(If you, as a parent, have a question on these topics, address it to Your Jefferson County Schools, 618 W. Jefferson St., Louisville, Ky.)

O. L. SHIELDS



(Continued from Page 1)

get along, in body control, in moral and religious understanding, and in many less easily defined dimensions.

Actually the school can take a child only so far as the child's heredity and environment equip him to go. Heredity sets the general limits of what we call intelligence.

Environment, including the prenatal period, contributes to the development of the non-intellective side, creating or leaving undeveloped such characteristics as level of aspiration, drive, will to learn, and intellectual curiosity.

Motivation is to a great degree the responsibility of the home and the rest of the out-of-school environment.

Theories Help

The ease with which the child acquires these skills and the facility with which he can recall and apply them is a function of yet another part of foundation of learning. Each theory has some contribution to make, whether it be the older bond theory (each thing learned is represented in the central nervous system by a specific nerve connection linkage) or the more recent Gestalt theory (emphasizing figure-ground relationships and insight as the bases of learning.)

Safety Education Is An Important Goal Of Schools

Nothing is more important than the life of a child. All children have the right to safe school buildings and playgrounds, a safe home, safe buses and safe communities. Schools and homes must cooperate in safe living for their children. Schools must help train boys and girls to recognize dangers and to make the right decisions to avoid injury and death.

Schools try to teach students how to cross streets or highways; to ride in an automobile or bus; to keep away from tools, equipment, animals, water areas or anything that they do not know how to use or care for; to learn to prevent fires; to ride bicycles the right way; to play simple or advanced ball games with or without equipment; to use chemicals and the like in the proper manner; in high school classes, to drive and use a car.

Practice In Safety

Children practice crossing the streets and riding buses properly. Small automobiles, fire engines and homes are used in the classroom.

Upper elementary boys and girls serve on the school patrol and learn how to help themselves and other school children.

All schools give students practice and training in fire drills, surveys, committees, councils and similar activities.



QUESTION BOX

● *My child has been in school since September and he still does not show any interest in reading. Is something wrong with him?*

In all probability there is nothing "wrong" with your child. There are many factors involved in learning to read. Many children do not learn to read the first year they are in school. Have a conference with your teacher as soon as possible.

● *My child is in the first grade. Should I continue to read to him as I did before he started to school?*

Yes. Never stop reading to the child. Read well-known stories and poems and help him know the joys of hearing stories and becoming familiar with them. In this way he can enjoy stories beyond his own ability to read. The habit of reading for pleasure has its roots in the home.

● *What may I do to help my child's reading?*

The first grade teachers prefer to do the actual teaching of beginning reading but parents may help their children in many other specific ways:

1. Give children many varied experiences and talk with them about these experiences.
2. Give children responsibilities which they are capable of taking.
3. Give children opportunities to be with other children, to learn to work and play with them.
4. Read many stories and poems to them.
5. Buy books. Start a library for the children. Let each child have his own part in the library. There are many inexpensive, good books for children. Teach them to care for books.
6. When children bring their books home, listen to their reading, encourage and praise them.

Your
Jefferson County Schools

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 618 West Jefferson Street
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 Richard Van Hoose, Superintendent
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Your Jefferson County Schools

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VOLUME 2

JANUARY, 1959

NUMBER 5

This Issue

brings you a presentation of the Five Program Plan: What it means to you, your child, your community, and your schools.

Inside, you'll find:

Page 2 What the newspapers say.

Page 3 Proposals to guide the program. The teacher.

Page 4 Easy to read digest of the program.

Page 5 How do you find a gifted child?

Page 6 What we have learned in the past.

Page 7 If your child is gifted.

Page 8 Answers to questions.

Pictures: Some of the classes in Jefferson County schools in which special needs and interests of our students are now met.

A Plan For Next Fall

Every Child Will Get A Chance To Develop To His Full Extent

By Richard Van Hoose

In an effort to place each pupil in the Jefferson County schools in an educational setting designed for his interest and abilities, a new Five Program Plan of studies is being offered.

This plan classifies academic offerings into five curricula, each having specific objectives with relation to pupil needs. Within each curriculum, flexibility is offered, but each is a well-balanced program of instruction.

The main consideration of this new plan is the provision for all children regardless of their intelligence level.

The Five Program Plan does not

concentrate its attention with the gifted child, rather it gives him an equitable area of instruction.

Needs of All Youngsters

The program is designed to meet the needs, abilities, and interests of all youngsters. It is our fervent hope that this instructional organization will enable each youngster, from the trainable to the gifted, to develop to his fullest extent. This approach will seek out and encourage those talents which each child possesses—mental, manual, artistic, or other.

It is the feeling of the Jefferson County Board of Education that the gifted pupil is entitled to an atmosphere where his potentialities can be released, guided, and properly nurtured.

Cooperation with the Home

In recognizing and providing for the gifted child, every effort will be made to communicate and cooperate with the home. The Board recognizes the role of the parent in early discovery of the gifted youngster, and the school will appreciate notification by the parent of precocious symptoms.

The gifted program, as with the programs for the superior, regular, educable, and trainable pupils, will succeed if there is favorable relationship between the school, the home, and the community. The parent has been, and will continue to be, a vital factor in the identification and stimulation of the child.

Through testing and other means of identification, the school will

(Continued on Page 2)

A Parent Is A Pupil's Biggest Booster



MRS. PEYTON RAY, third from left, President of the Jefferson County Council of Parents and Teachers, discuss the expanded provisions made possible by the Five Program Plan with P-TA Presidents (from left), Mrs. Herbert Hatfield, Auburndale, Mrs. William Edinger, Seneca, Mrs. Roy, and Mrs. Joseph E. Green, Eastern. General approval of the Program was expressed by all.

RICHARD VAN HOOSE



(Continued from Page 1)

determine those pupils whose ability merits Advance Program placement. It is essential that the pupil be willing to enter this program; parental consent also will be necessary before admission.

Plan Is Not Rigid

The Five Program Plan is constructed to provide the greatest number of educational experiences for all children in our schools. The plan is not rigid. A student with high aptitude in one subject may move to higher achievement in this subject. This is an effort to recognize the academic strengths and weaknesses of each pupil so that adequate provisions can be made for each child.

The Jefferson County Board of Education has had to consider the urgent matters of pupil transportation, individual school enrollments, the growth situation in pupil population, and the matter of financing these expanded provisions. It is our wish to embrace parents, patrons, and the public in our planning and evaluation so that an adequate program for all the children can be successfully implemented and continually improved.

For a number of years, pupils in the Jefferson County Schools, have been grouped on the basis of several considerations with test scores and teacher judgment serving as

What The Newspapers Say

The Jefferson County School Board appreciates the factual news-column presentation of the Five Program Plan by the newspapers serving Jefferson County. The Board also appreciates the editorial endorsement of the program.

Brief excerpts from editorials:

The Louisville Times: "The program will have flexibility. Thus a pupil may be transferred from one group to another as his progress—or lack of—determines."

The Courier-Journal: "The plan is in line with the fresh thinking that has surged through American education since Sputnik cast its light into some dark places in our school system."

The St. Matthews Voice: "The Board has demonstrated again that it is guided by first-class people, flexible enough to meet the challenge of modern times, and determined to give the children of our community the best education possible in a mass-education system."

Did You Hear That?



THE ABILITY and interest of these fifth graders at Okolona School makes possible a comprehensive study of sound and its properties. Student Sally Willis channels sound for Principal W. R. Beams while Mrs. Lorene Murphy, her teacher, observes.

prime factors in the placement of all boys and girls. Instructional personnel have evaluated the organizational patterns of the school in terms of children's interests, needs, performance, and abilities.

Adjustments Are Made

Adjustments have been made when necessary and the parents were so informed. The social, in-

tellectual, physical and emotional development of every pupil is the primary regard of the teacher and the school system. The Five Program Plan is based upon and guided by these considerations.

Therefore, the 1959-60 school year will see the initiation of this program in grades 1 through 7. Further implementation will follow in 1960-61.

We Propose:**Taking A Practical Approach**

The Jefferson County Board of Education has developed and re-developed grouping policies and procedures for the maximum enrichment of educational experience for all pupils. However, the following recommendations are proposed for a more comprehensive and practical approach to the problem of providing education for the superior-achievers:

- Pupil opportunities would be provided for creative and research projects on a more expanded basis.
 - The number of gifted and superior students, in a special course or class, would be carefully regulated for maximum teacher-pupil efficiency.
 - Flexible Five Program plans, embodying courses of study for the gifted, the superior, the average, the academically slow, and the trainables would be organized for both elementary and secondary schools.
 - Adequate physical facilities and supplementary teaching material would be provided for the gifted program as it has been for the Educable Program.
 - Ability groupings will be continued and expanded where and when enrollment permits.
 - Instructional personnel would be provided workshops and in-service training courses concerned with the improvement of instruction for the superior and gifted pupils. Workshops and in-service training experiences are now a vital part of our program.
 - An information service would continue to inform the parents of the provisions made for their child.
- Teachers will be assisted in obtaining specialists who will provide suitable instruction, information, and guidance for the superior achiever.
 - A properly-qualified person will be selected to direct the activities of this special academic program.
 - A year-to-year follow-up study would be made of the graduates of this program.
 - In the elementary schools, a second language would be introduced through the provisions of tape recordings, television, itinerant teachers, and in-service preparations for the classroom teachers.
 - Saturday morning seminars of special evening classes, utilizing the personnel and facilities of local colleges and the University, will be incorporated into the academic provisions of the program.

The Teacher Will Play A Big Role

The teacher who is to guide the gifted children will be similar to the many other good teachers who can be found in the Jefferson County School System. He must possess, however, several distinguished characteristics that the teacher of the less gifted youngsters may not need.

The teacher of the gifted must have a tolerance of new and different ideas. He must be willing to let the capable students assert themselves and proceed accordingly with research projects. He must be able to channel and guide individual pupil efforts towards maximum achievement.

Recognize Ability

The teacher must be able to recognize and appreciate creative ability even though these skills of performance may not be perfected.

The teacher must be able to expect and accept, from the pupils, nonconformity of attitudes.

The teacher must be just; he must be flexible; he must possess the abilities to inspire confidence and drive in the student.

Readin' — 'Ritin' — Radioactivity

CHEMISTRY TEACHER Nancy Hamilton and **Principal T. Y. Knight** examine impressions made by radioactive plants. **Student Barbara Young** uses a Geiger counter to detect the radioactivity of another specimen. **Mrs. Hamilton** has received training at the Harvard Medical School for this Advanced Chemistry work.

Here Are Details Of The Five Program Plan

The Five Program Plan will be described as to specific and general offerings on the following pages.

It is important to recall from previous paragraphs that fluidity and flexibility will exist among the respective programs; this will enable a pupil with varying degrees of ability to find his proper level of achievement. For example, a youngster may be enrolled in the Regular Program yet be qualified to take several specific courses in the Superior Program. Allowances will be made for academic strengths and

weaknesses through the offerings of these programs.

It should be noted also that a great deal of pupil study and testing will determine Program placement. With the best interests of the youngster in mind, teachers, counselors, and principals will study his scholastic background to chart for him the most rewarding course of study.

All aspects of pupil growth, social, intellectual, physical, and emotional, will be considered before the individual is assigned an area of study.

ADVANCE PROGRAM

1. Much individual time and effort will be devoted to the development of creative talent in all fields of learning.
2. Proper emphasis will be placed upon citizenship, training for democracy, fine arts, physical education and health.
3. Fundamentals will be stressed in mathematics, science, and language arts.
4. Foreign languages will be begun in the first grade and extend throughout the program.
5. Research projects will be highly individualized for each pupil in all fields of learning. Such exploration will broaden areas of interest.
6. Interest inventories will be given periodically to determine latent ability.
7. Interest clubs such as photography, chess, journalism, dramatics, science and mathematics will be fully developed.
8. Values and attitudes will be stressed for full development.
9. The role of the teacher will be very informal and instruction will be less structured than in the traditional class. The teacher will encourage self-direction on the part of the students.
10. Opportunities for intensive activity in experimentation will be provided.
11. Evening, Saturday, and vacation seminars will be presented in such fields as science, mathematics, world affairs, music, and creative writing.
12. Critical thinking, self-discipline, and self-appraisal will be encouraged.
13. Although a pupil in the Advance Program may complete the elementary school phase in five years, it will be the equivalent of more than six years of

standard instruction.

In the secondary school phase, a pupil will complete the equivalent of five years of high school training beyond the regular eighth grade.

14. The student, through application and diligence, can complete public school education in ten years rather than the accustomed twelve years.

UNITS REQUIRED FOR GRADUATION - 20

4 English	1 Humanities
3 Science	1 Fine Arts
3 Math	1 Health and Physical Education
2 Social Studies	
2 Foreign Language	

A total of 17 required units plus 3 electives.

SUPERIOR PROGRAM

1. The pupil's rate of achievement will determine the amount of time available for creativity, research, and experimentation.
2. Proper emphasis will be placed upon citizenship, training for democracy, fine arts, physical education and health.
3. Fundamentals in mathematics, science and language arts will be stressed.
4. Interest inventories will be given periodically to determine latent ability.
5. Interest clubs will be provided.
6. Values and attitudes will be stressed for full development.
7. Much time will be spent in the development of good study and work habits.
8. Seminar opportunities will be provided as needed.
9. The informality of instruction will be governed by the needs of the group. On the secondary level, this program will be guided to meet college board requirements and will parallel the present college preparatory course.

UNITS REQUIRED FOR GRADUATION - 18

4 English	1 Health and Physical Education
2 Science	
2 Math	
2 Social Studies	

A total of 11 required units plus 7 electives. Three units of foreign language are strongly recommended and will be encouraged. Three units of science and three units of math will be advised.

Every Detail Must Be Planned



MR. O. M. LASSITER, director of supervision and curriculum, discusses the Five Program Plan with supervisors (from left) Robert Neill, Margaret Clayton, Mabel Bowen, Mae Dixon, Lassiter, Ruth Dunn, and Katherine Schuler. The supervisors are ready friends of the teachers and assist them with matters pertaining to the improvement of instruction. The responsibility of developing the forthcoming levels of achievement in the elementary program rests with this group.

REGULAR PROGRAM

1. The extent of creativity, research, and experimentation will be determined by the time remaining after the necessary drill and acquisition of academic fundamentals.
2. Proper emphasis will be placed upon citizenship, training for democracy, fine arts, physical education and health.
3. Fundamentals in mathematics, science, and language arts will be stressed.
4. Interest inventories will be given periodically to determine latent ability.
5. Values and attitudes will be stressed for full development.
6. Much time will be spent in the development of good study and work habits.
7. The teacher will present a more structured and formal program of instruction.
8. Interest clubs will be provided.
9. Any pupil, who qualifies and desires, may be counseled into the proper courses to meet college entrance requirements.

UNITS REQUIRED FOR GRADUATION - 18

- | | |
|------------------|-----------------------|
| 4 English | 1 Health and Physical |
| 2 Science | Education |
| 2 Social Studies | |
| 2 Mathematics | |

A total of 11 required units plus 7 electives.

EDUCABLE PROGRAM

1. Manipulative and manual activities will be provided.
2. Individualized pursuits will be stressed.
3. Efforts will be made to develop basic concepts of the tool subjects of reading, writing, and numbers.
4. Attitudes, values, and appreciation will be developed to provide for:
 - (a) Citizenship
 - (b) Respect for self and others
 - (c) Sense of responsibility
5. The teacher will provide more individualized and specialized instruction.

TRAINABLE PROGRAM

1. An attempt will be made to help each individual become an acceptable member of his group and society.
2. The teacher will provide individual care for each pupil.

Fascinating Search For The Gifted

The Jefferson County School System has used several devices to identify the academically talented youth. However, a more comprehensive school program designed to provide maximally for pupil differences requires additional identification techniques.

The following devices will be used in the process of ability identification:

1. The intelligence test will help identify rapid learners.

Pupils who score high on the group intelligence test will be given the more comprehensive Stanford-Binet Test which is individually administered by the staff psychologist. This measuring instrument more accurately depicts the overall ability and capacity of the youngster.

2. The pupil's cumulative folder bears reasonable evidence of gifted-pupil predictability and performance.

3. The judgment and personal evaluation of the teacher humanizes the other sources of detection since she occupies a strategic position for pupil observation.

What the Teacher Looks For

The teacher is alert for the following attributes in her pupils, realizing that:

Extraordinary memory seems to indicate a capacity for superior learning.

Intellectual curiosity is often indicated by a persistence in asking questions and an eagerness to investigate material, which usually challenges only those who are intellectually mature.

Ability to do abstract thinking may reveal itself in the regular classroom.

Ability to apply knowledge to other situations is indicative of superior students.

Persistence in worth-while behavior is a common characteristic.

The Globe Is A Textbook



MILL CREEK pupils experience a planning session in social studies after viewing an educational telecast. Recognition of pupil achievement and scholastic performance in this grade enables Miss Shirley Walter to better meet the needs of her students.

New Worlds To Conquer



EIGHTH-GRADE students at Butler High School are given a course in ninth-grade algebra. Mrs. Evelyn McDermott instructs boys and girls who have been admitted on the basis of their superior mathematical ability as determined by standardized tests.

Past Experience Is The Best Test

The Five Program Plan is based upon proven techniques and grouping plans conducted in Jefferson County schools in the past. One example is the Junior Primary Plan which has been operative in the elementary grades for 12 years. In this Plan first grade youngsters are grouped according to reading achievement.

At midterm, when effort and accomplishment can be evaluated, parents are notified that their children may not be acquiring an adequate foundation for promotion to the second grade if claswork so indicates. In discussions with the teacher and principal, the parent is informed that his youngster is not being failed but is being promoted to a special section of the first grade.

Bases of the Plan

The second year, the same teacher, if possible, remains with the child and plans his program. Each child thus progresses at his own rate and instruction is patterned for his needs.

This placement plan is based upon reading readiness, IQ testing, and teacher judgement.

Pupils with high mental ability may be placed in a Junior Primary Class if they lag in classwork.

This grouping works for the benefit of slow, average, and rapid readers. The results of this program convince us it would be good for all grades.

*Your
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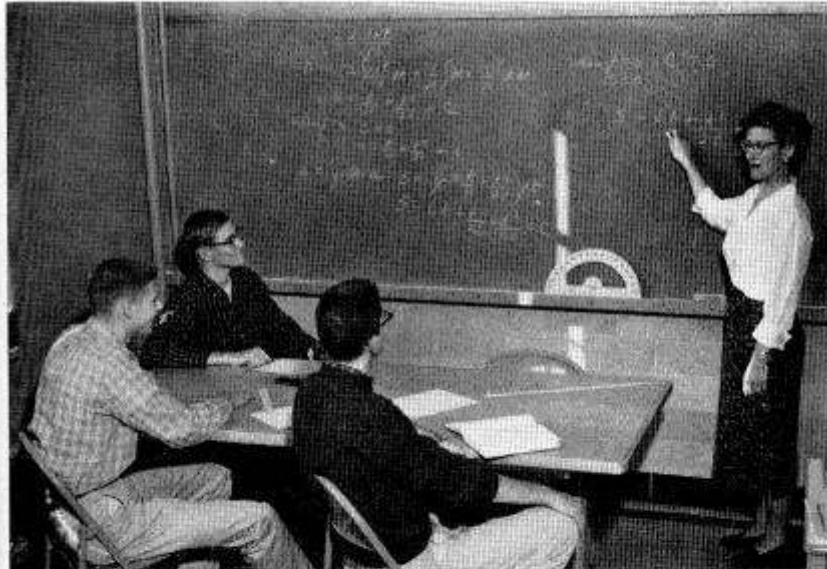
Richard Van Hoose, Superintendent

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and August, and distributed to
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East Meets West In This Class



EASTERN HIGH School Principal John Trapp, visits a Humanities class taught by Miss Sara Moss Phillips. This senior course portrays the cultures of East and West with literary and artistic studies of China, India, Russia and the United States. This class has studied the works of Plato, Tolstoy, Dostoevski, Confucius, Emerson, and William James. Appropriate art and music are provided in this coverage.



MRS. SHIRLEY HUGHES offers a course in Advanced Mathematics to a group of senior students at Fern Creek High School. This class deals with differential and integral calculus as well as analytic geometry. Since no credit is given for this course, students give up study hall to gain this higher math advantage.

Levels of Achievement

Three levels of achievement will be established in each elementary grade so that undue emphasis on grade placement will be eliminated. With this plan, a pupil will progress through a series of planned levels at his own rate of achievement.

One student may accomplish four learning levels while another may move through only two in a given

school year. By this progression, scholastic failure as known today will be eliminated; a child will simply advance by as many levels as possible during the term. The levels will be identified by number for proper academic placement.

Utilizing the level approach, it is possible for an Advance student to complete the 12-year program of instruction in 10 years.

If Your Child Is Gifted, Your Role Is Equally Vital

The parents can provide the school with many insights of the home life of the youngster. Many parents can offer their own competencies and facilities for program enrichment. Experience proves the wisdom of this planning relationship between school, parents, and community.

Many community agencies and institutions offer resources and leadership significant in the education of the gifted child. However, not all of these are organized for pupil exploration; frequently there is no recognition that their services are available to the gifted youngster.

The Community Resources

Mobilization of community resources in expanding opportunities and stimulating their use can strengthen positive attitudes that will draw forth the best efforts of the gifted pupil.

With specific reference to the home, an exchange of information and cooperation between parents and teachers can lead to early identification, motivation, and more effective guidance. Teachers are eager to talk with the parents. These conferences are most valuable and serve as periodic evaluations of pupil progress.

A Plan For Parents

It seems advisable that a study group of parents of gifted children be organized; a great deal can be learned not only from books and discussions but also from informal meetings and casual conversations. This school-parent relationship can form a productive background for further plans and development of the Gifted Child Program.

It is our challenge and responsibility to provide the child with the best planning of his teacher, parent, and community.



QUESTION BOX

● *Will the report cards remain the same in the Five Program Plan?*

Yes, report cards will remain essentially the same as those used during the 1958-59 school year. However, the particular program will be noted on the child's report card, cumulative folder, transcript of credits, and diploma.

● *Will the creation of an Advance Program cause unfavorable pupil relationships?*

The boys and girls in the Advance Program will be presented with additional work and responsibility. They will be working so diligently in this program that undesirable attitudes are not likely to appear. In addition, opportunities will be available for these youngsters to participate in extra-curricular activities such as athletics, safety patrol, Student Council, and similar organizations. Parents can lend much assistance. Other communities where this type of program is conducted do not report any unfavorable relationships.

● *Will the Regular and Superior Programs remain in all schools?*

All schools will provide the Regular and Superior Programs.

Answers To Some Questions On The Five Program Plan

● *Can a pupil with varying abilities participate in two programs of different levels?*

Youngsters may participate in different programs in accordance with ability.

● *Will the Five Program Plan necessitate an expanded testing program?*

Yes, to identify and locate each boy and each girl with respect to ability, an expanded testing program will be necessary.

● *Will educational television be used in this new program?*

Yes, educational television will be continued in the Five Program Plan; our studies indicate that this medium is effective with all levels of ability.

● *Will any type of checkup be made of pupils in the Advance Program to see if a child is working under a strain?*

Yes, the teacher will be alert for signs of strain, stress, or undue worry due to the additional academic responsibilities.

● *What per cent of the boys and girls in Jefferson County will qualify for the Advance Program?*

Approximately 5 per cent, or 2,200 of the total enrollment of 44,000 pupils, will be in the gifted category.

● *Will the Five Program Plan eliminate scholastic failure?*

It will have in the elementary grades the same effect, since each child will be grouped on the basis of ability and each grade will be divided into levels; a pupil will not fail but will progress in accordance with his aptitude.

● *How much will the program for the gifted cost?*

It will cost approximately one-third more than the regular program. However, its cost will be less than that of the present program for handicapped youngsters which costs almost twice as much as the regular program.

● *If dissatisfied with the Gifted Program, may a pupil withdraw from it during the course of the school year?*

No. Once enrolled, he must complete the school year in this program. The parent and the pupil must realize that placement in the Gifted Program will necessitate more work than was previously experienced in the standard program. Entrance to the program will require both pupil and parental consent with the understanding that the child must complete the full year in this curriculum. He may withdraw or be withdrawn at the end of the school year.

Acknowledgement

The Superintendent wishes to take this opportunity to publicly thank all those who had a part in the formulation of this program. This includes parents and professional colleagues (teachers, principals, supervisors, administrative staff, college and university personnel. Special acknowledgement must be extended Dr. Florence Brumbaugh of the Hunter College Elementary School in New York City, Dr. Miriam Goldberg of Columbia University, Dr. Dorothy Norris of the Cleveland Public Schools, and Dr. Charles Manwiller of the Pittsburgh School System. Also, the Kentucky Department of Education is to be commended for its positive encouragement and counsel.

More Information Is Yours For The Asking

The Five Program Plan may be discussed before your P-TA by a representative of the County Schools. A request for this discussion may be made to the County Superintendent.

Questions also may be submitted for answering in future issues of Your Jefferson County Schools.

Your Jefferson County Schools

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VOLUME 2

FEBRUARY, 1959

NUMBER 6

Fire Insurance And Inspection Are Provided

The Jefferson County Board of Education insures all of its 64 buildings against fire, windstorm, lightning, and other perils. This assures replacement funds for property which might be destroyed.

The insurance companies, as part of their service, offer a semi-annual inspection of the schools for fire hazards. This includes an inspection of heating and ventilating equipment, concealed spaces, exit facilities, fire extinguishers, electrical wiring, storage rooms and wastepaper handling.

The Division of Maintenance and Operation is assigned the responsibility of giving immediate attention to objectionable conditions referred to in the inspection report.

All This For One Little Girl?



CHERYL LYNN HEPP, first grader at Mill Creek School, will need lots of books, materials, teachers and building before she graduates from high school. And she's only one of 44,000 County pupils. This issue deals with some of the financial issues involved.

A Responsibility For All

Educated Citizens Hold Keys To Our Nation's Way of Life

By Samuel Alexander

Assistant Superintendent for Business Affairs

The best proof of the faith of American people in the public school system is the tremendous fear that something has gone wrong with the schools when confronted by problems of all types.

When juvenile delinquency is rampant, when draftees fail to be inducted into the Army for physical or mental reasons, or when other nations outstrip us in any physical, mental or scientific achievement, we immediately begin to ask wherein our schools have failed. We do not bother to ask ourselves where the homes, the churches, and society in general have failed because we have placed the re-

sponsibility of preserving our democratic way of life squarely at the "feet" of the schools.

Founding Fathers Knew

The founders of our nation knew from bitter experience that devotion to the public good and self-denial in private matters were necessary to the achievement of great social ends. They also were conscious that the preservation of our republic was dependent on an educated citizenry.

The following statement was made by George Washington in his Farewell Address:

"In proportion as the structure of government gives force to public opinion it is essential that public opinion should be enlightened."

Washington, Jefferson, Adams, Madison, and many more of our founding fathers, although differing in opinion on many matters, were of one opinion in their belief that education should be fostered and encouraged throughout this new nation.

Support Is Necessary

With the major premise in mind that the public school system is basic to our democratic way of life and to the promotion of the general welfare, and without denying that there are ways in which the public schools can be improved without expenditure of additional money; our nation must face the fact that new schools cannot be built to house the ever-increasing pupil enrollments and that teachers' salaries cannot be raised to a

(Continued on Page 2)

SAMUEL ALEXANDER



(Continued from Page 1)

decent level without adequate financial support.

A Critic Speaks

A most violent critic of certain parts of our school program, Admiral Hyman G. Rickover, stated on February 10, 1958, that he would favor taking money away from the Defense Department, if necessary, to raise teachers' salaries and improve the nation's schools. On the same day he said, "No country can be a first-class power unless it gives primary attention to education."

Look At Finances

Since our nation's founders were convinced that "devotion to public good and self-denial in private matters are necessary to the achievement of great social ends," and since we must conclude, along with Admiral Rickover, that "no country can be a first-class power unless it gives primary attention to education," it seems appropriate that we should take a look at the way our schools are financed.

Where It Comes From

The General Fund Budget for the Jefferson County Schools provides for estimated income of \$10,788,319.01 during the 1958-59

**TABLE I
ASSESSED VALUATION OF PROPERTY
SUBJECT TO LOCAL SCHOOL TAXES**

	1958-59	1957-58	1956-57	1955-56
General Property	\$442,010,145	\$411,028,675	\$361,872,925	\$304,048,705
Bank Shares	419,825	459,340	375,250	411,145
Franchise	39,800,000	36,250,000	31,760,000	28,750,000
Whiskey	56,063,993	55,612,437	55,432,278	54,500,796
Total	\$538,293,963	\$503,350,452	\$449,440,453	\$387,710,646

Seventy-one per cent of all General Fund revenue is derived from local taxes and 98 per cent of all local revenue is derived from property taxes. Therefore, it is significant that there has been a leveling off in property assessment increases from \$61,729,807 in 1956-57 to \$34,943,511 in 1958-59. Should this trend continue without a similar leveling off in pupil growth, it will become necessary to offer even fewer services to the children of Jefferson County.

School Year. This money is obtained from the following sources:

	Amount	Per Cent of Total
Local Sources	\$ 7,660,128.53	71.0
Real and Personal		
Property Tax..	\$6,262,014.84	
Bank Shares Tax..	1,629.28	
Franchise Tax...	579,150.00	
Whiskey With-		
drawals Tax ...	672,334.63	
Miscellaneous		
Receipts	145,000.00	
State Sources (Foundation		
Program, etc.)	2,977,121.00	27.6
Federal Sources (Public Law 874)	151,068.88	1.4
TOTAL RECEIPTS	\$10,788,319.01	100.0

This schedule of receipts shows that 71 per cent of the revenue for support of the schools in Jefferson County comes from Local Revenue. At the present time there are three methods by which the Local Revenue for Jefferson County Schools may be increased:

1. The General Fund tax levy of \$1.50 on the one hundred dollars assessed valuation of property may be raised by a majority vote of the people at an election held in accordance with the provisions of KRS 157.440.
2. A license fee (Occupational Tax) of an amount not to exceed one-half of one per cent may be levied by a majority vote of the people at an election held in accordance with the provisions of KRS 160.531.
3. The assessed valuation of property may be increased to fair cash value in accordance with the requirements of the Constitution of Kentucky. (Please see Table I on this page)

In 1953 property was assessed at 37.6 per cent of fair cash value.

At the present time (1958), property is assessed at 32.3 per cent of fair cash value. This is a 14.1 per cent decrease in assessment ratio since 1953.

If the 1958 assessment ratio on real and personal property had remained at the 1953 level, the schools of Jefferson County would have received \$1,027,513.23 more during the 1958-59 School Year. Had the 1958 assessment ratio on real and personal property been 50 per cent, the General Fund Revenue for the schools of Jefferson County would have been increased \$3,431,506.46.

If we do not choose to obtain additional funds through available local means, the State or Federal Government may be requested to provide additional support for the schools.

Many people feel that the time has come when it is no longer possible for local school districts, with widely varying amounts of wealth, to support an adequate program of education.

On the other hand, there are those who insist that with proper effort and sacrifice all local school districts should support an adequate program of education.

Sprucing Up

Shops administered by the Jefferson County Board of Education during the summer refinished 453 teachers' desks, 717 tables, 496 chairs, 6724 student desks, 24 stools and 70 miscellaneous furniture items. This was a total of 8474 items.



● *Are Jefferson County School employees under bond?*

All employees of the Jefferson County Board of Education are covered by honesty bonds of \$15,000 or more.

● *What are the 1958-59 tuition rates for children who live outside the Jefferson County school district?*

Monthly tuition rates, based on the 9 $\frac{1}{4}$ -month school term are:
Elementary \$30, Junior High \$40, and Senior High \$40.

● *How much does it cost to transport pupils to school?*

During 1958-59 the Board of Education will spend approximately \$663,000, or \$20.40 per pupil transported.

● *How much does the Board spend for books and instructional supplies to be used in the schools?*

The yearly cost per pupil is:
Elementary \$2.60, Junior High \$3.25, and Senior High \$3.25.

● *Do the individual schools have a voice in preparing the budget?*

Each school prepares a budget for instructional supplies and equipment. These budgets are reviewed by a budget committee and approved, if possible.

We Check Before We Buy



TESTING assures best materials at lowest prices. Curtis Boyles, Purchasing Agent, records test results provided by Stuart M. Vance, University of Louisville Institute of Research technician.

Testing Leads To Wiser Buying

The Jefferson County Board of Education considers product testing an important aspect of its purchasing program. Product testing determines chemical composition, physical properties and performance characteristics. The knowledge of these factors is important for writing specifications for such items as floor wax, fuel oil, paint, gasoline, and soap. Product testing serves as a basis for awarding contracts and insures continued compliance with contract specifications.

The Jefferson County Board does not have a testing laboratory, but obtains such services through a contract with the University of Louisville Institute of Industrial Research. This modern facility has

the latest testing equipment, research data and engineering service.

Floor wax is a difficult item to purchase. In order to obtain a good quality wax at a reasonable price, specifications have been prepared which meet the needs of the schools in Jefferson County. By testing and analyzing many different waxes, with prices ranging from 75 cents to \$7.50 a gallon, the Board has been able to purchase floor wax conforming to its specifications for \$1.50 a gallon.

This is one example of the way that product testing is used in the purchase of supplies and equipment for the schools of Jefferson County.

A Frequent Question

● *What steps are taken to prevent fire hazards in Jefferson County Schools?*

All requests and suggestions of the State Fire Marshal and insurance company inspectors are complied with immediately. The following is an excerpt from a letter dated December 24, 1958, from State Fire Marshal Ray Humkey to Mr. H. B. Slaughter, Director of Maintenance and Operation, Jefferson County Board of Education:

"These schools are in excellent condition and the officials should be commended for their fire safety practices."

*Your
Jefferson County Schools*

Vol. 2 February, 1959 No. 6

is published by

THE JEFFERSON COUNTY
BOARD OF EDUCATION

618 West Jefferson Street
LOUISVILLE 2, KENTUCKY

Richard Van Hoose, Superintendent

Published monthly, except June, July,
and August, and distributed to
each family.

Money Talk

Financial Terms We Use And What They Mean

The Receipts and Expenditures of the Jefferson County Board of Education are classified under two headings:

(1) General Fund Receipts and Expenditures; and (2) Special Voted Building Fund Receipts and Expenditures.

General Fund. The General Fund accounts for monies received and expended primarily for the day to day expenses of running the schools. These expenses include salaries, supplies, heat, water, lights and repair of buildings and equipment. In addition, some expenditures are made for items of a more permanent nature such as buildings, sites and equipment.

Special Voted Building Fund. The Special Voted Building Fund accounts for income and expenditures for new and enlarged building and sites, new equipment, major repairs and replacements and payments of principal and interest on school building indebtedness.

ACCOUNTING SYSTEM

The essentials of a school accounting system are (1) intelligent

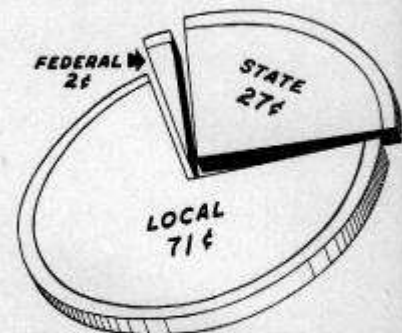
budgeting; (2) a sound system of general accounts; (3) a set of accurate cost accounts; (4) trustworthy auditing; and (5) adequate technical and popular reports.

The accounting system provides specifically: (1) a record of all money received as to character and funds; (2) a record of all expenditures as to character and funds; (3) a record of every financial transaction performed by the Board; (4) the necessary records for financial reporting; (5) the data on which to base cost studies; (6) continuing information for the preparation of subsequent budgets; and (7) a provision for adequate auditing.

Such accounting makes possible sound planning for both the financial and the educational programs of this District.

Budgets. The financial system of the Jefferson County Public Schools is based upon a detailed budget which is prepared annually. This budget must then be approved by the State Board of Education in

Our Dollar



Federal, State and Local Revenue: 1959.

accordance with laws of the State of Kentucky.

Fiscal Year. The fiscal year of the Jefferson County School District is from July 1 to June 30, inclusive.

Classification Of Receipts. All receipts and expenditures of the Jefferson County, Kentucky, School District are recorded, both as to source and as to fund, in accordance with regulations of the State Department of Education.

Vital Materials

The Purchasing Department of the County Board of Education employs many purchasing techniques, including competitive bids, contracts, follow-up forms, quality control testing and other recognized methods of efficient purchasing.

All of these functions have been improved and expanded since the Jefferson County Board of Education established centralized purchasing in 1953.

Approximately 2250 gallons of paint are used every year to maintain buildings and equipment owned by the County Board of Education. At an average cost of \$2.72 per gallon, this represents an annual expenditure of \$6,120 for paint.

COMPARISON OF GENERAL FUND REVENUE RECEIPTS

	1957-58 Budget	1958-59 Budget
State Foundation Program Apportionment.....	\$2,750,502.86	\$ 2,942,121.60
U. S. Public Law 874.....	152,589.69	151,068.88
Other State and Federal Aid.....	35,000.00	35,000.00
General Property Tax.....	5,692,689.05	6,262,014.64
Bank Shares Tax.....	1,782.59	1,629.26
Franchise Tax.....	538,312.50	579,150.00
Whiskey Withdrawal Tax.....	731,580.11	672,334.63
Tuition From Other Districts.....	10,000.00	10,000.00
Tuition From Individuals.....	10,000.00	10,000.00
Interest From Investments.....	5,000.00	10,000.00
Miscellaneous Sources.....	67,000.00	78,000.00
Total	\$9,994,456.80	\$10,751,319.01

COMPARISON OF SPECIAL VOTED BUILDING FUND REVENUE RECEIPTS

	1957-58 Budget	1958-59 Budget
General Property Tax.....	\$1,894,063.03	\$ 2,083,004.88
Franchise Tax.....	179,437.50	193,050.00
Whiskey Withdrawal Tax.....	168,263.43	154,636.96
Interest From Investments.....	1,000.00	2,000.00
Total	\$2,242,763.96	\$ 2,432,691.84

Our Records Get An Annual Audit

The records and accounts of the Jefferson County Board of Education are audited annually by accounting supervisors from the State Department of Education. This audit is made in accordance with rules and regulations of the State Board of Education and laws governing schools in Kentucky.

The scope of the audit includes an examination of (1) Official Minutes, (2) Tax Collector's Reports, (3) Bank Statements and Deposit Tickets, (4) Cancelled Checks, (5) Claims and Invoices, (6) Treasurer's Orders, (7) Salary Schedule, (8) Veterans On-The-Farm Training Program, (9) Revenue Bond Interest Redemption Accounts, (10) Special Voted School Building Fund, (11) School Construction Accounts, (12) Insurance Schedule, (13) School Internal Accounts, and (14) Tax Referendum Account.

During examination of the records, the supervisors advise the local school districts of new methods to be used for collecting information, safeguarding property, and presenting data.

Financial records of the Jefferson County Board of Education are also audited annually by certified public accountants.

Public accounting has as its primary function the verification of accounts and financial transactions. Upon completion of the audit, summarized reports and a certificate of audit are prepared.

Stamp of Approval

The auditor's certificate is of great importance, since it is the stamp of approval of the public accounting firm which examined the accounts. The certificate contains a statement relative to the period examined, the records utilized, and other information which should be disclosed.

The last paragraph of the certificate gives a general statement of approval of the results of operations for the period, in conformity with generally accepted accounting principles.

Paying The Bills



MORE THAN 5,000 checks will be written in payment of vendors' claims during the 1958-59 school year. Evaletta Hamner, accounting machine operator, and Mrs. Julia Hamilton, claim clerk, prepare to write checks.

Expenditures Per Pupil

Table II compares per pupil expenditures of Jefferson County with Regional expenditures throughout the United States. It can be seen that the per pupil expenditure in Jefferson County was lower than the average for any of these Regions.

Table III compares per pupil expenditures in Jefferson County with expenditures in certain selected cities which are comparable in many respects to the Jef-

ferson County school system. Only Atlanta, Georgia, had a lower expenditure than Jefferson County.

Circular 500—U. S. Office of Education is the latest publication showing comparative costs of education throughout the United States. However, there is considerable evidence available to show that in 1958 Jefferson County remains in approximately the same relative position with respect to per pupil expenditures as during the 1955-56 school year.

TABLE II
COMPARISON OF CURRENT EXPENDITURES

Per Pupil by Regions.
Circular 500—U. S. Office of Education (1955-56)
(School Systems in Cities and Counties of 100,000 Population or more)

	Year 1955-56	Jefferson County 1955-56
Northeast	\$360	\$225
North Central	305	225
South	247	225
West	323	225
Average For Regions	322	225
Highest	484	225
Lowest	156	225

TABLE III
COMPARISON OF CURRENT EXPENDITURES

Per Pupil in Selected School Districts
Circular 500—U. S. Office of Education (1955-56)

	Year 1955-56	Jefferson County
Louisville	\$253	\$225
Baltimore	293	225
Nashville	256	225
New Albany	229	225
Cincinnati	319	225
Columbus	265	225
Atlanta	193	225
Philadelphia	329	225
Chicago	378	225

YEAGER, FORD & WARREN
 CERTIFIED PUBLIC ACCOUNTANTS
 KENTUCKY HOME LIFE BUILDING
 LOUISVILLE 2

October 8, 1958

Our Audit

The records and Accounts of the Jefferson County Board of Education have been audited for The 1956-57 and 1957-58 Fiscal Years. The 1956-57 audit is on file in the office of The Board of Education. The condensed audit for 1957-58 is a part of this issue of Your Jefferson County Schools

Jefferson County Board of Education

We have examined the records of General Fund, Special Voted Building Fund, and Special Television Fund of Jefferson County Board of Education for the year ended June 30, 1958. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying statements of receipts and disbursements for General Fund, Special Voted Building Fund, and Special Television Fund present fairly the transactions of Jefferson County Board of Education for the year ended June 30, 1958, and the results of its operations for the year then ended in conformity with generally accepted accounting principles.

YEAGER, FORD & WARREN
 Certified Public Accountants

CASH RECEIPTS AND DISBURSEMENTS GENERAL FUND FOR THE YEAR ENDED JUNE 30, 1958

CASH BALANCE, JULY 1, 1957		\$ 1,789,522.58
RECEIPTS		
Per capita account, Foundation Program Fund.....	\$3,007,977.66	
Federally connected children.....	192,244.00	
Other State and Federal aid.....	43,203.88	
Reimbursement for veteran training.....	12,726.27	
Reimbursement for school lunch program.....	337,506.73	
Revenue from taxes.....	7,480,257.06	
Interest from investments.....	47,106.19	
Tuition paid by individuals and school districts.....	25,714.69	
All other sources.....	126,769.92	11,273,506.40
TOTAL CASH AVAILABLE.....		\$13,063,028.98
DISBURSEMENTS		
Administration.....	\$ 296,058.37	
Instruction.....	7,320,091.42	
Operation.....	794,628.69	
Maintenance.....	309,750.62	
Fixed charges.....	132,827.60	
Auxiliary services.....	689,004.27	
Capital outlay.....	1,324,016.55	
Debt service.....	1,324.66	
Transfers and refunds.....	348,552.76	11,216,254.94
CASH BALANCE, JUNE 30, 1958		\$ 1,846,774.04

Your Jefferson County Schools:

**CASH RECEIPTS AND DISBURSEMENTS
SPECIAL VOTED BUILDING FUND TAX ACCOUNT
FOR THE YEAR ENDED JUNE 30, 1958**

CASH BALANCE, JULY 1, 1957		\$1,014,880.50
RECEIPTS		
Revenue from taxes.....	\$2,443,934.51	
Interest from investments.....	23,409.62	
Reimbursement of advances to bond construction account	89,181.42	2,556,525.55
TOTAL CASH AVAILABLE		\$3,571,406.05
DISBURSEMENTS		
Capital additions	\$ 622,003.88	
Debt service	1,536,715.92	2,158,719.80
CASH BALANCE, JUNE 30, 1958		\$1,412,686.25

**CASH RECEIPTS AND DISBURSEMENTS
VETERANS INSTITUTIONAL ON-THE-FARM TRAINING PROGRAM ACCOUNT
FOR THE YEAR ENDED JUNE 30, 1958**

CASH BALANCE, JULY 1, 1957		\$ 388.87
RECEIPTS		
Reimbursement from State Treasurer.....		6,640.23
TOTAL CASH AVAILABLE		\$7,029.10
DISBURSEMENTS		
Salaries	\$5,600.00	
Other	1,037.25	6,637.25
CASH BALANCE, JUNE 30, 1958		\$ 391.85

**CASH RECEIPTS AND DISBURSEMENTS
SPECIAL TELEVISION ACCOUNT
FOR THE YEAR ENDED JUNE 30, 1958**

RECEIPTS		
Received from Jefferson County Board of Education.....		\$69,380.00
a. Fund for Advancement of Education.....	\$34,690.00	
b. Jefferson County Board of Education.....	\$34,690.00	
DISBURSEMENTS		
Salaries	\$41,801.97	
Equipment rental	10,000.00	
Telecasting cost	9,805.98	
Other	4,015.95	\$65,623.90
CASH BALANCE, JUNE 30, 1958		\$ 3,756.10

Another Big Job Is Our Building For The Future

In a report prepared by the administrative staff of the Board of Education in the Spring, 1958, it was stated that by September, 1958, Kerrick Elementary, Wilder Elementary, Gilmore Lane Elementary, Rockford Lane Elementary, Goldsmith Elementary, Wilkerson Elementary, Watson Lane Elementary, Durrett and Waggener High Schools would need relief.

Only Wilder, Gilmore Lane, Goldsmith, Durrett and Waggener were given relief for the 1958-59 school year.

Due to the lack of money, nothing could be done for Kerrick, Rockford Lane, Wilkerson, and Watson Lane. Three of these schools are on partial double sessions and the other — Kerrick — is operating in an overcrowded, inadequate facility with approximately ninety pupils spilling over and attending Waller Elementary School.

Relief Needed For These

The following schools should be given the type of relief indicated by September 1, 1959:

Kerrick and Rockford Lane, new school.

Wilkerson, new school.

Watson Lane and Medora, new school.

Schaffner, 4 classrooms.

Okolona, Gilmore Lane, and Hikes, new school.

Valley Elementary School, 4 classrooms.

Wilder and Worthington, new school.

Newburg, 6 classrooms.

Butler High School, fourth addition.

Waggener High School, third addition.

Durrett High School, third addition.

On the recommendation of Superintendent Richard Van Hoose, the Board of Education voted to instruct its architects and engineers to proceed immediately with plans for construction of the following



BUILDINGS are one of the County's most pressing problems. Studying plans for a new building are (from left) Jack Dawson, Director of Construction and Inspection; Fred Hartstern, Architect, and Horace B. Slaughter, Director of Maintenance and Operation.

schools and additions during 1958-59:

Hounz Lane Elementary, new school.

Upper Hunters Trace Elementary, new school.

Indian Trail Elementary, new school.

Butler High School, addition.

Durrett High School, addition.

Waggener High School, addition.

Newburg Elementary School, addition.

Eastern High School, showers for physical education.

Southern High School, showers for physical education.

Valley High School, showers for physical education.

There will be no relief for Wilkerson, Watson Lane, Medora, Schaffner, and Valley Elementary.

More Problems To Solve

The following schools will be added to the list of those needing relief by 1960:

Goldsmith Elementary, new school.

Cane Run Elementary, 4 rooms.

Filson, Fern Creek Elementary and Bates, new school.

Pleasure Ridge Park High School, first addition.

Seneca High School, second addition.

Shryock Elementary, 4 rooms.

Greenwood Elementary, 4 rooms.

Fairdale Elementary, new school.

By September, 1961, additional relief will be needed for these schools:

Fairdale High School, first addition.

Mill Creek and Kenwood, new school.

Waggener High School, fourth addition.

Durrett High School, fourth addition.

Butler High School, fifth addition.

Stonestreet Elementary, 4 rooms.

Rockford Lane Elementary, new school.

It is impossible at this time to determine the relief that can be given these schools because the Board of Education is on a "hand to mouth" basis in financing its capital outlay program. The needs continue to grow, but the ability to meet these needs is uncertain.

Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME 2

MARCH, 1959

NUMBER 7

Who Answers Your Questions?

A School Principal Must Be An Educational Leader For The School And The Community

By J. C. Cantrell

Principal, Valley High School

The American public has great faith and interest in its public schools. This is evidenced by newspapers, magazines, TV, radio and by current books on the public schools.

The principal must be the leader in his community in interpreting the school to the public. His role of interpreter and administrator are complex and many sided.

Being a leader makes the proper performance of his task a professional undertaking which challenges the ability of the best-trained individuals.

Courses Are Adapted

Following are some of the major roles in which a principal performs as a leader:

He constantly evaluates and supervises the instructional program. He helps his teachers and adapts the courses of study to the needs, interests, and abilities of the child.

He is responsible for the school property; the health and welfare of teachers and children and for organiza-

tion, administration, and supervision in the building.

Regular faculty meetings are held under his guidance to plan and coordinate the total school program.

Principals are responsible for the financial activities of the school. They submit books to the Assistant Superintendent for Business Affairs for annual audit.

In cooperation with the Assistant Superintendent for Instruction, he helps plan the assignment and work load of the teaching staff.

Varied Responsibilities

The principal is responsible for supervision of the school lunch program. He is responsible for the maintenance and operation of the school plant. Principals are responsible for the enforcement of the Kentucky Revised Statutes as they apply to individual schools.

He supervises the ordering of supplies, materials, and equipment.

Principals attend all meetings of the executive board of the school P.-T.A. Any action proposed by a P.-T.A. group shall be subject to the approval of the principal acting as administrative officer of the school.

Place For Questions

Do you have a school problem? As administrative officer of the school, the principal is the direct representative of the Board of Education with the public. He is the first person to whom you should take your problem.

If you have a question concerning your child's entering school, transferring to another school,

(Continued on Page 2)

Press Time Draws Nearer



FERN CREEK HIGH students get the yearbook ready for publication. Sponsoring it is a delegated responsibility. From left, Janet Meck, Don Hawkins (with camera), Milt Lane, Jayne Marcum, Joyce Seitz and Susan Gentleman. The sponsor, standing, is Mrs. Joe T. Sudduth.

Busy People

This issue of Your Jefferson County Schools deals with the many duties and responsibilities of the principals in your school system.

J. C. CANTRELL



(Continued from Page 1)

grades, etc., to whom should you go?

Principals are responsible for checking the ages of all children at enrollment; for the transfer of pupil records; for checking the home addresses of all pupils to insure registration in the correct school district; to see that parents are notified of the progress of their children; and for providing adequate supervision of pupils both prior to opening and following the closing of school.

Principals maintain an accurate inventory of State-owned free textbooks.

Transportation

Since the number of gifted children is small, geographic grouping of Advance Program centers is necessary.

Transportation will be the responsibility of the parent. The same requirement will be made of parents whose children attend Educable or Trainable classes. Youngsters in the Superior and Regular Programs will be transported as at present.

Student Transportation

The Principal:

Cooperates with the County Superintendent and bus drivers in arranging rules and schedules and keeps the schedule posted.

Reports major infractions of rules by bus drivers, frequent deviations from time schedules, and complaints of parents which have not been rectified to the satisfaction of the parent.

Plans the program so that children who arrive early or remain late will be under school supervision and have a planned program of activity.

Assumes responsibility for disciplinary cases reported by drivers.

Is responsible for supervision of loading and unloading and assigning these duties to teachers or others.

Arranges supervision of buses to assure safe, orderly loading.

Every Interest Is Met

A Full Program of Activities

The fact that so many activities are essential for the large school indicates the necessity of the principal to delegate responsibility.

THE SCHOOL PAPER: The school's paper, a valuable means of informing students and parents of policies, activities, and events, is an important responsibility of the principal that must be delegated to a faculty sponsor. The faculty sponsor confers with the principal on matters of policy and questionable material submitted.

CLUBS: Motives, aims, and objectives of clubs promoted through the school must be approved. The principal must select qualified teachers and delegate the responsibility of leading and directing activities of clubs.

ATHLETICS: The athletic program is an important and far-reaching responsibility because it deals with students, parents, friends, interested and inquisitive strangers, officials, heated competition, equipment, field, floors, lights, concessions, injuries, eligibilities, banquets, finances, etc. Responsibility must be delegated to coaches who condition and train athletes; to an athletic director who makes arrangements as to where, when, and with whom contests will be played. The athletic director must secure officials, order

equipment, sell tickets, keep track of finances, and check weekly on eligibility of participants.

SPECIAL PROGRAMS: Assemblies, pep rallies, music concerts, music festivals, dances, proms, banquets, civil and service club meetings, and P.T.A. meetings are essential parts of a modern school. The coordination, supervision, and participation in the programs are responsibilities of a high school principal.

If the over-all program of the high school is to function properly, the principal must have complete knowledge of all functions. In order to do this he must have competent people assist him. The principal must participate in many meetings and programs.

Your Jefferson County Schools

Vol. 2 March, 1959 No. 7

is published by

THE JEFFERSON COUNTY BOARD OF EDUCATION
618 West Jefferson Street
LOUISVILLE 2, KENTUCKY

Richard Van Hoose, Superintendent

Published monthly, except June, July, and August, and distributed to each family.

Unity Of Effort

Principal and Parent Work Together for Better Program

In order to do the best job possible regardless of the problem, one must first identify the problem itself.

Typical problems are subjects to be taught, amount of drill needed, methods of teaching and use of film.

An adequate understanding of the term "curriculum," is sometimes quite difficult.

The following definition is most acceptable:

The curriculum is the instrument or guide for providing experiences in thinking, doing, and self-direction.

Attacking The Problem

Too often curriculum improvement comes about as the result of a current problem. A good school staff will spend time not only on identification, but in anticipating problems that may arise. We most often attack these problems by use of the following methods:

- In-service program.

- Individual awareness of current materials and methods to improve instruction.
- Parent study groups help keep the curriculum practical.
- Participation in local professional organizations.
- Faculty meetings.
- Grade group discussion in which teachers and supervisors discuss new books, materials and methods of teaching.
- Use of Board of Education personnel and lay authorities as consultants.
- Sharing of experiences and problems within the faculty.
- Subscribing to current professional periodicals and materials.
- Meeting with experts in the various phases of our curriculum.
- A continuous evaluation of instructional methods and procedures. (This can be accomplished by use of local and county-wide testing programs.)

Record Is Kept Of Many Funds In Each School

Responsibility for internal accounting is delegated to the principal. Federal and State regulations require that lunchroom funds be kept separately from central fund accounts.

Each activity is reported separately within the central fund. Larger schools may have as many as 50 or more activity funds, such as athletics, book store, school paper, plays, and class projects.

Purchases are recorded and statements are paid monthly. Signatures of the treasurer and the principal are required on all checks. A daily ledger shows receipts and disbursements of all funds. Another ledger shows receipts and disbursements of each activity account.

Monthly reports are submitted by the principal and filed for audit at the end of the school year.

The general fund account is audited at the end of the year and a copy of the audit is filed with the Superintendent.

Looking Ahead



THINGS TO COME

In Later Editions

Research

The Classroom Teacher



A CONFERENCE on curriculum at Goldsmith Elementary School gives teachers and principal an opportunity to build a better program. From left, Mrs. Mary Snyder, Mrs. Marie Sullivan, Principal Glen Edelen, and Mrs. Shirley Pilkenton.

If you, as a parent, have a question on these topics, address it to Your Jefferson County Schools, 618 W. Jefferson St., Louisville, Ky.)

Schools Are Ready To Meet Emergencies

The school provides for emergency handling in case of a child's sudden illness or accidental injury. The school, however, is not responsible for subsequent treatment.

Facilities and personnel with proper training to act promptly and intelligently in emergencies for the saving of life are provided.

Prevention of further injury, and the alleviation of pain as far as this can be done in the absence of a physician is a part of the school's job.

In all such situations, the school's greatest responsibility is in summoning medical aid and notifying parents or other responsible persons.

As a parent, be sure you keep the school informed of changes in phone number and address.

Experience shows that parents may not always be at home to accept notification and responsibility. Or they may fail to realize the necessity of taking immediate responsibility.

The principal, by referring to his files, may quickly obtain vital in-

formation about the injured or ill child. Such files provide the following information:

1. Name and address of child's parents.
2. Where parent can be reached if not at home.
3. Name, address and telephone number of the physician preferred in case of emergency.

In case of serious emergency where contact with the parent is impossible and no alternate provision have been made, school authorities are justified in summoning medical service or an ambulance to take the child to a hospital.

Personnel in Jefferson County schools are taught that first aid is the immediate care given to a person suffering from an acute emergency and that it should include nothing more.

Adequate first aid supplies are available upon request from the central office and information regarding their use is provided for each school. The schools are equipped with beds, cots, blankets, splints, and other essential pieces of equipment necessary for adequate first aid care. No medication is provided.

Good Lunches Don't Just Happen

Application to participate in the Federal Aid Program and the Special Milk Program must be made by the local school authorities and approved by the State authorities. Personnel employed must pass physical health examination. Detailed monthly reports must be made showing full ac-

count of receipts and expenditures. Buying and keeping up equipment is a responsibility of the school.

First aid and welfare of personnel must be planned for. Compensation reports in case of injury are prepared. Safe operation of equipment must be assured.

Constant study and improvement of menus are necessary.

The lunchroom should not make a profit but it is sometimes very difficult to keep it out of debt and also providing high type lunches. The purchase of food requires much skill and knowledge in order to insure good lunches at a minimum cost.

The lunchroom should serve as a laboratory for the study and practice of good nutrition.

The school faculty must constantly supervise various aspects of the school lunchroom. Cleaning of the lunchroom, garbage disposal, safety, and providing palatable and nutritious food are phases of the program needing constant study and evaluation.

The meals must be served on time and meet the minimum standards required by the Board of Education as well as the Federal Government.

(Continued on Page 5)



JANET REINHART, 10-year-old pupil at Fern Creek Elementary, poses to show what happens when those little illnesses pop up. Principal Fred Caudill and Mrs. Oneda Anderson, a secretary, lend a helping hand.

Parents Help Make The Program Run Smoothly



A PARENT-TEACHER ASSOCIATION executive committee tackles a problem at Watson Lane Elementary. At right is Frank Beeler, Principal.

Working With The P.-T.A. Pays Off For The Schools

The Parent-Teacher Association of any school must look to its principal for leadership.

This organization is definitely a part of the school and its program.

The principal, according to the rules and regulations of the Jefferson County Board of Education, must attend meetings of the executive board of the school P.-T.A. Any action proposed by a P.-T.A. group shall be subject to the approval of the principal acting as the administrative officer of the school.

The Parent-Teacher Association has shown that it is a good organization and that its objectives are sound. It is up to the principal working with the executive board to see that these objectives are carried out and that the P.-T.A. is not turned into a money-making organization only.

Little Scholars Get Hungry



PRINCIPAL Edward Johnstone of Fairdale Elementary checks records with Mrs. Mae Groschell, manager of the lunchroom.

(Continued from Page 4)

Many Federal and State reports are necessary. These include the financial, tax and social security reports. The Special Milk Program

needs constant evaluation and supervision. The indigent are provided free lunches. However, considerable study and follow-up is necessary in this respect.

Future Is An Important Time



PHYLLIS CHANEY, junior at Durrett, gets help and advice on what lies ahead in college from Principal James C. Bruce, left, and Mrs. Ruth A. White, Counselor.

Plans Pave The Way

Counseling And Scheduling Help Students Attain Goals

The schedule must be efficient and workable. Its prime importance is to take care of the needs of each individual pupil it serves.

A good schedule affords a sufficient variety of groupings so that each student may make maximum progress in both general and special education. A good schedule distributes the teaching load equitably and allows the staff to feel that it is using its interests, experience, training, and skills to the fullest extent. It reflects the purpose of the school, the philosophy of the principal, the faculty, and the Board of Education.

Many Factors

Preparation of the daily program considers the number of children to be cared for, their capabilities, achievements and grade distribution, their educational and vocational goals, and the plans and ambitions their parents hold for them.

Other factors are the number of teachers available, the courses required by law, the regulations of college accrediting associations and

the limitations placed on the program by the size of the school plant. Library facilities, laboratory equipment, study halls, and pupil traffic affect the schedule.

The principal, in consultation with his staff on courses to be offered, has pupil enter programs based on strong counseling, assigns teachers, and assists counselors in setting up student groupings.

If these steps are carried out, adjustments will be few and minor.

Duty of Counselor

Counselors must have time, materials, cumulative records of pupils and planned conferences with pupils, parents and teachers to be effective. Counselors must be free of small administrative duties such as selling soft drinks, collecting money for drives, acting as clerk-stenographers, and the various other chores that have no connection with guidance and counseling.

Parents are invited to consult with counselors in respect to pupils' program of studies and social, physical and emotional life.



● *Why are products tested by U. of L. Testing Laboratories?*

1. The Jefferson County Board of Education does not have space, equipment, or personnel to do its own testing.

2. University of Louisville Testing Laboratories are well equipped and charges for testing are reasonable.

● *Does the Jefferson County Board of Education use U. S. Government specifications?*

1. Yes. Government specifications are used as guides in writing specifications. However, many of the specifications do not meet the specific needs of the schools.

2. Testing is done to determine if quality of production meets specifications before a contract is awarded and to assure compliance with contracts which have been awarded.

● *To conserve time, whom should a parent ask for when he calls the school with a problem?*

State your problem or question to the secretary who answers the phone; usually she can direct you to the proper person. In the elementary school, this is most often the principal. In the high school, it may be a counselor or an assistant principal. The secretary may be able to answer the question.

● *May a parent come to school and talk to his child's teacher about his school work?*

Yes. Call the school for an appointment. Usually such interviews must take place after the school day.

● *May a parent take a child out of school during the school day?*

Permission to do so may be granted at the discretion of local school officials.

Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME 2

APRIL, 1959

NUMBER 8

12-Month School? Here Is What Experience Shows

From time to time, questions arise concerning the use of our schools on a year-round basis.

Here is a synopsis of statements from school systems which offered views on the 12-month plan.

Aliquippa, Pennsylvania, operated under this plan from 1928-29 to 1938-39.

Advantages

- Buildings and equipment not idle part of the year.
- Fewer textbooks needed at any one time.

Disadvantages

- Difficulty in carrying on maintenance and repair.
- Frequent change of teachers due to vacations, leaves, etc.

Los Angeles Survey.

Advantages

- Eliminates half-day sessions and need for new plants.

(Continued on Page 4)

Constant Research Leads To Improvement In Schools

By Conrad Ott
Research Director

The Research Department of the Jefferson County schools was organized June 10, 1957, to provide departments of the Board of Education with needed statistical data and information. This assistance has been extended through the medium of major and minor research projects which have included personnel of all educational departments.

The purposes and functions of the Research Department are geared to the program of classroom instruction and its evolutionary improvement. Every study, be it beamed at field trips, daylight saving time, or the hearing-loss pupils, is designed to assist the vital learning processes. All research experiments, graphs, percentages and statistics clearly dramatize the relationship between learning, child growth and development.

All tabulations and summaries underscore the fact that learning is one of the two major processes through which individual development takes place; maturation being its counterpart. All aspects of human development are results of one or both of these two processes; every teacher guides her pupils with this recognition as a guidepost.

The Research Department maintains contact with other school systems, universities and educational associations to learn and relay significant findings to proper personnel in our school system for consideration and possible use.

Study Of Reading

For example, the 1956 study in Evanston, Illinois, showing extensive reading results of 1,000 elementary pupils in comprehension and word meaning is highly important to our supervisory and instructional staff. This project compared the reading achievement of youngsters in grades 3, 4, 5 and 8 in the 1930's and in the 1950's. Superior performance was indicated on the part of the latter. This indication is substantiated by similar studies in Columbus, Ohio, and Houston, Texas.

Studies of teacher supply and demand by the publications *Nation's Schools* and the *National Education Association* convey findings of understandable significance to our administrative and recruiting staffs. Their analyses of employment practices cannot avoid the financial aspect when Industry is shown to openly and successfully

(Continued on Page 2)

Schools Hear The First Cry, Too



MORE BABIES mean more plans for schools. Constant research enables the schools to meet needs of a growing Jefferson County.

CONRAD OTT



(Continued from Page 1)

compete with education by offering higher salaries.

Reports from other school systems reflect the strong opinion that a re-evaluation of employment practices to provide 12 months' work might decrease the appeal of industrial jobs. Also, an inadequate nine or 10 months' salary spread over a 12-month period has not made the teaching profession any more appealing.

In summary, research serves as the link between theory and practice; it eventually removes uncertainty from theory and doubt from reality. The Research Department of the Jefferson County schools attempts to help pupils and teachers with the learning process, although its projects might be assigned to seemingly remote and unrelated fields of endeavor.

Your
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Have You Seen Educational TV?

A New Source Of Enjoyment

The educational programs are broadcast on Station WFPK-TV, Channel 15, and can be received by anyone within range of the station. This signal differs from local commercial channels in two respects: It operates on a much higher frequency and it has much less power.

In order to receive this signal, it is necessary to convert the Ultra High Frequency (UHF) signal that is received to a lower frequency which the TV set can use.

Some sets are manufactured with a built-in converter. With a set of this type it is only necessary to make sure that there is sufficient Channel 15 signal reaching the set.

Use A Low Channel

If your set does not have a built-in converter, it will be necessary to use an external one. There are several brands available and they vary in price from approximately \$20 to \$40, the difference being in quality and sensitivity.

To use the converter, your TV set is tuned to one of the low channels (usually 5 or 6) and the converter is connected into the antenna lead-in which goes to the set. The UHF channel is then tuned in by adjusting the tuning knob on the converter.

Substitute Antenna

WFPK-TV is not as powerful a station as WAVE or WHAS and

this means that if you live more than about 10 miles from the station at the Louisville Free Public Library, or if you live in an apartment with a steel framework, you may need an outside antenna for

Our Programs

WFPK-TV presents educational programs at these times:

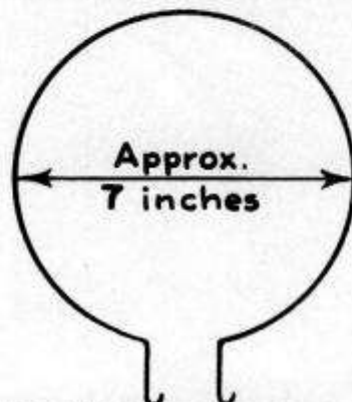
8:35 a.m. General Science, 9th Grade.

9:35 a.m. American History, 11th Grade.

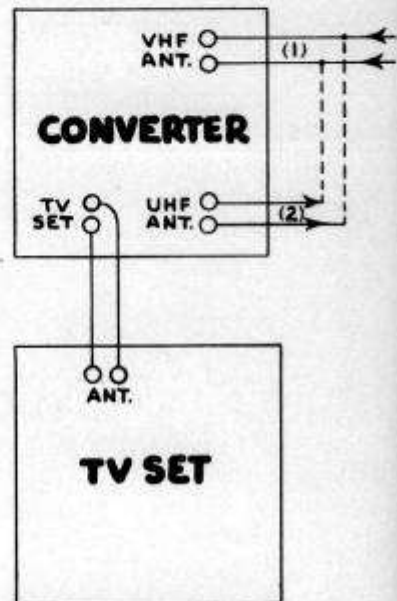
10:35 a.m. English, 10th Grade.

Several Indiana and Louisville City Schools participate in this program.

really good reception. However, in most cases, a reasonably good picture can be obtained with rabbit ears or a small bow tie antenna which costs about \$10. A good substitute for an indoor UHF antenna can be made from a piece of stiff wire formed into a circle about 7 inches in diameter.



THIS HOMEMADE UHF antenna is formed from No. 14 copper wire and will work well in strong signal areas.



(1) LEAD-IN from present antenna.
 (2) TO UHF ANTENNA, such as rabbit ears, bow tie, or in some cases can be connected to VHF lead-in as shown by dotted lines.

When A Student Quits School We Find Out Why

Why do pupils quit school when they have reached their 16th birthday?

The problem is age-old and so are the answers: Scholastic difficulties, economic necessity and lack of interest still reign as key factors.

However, it is our belief that the new Five Program Plan can meet the needs of these youngsters with its multiple offerings. Therefore, the Departments of Instruction, Pupil Personnel, and Research have begun a study of boys and girls who left school this year.

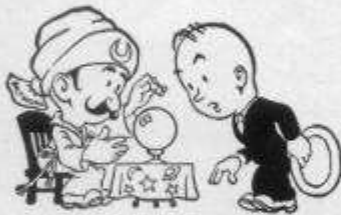
Interviews will be held with the pupil, his parents, teachers, counselor, and principal. Every effort will be made to learn how this person could have been kept interested in pursuing high school through graduation.

Contact will be made by the Assistant Directors of Pupil Personnel and tabulations will be summarized by the Research Department. The Department of Instruction will use these results in consideration of proper guidance and curricular activities.

"Why Did He Quit School?"



LEONARD ANDERSON, Assistant Director of Pupil Personnel, calls at a home to gather information from a parent on why her son has dropped out of school. The school is interested in meeting his needs.



THINGS TO COME

In Later Editions

The Classroom Teacher

(If you, as a parent, have a question on these topics, address it to Your Jefferson County Schools, 618 W. Jefferson St., Louisville, Ky.)

The Educational Research Service of the National Education Association provides *Annual Reports of Classroom Teacher Salary Schedules*. It is interesting to note Jefferson County's 1958-59 position when compared with other 100,000 to 499,999 population centers.

District	Bachelor's Degree		Master's Degree	
	Minimum	Maximum	Minimum	Maximum
Baltimore	4000	6530	4270	7070
Grand Rapids	4200	6550	4500	6850
Kansas City	3900	6100	4100	6500
Knoxville	3120	4954	3265	5435
Louisville	3360	5184	3552	5472
Jefferson County	3492	5239	3697	5444
New Albany*	3800	5075	4050	5950

*New Albany, Indiana, does not belong in the 100,000-499,999 population bracket; however, its proximity effected this inclusion.

More People Work In The Same Space



ROOM IS A BIG problem for the schools. Primarily, the problem is in classrooms and office space. But this view of the parking lot at the School Board offices dramatizes how crowded things can get.

Adequate office and working space are necessary for efficient clerical and administrative operations. Recently, a survey was made of such conditions in school systems of comparable enrollment. The results indicate that housing relief is needed at the Board Office. Action awaits the final decision on school merger.

School System	September Enrollment	Central Office Personnel	Office Personnel-Pupil Ratio	Central Office Space	Square Feet Per Employee	Adequate Space?
Jefferson County	44,000	88	1-500	8,503	97	No
St. Paul	42,100	150	1-281	23,040	154	No
Omaha	44,000	80	1-550	13,350	167	Barely
Toledo	48,000	140	1-343	26,000	186	No
Oakland*	54,000	279	1-194	64,410*	231	No*
Minneapolis**	65,000	279 (217)	1-238	170,188**	347	Not Entirely
Fort Worth	66,100	107	1-618	32,500	304	No
Columbus	67,100	134	1-501	36,000	269	Yes
Cincinnati	68,300	184	1-371	27,827	141	No

*Does not include warehouse, cafeteria offices, and bindery.

**Of the 490 personnel, 217 are tradesmen who work in all parts of the school system. They work out from shops located at the central office and warehouse.

Research Helps School Planners

The Research Department, in its role of helping the School Board look into the future and plan efficiently, compiles projected information. Here is what we see in the future.

Grades	1-6	7-9	10-12
1959-60	27,955	11,450	7,875
Total:	47,280		
1960-61	28,935	12,935	8,095
Total:	49,965		
1961-62	30,075	13,500	8,950
Total:	52,525		
1962-63	31,730	13,425	10,500
Total:	55,655		
1963-64	33,135	13,800	12,025
Total:	58,960		
1964-65	34,380	14,220	12,425
Total:	61,025		

Projected capital outlay costs are shown below. (New building, replacements, improvements, debt service, and total (black face figures) in that order.)

1959-60	\$9,311,420,*	\$624,000,
	\$156,100,	\$1,732,985,
	\$6,074,505.	
1960-61	\$3,385,775,	\$127,320,
	\$159,200,	\$1,732,299,
	\$5,404,594.	
1961-62	\$4,235,555,	None,
	\$162,400,	\$1,732,595,
	\$6,132,550.	
1962-63	\$4,577,770,	None,
	\$165,650,	\$1,735,190,
	\$6,478,610.	
1963-64	\$2,768,770,	None,
	\$168,950,	\$1,735,384,
	\$4,673,104.	

*The amount \$9,311,420 includes construction costs of \$5,750,000 for needed buildings which have been deferred until the present time.

Many Facts Are Known About The 12-Month School

(Continued from Page 1)

● Continuous program of education.

Disadvantages

● Families with several children in school would have problem of vacations at different times.

● Truancy problem involved with a one-fourth section always on vacation.

Omaha operated on a 12-month basis from 1920-21 to 1935-36.

Advantages

- Salary increase of 25% to teachers.
- Reduce juvenile delinquency.
- Avoid glut of seasonal workers.

Disadvantages

● Interference with extra-curricular activities such as athletics.

● Maintenance of specialized courses.

Milwaukee Survey.

Advantages

- Greater opportunity for nature study.
- More young teachers could be employed and trained.

Disadvantages

● Three-month terms too short to become acquainted with students.

We Observe Research From Other Schools

Results of research in other school systems are of keen interest to the Jefferson County Board of Education. At the present time, study and observation is being made of these projects:

1. **The Inheritance of Mental Ability**—Patterns of mental growth as affected by heredity and environment with emphasis on heredity.

2. **General Intelligence and Problem-Solving Ability** — The significant relationship of test scores to socio-economic factors among children in the first six grades.

3. **The Child's Perception of His Parents**—A trend toward viewing the same sex parent as the more threatening when children grow from 6 to 10 years of age.

4. **Studies of Adolescents**—High-school students with less social acceptance picture themselves in less positive ways than normals and prove more susceptible to delinquency.

5. **Boston University Experiment** —Enriching the grade school curriculum with activities based on existing hobbies and special interests does not effect academic gains or produce broader interests.

6. **The American Psychological Association** — Studies that indicate:

- (a) First-born children tend to be more curious than second-borns;
- (b) Boys with a much older sister tend to be somewhat withdrawn and dependent;
- (c) The wider the age difference between children, the greater the number of personal interests.

There are several other projects which the Jefferson County schools are following. Research results often stimulate, modify and improve our educational course of action.

Where Do The Graduates Go? Schools Are Still Interested

The Jefferson County Board of Education has surveyed its 1957 graduating class. Academic, vocational and military dispositions of 1006 youngsters were determined.

This information was gathered by the Research Department through a post-card questionnaire sent to each graduate. Further identification was provided by the student and professional staffs of the high schools.

Half Went To College

It is interesting to note that 889, or 88.37% of the 1957 class were located and their pursuits have been tabulated. It is also noteworthy that 50.73% of these former Jefferson County students have entered 71 colleges and universities.

A total of 410, or 46.12% are employed.

Twenty-eight were located in the armed services. This represents 3.15% of those located.

113 Went To U. of L.

Universities and colleges, and the number of those graduates attending them include:

University of Kentucky, 74; University of Louisville, 113; Western Kentucky, 38; Eastern Kentucky, 18; Murray State, 23; Centre, 11; Morehead, 5; Georgetown, 9.

Bellarmine, 6; Campbellsville, 7; Transylvania, 4; Ursuline, 1; Kentucky Wesleyan, 5; Vanderbilt, 4; Indiana University, 4.

West Point, 1; Air Force Academy, 1; Coast Guard Academy, 1; University of Michigan, 1.

The totals also included 26 in business colleges and 28 enrolled in nursing training.

What Comes Later Is Important, Too



KEEPING UP with County high school graduates also is an important research function. Here are some of them. From left, Judy Dennis, secretary; Mrs. Fred Wisner, housewife; and Joe Dolson, student. Standing, Kenny Stanfield, U. S. Navy. The children are, from left, Julie, Jamie and Mark Wisner.



● *When will the Five Program Plan begin and what grades will it include?*

The Five Program Plan will begin in September, 1959, in grades 1-7 for the 1959-60 school year. It will include all 12 grades gradually.

● *How will teachers be selected for the Advance Program?*

Teachers will be nominated and screened by the principals, supervisors, and the administrative staff.

● *Is a year of health and physical education required in high school?*

This is a requirement of the State Department of Education. A pupil may be excused from physical education only by a statement from a physician certifying that the pupil is physically unable to take the course.

● *When will foreign language instruction begin in the Advance Program?*

Foreign language will be presented in the first grade and will continue throughout the elementary and secondary levels.

● *Why is Jefferson County initiating the Five Program Plan at this particular time?*

For the past ten years the Jefferson County Schools have been evolving courses of study and patterns of instruction geared to the different levels of pupil ability. The Five Program Plan is the result, to this time, of this decade of planning.

● *Can a pupil in the Advance Program complete a 12-year term of study in less time?*

Yes, through diligent study and work patterns, it is possible for an Advance pupil to complete the 12-year course of study in 10 years.

More Answers On The Five Program Plan

● *How will the schools for the Advance or Gifted Program be selected?*

The centers for the Advance Program will be placed in those schools nearest the majority of eligible students and where classroom and facilities are available.

● *Is it possible that a gifted pupil may not be recognized until his third or fourth year in school?*

Yes, it is possible that a child's ability may not reveal its scope until a satisfactory adjustment is made to school and home life.

● *Whom should a parent contact about a problem or question on transportation?*

The principal or his authorized agent. If a satisfactory solution is not obtained, contact the Director of Transportation at the central office.

● *Does the teacher have authority to administer physical punishment?*

From the Rules and Regulations of the Jefferson County Board of Education: "Corporal punishment must never be administered except in the office of the principal either by the principal or by the teacher in the presence of the principal."

● *Are all aspects of the Five Program Plan new to Jefferson County?*

No, only the Advance and the Trainable Programs and the "levels" aspects are new to our present instructional program. Grouping practices have been used to meet the needs and abilities of pupils in Jefferson County for many years.

● *Whom should a parent talk to about his child's grades?*
The child's teacher.

Teachers Conduct Research



A READING GROUP studies with Mrs. Lucy Steilberg, teacher at St. Matthews Elementary. Instruction is based upon the accumulation of many facts about each child.

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A Creed

GLADLY do I teach—for I believe in the personal worth and potential ability of every child.

REVERENTLY do I teach—for the guidance of the young toward high ideals and great achievement is a sacred trust.

CONFIDENTLY do I teach—for professional and cultural studies enable me to meet the complex tasks of teaching.

PROUDLY do I teach—for the story of our nation and the history of mankind reflect the wholesome influence of many teachers.

HOPEFULLY do I teach—for the teaching profession is gaining in public esteem and education is advancing toward new and challenging opportunities.

The Classroom Teacher's Job Is One Of Constant Challenge

*By Charles E. Craft, President
Jefferson County Classroom Teachers' Association*

It is my privilege to be a classroom teacher. As such, I am jealous of the place of my profession in the functioning of education toward the ideal of democracy. I am not lost among the 1,255,000 teachers who instruct America's 33,000,000 school children because I have a specific job to do.

As a classroom teacher, I profess a creed that serves as a personal goal: that I may be instrumental in furthering basic proficiency in the three R's—and I do not concede that such a goal is outdated.

Teachers go forward or backward; they are never static. We are proud that Jefferson County teachers must adhere to the progressive ideals of our own school system in that we must keep informed of all that is taking place in our modern world. Through classes and workshops, we regularly revitalize our teaching programs. The knowledge and enthusiasm gained in these classes is carried over to the students.

Teachers must be skilled practitioners. We must know our subject as well as our students, and we must know ourselves. One of the primary requisites must be that we enjoy teaching.

We reaffirm the basic principles of education in a democracy agreed to by all educators. These principles are embraced in objectives of self-realization, human relationship, economic efficiency, and civic responsibility. They focus attention on health, command of the fundamental processes (the three

(Continued on Page 2)

Combining Interests in Learning



LYNDON ELEMENTARY pupils make puppets to act in stories written by the children. Teacher of the language arts group is Mrs. Joanne Hayes.

This Issue

This issue of Your Jefferson County Schools provides background information to enable parents to understand educational challenges as they affect Jefferson County Schools. The articles were prepared by members of the Jefferson County Classroom Teachers' Association.

Facing A Constant Challenge



CHARLES E. CRAFT

(Continued from Page 1)

R's), worthy home membership, skills in vocation and citizenship, worthy use of leisure time, and the development of ethical character.

• • •

Different patterns are used in the organization of school systems. The elementary school (kindergarten-grade 6); the junior high school (grades 7-9) and the senior high school (grades 10-12). In some school systems grades 7-12 are combined to make a six-year plan. Other systems have an eight-year elementary school and a four-year high school. In a growing number of communities, the one or two year post-graduate work and the adult education program have been added.

ELEMENTARY SCHOOL

The elementary school presents a balanced program of organized experiences for all children between the ages of 6 and 12, 13 or 14, depending on the organization.

Common learnings in grades 1 through 6 include the elementary skills, knowledges, and understandings in the following subjects:

Language arts: Reading, litera-

ture, listening, oral and written language, handwriting, spelling.

Mathematics: Arithmetic and elementary mathematics.

Social studies: Geography, history, and related fields.

The arts: Art, music, drama, and dance.

Physical education: Health and recreation.

JUNIOR HIGH SCHOOL

The junior high school advances the learnings in the subjects begun in the elementary school and continues foreign languages, industrial arts, basic business, home economics, and handcrafts.

The student in the junior high school has several teachers instead of one, as in the elementary school. He learns to work in groups and assumes more responsibility. This is a time of exploration of interests and rapid physical change.

SENIOR HIGH SCHOOL

Emphasis is placed on the continuing development of healthy personalities and behavior patterns in such areas as citizenship, character, and respect for learning.

The program of general education is continued through courses in

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BOARD OF EDUCATION

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LOUISVILLE 2, KENTUCKY

Richard Van Hoose, Superintendent

Published monthly, except June, July, and August, and distributed to each family.

English, social studies, mathematics, science, and physical education, with foreign languages added.

Opportunities to specialize in mathematics, science, foreign language, and other subjects are offered to students with ability and proper aptitudes.

Business, trade, and industrial subjects are available for those who plan to terminate their schooling after the high school years, as electives for those in academic courses or for those who will continue in specialized education beyond the high school. The electives are in art, driver education, home arts, music, and various specialized fields.

Seeing Is Remembering



JUNIORS AT Southern High use TV, maps and a globe in their study of United States possessions. Miss Gladys Shaver is the teacher.

The Business World Demands Better English

The business world is crying for graduates who can spell, punctuate, construct correct sentences, and express their thoughts clearly and concisely. A knowledge of grammar and composition is necessary regardless of the profession graduates may choose.

Teen-age boys and girls like to write! They are at the romantic, imaginative stage when ideas come faster than they can be recorded. The content of high school themes is often surprisingly original and clever; the mechanics of English in the general run of themes is sometimes shocking and deplorable. The English teacher must work diligently to eliminate such errors as spelling, comma splices, run-ons, incorrect punctuation, fragments of sentences, and undesirable selections of words. Then she can work on unity, coherence, variety of sentence structure, development of rhythm in writing, elimination of dead or flowery language.

Teaching applied grammar is the ultimate test of a good English teacher, and no teacher can teach it well unless she can completely "sell" the subject to her classes. Memorizing rules and definitions is one thing; applying such knowledge in written and spoken English is another.

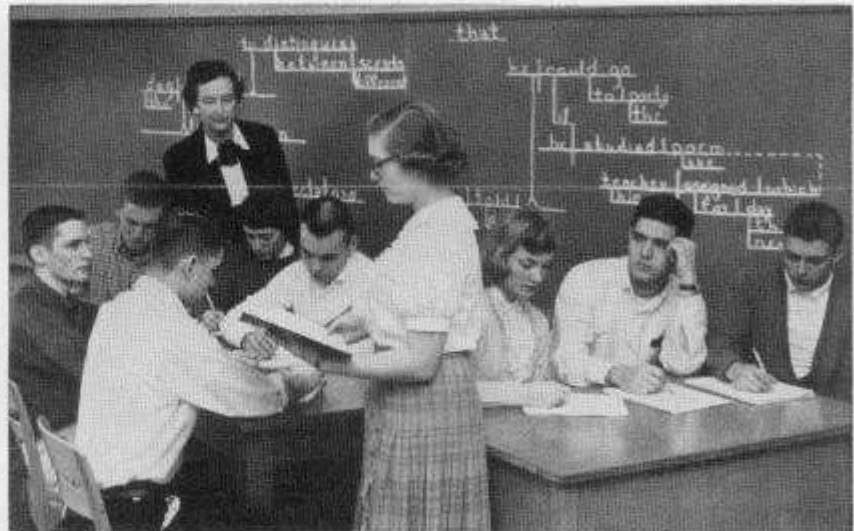
Some high school students are frightened out of pleasure with composition by being required to spend weeks learning the meaning of unity, coherence, tense sequence, parallel structure, dangling participles, and other grammatical terms and structures. All of this is merely a test of their skill in memorizing. It has no practical meaning to them.

Term papers and written book reports are good training for reading and assimilating information, but they should not supplant

themes, essays, character sketches, argumentation, short stories, satires, local color stories, and dramas.

Few things are more satisfying to a successful adult than an acceptable knowledge of correct English; nothing is more embarrassing than a lack of such knowledge.

Jefferson County administrators urge English teachers to try assiduously to teach applied grammar and composition so that future citizens will know how to speak and write correctly and forcefully.



SENIORS FROM three classes at Eastern High learn to express their thoughts clearly and concisely by writing and making critical appraisals of the compositions of others. The teacher is Mrs. Ernestine C. Nolan.

. . . And Our Technology Demands Growth In Mathematics

Mathematics is the language of the science workers. Without mathematics, there is no technology, no modern physical science. The sciences, one and all, depend upon it, and they are becoming more mathematical. Technology is nothing more than mathematics at the practical level.

Mathematics is not easy . . . but the demands of today's technology are increasing.

An understanding of the nature of modern mathematics is important for the development of science and mathematics and, therefore, for the future of America.

Science and industry emphasize

the need to identify pupils with mathematical ability early in their school life, to further their natural aptitude and to encourage their interest.

One method might be through special classes.

In one of our schools for instance, two eighth-grade classes are studying first-year algebra in an effort to permit the rapid learner to progress as rapidly as his mathematical ability may warrant. These children were selected on the basis of intelligence, achievement in arithmetic, a prognosis test for determining success in algebra, and personal desire.

The grouping of pupils, insured by the new five program plan to go into effect next year, will do much to accelerate progress in mathematics.

High intelligence is a paramount requisite, but a pupil with a high I.Q. is not always industrious or interested. He should not be placed automatically in a superior group. A very industrious pupil with a lower I.Q. often succeeds in doing exceptionally good work.

Pupils need guidance and early advices. Parents, teachers and administrators have a common responsibility in this regard.

TV Brings The World Into The Classroom

Have you ever seen water jump because of sound waves? Have you ever had a front-row seat while seeing and listening to Jesse Stuart? Have you seen and heard a man who was born in the same cabin in which Lincoln was born?

Hundreds of students could answer yes to these questions, because of educational television.

General science, 10th-grade English, and American history are riding the air waves daily Monday through Friday.

Educational television offers many advantages to your children. First, studio teachers are well trained. They devote their time to planning, research, and preparation for the 25-minute telecast. At

the receiving end, a capable teacher is in charge. The television teacher and the receiving teacher make a team bringing the best instruction to your boys and girls.

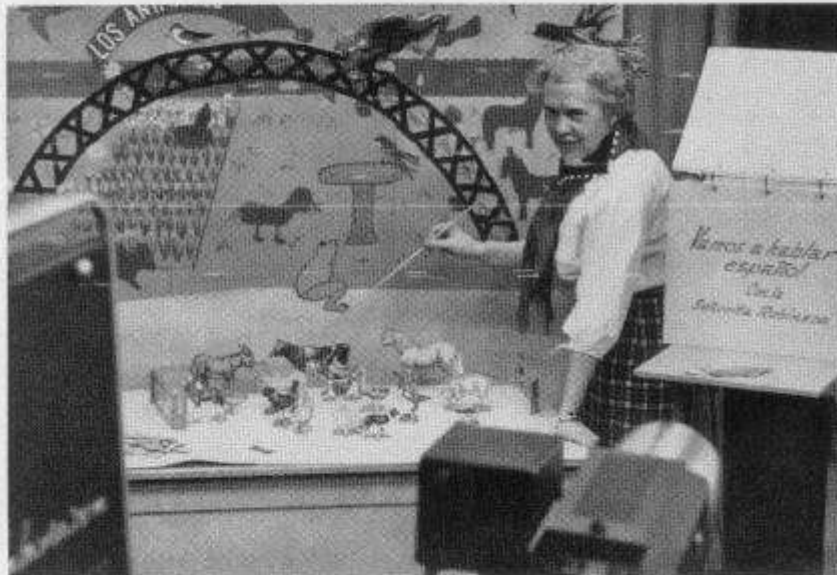
Following the telecast, the receiving teacher conducts a carefully planned follow-up of the lesson. Since she knows in advance what the subject of the lesson is and how the studio teacher is going to present it, the receiving teacher plans a lesson to supplement, explain, or otherwise develop the lesson. Receiving teachers make use of individual and group work among students.

Specialists from various fields and professions are brought to the screen. Public officials in local and state government, leaders of industry, other member schools in the television experient, representatives of the Weather Bureau and the newspapers, and people with interesting hobbies—all these and more have come to the classroom via educational TV.

There is an uninterrupted presentation: nothing short of a dire emergency interrupts either the studio or the receiving teacher! Hence there is no lost time for the student. A wide variety of visual material is used to illustrate every lesson. The know-how of commercial TV engineers and directors help make the production professional.

Students enjoy a sense of the dramatic and the element of surprise that are possible in TV.

Spot checks indicate that pupils are using library facilities much more than they did previously.



OTHER LANDS become more familiar when pupils watch this TV studio presentation of conversational Spanish for third and fourth grades. The teacher, Miss Sue Robinson, has a fascinated "fan club" of 2,500 pupils.

How Electronics Help Your Child

Five of Jefferson County's Elementary schools are making use of teacher teamwork to take care of the many demands made on the elementary teacher. A very valuable member of this team is the electronic miracle: television.

As a part of a national project, five of our elementary schools were reorganized, so that classroom teachers do have time for the "tools" in smaller groups; special teachers take charge of music, art, and physical education in other rooms; and, through television, the hours of planning and research of one teacher can benefit an unlimited number of children.

The audio visual aids, community resources, and interesting people used in television presentation are not available to every teacher.

The most effective use of teacher teamwork can be seen in the television receiving room, where the teacher in charge works as one unit with the television teacher, clarifying, evaluating, testing, and reinforcing what is seen on the screen.

Ten minutes of conversational Spanish is presented by television every day.

For those who need extra help in reading, a special telecast in "reading helps" is given every day.

And what does the child gain from all this? . . . A richer background, broader experiences, with each teacher fully prepared to do an effective job with him every day, contributing and helping the pupil to develop to the fullest extent of his ability.

He Who Laughs — Lasts

He should teach who is physically and mentally alert, has deep respect for his work, and possesses the tolerance he tries to instill in others. He adapts himself willingly to change, is goaded with the desire to serve better than before, and remembers always that, "He who laughs—lasts!"

Language Study Helps The Pupil Break Barriers

Modern languages have come to play a role that could not have been imagined a few years ago. As a result, teachers need to encourage interest and stimulate understanding in languages.

The knowledge must not end, or begin, with the language. An equally important part of teaching must be the instilling in the student of a respect for others as they are and a respect for their beliefs, backgrounds and customs.

Student Is Limited

With regard to a language itself, it is necessary to break down in the students the one-language prejudice. In the Western World, this is most difficult to teach, because the student is limited to one set of language customs.

Teaching methods must be correlated with these three objectives: making the student realize the need for the ability to communicate with others; development in the students of an appreciation for others in their natural surroundings and with their customs; and a breaking down of barriers that prevent a natural use of the language in thinking.

Pioneer

The Jefferson County school system is a pioneer in bringing children the best in a combination of good classroom teaching and television studio teaching.

All students, both TV and non-TV, are tested at the beginning of the school year and again at the end of the year. The progress of the groups will be compared as a basis for evaluating the results of educational television.

The Core Program

An Opportunity To Develop

A program of general education, to be effective, should be based on the common needs, problems, and interests of youth. The basic ideal of democratic living should be the optimal development of the individual. Students should be given the opportunity to develop their potentialities to the fullest extent, to be given the freedom of some self-direction, to co-operate in planning and working for the good of all, and to recognize interdependence.

Learns To Think

Jefferson County instituted the core program in 1949. It is believed that the organization of the curriculum in the seventh and eighth grades should proceed along the lines of the core program. It is designed to help the student grow in the understanding of his obligations as a member of the family, the community, the nation, and the world. He learns to think through problems. He grows in principles involved in getting along with himself and others. He learns to achieve a quality of living in which each grows in self-respect and respect for others.

The major part of the general

education of the seventh and eighth grades in Jefferson County (social studies, language arts, and science) is organized into a three-hour block of time. The advantages of this longer period, under one teacher, provides for individual conferences with pupils, opportunity for wider participation in group activities, and a chance for supervised study and work. Pupils see relationships among the subject areas of the core. The added block of time also allows for individual help for those who need additional guidance.

The teacher comes to know each pupil as a person and thus can guide him better.

Pupils Make Choices

Broad, pre-planned problem areas are selected, from which learning units are developed through teacher-pupil planning. Pupils learn to make choices and to put their plans into action.

Group-evaluation and self-evaluation are used in core classes. The very concept of evaluation as a co-operative, continuous, and creative process in education has become a vital part of the educational process.

Prying Secrets From The Elements



MYSTERIES OF weather are solved when this eighth-grade class at Durrrott studies such puzzlers as barometric pressure in a core science project. Pupil holding the barometer is Gary Roper. The teacher is Mrs. Ruth A. Peyton.

The Goal of Guidance:

A Useful And Creative Life

With proper guidance from home and school, the child achieves independence, self-confidence, security and respect. These are the essence of maturity and good citizenship. These are the most basic goals of education. We want for our children a useful, creative life.

Schools are workshops for social, democratic living as well as workshops for learning. Elementary schools in Jefferson County try to meet these basic goals by providing meaningful, real life experiences in daily living.

In the primary grades, schools strive to:

- Provide educational opportunities through daily experiences in working and playing with others.
- Awaken in each child as many new interests as possible by using a wide variety of materials.
- Enrich life and make it more meaningful by participating in planned experiments and observations.
- Provide for the development of individual differences through pupil-teacher planned periods when the child may express himself creatively, gain valuable experience in independent working, and develop self-control and group cooperation.
- Use real life situations to further in each child the skills and attitudes which help him become an accepted member of society.
- Provide a learning situation of varied and challenging activities to meet individual needs and interests.
- Give opportunities which teach skillful work habits, wise use of leisure time, and the responsibility of completing a task.
- Provide situations in which the child needs to think clearly and to communicate his thoughts.

In the intermediate grades, these goals are continued and broadened to stimulate and guide each child's personal growth.

The aim of our schools in providing these experiences and opportunities is threefold: to help children appreciate the past, adjust to the present, and plan for the future.

The elementary school classroom is an ideal small community, where children learn to live, work, and play together. It is a place where children grow socially and learn good citizenship; the atmosphere should be friendly, sympathetic, and informal. The school lunch program, physical education and play periods, singing, reading, games, extracurricular activities and team sport can be used to provide children with varied and worthwhile experiences in democratic living and growth toward good citizenship.

Social Sciences: Key to the Future

The public sometimes forgets that the social sciences and languages are a most integral part of the American educational system.

It is through the social sciences that we pass on to our young people the democratic form of government and the understanding of the past, so that they may be able to build a more intelligent future.

The world is growing smaller with each passing year! As we constitute only 5 per cent of the total world's population, it is imperative that we impress our students with the efficacy of learning and of understanding the basic languages of the other 95 per cent.

Teachers must be cognizant of the value of social sciences and language at the secondary level.



● Why are children being asked to bring a stamped envelope before school is dismissed for the summer?

Report cards will be mailed home one or two days after the children are through school. If children are handed their report cards on the last day of school, it means that much of the teacher's time has had to be used in grading tests and preparing report cards instead of teaching. With this method, the last day, June 2, is lost as far as instruction for your child is concerned. With the new method, a full day of instruction and testing can be had on the very last day of school.



CLASSROOM TEACHERS pool talents and ideas for special projects in Jefferson County schools. This group prepared this issue of Your Jefferson County schools. From left, clockwise: Ruth Peyton, Laura Taylor, Evelyn McDermott, Ernestine Nolan, Charles Craft, Mary Elizabeth Theobald, Marguerite Wilson, Joanne Hayes, Wilma Howard and John Dickey.

Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME 3

SEPTEMBER, 1959

NUMBER 1

The Drop-Out



Unfortunately, this does happen.

Organized To Serve A County

From time to time questions arise as to the organization of the departments and services of the Jefferson County School System. On Page 6 of this issue of Your Jefferson County Schools is an organizational chart showing in detail how the administration of your schools is set up.

Through this chart you can easily trace our lines of administration and responsibility to the public and to the children we serve.

Everybody's Problem

MISSING: 464 BOYS AND GIRLS WHO DROPPED OUT

By Richard Van Hoose

For purposes of explanation, a drop-out in the Jefferson County Schools may be defined as a youngster who voluntarily leaves school after reaching his or her 16th birthday. The term "drop-out" varies from school system to school system. However, we refer to these early school leavers as drop-outs.

Every school system has its drop-outs; they always have and they always will. In an effort to reduce this loss, studies have been made to determine the reasons for this pupil withdrawal.

Recently the Jefferson County Board of Education, through its departments of pupil person-

nel and research, undertook an exhaustive study of its recent drop-outs. A total of 464 boys and girls (2.75% of the grade 7-12 enrollment of 16,869) left our schools as drop-outs during the 1958-59 school year. Most of these young people have the ability to complete the academic courses of study; indeed, many of them have the capacity for higher education. Why, then, did these youngsters choose to leave school?

Throughout this issue of Your Jefferson County School News, the high lights of our drop-out study will be presented.

(Continued on Page 2)

Talking It Over



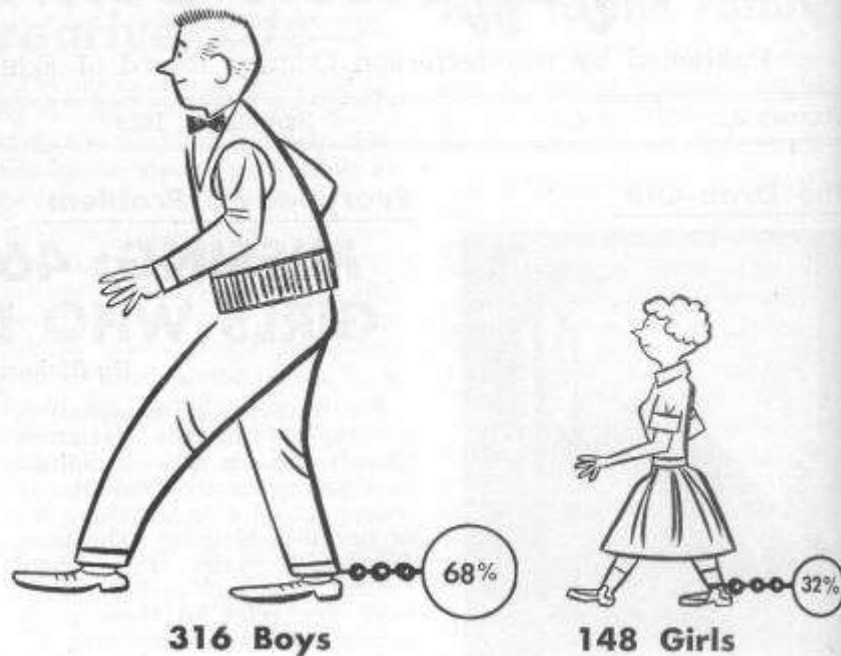
MRS. THELMA WILSON, sixth grade teacher at Middletown Elementary, chats with pupil Martha Robertson. Many pupil problems are solved through such informal conferences.

Richard Van Hoose



Superintendent, Jefferson County Schools

1958-59 School Drop-Outs



Missing: 464 Boys and Girls Who Dropped Out

(Continued from Page 1)

One thought should be kept in mind when examining these paragraphs and figures:

A drop-out could be your own child or your neighbor's since these children arise from all economic levels and home situations. Interest in the plight of a drop-out may help to resolve a similar problem with a child of your kin or interest.

New Learning Levels

The drop-outs were questioned concerning their reasons for quitting school after the compulsory school age of 16. There are many explanations.

The predominant responses, with accompanying percentages, are listed below:

- | Reason | Percent |
|--|---------|
| 1. Not interested in school | 28% |
| 2. Failing a subject and fear of repeating a grade in school | 20% |
| 3. Preferred work to school | 11% |

Approximately 40% of the drop-outs left for reasons of marriage, home conditions, lure of military service, and miscellaneous causes.

If an attempt is made to remedy these causes of pupil withdrawal, it is realized that the potential drop-out must be made

to realize the importance of his or her high school education. There is little doubt that most of these people, if equipped with a high school education, would progress more rapidly in their chosen vocations.

With this thought in mind, the Jefferson County Board of Education hopes to meet this challenge anew with the offering of its Five Program Plan.

Through this program, instruction will be better adapted to the abilities and interests of the individual. With the application of the new learning levels in the elementary grades and the related groupings in the high schools, failure, retention and demoralization will not constitute the end product for the slow achiever.

Your

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Richard Van Hoose,
Superintendent

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Drop-Out Figures For The Past Four Years

School Year	Number Of Drop-Outs	Enrollment Grades 7-12	% Drop-Out
1955-56	389	11,933	3.26
1956-57	456	13,541	3.37
1957-58	444	14,454	3.07
1958-59	464	16,869	2.75

All Of Us Must Share The Blame

Careful study of this year's 464 drop-outs discloses that most of these young people have the general ability to graduate from high school. Further investigation of their academic background shows that most are failing two or more school subjects. Examination of personnel records indicate that approximately 50% of these pupils were working below the necessary grade level to pass the year's requirements.

Who Is To Blame?

Why does this exist? Why are youngsters with sufficient intelligence not performing in accordance with their ability? This is a question that haunts educators, parents, and others associated with child growth and development.

In many instances, the child has not acquired an adequate background of learning experiences in school; nor has he developed the proper study or learning habits. Who can be blamed for this deficiency? All persons, who work with chil-

An Ounce of Prevention



A STUDENT'S attendance record is checked. Absences may be a "tip-off" to a potential drop-out. From left, Miss Leona Stewart, Director of Pupil Personnel; Mrs. Marguerite Lockard, Guidance Counselor at Eastern High School; and John Trapp, Eastern Principal.

dren, must assume a portion of the blame for these shortcomings.

Somewhere along the home-school line, a spark of interest has failed to ignite the child's potential.

An Obligation

This nation is fortunate to have a twelve-year school program available for most of its children; indeed, most children accept this opportunity. In Jefferson County, as elsewhere, a distinct minority does not take advantage of their birthright.

In view of this minority and with the recognition that interest and application are vital constituents for scholastic success, every pupil, parent, teacher and lay citizen must realize and exercise his particular obligation in this cause.

The child should be encouraged to take an interest in school work; further, the home and school should cooperate to place the pupil in the optimum learning situation until his or her graduation.

What Most Of The Drop-Outs Are Doing (Spring, 1959)



Unemployed
172 or 37%

Labor — Odd Jobs
65 or 14%

Military
35 or 8%

Helping at Home
31 or 7%

Married
27 or 6%

Big Job



John Lowe

Appointment of Pupil Personnel Aide Announced

John Lowe, former principal of Waggener High School, has been appointed assistant director of pupil personnel in charge of drop-outs and pupil suspensions. Mr. Lowe will investigate each pupil who withdraws for reasons other than moving from the district. Home visits and interviews with parents will be made in the course of this individual investigation of the drop-out.

Also, conferences will be held with teachers, guidance counselors, and principals to detect potential drop-outs. Once identified, these pupils may be encouraged to remain in school and graduate.

This preventive action will constitute an important phase of Mr. Lowe's responsibilities.

With respect to pupil suspensions, a prescribed course will be followed with pupil and parent.

Homework For Parents

Our Teachers Believe That Closer Relationships Could Save Pupils

For each of the 464 drop-outs, the classroom teacher, best acquainted with the pupil, was asked for an opinion concerning the pupil withdrawal. The teachers underscored multiple and varied reasons for the drop-out leaving school before graduation.

The predominant factor, indicated by the teachers, was listed as "little or no interest in school." It was thought that many of these youngsters could profit from a vocational or trade program if one were available. However, revenue and classroom-housing priorities have restricted efforts to build such a trade or vocational center in Jefferson County.

There appeared to be a definite agreement among the teachers that a closer relationship

with the pupil's parents or guardians would have been helpful. In many instances, there was little or no contact between the school and the home with a consequent loss to the drop-out pupil. The need for this association was termed crucial; in a number of instances, the pupil could have been saved.

The teachers' responses stress the need for mutual concern with the pupil's academic progress; without coordinated interest and supervision, the pupil may lose an irreplaceable educational opportunity.

Big Question Is Answered

"Why did your child quit school?"

This question was asked every parent whose son or daughter left school this year. The persons asking the question were the assistant directors of pupil personnel.

In answer to this query, approximately 25 per cent of the parents voiced no definite opinion or sentiment. Another 25 per cent stated that they wanted their children to stay in school.

Steps Are Planned

Keeping in view these parental interviews, the Jefferson County Board of Education plans several significant steps:

1. Potential drop-outs will be identified as soon as possible so that proper action can be planned by the home and school.
2. The Five Program Plan will lend itself to groupings that more effectively meet the interests of a large number of these drop-outs.
3. Each year, an individual study will be made of the drop-outs who leave school. In this way, our holding power can be gauged and our program strengthened.



• *Do guidance counselors or deans receive special training for their work with pupils?*

Yes. The State Department of Education requires a special program of training for these people. Emphasis is placed upon studies in guidance, psychology, testing, occupational counseling, etc.

• *Do all pupils receive counseling and do some receive more than others?*

Yes. However, some receive more than others; this depends upon the individual and his particular needs and abilities.

• *At what grade does counseling begin?*

In grades 1-6, the teachers and principals perform this important responsibility. A formal counseling program begins in grade 7.

Vital Statistics

Facts Add Up To A Clear Picture.

A clearer insight into the nature, character and background of the pupil who "quit school" may be obtained from the way the 464 drop-outs last year responded to these questions.

Age at time of drop-out?

- 15 years, 1 or .22%
- 16 years, 242 or 52.16%
- 17 years, 152 or 32.76%
- 18 years, 53 or 11.42%
- 19 years, 14 or 3.01%
- 20 years, 2 or .43%

Children in family?

- One child, 27 or 5.84%
- Two children, 56 or 12.12%
- Three children, 78 or 16.88%
- Four children, 73 or 15.80%
- Five children, 61 or 13.21%
- Six or more children, 112 or 24.24%
- None listed, 55 or 11.91%

Place of birth?

- Jefferson County, 331 or 71.34%
- Another Kentucky County, 91 or 19.61%
- Another state, 41 or 8.84%
- Foreign country, one or .22%

The Ghost Fleet



THE 464 DROP-OUTS last year would fill these six school buses.

Race Distribution.

- Boys
- White, 303 or 95.89%
- Other, 13 or 4.11%

Girls

- White, 139 or 93.92%
- Other, 9 or 6.08%

Highest education level of father?

- Less than 8th grade, 121 or 26.08%
- 8th grade, 109 or 23.49%
- High school work, 84 or 18.11%
- High school graduate, 46 or 9.91%

- College work, 6 or 1.29%
- College graduate, 9 or 1.94%
- Not given, 89 or 19.18%

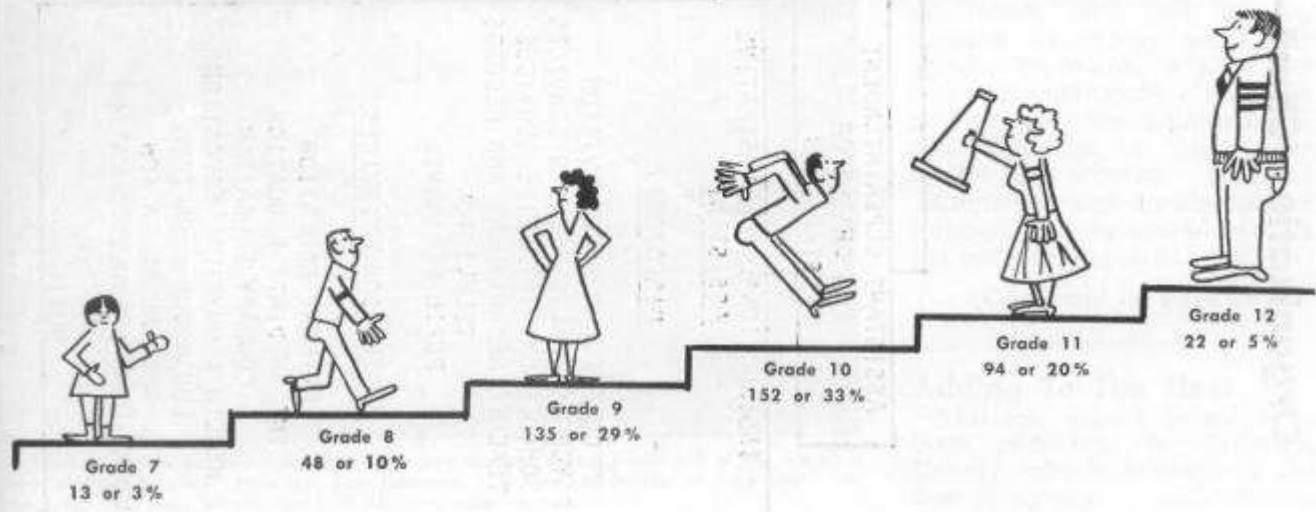
Highest educational level of mother?

- Less than 8th grade, 86 or 18.53%
- 8th grade, 122 or 26.29%
- High school work, 117 or 25.22%
- High school graduate, 59 or 12.72%
- College work, 4 or .86%
- College graduate, 2 or .43%
- Not given, 74 or 15.95%

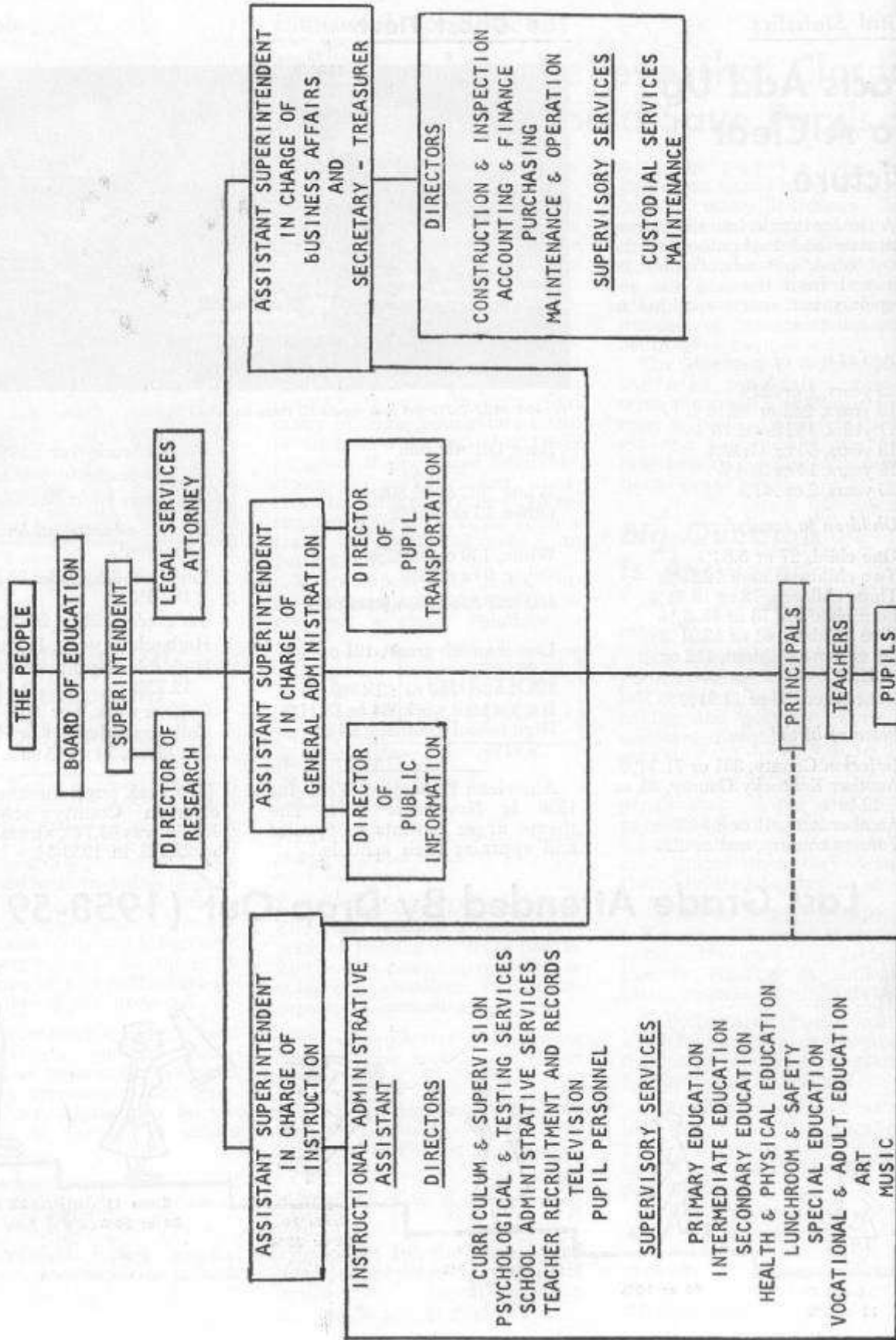
American Education Week for 1959 is November 8-14. The theme urges parents to "praise and appraise their schools."

The peak pupil membership in Jefferson County schools in 1958-59 was 43,743, almost double the 22,923 in 1953-54.

Last Grade Attended By Drop-Out (1958-59)



Organization Chart — Jefferson County Public Schools — September, 1959



Your Jefferson County Schools

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VOLUME 3

OCTOBER, 1959

NUMBER 2

Bursting At The Seams

TERRIFIC GROWTH IN JEFFERSON COUNTY IS A CHALLENGE TO THE SCHOOL SYSTEM

BY JOHN RAMSEY
Assistant Superintendent

The 57 County schools closed their first month's registration activities with 47,708 students, the greatest number in the County's history. This number represents an increase of 4,254 over the membership at the end of last year, just three months earlier. It is also significant to note that almost 3,000 of the increase is in the 10 high schools while only 1,291 is in the 47 elementary schools.

The increase is the third largest experienced by the County schools and the largest since 1956. The greatest increase, almost 5,000, was experienced in

1955 and since that time the average annual increase has been 4,141. The school membership has more than doubled since 1953 and has had an over-all gain of almost 34,000 in the past 10 years.

Planning Is Curtailed

This terrific growth has brought on numerous problems in all phases of the County school program; buildings, facilities, instruction, personnel, transportation and others. Inadequate finances to meet this upsurge has curtailed and limited all facets of the school program.

In many instances, makeshifting and temporary measures have been necessary to meet current needs; long-range planning has been at a minimum and will continue to be until sufficient revenue is available to do the job. Without additional revenue, we must prepare and plan for even more makeshifting than has been experienced in the past five years.

Overcrowding, double sessions, transferring students from school to school, split classes and a shortage of trained personnel are all products of the fast growing period now being experienced.

Parents must understand the situation in which we now find ourselves, and must be aware of the picture of the future as it can be seen. For example, the high school membership in Jefferson County will increase by over 11,000 boys and girls in just six years. If this does not sound significant, let's look at our problem another way. This growth represents a need for over 400 additional classrooms or four complete buildings the size of Butler or Valley, our largest high schools.

Combined with the elementary forecast, the future picture is not encouraging. Estimates,

(Continued on Page 2)

Adding To The Fleet

Thirteen school buses have been purchased by Jefferson County schools in each of the past two years.

Corn Today — Kids Tomorrow



A FIELD OF CORN on Bashford Manor Lane gets a close survey because it is the site of a new elementary school. From left, Tom Hartstern, Jack Dawson, Director of Construction and Inspection for County schools, and Fred Hartstern, school architect.



An intricate design in the fabric of growth is traced by this subdivision near Dixie Highway

Going To Market Can Be A Big Job

When the school system goes shopping for such items as books, it sometimes is a bigger chore than most parents realize.

To expedite delivery, process incorrect shipments and handle payments for two suppliers requires a tremendous amount of clerical time and effort. In the cases of these two suppliers, the Purchasing Department wrote 40 letters during the term of our contract.

We received 75 letters from these two suppliers in connection with the proper receipt of these books and the payment of invoices.

Growing Area Needs More Schools

(Continued From Page 1)

thought to be conservative, indicate that the County school membership will approach 70,000 in five years, an estimated 22,000 additional pupils to house and educate.

These figures are alarming when we realize that our building program this year did not approach the point of reaching the County's needs. You may also note that the 1960-61 building program, in this issue, will not be adequate. The seven projects scheduled for construction do not offer any relief for at least eight additional schools.

Studies also show that approximately 24 schools will need relief the following year, 1961-62.

The picture, as seen at this point, is not a bright one. Certainly every effort by the residents of Jefferson County is needed if we are to provide the facilities and educational opportunities needed by our boys and girls in the dynamic world of today. The job cannot be accomplished without your interest, understanding and cooperation.

Your

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Richard Van Hoose,
Superintendent

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Conferences

Individual conferences with parents are a necessary part of the school program. They have to be arranged to suit the convenience of the teachers and parents. This is sometimes a problem since many parents work and time of the teachers is limited.

* * *

Going Up

The average classroom teacher salary in Jefferson County Schools during 1958-59 was \$4,434, for a total salary expenditure of \$7,325,664.



John Ramsey

Your School System Is Big Business

The seventeen million dollar operation of the Jefferson County Schools is big business and the taxpayers are the stockholders. Your school tax dollar is an investment, an investment in the greatest of all our resources—our youth.

In an effort to provide the necessary educational opportunities for all County youth, your Board of Education has developed an educational system and an organization about which you should be thoroughly informed. This is the major function of each issue of "Your Jefferson County Schools".

This month, our prime concern is that of furnishing facts and various information about the physical side of your schools.

BIGGEST IN STATE

Fifty-seven schools are provided in our district, serving over 47,700 pupils now enrolled. Over 29,000 are enrolled in 47 elementary schools and over 18,000 are now attending the County's 10 high schools. Thus, for the first time, the opening membership surpasses that of all other school districts in the state.

In order to meet State and local requirements, the Board maintains more than 1,000 acres of land at the 57 school sites. For the future development of schools, the Board has acquired five additional tracts. It is estimated that over \$30,000,000 is invested in buildings and several millions in land and equipment.

3,300 EMPLOYEES

The operation of the total school program requires approximately 3,300 employees. Almost 2,000 of these are professional employees. Others, including bus drivers, custodians, cafeteria, maintenance and clerical employees, number approximately



MORE HOMES for more families with more pre-school children all add up to a need for planning and construction for tomorrow's bigger school enrollment. Charles Conry, a builder, shows two pre-school youngsters how much fun a new house can be. Somebody will have to see about classrooms for them, too.

1,300. The increase in the number of employes has been rapid during the past several years. As an example, the increase in classroom teachers has been from 135 to 180 annually for the past six or seven years.

Frequently overlooked in the operation of a school program is the lunchroom operation. Few people realize the size or scope of this service to the boys and

girls. Hot lunches are available for an average of 25 cents in various schools, a small amount, yet last year the lunchroom business amounted to approximately \$1,500,000. This represents over 5,000,000 hot lunches for our students.

Modern Facilities

Twenty-eight of the 47 elementary schools have been constructed since 1950. These modern facilities house almost 70 per cent of the elementary membership. With the exception of about 20 classrooms, all of the 18,000 high school students are housed in buildings constructed since 1950. This means that over 80 per cent of all Jefferson County pupils are housed in modern facilities built during the last 10 years.

Yes, education is big business. It is important business for all; one from which all other business emanates and one upon which all must depend. It is important that the citizens of Jefferson County provide the needed support and help necessary to assure for every boy and girl the proper facilities required for the educational opportunities so greatly needed today.

Longer Roll To Call Every Year

Year	Membership	Increase
1949	13,910	768
1950	16,168	2,258
1951	17,500	1,332
1952	19,816	2,316
1953	23,012	3,096
1954	27,000	3,988
1955	31,949	4,949
1956	36,300	4,351
1957	40,041	3,741
1958	43,454	3,413
1959	47,708	4,254
1960*	51,834	4,126
1961*	51,834	4,128
1962*	60,506	4,375
1963*	64,921	4,415
1964*	69,421	4,500

*Estimated

A "Small City" Is Transported Home Each Afternoon



Students stream out to 15 school buses waiting to take them home from Eastern High

The Buses Must Roll

The First Thing We All Must Do Is Get To School

School transportation is big business. Transporting your boys and girls this year will cost the Jefferson County Board of Education — taxpayers — approximately \$700,000.

This operation involves 258 buses traveling over 11,000 miles each day. The loading and unloading of 33,000 pupils each day requires over 10,000 bus stops. It has been said that such an operation would be comparable to transporting everyone in the city of Owensboro across the Ohio River and back each day.

Your Jefferson County Schools must operate on a mass trans-

portation basis. A door-to-door or taxi type service is not possible. Therefore, parents and children must assume their part of the responsibility in making the system work for the best interest of large numbers. Specific bus stops must be established and rigid schedules maintained if 33,000 boys and girls are to be hauled twice a day. Most buses make three runs each morning and afternoon, some make more. In many instances, buses serve more than one school, thus adding to the growing problems of transportation.

The bus driver's job is a big one and his responsibility is tremendous. Drivers are screened and selected carefully. As the system grows larger each year, on-the-job supervision becomes more important. All drivers must undergo at least one medical examination each year and after reaching a certain age, drivers must have at least two examinations.

Among many problems confronting the schools in regard to transportation, the determination of transported and non-transported pupils generally is the most difficult. Its difficulty is increased because every community is different and each has its own unique problem. No

(Continued on Page 6)

Growth In Number of School Buses and Drivers

Year	Number of men drivers	Number of women drivers	Total Number of drivers	Number of buses owned by County	Number of buses owned by drivers	Number of buses purchased by County
1953-54	155	4	159	2	157	0
1954-55	171	5	176	12	164	10
1955-56	187	6	193	23	170	11
1956-57	198	11	209	35	174	12
1957-58	207	14	221	48	173	13
1958-59	221	20	241	61	180	13
1959-60	236	22	258	73	185	12

There are 22 departments necessary to administer the Jefferson County school system with all its many needs and required services. A total of 104 people work in these offices.

The Other Side of Growth: Student Overcrowding

Financial Ability Is The Big Factor

Construction of schools for the 1959-60 school year climaxed a building program of over \$30,000,000 since 1950. Included in the construction program through 1959 are 35 new schools and over 200 classrooms classified as additions. A major part of the program has been completed since 1952, the year that the building fund tax was approved by the citizens of Jefferson County.

Already occupied are three new elementary schools, three elementary additions, and expansions of five high schools. These 11 projects have relieved 18 school districts. However, a number of overcrowded schools received no relief except through makeshift arrangements.

Next year's building program does not meet the County's needs by a wide margin, but it is the maximum that can be constructed in accordance with the County's financial ability. Based upon an estimated increase of \$28,448,526 in assessments, approximately \$1,465,990. will be available for issuance of revenue bonds to finance 1960-61 construction. An additional \$926,000. will be budgeted in the "Special Voted Building" and General Funds.

As stated above, the total available is inadequate to meet the needs in view of the tremendous increase in the County's population. Present revenues are not sufficient to house 4,000 new

students each year.

It is also considered rather important that County residents be appraised of the numerous overcrowding situations which can not be helped by next year. Several of the schools needing relief, listed below, have been deferred for one to four years. Serious overcrowding and double sessions will continue until adequate finances are available.

Estimates indicate that the

following schools will need relief in 1961-62:

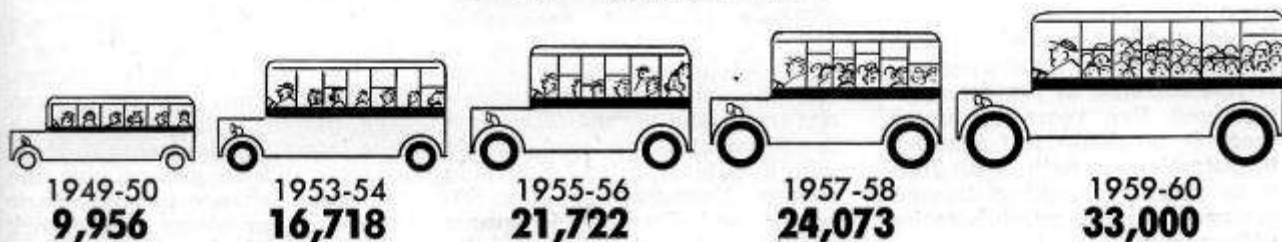
Elementary Schools: Bates, Cane Run, Fern Creek, Filson, Greenwood, Hikes, Indian Trail, Gilmore Lane, Jeffersontown, Kerrick, Medora, Mill Creek, Newburg, Okolona, Rockford Lane, Schaffner, Stonestreet, Watson Lane, Wilder.

High Schools: *Butler, *Durrett, Fairdale, Pleasure Ridge Park, Seneca, Valley, Waggener. *Not definitely determined.

Building Program 1959-60		
New Elementary Schools		
School	Cost	Pupil Capacity
Indian Trail	\$519,843.33	720
Kerrick	555,699.63	750
Zachary Taylor	544,416.75	750
Other Construction		
School	Cost	Expansion
Butler High	\$305,653.65	19 Classrooms and TV Room
Durrett High	223,220.03	13 Classrooms and TV Room
Eastern High	95,800.00	P. E. Dressing Rooms
Waggener High	245,232.52	13 Classrooms and TV Room
Southern High	94,600.00	P. E. Dressing Rooms
Greenwood Elementary	49,812.50	4 Classrooms
Newburg Elementary ..	50,200.00	4 Classrooms
Schaffner Elementary ..	49,184.20	4 Classrooms
TOTAL COST	\$2,733,662.61	

Building Program 1960-61			
School	Construction	Anticipated Relief	Estimated Cost
Bashford Manor Elementary	24 Classrooms	Goldsmith, Hikes and Newburg	\$600,000.00
Valley Station Elementary	24 Classrooms	Valley, Wilkerson and Medora	600,000.00
Shryock Elementary	4 Classrooms	Shryock	50,000.00
Pleasure Ridge Park High	20 Classrooms	500 Additional Pupils...	300,000.00
Seneca High	30 Classrooms	600 Additional Pupils...	440,000.00
Eastern High	P. E. Building	Eastern High	210,000.00
Valley High..P. E. Dressing Rooms		Valley High	116,000.00
TOTAL			\$2,316,000.00

More Pupils Ride The Buses Every Year (Some Typical Years)





QUESTION BOX

• *How much has the school membership increased on the national level?*

School attendance has more than doubled in the last 50 years. But more than one out of 10 fails to finish grade school.

• *How fast are the suburbs really growing?*

The number of permits for new single-family homes issued in Jefferson County outside incorporated areas jumped 25 per cent for the first five months of 1959 over the same period in 1958. The totals: 1,034 last year and 1,296 this year.

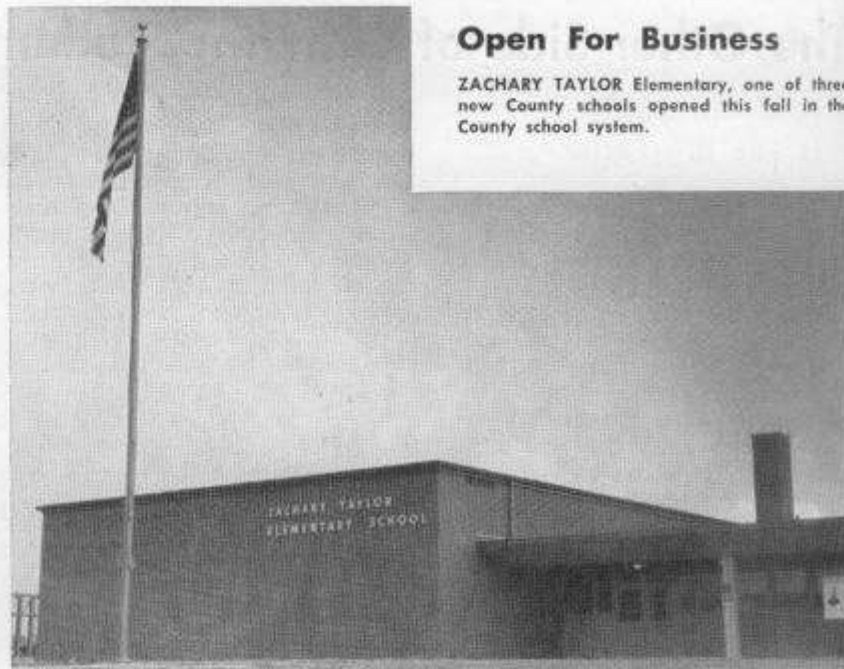
Office Workers Are Getting Crowded, Too

The County school system has grown the past few years from a relatively small and simple organization to one of considerable complexity.

With an increase of approximately 4,000 students each year for the past five years, there has also been a necessity for increasing the administrative staff proportionately. Under various departments are over 100 people working together to provide school age children with education opportunities.

May Need To Build

Our overcrowded office now located in seven different locations make it a problem for the Superintendent to adequately administer the present program. If this increase as predicted for the next five years continues, there is no doubt but that administration growth will likewise increase making it necessary to build administrative offices.



Open For Business

ZACHARY TAYLOR Elementary, one of three new County schools opened this fall in the County school system.

Getting To School Is Job No. 1

(Continued from Page 4)

single set of standards can apply to so many different situations on a county-wide basis when each area has its own determining factors. It is not uncommon to find within a district factors justifying the transportation of some children while others are not transported in seemingly comparable areas.

Difficult Task

Numerous factors are carefully considered in each locality, prior to the determining of transported and non-transported areas. Distance, walking areas, road crossings, available police and guard protection, width and condition of roadways, traffic, traffic control lights and other factors are frequently studied

before an area is classified.

At best, the task of determining is a difficult one. Necessity compels the schools to make every effort to prevent further encroachment upon the tax dollar for transportation.

A Student Always Needs More Books

Students need, and make good use of, many books in addition to their regular textbooks. A good portion of the school budget is spent each year for such books.

The following figures are for the past school year:

Books ordered	31,222
Books received	26,458

The total cost of these books received was \$58,968.28. This was an average cost per book of \$2.23.

Parent Study Groups

The P.T.A., through its Parent Education Committee, is sponsoring parent study groups. Through study and discussion the parents can keep up with the latest developments in child growth. These groups give the parents a chance to study their common problems and work toward a solution.

Transportation

Since the number of gifted children is small, geographic grouping of Advance Program centers is necessary.

Transportation is the responsibility of the parent. The same requirement is made of parents whose children attend Educable classes. Youngsters in the Superior and Regular Programs will be transported as formerly.

Your Jefferson County Schools

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NUMBER 3

Experiments Set Future Patterns

It has been said that anything new in education requires 50 years to gain acceptance. If that statement is true, it is only true because of the reluctance of the profession to experiment and the public to adopt an experimental attitude.

No experiment will work if people fail to adopt an attitude favorable to experimentation. Pre-judging before the facts are analyzed and adoption of contrary — as opposed to cooperative — attitudes assure failure regardless of the innovation.

There are as many opinions concerning educational television as there are people, some favorable and some unfavorable.

If home sets were adapted to its reception, more valid opinions would be forthcoming.

Teacher Has An 'I.D.' Card



THESE STUDIO teachers at JCEL-TV are identified by these "flip cards" which flash on classroom TV screens as the lesson begins. Seated, from left, Miss Wilma Howard, social studies and science and Miss Sua Robinson, conversational Spanish; rear, from left, Mrs. Jessie McGlon, social studies and science, and Miss Elisabeth Standiford, reading.

1951 Dream — 1959 Program

FAITH IN EDUCATIONAL TELEVISION HAS PAID OFF

By Richard Van Hoose

Since 1950, changing conditions and an exploding population have been constant challenges to the Board of Education and its administrative staff. A major part of all efforts during this period has necessarily been directed toward housing the oncoming rush of boys and girls.

However, in face of the tremendous task of providing classrooms, other phases of the educational program were not overlooked. Every effort possible was exercised to secure qualified teachers and to redeploy others throughout the county to the best advantage possible. Diligent

search continued in all schools to develop new and improved methods of instruction. Many other vital problems and needs, some resulting directly from the terrific growth, challenged all to keep abreast of changing conditions.

Appeared Before Congress

As early as 1951, educators in the Louisville area had been aware of the educational potential of television. Also there was the realization among educators that something must be done to save for education some of the remaining channels available.

Accordingly, representatives from the Louisville area were among the first to appear before a Congressional committee requesting such consideration for education, and in 1952, UHF Channel 15 was reserved for Kentuckiana. Circumstances, however, made activation of the channel impractical at that time.

The same factors that caused Channel 15 to remain unacti-

(Continued on Page 2)

TV Classes Are Growing!

Students enjoying the benefits of TV teaching now total:

Conversational	
Spanish	16,928
7th Math	2,684
8th Math	2,677
General Science	2,938
History	2,481
English	2,352
Total	30,060

Read The Paper?



Mrs. Rhoda Peters, studio English teacher, presents a study unit on the function of newspapers.

Tests Prove That Progress Is Real

A check on TV academic progress is not left to chance. At the end of each unit of work the studio teacher prepares a test covering the materials that he has presented.

The classroom teacher administers tests as the need arises. Standardized tests are given at the beginning and the end of the year, both to television and to control classes. These tests are analyzed by professional evaluators from the Psychology Department of Purdue University.

Such an analysis enables us to more accurately judge the effectiveness of our teaching.

A Dream Came True

Faith In Educational TV Paid Off

(Continued from Page 1)
vated were causing concern over the entire country. Chief among them were cost, lack of information as to procedure, and lack of experimentation to point the way educationally.

The Joint Council for Educational Television, composed of some of the outstanding educational organizers of the country, which was instrumental in getting the Federal Communications Commission to reserve 242 channels for education, continued its activities in the direction of procedure, clearing the path in that respect. The Fund for the Advancement of Education realized the need in the two other areas, cost and experimental leadership, and moved in that direction, first at Hagerstown, Maryland, with small classes in many subject areas on many levels from kindergarten through high school.

Only 3 Schools

After successful efforts at Hagerstown, the Fund set up a national experiment in educational television to see if television could be used effectively with large classes, especially since it seemed that increasing numbers would be one of the major problems confronting education in the foreseeable future.

We in Jefferson County became acquainted with a part of the Foundation's television experiment through the efforts of Dr. Alexander J. Stoddard, Adviser for the Fund for the Advancement of Education. The experiment had its beginning in the elementary field with a

closed-circuit project embracing three schools. Later an open circuit project was launched involving all the Jefferson County High Schools, some in Louisville, and several across the river. The major objectives were:

1. To better utilize space.
2. To redeploy teachers in an effort to use them more advantageously.
3. To instruct as well as or better in big groups than had been done in small groups.
4. To gain insight into the use of television as a medium of education and to plan Jefferson County's building program accordingly.
5. To develop a facility that has almost unlimited possibilities in education both for the school and the community.

The Fund assists in financing the TV program during its first three years. The Fund provides one-half of the cost the first year, two-fifths the second year and one-fifth the third year.

Faith in television for education seems to be proving itself both locally and nationally. Each year moves off with fewer problems, less dissatisfaction, and with better organization and planning along with better teaching. The medium is new, but it is already highly effective and it is ushering a new era of electronics in education.

Program Planners



KENNETH LAM, director of Television Project, and Mrs. Mildred Cobb, producer and educational TV coordinator.

Parents Help

Many of the aides in the television classrooms are parents themselves and they are making a valuable contribution to the schools' television program. Other school departments are watching this work with aides. These qualified, though not certified, people may be another key to the solution of some of our personnel problems in education.

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618 West Jefferson Street
LOUISVILLE 2, KENTUCKY

Richard Van Hoose,
Superintendent

Published monthly, except June, July, and August, and distributed to each family.

**Elementary
TV Subjects**

Science
Social Studies
Reading for special groups
Conversational Spanish

**Secondary
TV Subjects**

Seventh Grade Math
Eighth Grade Math
Ninth Grade General
Science
10th Grade English
11th Grade American His-
tory

**The Best Is Yet
To Come In This
Exciting Field**

Communication has progressed from sign language, crude pictures, and guttural sounds through the alphabet, a numeration system, the printing press, photography, moving pictures, and radio, to television. TV is capable of utilizing in combination all the advances of the past and transmitting them instantaneously to places unlimited. TV is in its infancy so far as education is concerned, but a projection of the imagination into the future will see it accomplish — educationally — things beyond present comprehension.

It is a part of this age; it must serve its highest purpose.

**Interesting People
We've Had On TV**

Visitors from foreign countries: Egypt, Assyria, India, Denmark, Holland, Panama, Mexico, Spain, Turkey.

Soil conservation experts from the State Department.

Accomplished students.

Heart specialists.

Veterinarian to talk and demonstrate the care of pets.

Fire prevention experts.

Spanish-speaking children.

Distinguished guests such as Jesse Stuart, County Judge Bert Van Arsdale, University of Louisville professors.

'Skull Session' For The Team



THE STUDIO teacher-classroom teacher team keeps its program coordinated through planning sessions such as this Saturday conference. Standing are Miss Willa C. Ware and Joe B. Jones, studio teachers; seated, from left, Mrs. Lois Hunter, Fern Creek, Glynn Reynolds, Pleasure Ridge Park; Lester E. Ward, Durrett; and Mrs. Carolyn James, Pleasure Ridge Park, all classroom teachers.

Coordination Is Vital

**2 Teachers -- One In The Studio,
One In A Classroom -- Are A Team**

It has been proved that we can learn from television. However, educational TV is stripped of the catchy commercial and the fancy props. We are selling education and we find students like the product.

A quality telecast, a superior lesson, has mass reception that allows individual response. The mathematician would call it a many to one correspondence.

Successful teaching by TV is based upon team teaching. The studio teacher and the classroom teacher work from a course outline that has been developed cooperatively. The studio teacher prepares daily lesson plans that are sent to the classroom well in advance of the telecast. These plans establish specific objectives for each day's lesson and are organized to meet these objectives.

Search For Material

The studio teacher has the time to vitalize and to visualize the plan. His preparation demands superior knowledge of his subject, careful research and thorough study.

His major responsibility is to present the basic concepts that are to be presented in each lesson. He searches for the picture, film, model or analogy that will

most effectively illustrate his ideas. He plans the experiment or demonstration that will bring his lesson to life. He makes every effort to familiarize himself with all available community resources, and he has had the cooperation of business, industry, government agencies and community organizations.

The organization, preparation and creativeness required of a studio teacher demand a master teacher. Masterful guidance in the classroom is just as essential.

The classroom teacher explains. He extends and interprets the telecasts. He answers students' questions and guides them in their activities. In this new role, he uses more materials and has the assistance of aides.

**In-Service Training
By TV**

Superintendent and Assistant Superintendents meet all personnel in orientation program.

Music Workshop

Art Workshop

Arithmetic Workshop

Instructions from Personnel Department

Fire Safety for Custodians

Custodial Training Program

Alive on TV — Alive in Class, Too



THESE CAMP TAYLOR pupils are studying vertebrates in their TV science class. Live specimens in the classroom help. From left, Marlene Lyon, Melvin Self holding an iguana, John Rogers holding a pigeon, and Mrs. Lila L. Ward, teacher.

Things We've Seen On TV

- Museum resources.
- Poisonous snakes.
- Live animals.
- Films in connection with the lesson.
- Unusual things belonging to students.
- Plastic - making demonstration.
- Fire prevention programs.

National Aspects Of Educational TV

Television is important enough to enlist backing on a national scale including national workshops, bringing all levels of education together to discuss common problems and examine all facets of education to determine how television can fit into the pattern and help to solve major problems confronting education.

It has done more to shake complacency in education than anything exclusive of Sputnik.

TV Crosses Boundaries

As a result of television in education, there has been more cooperation in the Kentuckiana area academically than ever before in history. Five counties, three in Kentucky and two in Indiana, have teamed together for the selection and organization of learning experiences. This is only an indication of planning on a larger scale.

New Advantages For The Student Have Been Found In TV Classes

The large TV class which the student meets each day offers special opportunities.

He gains poise as he learns to recite before the large group. He has the opportunity to take more responsibility for his own behavior.

A variety of follow-up procedures are used and teachers have learned to handle several hundred students successfully. By joining small group activities within the large groups, students frequently are able to participate more than would be possible in the regular class.

Many problems can be presented to the small groups for preliminary discussion before being brought before the entire group.

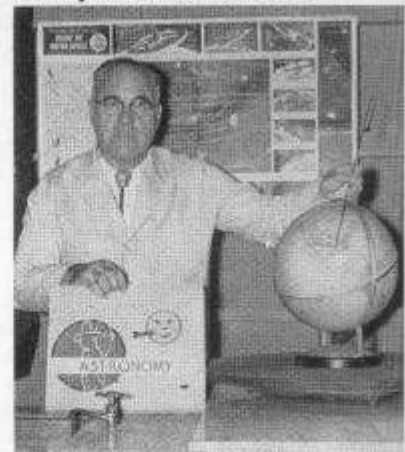
In addition to problem solving, the small groups may be organized as a means of evaluating work, comparing notes, asking questions, planning and developing projects.

The student has the benefit of two qualified teachers as they work toward a better understanding of their courses.

Time Savers

Departmental and county-wide staff meetings are now possible by television because every elementary and secondary school in Jefferson County has television receiving sets. These meetings save miles of driving and hours of teacher time.

Subject: Universe



STUDIO TEACHER Raymond Layne as he appears on TV screens during a science unit on astronomy.

Teacher Is Miles Away, But She Gets Undivided Attention



SEVERAL TV SETS assure every pupil of a "front row" seat, even though classes may have more than 200 students. These are two

classes during the telecasts. At left, a science class at Hawthorne Elementary; at right, a science class at Waggener High.

Front-Row Seat For Every Child

Television Can Cope With The Exploding Population

According to the first-year report on The National Program In The Use of Educational Television In the Public Schools, the three major problems facing education are (1) numbers, (2) quantity or an ever expanding body of knowledge and (3) quality of instruction.

According to predictions concerning population trends, the problem of numbers will be one of grave concern for years to come. Can television help? The answer to that question is not final, but results so far indicate that it can help.

Television is not limited by numbers. Every child has a front-row seat and the teacher seems to be talking directly to him. The limiting factors are the use made of the medium and the attitude of the listener. Its classroom can conceivably be the entire country with a teacher of unsurpassed ability.

Visual Impact Used

As to the quality of subject matter to be taught, television can help in several ways. Because it covers a wide area and large numbers, enough economy is effected to afford workshops for better planning and extra daily preparation time for a good teacher. Improved planning and extra research results in

better streamlining of courses of study.

Through effective diagrams, pictures, charts, and films that are available by TV at the exact time they are needed, no time is lost as is frequently the case in small classes. This visual assistance is not only effective, but it also decreases the amount of explanation necessary so a teacher can move on to something else. Television does not get sidetracked as is often the case in a regular class.

Experts Available

Expanding subject matter means that refresher courses for adults will be necessary in the future, and television can reach into the home for them.

The growing complexity of civilization demands an increasing emphasis on quality in education. How will TV help? No teaching is better than the teacher doing the job. Very fine

Who Knows?

Perhaps evaluation of a new medium of teaching should be evaluated in new terms. The jet and the bi-wing of 1918 will not fit the same comparative data. Teaching with electronic aids may not present the pupil-teacher ratio considered optimum in the past. It may provide undreamed of vistas.

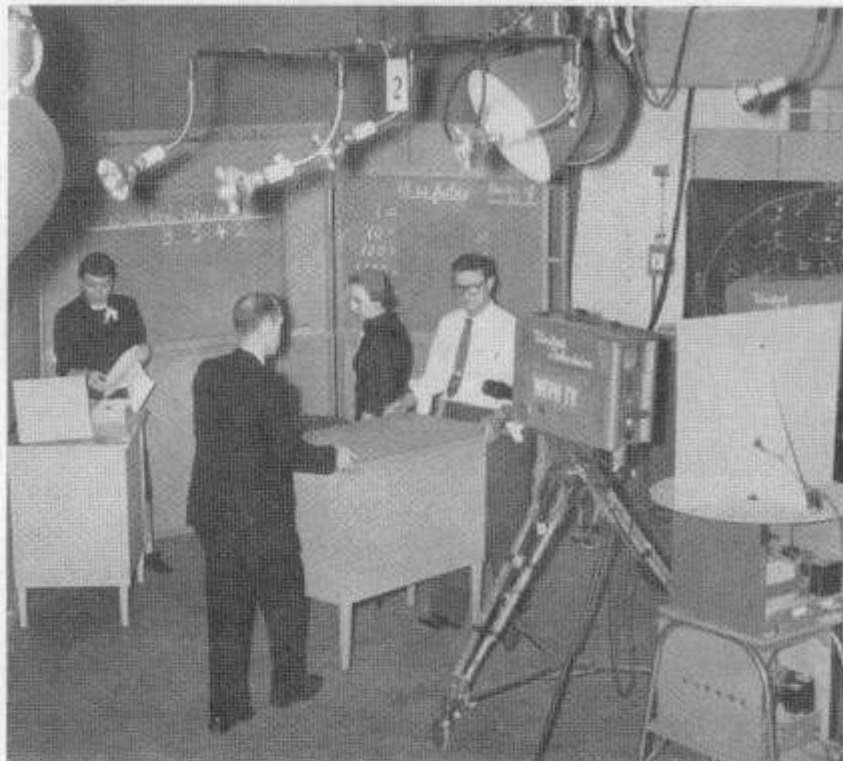
teachers are available for television and they become even better because of extra preparation time and the assistance television gives in the presentation of subject matter.

Close-up shots make even very small things instantaneously visible to everyone. Experts become available to assist the teacher.

Busy and important people can give some time to appear on television to large numbers, but they can not take time to visit many classrooms. Equipment and materials difficult to get and handle in a classroom become available on television. Television teaching is easily supervised, and parents can know what is being taught. The problem of pleasing teachers, children, parents, and supervisors brings a pressure that assures quality teaching.

The shortage of highly qualified teachers in some area of instruction offers a wonderful opportunity for television. It is sometimes difficult to change methods or adjust the entire teaching profession to rapidly changing technology fast enough. The few who are qualified can teach many by TV, and by so doing can also spread such knowledge among teachers themselves.

Getting Ready For An 'Electronic' Class



EDUCATIONAL TV Station WFPK-TV gets its studio ready for a math class. From left, Miss Willa C. Ware, studio math teacher; John Dickey, studio history teacher; Mrs. Mildred Cobb, producer and educational TV coordinator; and Michael London, director.



QUESTION BOX

● *Where is the studio for the WFPK-TV telecasts?*

These educational programs originate in our studio in the United Electronic Laboratories in Shively, Ky.

● *What do teachers aides do?*

These aides free the classroom teacher for a fuller program by typing stencils, tests, etc., assisting in the use of audiovisual equipment, preparing teaching materials and keeping records.

● *Why do the studio teachers and TV classroom teachers hold Saturday meetings?*

These meetings help to further the concept of "team teaching." They give the teachers an opportunity to "talk back," share experiences, study effective teaching techniques and plan together.

● *Has TV teaching had any effects on reading habits?*

Spot checks of high school libraries indicate that students in TV classes are checking out more books than ever before.

● *How long has educational television been going on here?*

The first educational television program in Kentucky went on the air here in Jefferson County at 8:40 a.m. on September 9, 1957.

What Every Parent Should Know

Why Not See For Yourself?

TV offers parents exactly what they have wanted for years, the opportunity to look in on what is being taught the child.

How? Put a converter and perhaps an additional antenna on your present set, or if you are buying a new set, get one that will receive both UHF and VHF signals.

There are good reasons for home viewing of educational television.

1. Parents can better aid the child.
2. It's a refresher opportunity for the parent.
3. The child need not miss his TV lesson when he is ill.
4. College training by television at least in part is growing at a rapid rate.
5. The cultural life of the community will ultimately be greatly enriched through educational television.

6. Areas of needed adult training not carrying credit will eventually be explored.

Why not all these things now?

These things cannot be done extensively without a sufficient viewing audience, which only comes as people have reception available. Will you be one to set the example and spread the idea?

Please help us by filling in this information blank and return to:

**Educational Television
2301 Clarendon Avenue
Louisville 5, Kentucky**

Team Huddle

The TV teaching team—studio teacher and classroom teacher—meets in regular scheduled Saturday sessions to evaluate plans and procedures. New plans and revisions grow out of these conferences.

Check One Blank

- My set will receive educational TV programs.
- I plan to convert my set in the near future.
- I plan to buy a set capable of receiving either UHF or VHF signals.
- I desire more information concerning converters.

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NUMBER 4

Let's Talk About The Future

A Scholarship For My Child?

Right Habits And Skills Start Early

BY O. L. SHIELDS

Director, Psychological
and Testing Services

What are Scholarships?

Scholarships are grants of various amounts of money offered by institutions, foundations, firms, individuals, or religious groups to selected students to pay all or part of their college education. The amount of the scholarship is determined by the financial status of the grantee, the cost of attending a particular institution of higher learning, or the scholastic record of the individual.

Colleges and universities offer scholarships to attract superior students and partly, at least, for publicity and public relations purposes. Sometimes the purpose is to improve the general level of performance by introducing a quality of academic leadership which may not otherwise be available, at least in the quantity desired.

Chance to Improve

Foundations, such as the Ford Foundation, offer scholarships to encourage financially underprivileged young people to improve their value to themselves, their communities, and their country by developing their intellectual and academic competency with a higher education. Such scholarships are merely a part of a greater philanthropic or altruistic effort aimed at a general elevating of education or cultural levels in certain regions or in the country as a whole.

Many of the recipients of such awards return to their communities and make significant
(Continued On Page 2)



THIS SEVENTH GRADE core class is already looking ahead to the day when college scholarships will be of vital interest. The teacher, at desk, is Miss May Belle Reichenbach. The counselor, standing, is Mrs. Armealia Armstrong.

The Counselor Has Many Answers



A COUNSELOR may be the scholarship seeker's best friend. Mrs. Marguerite Lockard, counselor at Eastern, talks with Emily Robertson, a senior, and her mother, Mrs. A. R. Robertson. Emily is seeking a music scholarship.



O. L. Shields

Can My Child Get A Scholarship?

(Continued From Page 1)

contributions as teachers, ministers, doctors, lawyers, or other technically or professionally trained people.

Industrial firms have established many scholarships which underwrite college education costs for a large number of students each year. Their purposes are similar to the purposes of colleges or universities and philanthropic foundations in making money available to permit deserving students to attend and complete college education. They are prompted by a desire to enrich the professional, technical, or cultural level of areas where they do business. They frequently have in mind the avail-

It May Pay To Take A Look



ONE GOOD PLACE to check for scholarship information is the school bulletin board. These Waggener seniors are Carole Rousch, left, and Nancyanna Walker.

ability of appropriately trained individuals to meet their own man-power needs.

Churches Make Grants

A number of scholarships are an expression of a desire on the part of individuals or families to make available the benefits of a college education to the many deserving young people who otherwise would be unable to continue their education beyond high school.

In recent years an increasing number of church denominations have established scholarships for young people affiliated with their particular group. These usually specify attending a college or university associated with and supported by the sponsoring religious group. Such scholarships serve the twofold purpose of increasing enrollments at these colleges and raising the educational level of members of the denomination.

What do they accomplish?

In addition to those purposes indicated in the definition of scholarships outlined above, scholarships accomplish other things of importance. For one thing they serve as strong motivating forces in high school. Where there are awareness and organized guidance programs in elementary school, they induce

motivation early in the educational life of pupils. This is true because they attach identifiable and meaningful values to scholastic achievement.

Start Early

If a student who does not have the money for a college education is informed early of scholarship opportunities, he is motivated to achievement in a way which he can understand. Pupils who are potential scholarship material can assimilate and comprehend scholarship facts in the upper elementary grades if information is available in the proper form.

It is the duty of both parents and teachers to identify scholastic aptitude early. Although the identification at this stage is largely subjective and judgmental in character, promising students who are economically underprivileged should be properly oriented with respect to scholarship opportunities. This motivation has certain side effects that are highly desirable. This relates to peer group influence. Pupils may be motivated toward greater achievement simply by being associated with other pupils who are well motivated. Many times the spark struck by the knowledge of

(Continued On Page 3)

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to each family.

The Opportunity Is There For All Qualified Students

People who have made a study of this subject state that there are some 100,000 high school graduates each year who have the intelligence and the aptitude to attend college. About half of these do not have the desire for a college education. The rest have the desire but are unable to finance a college education.

In spite of well-organized guidance programs in most secondary schools throughout the country, it appears that a significant number of students who can qualify for college scholarships and who want and need them do not have access to the necessary information. This is not true of the Jefferson County Schools. As the result of diligent efforts on the part of central administrative staff, the counseling load has been reduced to about 600 pupils per counselor. Through job analysis many non-guidance functions have been removed from the office of the counselor.

Be Sure To Listen

Students should be sure to listen for announcements regarding this subject. It has been the experience many times of counselors of Jefferson County that announcements were made regarding scholarships, but students either did not respond to the announcement or manifested an interest too late to qualify.

It is the practice of counselors to post announcements and circulars on the school bulletin board. Students who have a need for a scholarship should make a habit of checking the bulletin board frequently.

After the announcement has been read, the student should follow through immediately by requesting a conference with the counselor. The very traits which enable a student to be alert to scholarship announcements and to acquire the necessary information through a conference with a counselor are necessary attributes for one who possesses scholarship potential.

One Of Tomorrow's Teachers



THIS EDUCATION MAJOR at the University of Louisville is Beverly Hester, Eastern graduate, who is attending college on a Keeneland Foundation Scholarship. She was picked for Who's Who Among Students in American Universities and Colleges.

Will My Child Get A College Scholarship?

(Continued From Page 2)

Scholarship opportunities has kindled a fire of higher achievement in an entire class. This is especially true if the situation is used to make capital in the cause of raising levels of aspiration and achievement.

Scholarships are available to students whose records reflect superior intellectual capacity and scholastic aptitude. As a rule, students are expected to possess above average mental endowments as indicated by intelligence or mental ability measures.

Certain categories of scholarship awards specify intellectual capacity that is well above average and some are awarded only on the basis of outstanding mental ability or that lying within the gifted range. This is largely a function of the area of specialization toward which

the applicant's field of maximum strength points. It is generally accepted that such fields as mathematics and the physical or biological sciences require a certain level of intellectual capacity. As a result, those making determinations of the recipients of scholarships in these areas usually are guided by certain minimum levels of ability and aptitude.

While the correlation between ability exhibited and scholarships awarded is generally regarded as high and positive there are exceptions. It is frequently found that a student who is a good scholarship prospect has only average or slightly above mental ability. He does possess, however, superior drive and is extremely well organized in his approach to learning, which is another way of saying that he is well motivated.

These Seniors Are Busy With A Test — And It's An Important One



MERIT SCHOLARSHIP EXAMS are an exciting challenge for students who seek scholarships for their college work. Taking the test at Waggener are, first row, front to back: Nancyanna Walker, Jeanie

Swann, Sally Miller and Charlotte Aull. Second row, front to back, Jim Ratliff, Maggi Huber, Linda Fiene and John Dobbins. Proper study habits built up over the years are important here.

Be At Ease With Books

Step No. 1: Look At Yourself

The first step in applying for a scholarship is to do some intensive self-inventing. One should inquire of himself whether or not he is at ease in the realm of books, ideas, thoughts, and writing. He should possess verbal ability, the ability to use, recognize, and interpret words with superior skill. He should be a good speller, a superior reader, and should have the ability to express his thoughts in writing or orally with clarity, cohesiveness, and ease.

A scholarship candidate must exhibit intellectual vigor and intellectual curiosity. His mind should be the inquiring mind to the extent that he seeks answers to important questions and pursues unanswered inquiry in a logical and organized manner.

One Step At A Time

Having examined his attributes and having been assured that he possesses the capacities and aptitudes required of a scholarship candidate, he should make an appointment with his counselor for the purpose of surveying his record and determining his chances of success in the pursuit of a scholarship.

Having been given assurance that he measures up to the specifications of the particular scholarship selected, he should obtain and complete the necessary application forms and prepare for any examinations that may be required.

It should be emphasized that once the counselor has provided the necessary preliminary information, the scholarship aspirant is expected to follow through on his own initiative.

Study The Field

Any student interested in seeking financial aid in the form of a scholarship should read everything found in the newspapers and magazines on the subject.

If competitive examinations are required as a screening device, the aspirant should prepare himself mentally for the examination. Since these tests are usually measures of developed abilities there is little reason to "cram" for them. Rather, one should enter the test situation with self-assurance and mental calm, realizing that tension only brings confusion that hampers and handicaps ones performance.

Good Motives Are Not All You Need

Frequently a serious injustice is unwittingly done to a student by his parents in connection with scholarships, even when the parents' motives are good and they have a serious interest in trying to obtain a scholarship for their son or daughter.

Frequently parents whose children have only an average scholastic record approach a counselor in an effort to make application for a scholarship. No pupil with less than a high B average has any serious chance for qualifying for a scholarship.

Although one must be careful not to overemphasize the unitary role of intelligence in scholarship consideration, everyone involved should accept the fact that to receive serious consideration for a scholarship students should have better than average intelligence.

A Word To Juniors

Juniors who are interested in National Merit Scholarships should encircle on their calendar March 8, 1960, or March 19, 1960. At 9 a.m. on these dates juniors will be taking the National Merit Scholarship Qualifying Test. Be sure to talk to your counselor about this.

Some Scholarships That Are Available To Our Students

All of those listed here offer a maximum of \$1500 per year and require the student to take the National Merit Scholarship Qualifying Test.

National Merit Scholarships (325), maximum of \$1500 per year.

Sears Foundation Merit Scholarships (100), maximum of \$1500 per year.

Thomas J. Watson Memorial Merit Scholarships of the International Business Machines Corporation (50), maximum of \$1500 per year.

Shell Merit Scholarships, Supported by Shell Companies Foundation, Incorporated (25), maximum of \$1500 per year.

Lilly Endowment Merit Scholarships (20), maximum of \$1500 per year.

AMOCO Foundation Merit Scholarships (2), maximum of \$1500 per year.

Ohio Brass Merit Scholarships (2), maximum of \$1500 per year.

Pittsburgh Plate Glass Foundation Merit Scholarships (13), maximum of \$1500 per year.

Gulf Merit Scholarships (10), maximum of \$1500 per year.

F. W. Woolworth Co. Merit Scholarships (10), maximum of \$1500 per year.

Edwin T. Meredith Foundation (8), maximum of \$1500 per year.

Upjohn Company Merit Scholarships (8), maximum of \$1500 per year.

C. I. T. Foundation Merit Scholarships (7), maximum of \$1500 per year.

B. F. Goodrich Merit Scholarships (7), maximum of \$1500 per year.

Standard Oil Foundation Merit Scholarships (7), maximum of \$1500 per year.

General Foods Fund Merit Scholarships (6), maximum of \$1500 per year.

McGraw-Hill Merit Scholarships (5), maximum of \$1500 per year.

Preparing For A Career Of Service



NAOMI PETERS, graduate of Eastern, is studying to be a nurse at Baptist Hospital under a scholarship awarded by the Jefferson County Medical Auxiliary. She's shown here taking a patient's blood pressure in the recovery room, where patients are cared for immediately after surgery.

Have You Thought of Seeking A Loan?

Under the formidable title of Public Law 85-864 or, as it is more commonly called, the National Defense Education Act, a loan fund has finally been set up so that a student who is just starting college may apply for a

loan. Title II of this act deals with loans to students in institutions of higher education who have matched federal funds.

Under this act, a senior just out of high school may be able to get a 3 per cent loan of \$1,000 in any one year, and, if he keeps his grades up, four more loans in another four years, making a \$5,000 total borrowed at 3 per cent.

The Government has set up a system under which the repayment of these loans will be fairly easy and no hardship to anyone. The interest on a loan will not start to accrue until repayment of the loan is started.

The repayments must be completed 10 years after they are begun.

Because the National Defense Education Act is interested in improving and encouraging our schools, any person who becomes a full-time teacher in an elementary or secondary school can have half of the loan and half of the interest canceled.

Requirements For Graduation From Jefferson County High Schools	
Subject Area	Units Required
English	4
Science	2
Mathematics	2
Social Studies (one unit must be U S. History)	2
Health and Physical Education	1
Total Required Units	11
Electives (these units may be elected from any of the subject areas)	7
Total Number of Units Required for Graduation	18
Three units of foreign language are strongly recommended for the more able students, and these students are advised to take three or four units of science and three or four units of mathematics.	



QUESTION BOX

• *What scholarships are available?*

Check with the counselors and the librarians in your school as they have recent information pertaining to scholarships. Our Jefferson County high schools subscribe to a service that supplies up-to-date information on this topic.

• *Who is eligible for a scholarship?*

Scholarships are for scholars. The following criteria are usually required:

1. A strong B in academic subjects and in the upper 25 per cent of the graduating class.
2. Ability to score high on competitive examinations.
3. In most cases, a proven financial need. Most colleges require a financial statement to be filed by the parents. Many colleges subscribe to the College Scholarship Service for handling the confidential financial statements submitted by the parents.
4. Personal recommendations from teachers, counselors and other school personnel.
5. Active rather than passive participation in many school activities. Colleges are interested in students who assume responsibility in school affairs and who provide active leadership in these areas.

• *How does one apply?*

Students apply for the national scholarships through the counselors. Students who are interested in applying to particular college for scholarships should write to the Office of Admissions of that college and request application forms and information pertaining to the

In College — And With A Scholarship



JOEL ROACHE, humanities major, is studying at the University of Louisville under a President's Scholarship. Here, he's discussing a painting with Miss Mary C. Watson, circulation librarian at U. of L.

scholarships offered. Counselors have information about scholarships to specific colleges and will be glad to advise the students. Scholarship announcements are received by the schools and are posted on bulletin boards designated for this purpose. Seniors who are interested in scholarships should check the bulletin board daily for information.

• *How soon should the student apply for a scholarship?*

By spring of the junior year, qualified students should indicate to the counselors their interest in scholarships as some of the competitive tests are given in March of the junior year and as early as October in the senior year.

• *May a student apply for more than one scholarship?*

The student who is qualified should be encouraged to enter all competition for scholarships on a national level. However, in applying for a scholarship at a particular college, the student must be very careful to avoid "shopping" around. Three may be an acceptable number.

• *If a student can not qualify for a scholarship, can he obtain other financial assistance if necessary?*

Yes. The student should contact his counselor about loans and workships which are available to the deserving, ambitious student who is willing to work his way through college.

Your Jefferson County Schools

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The Population Explosion

11,000 CHILDREN ALREADY IN SCHOOL WILL NEED THE EQUIVALENT OF 5 HIGH SCHOOLS

HIGH SCHOOL MEMBERSHIP PROJECTION Total High School Capacity: 18,685

YEAR	7	8	9	10	11	12	TOTAL	ADDL. ROOMS NEEDED
1959-60	4616	3900	2957	2529	2462	1916	18,380	
1960-61	4263	4646	3908	2957	2529	2442	20,745	86
1961-62	4432	4263	4670	3908	2957	2509	22,739	76
1962-63	4445	4432	4285	4670	3908	2957	24,697	79
1963-64	4970	4445	4471	4285	4670	3908	26,749	82
1964-65	5005	4970	4474	4471	4285	4670	27,875	45
1965-66	5788	5005	4992	4474	4471	4285	29,015	45
Total Rooms Needed								413

BY JOHN RAMSEY

Assistant Superintendent

Since 1953, the Jefferson County Board of Education has built 26 new elementary schools and many classroom additions in an effort to house the exploding population in the county district. The school membership has mushroomed from 23,012 to the present 47,848 during this period of time. The major part of this 24,836 increase was in the elementary schools following the terrific rise in post-war birth rates.

In addition to the building program as noted above, your Board constructed six new high schools and completed 12 high-school additions to meet the ever growing needs of the increasing number of boys and girls.

Even so, the effort was not enough and many of our pupils are without adequate facilities today. Overcrowding, double sessions and other makeshift arrangements have brought about hardships and difficulties.

Financial Problem

While major efforts have been directed toward the problem of housing elementary children, as indicated, the high school housing problem has not been overlooked. Construction for present and future needs has been hampered only by the lack of financial ability to move ahead.

The seemingly insurmountable task now facing the Board is one of housing almost 11,000 more pupils in the high schools by 1965. These 11,000 boys and girls are already enrolled in the 47

(Continued on Page 2)

1. The 1959-60 membership is as of October 30, 1959.
2. Membership through 1965-66 is projected showing only children now enrolled in school. It does not include growth or dropout factors.
3. Capacity shown is the maximum number of pupils who can be provided an adequate program of education.
4. Number of additional classrooms needed is based upon minimum needs for an adequate program.

They Need Room To Learn In



STUDENTS IN Jefferson County high schools, a steadily growing number, exert a constant pressure for more schools, more classrooms, more facilities.

When The Neighborhood Grows — So Must The High School



STUDENTS WALK home from Seneca High to the growing residential area around it. Seneca, like other high schools, is finding it cannot "grow up" fast enough to keep up with its neighborhood. Again, too few classrooms is the inevitable result.

11,000 Students Are On Their Way

(Continued From Page 1)

elementary schools and the figure does not include possible growth during the next six years. It includes a projection of the present grades only.

The table on page one shows the year by year projection of each high school grade through 1965-66. Also shown is the number of classrooms needed each year including a total of 413 necessary to house the projected enrollment. These additional classrooms are equal to five buildings the size of Waggener, Durrett or Butler High School.

Growing Butler, A Study In Angles



BUTLER HIGH SCHOOL, located in an area of exploding population, can almost count its years of existence by the number of additions made to it.

These needs seem unmistakably clear in view of the fact that estimated growth is not included in the six-year projection. As shown above, to insure a sound projection only those children now in membership have been moved forward grade by grade for the next six year period.

The high school picture is not a bright one. The task of housing another 11,000 pupils will not be easy, especially if some of the present buildings cannot be en-

larged. A study of all high school facilities is now in progress, and although not completed, it will probably reveal that several of the present buildings cannot be enlarged. If true, the problem of housing for the next six years becomes even more difficult.

More Riders

In the 1949-50 school year, 9,956 pupils were transported by Jefferson County schools. The total increased steadily to 32,251 this year.

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BUTLER HIGH SCHOOL
Capacity: 2,690

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	803	688	695	594	583	599	624	533	407	391	327	214	2496	
1960-61		803	688	695	594	583	599	624	533	407	391	327	2881	8
1961-62			803	688	695	594	583	599	624	533	407	391	3137	10
1962-63				803	688	695	594	583	599	624	533	407	3340	8
1963-64					803	688	695	594	583	599	624	533	3628	12
1964-65						803	688	695	594	583	599	624	3783	6
1965-66							803	698	695	594	583	599	3962	7
Total Rooms Needed													51	

DURRETT HIGH SCHOOL
Capacity: 2,435

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	655	560	578	481	484	473	526	471	346	284	272	221	2120	
1960-61		655	560	578	481	484	473	526	471	346	284	272	2372	
1961-62			655	560	578	481	484	473	526	471	346	284	2584	6
1962-63				655	560	578	481	484	473	526	471	346	2781	8
1963-64					655	560	578	481	484	473	526	471	3013	9
1964-65						655	560	578	481	484	473	526	3102	4
1965-66							655	560	578	481	484	473	3231	5
Total Rooms Needed													32	

EASTERN HIGH SCHOOL
Capacity: 1,750

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	459	408	367	369	361	355	412	326	279	196	210	192	1615	
1960-61		459	408	367	369	361	355	412	334	279	196	210	1786	1
1961-62			459	408	367	369	361	355	436	334	279	176	1941	6
1962-63				459	408	367	369	361	377	436	334	279	2156	9
1963-64					459	408	367	369	400	377	436	334	2283	5
1964-65						459	408	367	398	400	377	436	2386	4
1965-66							459	408	399	398	400	377	2431	2
Total Rooms Needed													27	

FAIRDALE HIGH SCHOOL
Capacity: 1,050

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	385	325	339	291	294	282	366	247	184	126			923	
1960-61		385	325	339	291	294	282	366	247	184	126		1205	6
1961-62			385	325	339	291	294	282	366	247	184	126	1499	12
1962-63				385	325	339	291	294	282	366	247	184	1664	7
1963-64					385	325	339	291	294	282	366	247	1819	6
1964-65						385	325	339	291	294	282	366	1897	3
1965-66							385	325	339	291	294	282	1916	1
Total Rooms Needed													35	

These Tables Tell A Story

1. The 1959-60 membership at the top of each table is of October 30, 1959.

2. Grades 1 through 6 as shown in each table represent the total membership by grades of all elementary schools in that high school's district.

3. All high schools include grades 7 through 12 except Seneca, Pleasure Ridge Park and Fairdale.

4. The annual high school membership is arrived at by moving each grade forward each school year.

5. Growth and dropout factors are not included.

6. Capacity is considered the maximum number of pupils who can be provided an adequate program of education.

BUTLER HIGH

Butler's present enrollment of 2,496 is slightly under the normal capacity of 2,690. This capacity will be surpassed by about 200 pupils in 1960-61 when the Butler enrollment will reach an estimated 2,881. Butler's table depicts its year by year growth and classroom needs through 1965-66. It will be noticed that in this period the enrollment will increase from 2,496 to 3,962, an increase of almost 1,500 pupils. The total additional rooms needed is listed as 51. Butler High School was constructed in 1954 with a capacity of 850. The ultimate maximum capacity for this building was between 1,700 and 1,800. The lack of financial ability to build additional high schools has forced the Board of Education to construct four additions to the original building. Thus, Butler has grown to the capacity of 2,690 with a future need for 3,962 in 1965.

DURRETT HIGH

Durrett was built in 1954 for approximately 850 students. Original plans call for an ultimate capacity of about 1,700. Continuous growth and lack of

(Continued on Page 4)

FERN CREEK HIGH SCHOOL

Capacity: 1,475

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	387	335	346	328	258	281	286	275	216	155	200	334	1466	
1960-61		387	335	346	328	258	281	286	275	216	155	200	1413	
1961-62			387	335	346	328	258	281	286	275	216	155	1471	
1962-63				387	335	346	328	258	281	286	275	216	1644	7
1963-64					387	335	346	328	258	281	286	275	1774	5
1964-65						387	335	346	328	258	281	286	1834	2
1965-66							387	335	346	328	258	281	1935	4
Total Rooms Needed													18	

PLEASURE RIDGE PARK HIGH SCHOOL

Capacity: 1,125

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	526	440	489	403	441	377	419	390	273	218			1300	
1960-61		526	440	489	403	441	377	419	390	273	218		1677	22
1961-62			526	440	489	403	441	377	419	390	273	218	2118	18
1962-63				526	440	489	403	441	377	419	390	273	2303	7
1963-64					526	440	489	403	441	377	419	390	2519	9
1964-65						526	440	489	403	441	377	419	2569	2
1965-66							526	440	489	403	441	377	2676	4
Total Rooms Needed													62	

SENECA HIGH SCHOOL

Capacity: 1,800

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	741	697	663	598	569	541	574	488	363	303	293		2021	
1960-61		741	697	663	598	569	541	604	488	363	303	273	2572	31
1961-62			741	697	663	598	569	541	604	488	363	303	2868	12
1962-63				741	697	663	598	569	541	604	488	363	3163	12
1963-64					741	697	663	598	569	541	604	488	3463	12
1964-65						741	697	663	598	569	541	604	3672	8
1965-66							741	697	663	598	569	541	3809	5
Total Rooms Needed													80	

SOUTHERN HIGH SCHOOL

Capacity: 1,600

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	466	351	339	318	318	313	349	235	222	217	278	254	1555	
1960-61		466	351	339	318	318	313	349	235	222	217	278	1614	
1961-62			466	351	339	318	318	313	349	235	222	217	1654	2
1962-63				466	351	339	318	318	313	349	235	222	1755	4
1963-64					466	351	339	318	318	313	349	235	1872	5
1964-65						466	351	339	318	318	313	349	1988	5
1965-66							466	351	339	318	318	313	2105	5
Total Rooms Needed													21	

(Continued from Page 3)

ability to give permanent relief has made it necessary to add to this building at three different times. At present, Durrett houses 2,120 students and has a normal capacity of 2,435.

Durrett's table depicts its growth and needs through 1965-66. Thirty-two classrooms will be needed to house approximately 1,100 more pupils during this period.

EASTERN HIGH

Eastern High School was constructed in 1950 and opened in September of that year. Its district not only included the present area but that which makes up the present Waggener district. Eastern, built for about 1,500, has had one addition and now has a capacity of about 1,750. Its present enrollment of 1,615 will grow to approximately 2,431 by 1965 as shown in its table. This growth of about 800 will necessitate another 27 classrooms for this district.

FAIRDALE HIGH

Fairdale was built in 1958 to house grades 7-9 for relief to Southern High School. The school now houses grades 7-10 and has about 923 students enrolled. The capacity of 1,050 is about 150 less than the projected enrollment for 1960-61 which will include the addition of the eleventh grade.

Fairdale's table clearly shows that this school will need relief beginning next year, and 35 classrooms by 1965. The expected increase of about 1,000 students might be too conservative since an upward trend is quite noticeable in home construction in this district.

FERN CREEK HIGH

The Fern Creek growth has leveled off and the membership has become rather stable. Gradual growth will resume in 1962-63 and continue through 1965-66. There remains a tremendous potential in this district but it is not expected to develop rapidly.

The Fern Creek table indicates a growth of slightly less than 500 by 1965-66 and a need for 18 additional classrooms.

(Continued on Page 5)

PLEASURE RIDGE PARK HIGH

(Continued from Page 4)

This school was built to house about 1,125 students. Now in its second year with grades 7-10, the membership has reached 1,300. The Table indicates that at the present rate of growth, over 2,100 will be reached by the year of the first senior class and over 2,600 by 1965. Therefore, under normal growth, 62 additional classrooms will be needed for relief.

There is little reason to believe that growth will be normal since present trends in this area indicate a very rapid population growth. This school will receive additional classrooms in the 1960 building program.

SENECA HIGH

Seneca High School was constructed in 1957 to relieve conditions at Fern Creek High School. The original capacity of about 900 was sufficient for one year only. An addition in 1958 increased the normal capacity to approximately 1,800. The present membership has grown to over 2,000 and an increase of over 500 is expected next year. Thus, the school will have a membership of over 2,500 the first year it becomes a complete senior high school.

The Seneca table indicates a steady growth for this school through 1965-66, at which time Seneca will have a membership of over 3,800. Such an increase would necessitate approximately 80 additional classrooms. The needs for the next two years are included in the 1960 building program.

SOUTHERN HIGH

The Fairdale High School has helped relieve Southern for the last two years and this school should not experience serious trouble until 1963-64. Growth will continue gradually through 1965-66.

The Southern High table shows a growth of about 550 by 1965 and a need for 21 classrooms.

(Continued on Page 6)

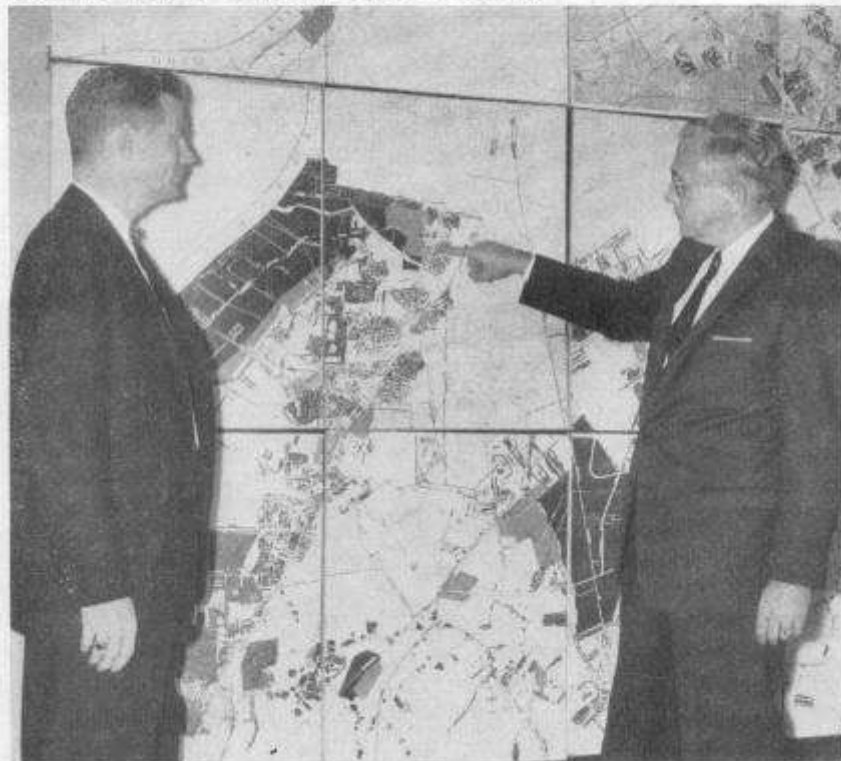
VALLEY HIGH SCHOOL
Capacity: 2,350

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	786	681	629	546	603	552	504	457	301	313	513	372	2450	
1960-61		786	681	629	546	603	552	504	457	301	303	513	2630	11
1961-62			786	681	629	546	603	552	504	457	301	303	2720	4
1962-63				786	681	629	546	603	552	504	457	301	2963	10
1963-64					786	681	629	546	603	552	504	457	3291	13
1964-65						786	681	629	546	603	552	504	3515	9
1965-66							786	681	629	546	603	552	3797	11
Total Rooms Needed													58	

WAGGENER HIGH SCHOOL
Capacity: 2,410

YEAR	1	2	3	4	5	6	7	8	9	10	11	12	H. S TOTAL	ROOMS NEEDED
1959-60	580	520	525	517	521	490	556	478	366	336	369	329	2434	
1960-61		580	520	525	517	521	490	556	478	366	336	369	2595	7
1961-62			580	520	525	517	521	490	556	478	366	336	2747	6
1962-63				580	520	525	517	521	490	556	478	366	2928	7
1963-64					580	520	525	517	521	490	556	478	3087	6
1964-65						580	520	525	517	521	490	556	3129	2
1965-66							580	520	525	517	521	490	3153	1
Total Rooms Needed													29	

Battle Lines On A School Map



THIS IS PART of a huge map at County School Board Headquarters on which an up-to-the minute count is kept of school membership. John Ramsey, Assistant Superintendent, left, and Richard Van Hoese, Superintendent of County Schools, discuss the swiftly growing Dixie Highway area.



QUESTION BOX

• *Who selects textbooks?*

Each school district selects one book in each subject area and in each grade level from a multiple list of textbooks that are approved by the State Textbook Commission. Each book officially approved by our Board of Education is the adopted text for a period of four years.

• *How do children learn?*

Learning is a continuous process. It takes place all the time, not only in the school room. Children are innate imitators. Much learning is in listening and observing peers and adults.

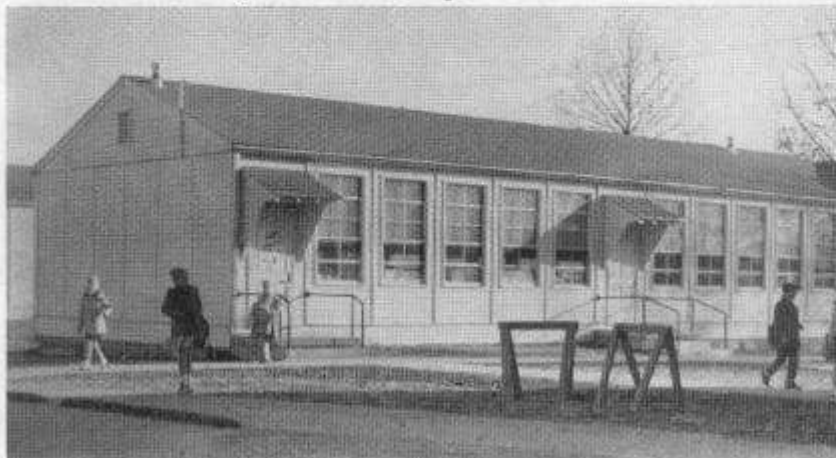
• *To prevent a child from dropping out of school, whom should a parent contact?*

Both the teacher and the counselor. If necessary, an appointment with the school principal can be arranged. In this regard, the professional personnel of the entire system are at the disposal of the parent.

• *If a pupil drops out of school, can he return?*

Yes. The pupil should contact the counselor and proper plans can be made. Experience has shown this action to be wise.

Not A School, But It Helps



PORTABLE CLASSROOMS like this one at Mill Creek School are a temporary means of relief for the County schools. There are two of these buildings behind Mill Creek School.

Looking Far Into The Future



PROPOSED subdivisions in the county are checked carefully by Conrad Stallings, administrative staff member of the County Board of Education, left, and Charles Walte, Jr., Planning and Zoning Commission Director. Wherever houses are built, schools must appear also.

The Details Of Growth For 10 High Schools

VALLEY HIGH

(Continued from Page 5)

This district has been the fastest growing of all high school districts. All of Butler's present membership of 2,496 and Pleasure Ridge Park's 1,300 came from Valley's original district. Fairdale High School also offered some relief last year. Yet, Valley has 2,450 pupils at pres-

ent and estimates indicate a steady increase each year through 1965-66.

The Valley Table indicates an increase of over 1,300 by 1965 and a need for 58 additional classrooms. Beginning next year this school will continue to be in serious trouble unless relief can be provided. The school was on double sessions in 1957-58 when it reached the membership which has been estimated for 1961-62.

WAGGENER HIGH

Waggener was built in 1954 for approximately 850 pupils. Since that date the school has received three additions and now houses 2,434 pupils and has a capacity of 2,410. The district will continue a gradual growth through 1965-66, at which time approximately 3,153 pupils are expected. This represents an increase of slightly more than 700. As indicated in the Waggener table, 29 additional classrooms will be needed.

Rolling Stock

Jefferson County schools employ 254 school bus drivers.

Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME 3

FEBRUARY, 1960

NUMBER 6



PART OF THE men and equipment needed to keep Jefferson County schools operating every day. These maintenance men are largely responsible for the fact that you probably can't remember when a

County school was closed because of mechanical or equipment failure. Good maintenance also helps to protect your investment in school buildings, equipment and grounds.

What Do The Sixties Hold?

THERE MAY BE FINANCIAL TROUBLES AHEAD

BY JACK DAWSON

Many public schools today suffer from three decades of neglect. The question, "What do the sixties hold for education?" strikes us full in the face at this time. The depression of the thirties and the war years of the forties left little for public education. Although the fifties brought almost unbelievable

economic progress and achievement, education is still relegated to a second-rate position in many places throughout our nation.

The fact remains that, even since the Sputnik era, there has been a tremendous trend toward cut-rate education that is endangering the quality of our public school programs.

Kentucky schools are operat-

ing on the same maximum tax rate as provided by law in 1946, fourteen years ago. Although costs of all services and commodities have skyrocketed since 1946, schools must continue to operate on the same tax rate.

In 1946, Jefferson County schools had fewer than 9,000 pupils, but now must educate nearly 48,000 without a proportionate increase in revenue.

The most graphic illustration of this problem is reflected in the chart on Page 2 showing the assessable wealth back of each school child in Jefferson County. It can readily be seen that the amount has decreased steadily since 1951, and the 1959-60 school year is the lowest since 1946. This is quite significant in the total picture and even more distressing since the County's school population is increasing at the rate of more than 4,000 pupils a year.

Although the assessable wealth back of each child is \$11,904 for the total membership, each of the 4,348 additional pupils this year has less than \$7,000.

It should be noted that 70.23
(Continued on Page 2)



BUSY PEOPLE in the financial affairs of the Jefferson County schools are, from left, Mrs. Lucille Bates, secretary; Jack Dawson, Acting Superintendent for Business Affairs; and Mrs. Martha Williams, secretary.



GOING OVER THE new financial accounting manual in use in Jefferson County Schools are, from left, E. C. Grayson, Director of Finance; F. L. Tennant, Supervisor of Accounting; and Madelyne Surgenor, financial secretary.

Financial Troubles May Be Ahead

(Continued from Page 1)

per cent of all general fund receipts are derived from local revenue, and 97.49 per cent of all local revenue is derived from taxes on general property, franchise and whisky withdrawals. Therefore, the assessed valuation of local property becomes a crucial factor.

The financial picture becomes rather clear when the pupil growth factor and school revenue are looked at together. The situation is well summarized by the fact that Jefferson County school population has increased approximately 200 per cent since 1950 and a decrease of 15 per cent in assessable wealth in back of each child has been experienced.

The present picture seems to indicate that this trend will continue. Thus, a further curtailment of funds and services to our boys and girls will result if relief is not provided.

Maintenance Job Is "Prevention"

An effective and thorough job of maintaining buildings and equipment is an economy measure.

A loss of time and equipment from breakdown is costly and disrupting. Frequently, costs of preventive measures are only a fraction of the expense which may arise from the lack of proper maintenance. For example, when a 600 pupil school is closed for one day, 3,600 pupil hours and 180 hours of school personnel are lost. This loss is not easily measured nor is it ever reflected in the cost of the educational program.

New Manual Helps Improve Our Accounting

To help insure the effectiveness of the financial accounting system of the Jefferson County Board of Education, a revision has been made in our Financial Accounting Manual. Our growing school system necessitates new account classifications.

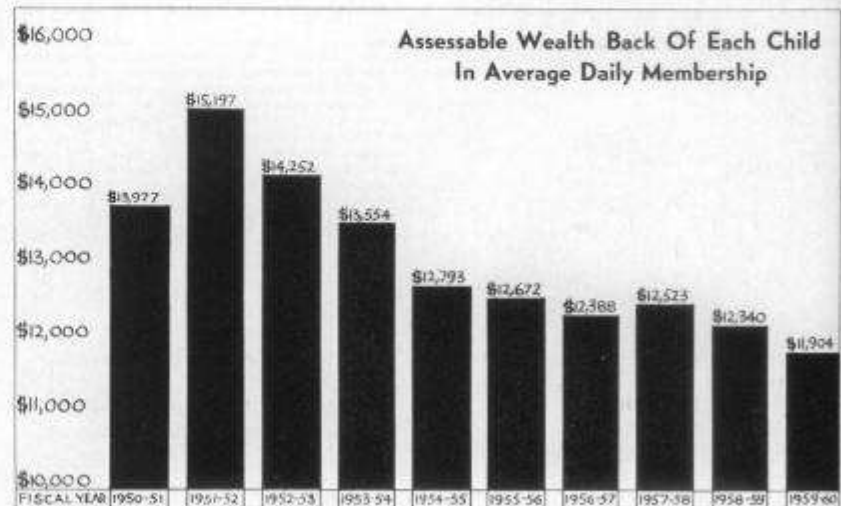
Reviewed By Others

The revised Accounting Manual conforms to the receipt and expenditure classifications adopted by the State of Kentucky. It has been reviewed by the State Department of Education and the U. S. Office of Education.

Apart from legal requirements, the effective operation of the educational program relies heavily upon an adequate financial accounting system.

Some Of The Aspects

The following aspects of school administration illustrate this fact: Preparation of the annual budget, the establishment of payroll and purchasing procedures, the procedure for bond sales and investments, the handling of insurance, economical maintenance and operation of school facilities, and financing school building programs.



The assessable wealth back of each child determines the amount available for education of your children. From the peak year 1951-52, assessable wealth per child has been gradually declining. If this trend continues, the end result will only mean a reduction or curtailment of educational services.

Your
Jefferson County Schools
 Vol. 3 February No. 6

is published by
 THE JEFFERSON COUNTY
 BOARD OF EDUCATION
 618 West Jefferson Street
 LOUISVILLE 2, KENTUCKY
 Richard Van Hoose,
 Superintendent

Published monthly, except June, July, and August, and distributed to each family.

These Tables Tell Accurate Story Of Your Schools

The Board of Education employs more than 3,000 people to carry out the educational program. The Summary of Personnel Table shows an increase of almost 8% in number of personnel employed last year. Our 4,000 new pupils represent a 9% increase over 1958-59 school year.

★ ★ ★

The second table compares per pupil expenditures of Jefferson County with regional expenditures throughout the United States. It can be seen that the per pupil expenditure in Jefferson County was lower than the average for any of these regions.

★ ★ ★

The third table compares per pupil expenditures in Jefferson County with expenditures in certain selected cities which are comparable in many respects to the Jefferson County School System. Only Atlanta, Georgia, had a lower expenditure than Jefferson County.

Circular 595—United States Office of Education—is the latest publication showing comparative costs of education throughout the United States. However, there is considerable evidence that in 1959 Jefferson County remains in approximately the same relative position with respect to per pupil expenditures as during the 1957-58 school year.

★ ★ ★

The fourth table compares 1959-60 budgeted current expenditures of the Jefferson County Board of Education with the 1957-58 National Average expenditures for comparable school districts.

No formula has been devised by which a school district can determine the exact percentage of the total budget to be allotted to the various functional classifications of expenditures. However, any wide variations from the averages shown in Circular No. 595 should be examined carefully by the school district.

SUMMARY OF PERSONNEL

	1959-60	1958-59
Administrative	70	66
Instructional	2,033.9	1,857.3
Operational ⁽¹⁾	712	693
Maintenance	42	33
Transportation ⁽²⁾	259	241
	<u>3,116.9</u>	<u>2,890.3</u>

(1)Includes approximately 450 lunchroom workers who are employed by each school principal.

(2)Includes contract bus operators who furnish their buses.

COMPARISON OF CURRENT EXPENDITURES PER PUPIL BY REGIONS

Region	Year 1957-58 ⁽¹⁾	Jefferson County 1957-58
North Atlantic	\$390	\$265
Great Lakes and Plains	349	265
Southeast	275	265
West and Southwest	329	265
Average for Regions	336	265
Highest	495	265
Lowest	193	265

(1)Circular 595 — U.S. Office of Education 1957-58 (School Systems in Cities and Counties of 100,000 Population or More).

COMPARISON OF CURRENT EXPENDITURES PER PUPIL IN SELECTED SCHOOL DISTRICTS

District	Year 1957-58 ⁽¹⁾	Jefferson County 1957-58
Louisville	\$295	\$265
Baltimore	339	265
Nashville	287	265
New Albany	263	265
Cincinnati	371	265
Columbus	288	265
Atlanta	252	265
Philadelphia	377	265
Chicago	385	265

(1)Circular 595 — U.S. Office of Education 1957-58 (School Systems in Cities of 100,000 Population or More).

COMPARISON OF CURRENT EXPENSE BUDGETS (Capital Outlay and Debt Service Excluded)

	1959-60 Jefferson County Budget %	1957-58 ⁽¹⁾ National Average %
Administration	2.3	2.4
Instruction	76.4	74.8
Attendance & Health Services	0.7	1.6
Pupil Transportation	5.9	0.5
Operation	8.4	10.6
Maintenance	4.0	4.7
Fixed Charges	2.3	3.7

(1)Circular 595 "Current Expenditures Per Pupil In Public School Systems — 1957-58", U.S. Office of Education.

YEAGER, FORD & WARREN
 CERTIFIED PUBLIC ACCOUNTANTS
 KENTUCKY HOME LIFE BUILDING
 LOUISVILLE 2

November 12, 1959

Our Audit

The records and Accounts of the Jefferson County Board of Education have been audited by certified public accountants for The 1956-57, 1957-58 and 1958-59 Fiscal Years. These audits are on file in the office of The Board of Education. The condensed audit for 1958-59 is a part of this issue of Your Jefferson County Schools

Jefferson County Board of Education

We have examined the records of General Fund, Special Voted Building Fund Tax Account and Special Television Account of Jefferson County Board of Education for the year ended June 30, 1959. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying statements of receipts and disbursements for General Fund, Special Voted Building Fund Tax Account, and Special Television Account present fairly the transactions of Jefferson County Board of Education for the year ended June 30, 1959, and the results of its operations for the year then ended in conformity with generally accepted accounting principles.

YEAGER, FORD & WARREN
 Certified Public Accountants

CASH RECEIPTS AND DISBURSEMENTS GENERAL FUND FOR THE YEAR ENDED JUNE 30, 1959

CASH BALANCE, JULY 1, 1958		\$ 1,846,774.04
RECEIPTS		
Per capita account, Foundation Program Fund	\$3,263,424.00	
Federally connected children	232,718.99	
Other state and Federal aid	51,331.24	
Reimbursement for veteran training	7,477.14	
Reimbursement for school lunch program	327,020.01	
Revenue from taxes	8,256,923.04	
Tuition paid by individuals and school districts	29,644.71	
Interest from investments	42,587.45	
All other sources	215,634.75	12,426,761.33
TOTAL CASH AVAILABLE		\$14,273,535.37
DISBURSEMENTS		
Administration	319,367.86	
Instruction	8,476,747.06	
Operation	920,536.49	
Maintenance	373,051.06	
Fixed Charges	159,774.21	
Auxiliary services	678,200.54	
Capital outlay	870,975.35	
Transfers and refunds	357,356.21	12,156,008.78
CASH BALANCE, JUNE 30, 1959		\$ 2,117,526.59

Your Jefferson County Schools:

February, 1960

YOUR JEFFERSON COUNTY SCHOOLS

Page 5

SPECIAL VOTED BUILDING FUND TAX ACCOUNT CASH RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED JUNE 30, 1959

<u>CASH BALANCE, JULY 1, 1958</u>	\$1,412,686.25
RECEIPTS	
Revenue from taxes	\$2,718,718.83
Interest from investments	18,365.84
<u>TOTAL CASH AVAILABLE</u>	<u>2,737,084.67</u>
DISBURSEMENTS	
Capital additions	\$1,271,407.25
Debt service	1,925,493.53
<u>CASH BALANCE, JUNE 30, 1959</u>	<u>\$ 952,870.14</u>

VETERANS INSTITUTIONAL ON-THE-FARM TRAINING PROGRAM ACCCOUNT CASH RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED JUNE 30, 1959

<u>CASH BALANCE, JULY 1, 1958</u>	\$ 391.85
RECEIPTS	
Reimbursement from State Treasurer	5,923.46
<u>TOTAL CASH AVAILABLE</u>	<u>\$6,315.31</u>
DISBURSEMENTS	
Salaries	\$4,633.28
Other	778.41
<u>CASH BALANCE, JUNE 30, 1959</u>	<u>\$ 903.62</u>

SPECIAL TELEVISION ACCOUNT CASH RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED JUNE 30, 1959

<u>CASH BALANCE, JULY 1, 1958</u>	\$ 3,756.10
REFUNDED TO	
Fund for Advancement of Education	\$1,878.05
Jefferson County Board of Education	1,878.05
<u>BALANCE</u>	<u>3,756.10</u>
RECEIPTS	
Received from Jefferson County Board of Education	\$124,294.00
DISBURSEMENTS	
Salaries	54,326.48
Telecasting costs	31,549.00
Equipment rental	10,000.00
Other	6,576.53
<u>CASH BALANCE, JUNE 30, 1959</u>	<u>102,452.01</u>
<u>CASH BALANCE, JUNE 30, 1959</u>	<u>\$ 21,841.99</u>

On September 9, 1959 Special Television Account was closed, the balance being disbursed as follows:

Jefferson County Board of Education	\$13,705.85
Fund for Advancement of Education	8,136.14
<u>TOTAL</u>	<u>\$21,841.99</u>



OFFICE SPACE is limited, but so far a busy financial and administrative staff has found room to work. Here are some of them. From left, standing, Pat Whitten, Helen Travillion, Evaletta Hammer and Ann Hopewell. Seated, front, Gail Scheible, Betty Knapps, Dorothy Standford, Madelyne Surgener, Judith Leshar, Mildred Kemp and Deloris Wilson.

A Federal Program

National Defense Education Act Encourages Talent and Teachers

The National Defense Education Act of 1958 (Public Law 864) authorizes one billion dollars in Federal aid over a four-year period. The Act is designed to find and encourage talent among our school children, improve ways and means of teaching, and further knowledge.

Federal aid is not new. The Land Ordinance of 1785, the Northwest Ordinance of 1787 and the Land Grant College Acts are examples. To cite a more recent example, we have the case of Public Law 874 whereby the Federal Government gives aid to local school districts suffering federal impact. Last year Jefferson County schools received \$232,718.99 under this law.

The National Defense Education Act has 10 titles. They are:

1. General provisions.
2. Loans to Colleges and to university students.
3. Funds for strengthening science, mathematics, and modern foreign language instruction.
4. National defense fellowships.
5. Guidance, counseling, and testing.
6. Language development.

7. Research and experimentation in educational media.

8. Area vocational education programs.

9. Science information service.

10. Improvement of statistical services of state educational agencies.

Provisions of this act are administered by the U.S. Office of Education, except for Title 9 which establishes a special service in the National Science Foundation. The Kentucky Department of Education has been assigned the responsibility for preparation of a State Plan for use of the funds allotted to Kentucky under this Act. Each school district is allocated tentative amounts for expenditures based on pupil enrollment.

During 1959-60, the Jefferson County Board of Education has budgeted \$9,000 for testing and guidance under provisions of Title 5.

In addition, \$210,000 has been budgeted for instructional supplies and equipment and remodeling of laboratories under Title 3 of the Act. Our district can expect to receive reimbursement of \$114,000 during this fiscal year.

Investments Can Help Add To Our Income

The policy of investing temporary surplus funds is recognized as a standard financial procedure in most business organizations. Your Board of Education attempts to make investments in U.S. Treasury obligations whenever there appears to be funds which are not immediately required. This usually occurs in the months of October, November, December and January when approximately 75% of tax revenues are received.

Investments may be made from the General Fund when authorized by the Board of Education. However, Special Voted Building Fund monies are invested in accordance with KRS 160.477 which states that "funds may be invested in bonds of the United States, of this state, or of any county or municipality in this state, provided however, that such investment shall be approved by the State Board of Education".

The following table shows the amount of income realized from temporary investments for the 1957-58 and 1958-59 school years:

	1957-58	1958-59
General Fund	\$47,106.19	\$42,587.45
Special Voted Building Fund	23,409.62	18,365.84
TOTAL	\$70,515.81	\$60,953.29



EVALETTA HAMMER prepares familiar W-2 forms for School Board employees. Preparing 5,000 of these forms is part of our accounting responsibility.

Your Jefferson County Schools

Published by the Jefferson County Board of Education, Louisville, Ky.

VOLUME 3

MARCH, 1960

NUMBER 7

Each High School Has Equipment For Full Program

In each high school there is electronic equipment which makes it possible for language students to have a small laboratory right in the classroom.

This equipment is designated for the use of modern foreign languages. Many experts believe that aids of this kind will help students in their efforts to attain competency in understanding and speaking the language they are studying. Under the National Defense Education Act, our government is helping schools obtain these instruments.

Our laboratory equipment at Durrett, Eastern, Fern Creek, Fairdale, Seneca, Southern, Pleasure Ridge Park, Valley, and Butler consists in each school of a tape recorder which is adapted for three sets of headphones, a

(Continued on Page 2)

Competency Is The Goal

NEW CHALLENGES ARE MET IN TEACHING OF LANGUAGES

By Helen F. Daniel
Supervisor of Language Arts

In May, 1952, the United States Commissioner of Education excited the educational world when he said in effect that the United States is a nation of linguistic cripples, unable to take its places at the diplomatic tables of the world. He strongly advocated an accelerated foreign language program beginning in the elementary grades. Since that time public interest in foreign languages has quickened.

Leaders of our government, lay leaders, educators and parents are increasingly aware of our need for more and better foreign language study in our schools and colleges.

The United States can no longer continue under the delusion that "if you speak loudly enough, anybody can understand English." It is true that great numbers of people in other countries do speak English, but pitifully few citizens of the United States speak a foreign language. So much of a people's philosophy, culture, and way of life are expressed in its language that we must learn to communicate with the others. Real understanding can come only with communication through language.

On September 2, 1958, President Eisenhower signed into law the National Defense Education Act of 1958. In this act, teachers have a great challenge. Our Jefferson County school system has availed itself of the great opportunities this Act offers to improve materials and instruction in mathematics, science and modern foreign language. Through the School Board's use of matching funds, boys and girls in these classes have access to aids and equipment long dreamed of by teachers. Specifically, in modern foreign language classes, students have the newest electronic equipment for listening and speaking as well as visual aids for cultural study. Such materials will go far toward attaining the objectives we have set for our students and ourselves. Jefferson County foreign language teachers rank **competency** in the language and understanding of the culture, history, and way of life of the

(Continued on Page 2)



THESE THREE students at Pleasure Ridge Park High School use headphones to listen to recorded material in their French class. From left, Sherrie Hillard, Nick Druga and Joe Richardson.



THIS GERMAN CLASS at Fern Creek High School uses a slide projector to view scenes which add to their understanding of the language and culture of Germany. From left, Mrs. Gertrude Lutz, the teacher, Louis Nagel, Kathryn Mayland and Mike Hilsenrad.

Challenge Met In Language Study

(Continued from Page 1)

people whose language is being learned as their prime objectives. Every effort is made to show the relationship of other people's language and culture to our own.

The foreign language program in Jefferson County schools begins in the elementary school as recommended by specialists in the field. Young children are adept at imitating and do not have the inhibitions that plague high school students. The hearing-speaking or aural-oral approach is used with as little reading and writing as possible. Grammar, reading and writing come later, experts agree.

In the elementary school, Spanish is offered by TV to all third and fourth graders three times a week for a period of 15 minutes each day. The teacher is Miss Sue Robinson. We hope to extend this by a grade each year.

Miss Robinson also has television Spanish for fifth and sixth graders by closed circuit in Hawthorne, Jeffersontown, Mill Creek, Camp Taylor and Waller Schools.

In the Advance Program

Spanish is taught by two traveling teachers. Mrs. Sue Van Slyke has the primary and intermediate groups and Mr. Sid Guillen the seventh grade groups. These teachers meet their classes regularly for periods of 15 to 40 minutes.

All of our ten high schools offer some foreign language. In six schools four languages are taught: Latin, French, Spanish and German. In two, three are offered: Latin, French, Spanish. In one, Latin and French; and in one, Latin and Spanish. According to a survey by the Modern Language Association in 1955, 56% of the high schools in the U. S. offered no foreign language.

In many of our schools four years of the various languages are offered. This has been true for some years, but we can point to this fact with pride, for specialists emphasize the importance of a four-year sequence in a language in order to attain competency.

Communication between nations becomes more and more important if we are to live in a peaceful world.

Each High School Has Equipment

(Continued from Page 1)

record player also adapted for headphones, a slide projector, prepared tape and blank tape, records and slides. The teachers schedule the equipment that they need and set up the small lab in the classroom. A small group can listen to the prepared tape or record. These students can record their response or imitations on the blank tape and then play back and evaluate their responses. The teacher sometimes prepares his own lesson on tape. This makes it possible for the students to practice and speak more often than before in a large class.

The slide projector is useful not only in acquainting our students with the culture, history, art and geography of the country whose language they are learning, but the slides are accompanied by short sentences spoken or projected on the picture by the teacher.

The use of electronic aids does not in any way take the place of the strictly academic learning which is found in the conventional classroom. In our high schools we are preparing many students who are going to college. Many of these will have to take college board examinations before entering college, as well as placement tests in the languages they have studied in high school. We feel that they are being well prepared for we receive many good reports of their results on these tests.

Your
Jefferson County Schools

Vol. 3 March No. 7

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THE JEFFERSON COUNTY
BOARD OF EDUCATION
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LOUISVILLE 2, KENTUCKY

Richard Van Hoose,
Superintendent

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Our New Language Laboratory Is A Big Step

Electronics Play Key Role For Us

On February 2, the Language Laboratory was officially opened at Waggener High School. The installation of this modern electronic equipment should be a great aid in helping our boys and girls move toward Dr. James B. Conant's goal of "something approaching a mastery of a modern foreign language."

After extensive research and study, the equipment was selected. Every effort was made to make a wise choice from a field of rapidly developing electronic devices. Because of the great interest displayed in foreign languages and the large number of students engaged in the study of French, Spanish and German, Waggener seemed the logical place for our first language laboratory — which is the first fully equipped and functioning installation of this nature in high schools in Kentucky.

The laboratory consists of 15 sound-proof student booths and a master console. Each booth is equipped with individual microphone, headphones, and double decked magnetic disc recorder. The master console (for the instructor) contains three tape recorders and a record player. From this console the teacher can send recordings through four channels for individual work with students, or she can play a tape or record to the whole group through headphones or by loudspeaker. The teacher can listen to and communicate with students individually.

In his booth, the student listens to the master recording and records it on his own instrument while he listens. He then records

his own voice as he imitates. Most of the tapes are made with spaces that allow the student to speak. On the player which is part of his dual recorder, he plays back the magnetic disc, hearing both the correct master recording and his own repetition. He can practice, erase his disc and practice again. The laboratory is now using tapes and records closely coordinated with the vocabulary of our textbooks. Some of these are prepared by native speakers.

The laboratory does not seek to replace the traditional class-

room and the teacher, but to enrich and augment the language program.

We hope to install laboratories in our other high schools eventually. These other schools now have electronic equipment which paves the way for full laboratory installation.

The six modern foreign language teachers at Waggener have worked untiringly in preparing themselves to use the laboratory effectively. Several attended National Foreign Language Institutes last summer and again this past fall.



EACH STUDENT works in his own booth and with his own electronic equipment in this new Language Laboratory.



THESE MODERN language teachers are examining the equipment of the master console. At the console — or control point — of the Language Laboratory — are, from left, Mrs. Margaret Ryan, Miss Nectar Kazanjian, Miss Anita Boss, Mrs. Willabelle Dodds, Mr. Charles Blanford, Mrs. Helen Daniel and Mrs. Betty McKay.

How Many People?

Here are the statistics on our language program:

3,060 foreign language students in high school.

17,000-plus TV elementary pupils in Conversational Spanish.

48 foreign language teachers in the County system.



CONVERSATIONAL Spanish pupils at Greenwood Elementary use a song about numbers in Spanish to help with their classroom work.

The Emphasis Is On Understanding

The Spanish classes for the Advance Program are based upon an oral-aural approach instead of the older, more formal grammatical approach. This means that pictures, songs, conversations and games play an important part in our Spanish classes.

Emphasis is placed upon understanding the language rather than upon translating it.

Dramatization always plays an important part.

Vocabulary is learned by the students but never as Spanish words with English equivalents. Dictionaries made by the children themselves contain Spanish words with drawings and pictures. The students memorize songs and many polite and useful expressions which are employed constantly in the classroom.

Listening to native voices on records and tapes, as well as conversing with visitors from Spanish speaking countries, provide for our boys and girls a wide range of experience.

Through such a program, we hope to discover special language aptitudes in a few and, even more important, to instill in all a love and understanding of languages other than our own.

Elementary Pupils Understand Their Neighbors To The South

In 1957, under the auspices of the Ford Foundation for Furthering Education, the teaching of Conversational Spanish by television was introduced in the elementary schools of Jefferson County. Now 16,928 elementary students in Louisville, Jefferson County, Southern Indiana, and Shepherdsville are receiving Conversational Spanish telecasts.

Songs are introduced with records and tape-recordings which carry native Spanish voices and which help tune ears to the native accent. Talking with little visitors from Spanish-speaking countries is an exciting experience. Spanish programs at school and attractive Spanish bulletin boards have evolved from the T.V. experiences.

Spanish conversations between students from different schools are overheard at the theater, on the bus, and on the street. Communications from home indicate that Spanish round-table discussions are in order and that musty Spanish textbooks have been taken from the library shelf for parent-reference and review.

The cooperation of teachers in

the receiving rooms has been outstanding.

The children are proud to be able to talk with their neighbors to the South and to be friends with them. It could be that the combined efforts of all those engaged in this mass-media experiment will bring about a better understanding between nations.



ELEMENTARY pupils in the Advance Program at Kennedy School use a recorder to develop the art of conversation in Spanish.

Study Of Latin Still Has Many Values For Us

The popular notion that "Latin is dead" is clearly disproved in our Jefferson County High Schools. All 10 of our high schools have Latin classes. These classes are lively and vibrant.

Boys and girls are brought to realize the great influence of Roman life and culture upon the development of a large part of our modern world; the way much of our own language has come from Latin; the development of the Romance Languages (Spanish, French, Italian and Portuguese) from their mother tongue.

The Latin Departments in County High Schools are among the most active and interested groups in the schools.

Many say that 'Latin is dead' but our answer to these critics is to ask them to try to live one day without using anything connected with this ancient language. It would be impossible. Students are surprised and delighted to learn that they have been using many Latin words in their speech and activities long before beginning a formal study of the language.

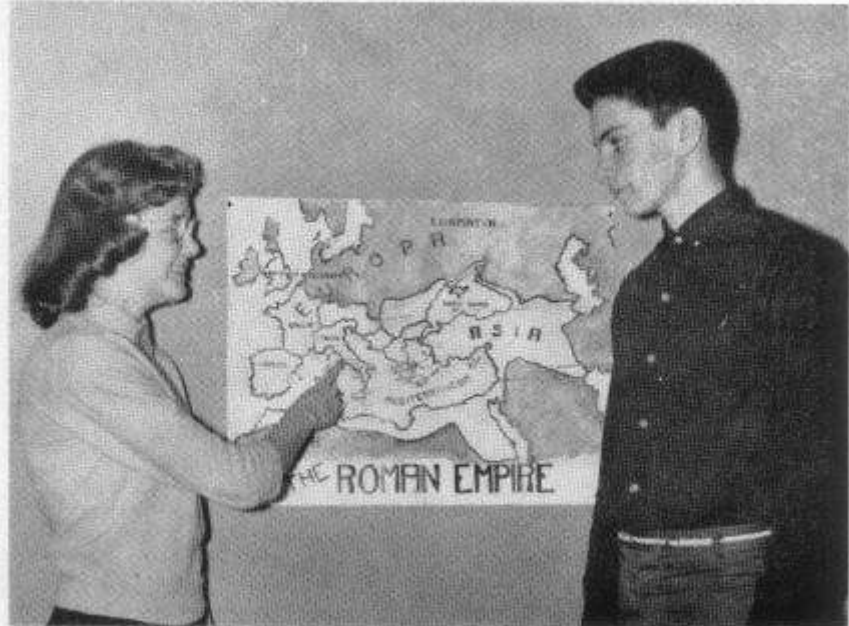
Aid To Interest

Students often dramatize the stories in their textbooks. This technique adds to the interest of the students.

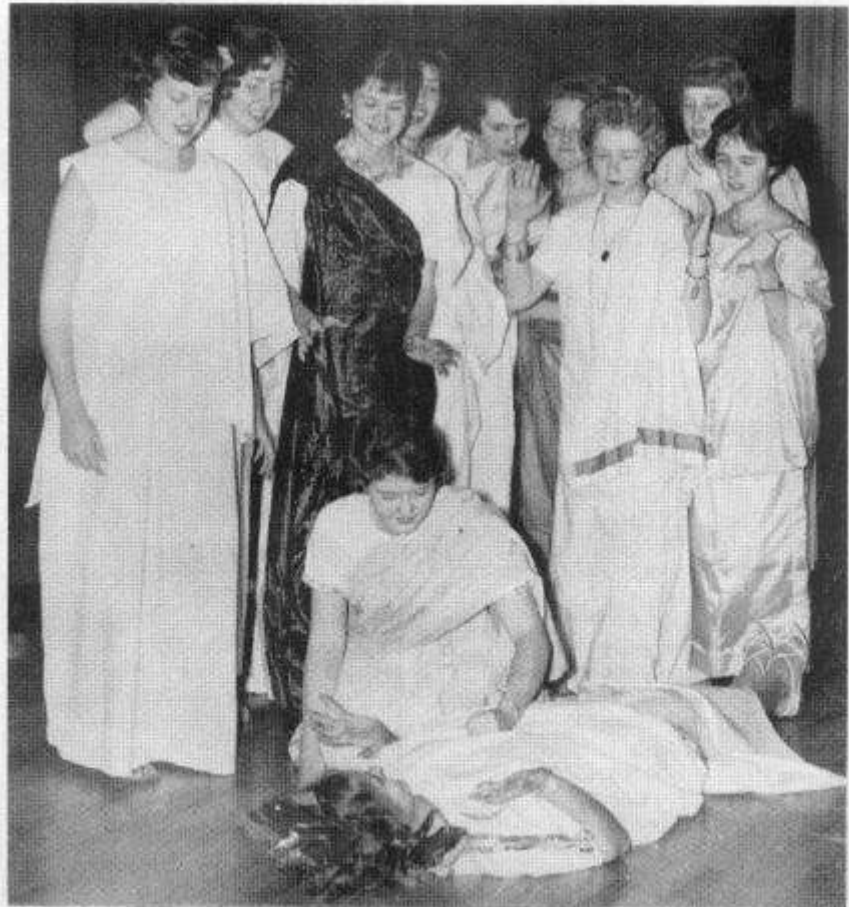
Our teachers believe firmly in giving their students a strong academic background. This is firmly attested by the good reports schools receive from colleges concerning students. The study of Greek and Roman mythology, great Latin authors and word derivations carries over into other phases of these students' lives. The study of Latin grammar is more often than not a great help to students in their English classes.

Many of our boys and girls now engaged in the study of Latin would be among the first to attest to its value.

Ancient Language With Modern Values



CONNIE GORDON and Larry Gray, Latin students at Butler High School, use a map to discuss the effect of Roman culture on our own.



LATIN STUDENTS at Seneca High School dramatize the death of Caesar as part of their "Living Latin" studies.



• *Why should a foreign language be offered in the elementary school?*

Children learn a foreign language more readily when they are young, for they still retain much of their ability to learn sound patterns. The grade school pupil is not afraid to try to imitate and reproduce sounds, whereas a high school student often has a fear of sounding ridiculous. A child who has had good foreign language instruction in elementary school will progress more successfully in high school.

• *What languages are offered in the Jefferson County high schools?*

Latin, French, Spanish and German are offered. All 10 schools do not at present offer all four languages because of lack of demand. When a sufficient number indicate a desire for a particular language, every effort is made to fill this need.

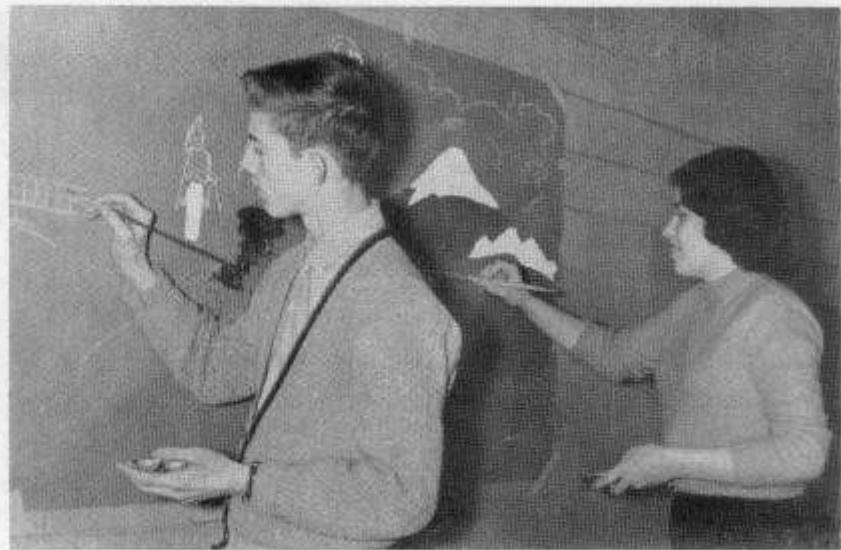
• *How many years are offered in each language?*

Some of our high schools offer four years of Latin and French

A Door Is Closed To Some People

Conant, James B., *The American High School Today* (New York: McGraw-Hill Book Company, Inc., 1959), p. 70.

"Unless a person has acquired something approaching a mastery of one foreign language, he has missed an educational experience of the first importance. Such people never know what it is to know another language. They either think that acquiring mastery is an impossible hurdle to surmount, or else they believe that the ability to understand and speak a few words, perhaps enough to order a meal in a hotel, is a working knowledge. In short, a door is closed to them forever."



A MURAL prepared by Spanish students at Valley High School will depict many scenes in Mexico City which have been discussed by the class. Working on the mural are Danny Blake and Sherry Heuser.

this year. As the students progress, this will be true of Spanish and German.

• *Why are N.D.E.A. funds designated for modern foreign language only?*

Our government, by implementing and encouraging the study of modern foreign languages, hopes to make progress in overcoming our deficiencies by making it possible for schools to have the best modern aids.

• *What electronic aids are recommended by N.D.E.A. for foreign language classes?*

Tape recorders with tapes geared to the students' texts, record players and good recordings. These are usually adapted with headphones. Slide projectors are used to acquaint students with the background of the country whose language they are studying. Instructors usually

comment in simple sentences in the language, thus affording some grammar and vocabulary drill in a pleasant way.

• *What foreign language should my child study?*

In the opinion of authorities, *which* language is not nearly as important as *a* language. The criterion of likelihood of eventual use is not always easy to apply, for one cannot foresee the needs of later life. In a brochure prepared for prospective students by the Massachusetts Institute of Technology, German, French and Russian are suggested for the future scientist or engineer; Latin, French, or Spanish is indicated for students pursuing a liberal arts course.

Colleges Want Language Skill

Columbia College in Columbia University joins the number of institutions which are restoring or raising their foreign language requirement for admission. As of 1962, candidates for admission will have to present three years of a foreign language; in the meantime, those so equipped will receive preference.

Rice Institute, Southern Methodist and Texas Christian have joined the trend in adding or restoring foreign language entrance requirements.

"Latin is a language dead," is just a saying I've heard said.

I'll not believe a word they say — In all my work in every day.

Latin's seen in what I've read!

My poem explains why I like Latin — it helps me in many ways in my everyday life."

**Peachie Shulman
Seneca — Latin I**

Your Jefferson County Schools

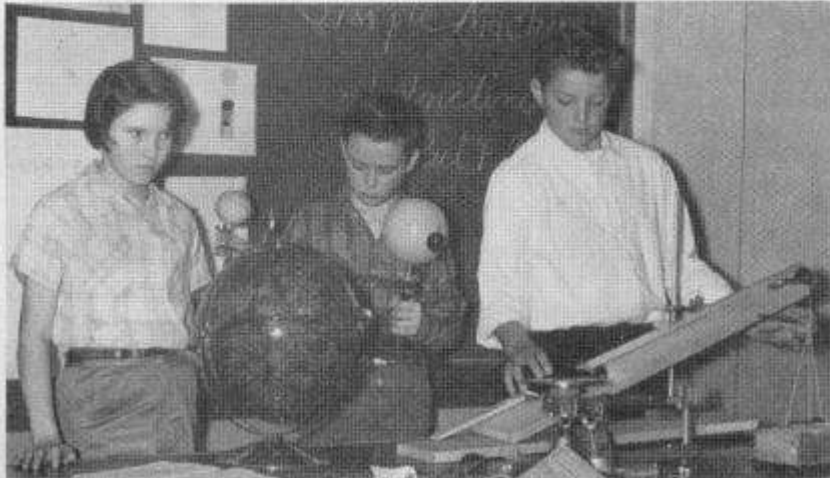
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APRIL, 1960

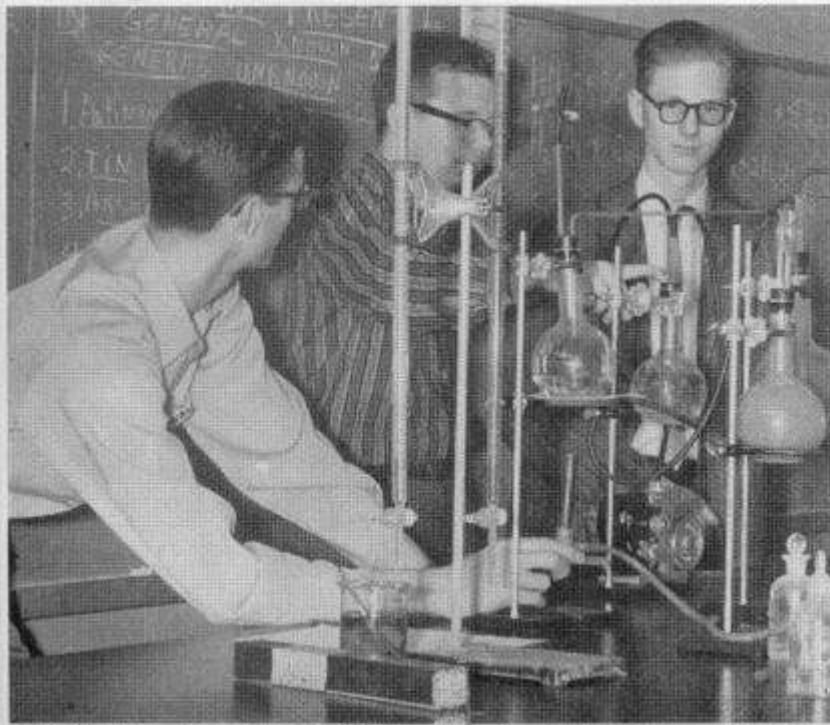
NUMBER 8

Better Way To Understand



FIFTH AND SIXTH GRADE pupils at Fairdale use this equipment to learn of science and space. From left, Patsy Marcum with a celestial globe, Morgan Giesinger, holding a planetarium, and Jerry Owen with an incline plane.

Learning To Master Chemicals



A CHEMISTRY project at Fern Creek High captures the attention of these students. From left, Henry Greenbaum, Tom Barker and Leonard Hartmann study a lead chamber process for making sulfuric acid.

The Sciences Help Man In A Vital Struggle

By Leo A. Colyer
Supervisor.

Mathematics and Science

One of the questions most frequently asked educators today is "What changes are being made in the mathematics and science programs?" The public seems to think that the progress of Russia in space travel has brought about the need for these changes. This is debatable. It has, however, served as a rude stimulus to awaken us to this already existing need. We are rapidly moving into a new phase of man's struggle to control his environment, a phase that overshadows even the industrial revolution. This struggle is really what has brought about a need for the revision of our mathematics and science programs.

Exploration

Let us first consider the traditional offerings. In the elementary grades the science program deals with the child's understanding of his environment through observation, experimentation and discussion. It is very closely related to the rest of the curriculum and many of the activities are the result of problems which arise in other fields. The junior high school science program involves the exploration of many areas of science: the body, conservation, geology, mechanics, astronomy, chemistry, weather, health, scientific method, scientific history, optics, heat, light, living things and electricity. This coverage is broad and rather general in scope. Science in the last three years is more specific and specialized. It is here that each

(Continued on Page 2)

Science And Mathematics Equip Students For The Life Ahead

(Continued from Page 2)

student may choose areas in which a more specific course may be followed. These courses are biology, chemistry, analytical chemistry, and physics. They include laboratory experience to the degree that space, available equipment, number of students seeking enrollment and teacher load will allow.

Specialization Begins

Traditional mathematics follows a somewhat similar pattern. In the elementary grades, the basic patterns of arithmetic that lead to specialized high school mathematics are begun. The junior high school merely extends these basic patterns. Algebra is introduced in the ninth grade as the first attempt at specialization. This is followed by plane geometry, advanced algebra, solid geometry and trigonometry.

Your Jefferson County Board of Education recognizes some need for a modernization of the materials included in many of these courses. Steps have been, and are being, taken to update the curriculum. One of these steps is teacher education through the employment of several resources. About thirty teachers in both mathematics and science have been awarded grants for summer school work by the National Science Foundation. Others have received full academic year scholarships in some of the outstanding universities and colleges.

Improving Teaching

Each year some of the science and math teachers participate in science and industry programs sponsored by the Louisville Engineering and Scientific Societies Council. These programs are designed to acquaint teachers with the practical application of the scientific principles they teach in the classrooms.

Both science and mathematics curricula are undergoing changes. Advanced chemistry and biology are now being offer-

ed in some of the senior high schools. Some thought has been given to an advanced course in physics. In the future we might expect to see the biological sciences brought to grade nine.

Significant changes are being explored in mathematics in grades one through twelve. These changes include a different approach to teaching elementary arithmetic; algebra taught in grade eight in order that the twelfth grade might be devoted to advanced work; a double period in grade twelve where two math courses might be offered — one traditional and the other advanced work — and the fusion of the traditional courses offered in grades ten, eleven, and twelve into two years' work leaving the twelfth grade open for additional work.

Our science and math classes are being furnished with much needed laboratory and teaching equipment. The proper use of this equipment will go far in realizing the aims of purposeful instruction.

Science For The Space Age



MODELS OF planes, satellites, helicopters and missiles help these seniors at Valley High in a course in Aviation Education.

Your

Jefferson County Schools

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Richard Van Hoose,
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to each family.*

Teachers Find Out For Themselves

The science teachers of Jefferson County are constantly striving to improve their teaching. They feel that one way to do this is to be aware of the changes science has brought about in industry.

The Kentucky Society of Professional Engineers has sponsored a program which gives science teachers an opportunity to visit, after school hours, six industries in the Louisville area. These programs are very well structured and carried out on the part of the various industries.

Good Equipment Is Necessary For Best Results

Your Jefferson County Board of Education believes that science students learn better through utilization of well equipped laboratories. A science laboratory must be well equipped for the teacher to keep his class abreast of modern practices and current topics.

All science teaching is, to some extent, laboratory teaching. Children seem naturally to want to try things out. They are not content simply to read or hear about phenomena; they want to try to find answers for themselves. Therefore, more emphasis is being put on student experimentation and problem solving.

Modern Equipment

The National Defense Education Act of 1958 has helped your schools carry out this philosophy of teaching science. This legislation has provided funds, on a matching basis, for the Jefferson County Schools to furnish its science laboratories with modern equipment.

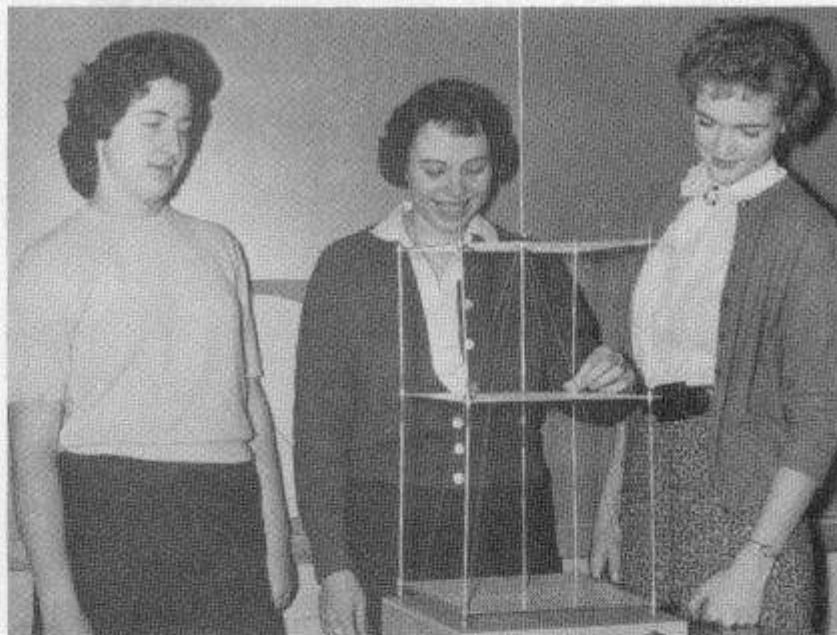
Some of the older laboratories have been remodeled under the National Defense Education Act. This is necessary to house properly and use advantageously the new equipment being bought.

The Mathematics Program Is Looking Ahead

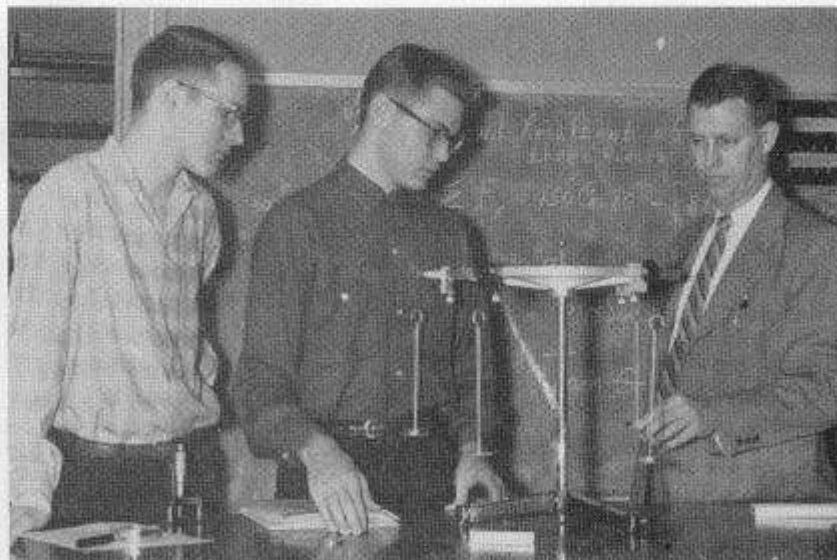
Your Jefferson County Schools endeavor to carry out several functions in the mathematics program. The program is designed to give students the necessary background for college education or for specialized college education such as one in the sciences. Another necessary function is to give students who do not plan to go to college the mathematical background which they will need in order to cope with our complex way of life.

Some college-bound students need more training in mathe-

Giving It Three Dimensions



A CLASS IN solid geometry at Southern High uses this "kit" to construct figures. Here, from left, Sharon Rennirt, Susan Onnybecker and Barbara Sanders finish a pyramid and frustum of a pyramid.



THESE PHYSICS students at Butler High use a force table in their study of mechanics. From left, David Anshutz, Bob Taylor and Harold Burke, teacher.

matics than others. If a student plans to become a scientist or an engineer, he is advised to pursue the courses most appropriate in view of his future plans. The engineering colleges require that their entering students have a good mathematics background and usually specify the mathematics courses they must have had in high school.

The courses most frequently

required are two years of algebra, one year of plane geometry, one-half year of solid geometry, and one-half year of trigonometry. If a student plans to pursue college work that requires less mathematics, he may, of course, take fewer mathematics courses. In any event, he must have two years of mathematics for high school graduation in Jefferson County.

Schools Know Science Altered Our Culture

Elementary Pupil Needs To Understand

The air was so charged with anticipation that there was some danger of a premature explosion. That was the state of the classroom as thirty excited children awaited the touch of the match that would set off their own volcano. One of the forces that helps mold the earth's surface was about to come alive especially for them. The explosion, although chemically produced, would recreate the fireworks at the tip of the cone and the flow of materials down the side just like the eruption of a real volcano. The miniature volcanic eruption is just one of many experiences that children have been having in elementary science classes in Jefferson County.

We Depend On Science

In Jefferson County, science education is for all of the children. The rapid advances accomplished in science and technology have so altered our culture that almost every present activity of man rests on the fruits of science. The growing competition between nations in this vein may control his future. John H. Fischer, writing in *Rethinking Science Education*, has expressed the need most aptly:

"Because we depend so heavily upon science and technology for our survival and progress, we must produce competent specialists. Because we are a democracy, whose citizens are the ultimate policy-makers, large numbers of us must be educated to understand, to support, and, when necessary, to judge the work of the experts. The public school must educate both producers and consumers of scientific services."

Elementary science is basic to the needs and nature of children. The need to understand his environment, as expressed in the million and one "why questions" of early childhood, is the breath of life to science. The child's love of doing, his craving to explore, and his "pack rat" habits of col-

lecting, all lend themselves naturally to the activities of a science program.

Science in your Jefferson County elementary schools is planned to provide a balanced content in five broad areas:

1. *Our earth, its composition, and the changes occurring on it.*
2. *Our earth in space.*
3. *The living things on the earth, how they grow, change, survive, and die.*
4. *The physical and chemical forces man uses.*
5. *Man's place in his changing environment.*

Stated briefly the objectives sought in the science program are:

1. *To promote the formulation of simple scientific principles by each child within the level of his maturity.*
2. *To broaden the interests of each child.*
3. *To help the child adapt*

scientific method to problem-solving situations.

4. *To help develop within each child an appreciation of the products of science, the potentials of science, and of the scientist himself.*

Instructional methods are undergoing great change as a result of the acquisition of science equipment and books. Less demonstration and more individual experimentation, less textbook orientation and more individual research—these are the promises of materials to work with. Educational Television is providing the benefits of team teaching and the provision of resources that would be economically impossible to provide for each individual school. Field trips, resource experts from the community, and the library continue as means of enriching science experiences.

(Continued on Page 5)

Nature's Show Reproduced



A REALISTIC volcano, aided by chemicals, erupts for these pupils at Prestonia Elementary. From left, Sally McBroom, Glenn Doerting and Jenny Mather.

Elementary Pupils Find Science Is Fascinating

(Continued From Page 4)

The teaching of science in the elementary school certainly predates 1955, but that year does mark the first milestone in the development of organized instruction in science. The elementary teachers combined their resources and talents to write guidebooks for science instruction that year. More recently, in the summer of 1957-58, the faculties of the participating schools worked together to plan the teaching of science by Educational Television.

In 1959 the State Department of Education made science textbooks required instead of optional. The Federal Government gave recognition to the need to promote science education in 1959, also. The National Defense Education Act provided funds to Jefferson County on a matching dollar basis to buy equipment, books and visual materials for the teaching of science. In the first year of this four-year program each elementary school has received equipment beyond the minimum requirements.

In 1960 emphasis will be placed upon the purchase of library books covering science topics for each school.

Improvements Planned

With the advent of equipment, materials and books for the teaching of science, your Jefferson County schools are planning a program to improve the teaching. A revision of the teaching guides and a science workshop for teachers will enhance the elementary program. A gradual expansion of Educational Television will eventually make this medium a resource for every classroom. National Defense Education Act funds in 1961-62 will provide the best of available resources for the teaching of elementary science. Finally, your Jefferson County schools are following with close interest the work of several national groups on the revision of science content at all levels of instruction.

Different Approach To Mathematics



THE ABACUS is a necessary tool for these pupils at Medora Elementary as they study arithmetic under one new system. Seated is Denise Bashom; Donna Acree uses the large abacus.

The Maryland Plan Is Unique

When does the sum of "1 + 1" not equal "2"? When it equals "10", some children will say. That is, those pupils who are now studying materials developed by the University of Maryland Mathematics Project.

This group of seventh-grade students are participating in an experimental program.

Primarily, the study includes knowledge of number systems other than base ten, symbols, properties of natural numbers, factoring, properties of zero and one, mathematical systems, systems of ordinary arithmetic, elementary intuitive geometry, inductive reasoning, scientific notation as it pertains to numeration, symbolic logic, chance and probability. Greatly changed is the vocabulary as now included in the other programs.

Another Approach To Mathematics

This year your Jefferson County Board of Education introduced in eight elementary classes a somewhat different approach to teaching arithmetic using new tools such as the American Abacus, the Fractional-Deciman Slide Rule, mathematical kits, and other new types of materials. This newer method is designed to teach a more logical structure of arithmetic and its use in measurement and social applications and is designed to step up the learning of arithmetic in the elementary school to meet the demands of modern junior and senior high school mathematics courses.

The teachers of these classes and two supervisors attended a special workshop last summer to become acquainted with this method and the materials used with it.



• *In what grade does the teaching of science begin?*

The teaching of science begins in the first grade through classroom activities, experiments and firsthand experiences.

• *Are children still expected to learn the multiplication tables?*

Children are still expected to learn multiplication facts but not by memorizing tables, which are largely meaningless. In most schools the multiplication facts and the division facts are learned together just as the addition and subtraction facts are learned together. It is more interesting to discover multiplication facts than to memorize tables, consequently, the learning is more likely to stick.

• *How many high school students are studying mathematics this year?*

This year mathematics is studied by 7,653 students, 77 per cent of the total enrollment, in the high schools. There are 4,802 students studying either algebra, plane geometry, solid geometry or trigonometry.

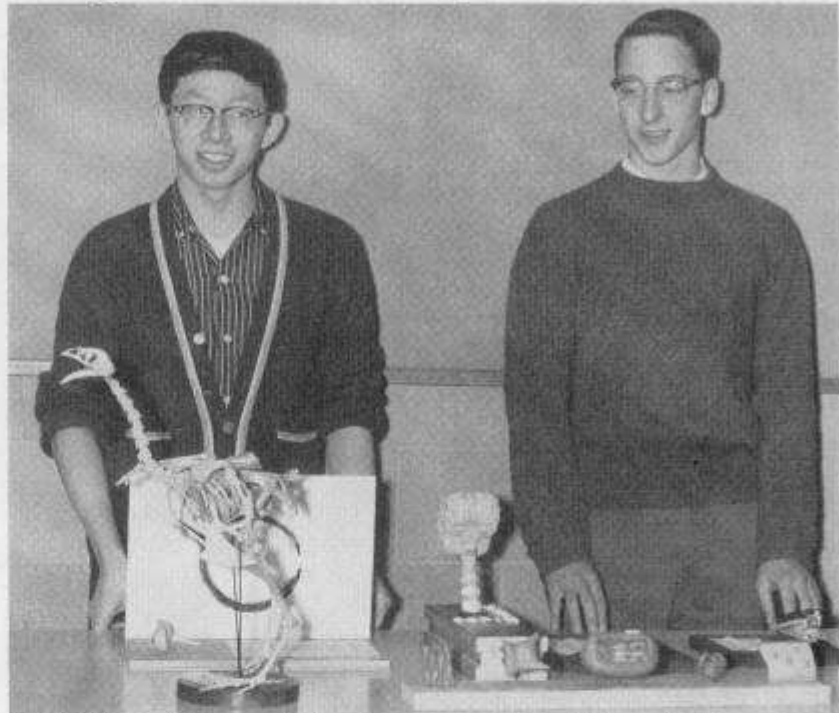
• *How many years of science are required in high school?*

Two years of science are required for high school graduation in Jefferson County. One year must be ninth grade general science. The other year may be in biology, chemistry, physics, aviation education or advanced physical science.

• *How are children grouped in our child's grade?*

Children are grouped according to their needs and performance. The teacher is always aware of the need to guide the child into using his full capacity. Groups are flexible and children progress from level to level within the groups and from group to group when conditions warrant.

Seeing And Understanding



A CHICKEN SKELETON, nerves, brain and eye are among the exhibits used by these sophomore biology students at Waggener High. From left, Bruce Chang and Harold High.

Students Have Opportunities To Exchange Ideas With Scientists

On alternate Saturdays, thirty-one high school juniors and seniors scurry off to the Jefferson County Science Seminar to spend two hours discussing phases of advanced science and mathematics. These discussions are led by scientists from nearby industrial - research laboratories and by university professors. At other times during the week, these students work with their scientist-advisors on projects in biology, electronics, chemistry, meteorology, and other branches of science beyond the usual high school level.

Some of the specific projects are the design, testing, and construction of a fuel cell; hydroponics; photosynthesis — record effect of light rays on plants; solar batteries; and measurement of the amount of protein-bound iodine in dog's blood.

These seminars are sponsored by your Jefferson County Board of Education with the very able assistance of the Louisville En-

gineering and Scientific Societies Council. The Council has been helpful in securing seminar leaders and individual project advisers.

Surveyors



JAMES REED, left, uses a survey instrument, while Richard Brooks watches in this geometry class at Southern High.

Your Jefferson County Schools

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VOLUME 3

MAY, 1960

NUMBER 9

Our Summer School Starts On June 13

Plans are under way to conduct a summer school in Jefferson County.

General information:

Length of term will be seven weeks.

The term will begin on Monday, June 13, and close on Friday, July 29.

The daily schedule will be from 8:15 a.m. to 12:15 p.m.

The tuition will be \$12.50 for one-half unit of work; \$25 for one unit of work. Only one unit of credit may be earned in summer school.

There will be only one summer school and it will be at Durrett High School.

Some of the courses planned:

ENGLISH—seventh, eighth grades and all high school units.

ARITHMETIC — seventh, eighth grades — GENERAL MATH — ninth grade.

ALGEBRA I and II—PLANE GEOMETRY — SOLID GEOMETRY — TRIGONOMETRY.

LATIN — SPANISH — FRENCH—GERMAN.

(Continued on page 6)



SUMMER offers time for reading as Leslie Bettis, student at Eastern does here.

SUMMER! Play And Learn, Too!

Summer is the ideal time to encourage your child in the joys of worthwhile reading for pleasure.

There are many ways to do this:

- Be interested in books.*
- Read together.*
- Visit book departments.*
- Know the authors of books.*
- Organize a home library.*
- Promote book giving.*
- Look up answers in reference books.*
- Subscribe to children's magazines.*
- Play word games.*
- Ask your child's teacher for*

advice and reading suggestions. Get the library habit.

The 1960 Summer Reading Program of the Children's Department, Louisville Free Public Library, will be June 13 through August 6. Children may register anytime after June 1, at which time detailed information will be given.

Two programs are planned for each week of the program. A story hour on Tuesday mornings at 10 o'clock, will consist of stories, films, and related activities; Wednesday mornings will offer a program of interesting

(Continued on page 3)

Walk To Live

The careful pedestrian observes the rules.

He looks before he steps.

He walks facing traffic, on the left side of the road.

At night he wears white or carries a flashlight.

He crosses at crosswalks, intersections or corners.

He never steps into streets from between parked cars.

He gets out of the car on the curb side.



DIANE CHRISTIAN, Eastern student, is one of many who find a job may have many values.

A Good Job Has Many Advantages, But Be Sure You Know The Rules

Work experience is essential in the development of many useful and necessary habits. Attitudes toward the employer and the public and the responsibility to one's self are learning processes, too. Many boys and girls, mothers, fathers, business men, and other employers realize this in their encouragement of youth to participate in some lucrative and useful pursuit during the summer holidays.

Every boy or girl who does such part-time or summer employment must have a work permit if he or she is 14 to 18 years of age. Some employers require 18-year-olds to have a permit.

Necessary forms (there are three) may be obtained from the local high school or from the switchboard at the Jefferson County Board of Education, 618 West Jefferson Street. These three forms must be taken by

the youngster to the Jefferson County Board of Education and be signed by the parent in the presence of the official authorized to issue the permit.

As many boys and girls approach this summer with goals of obtaining money for educational purposes, senior class activities, clothing, college tuition, or perhaps purchasing that oft-dreamed-of automobile, they would like some helpful material or agency to guide them. Some leads may be obtained through newspaper advertisement, reputable employment agency listings, or some special committee of interested adults who specifically gather such information for release in the community.

In any pursuit one should be mindful of the laws, rules, and regulations of our State and

(Continued on page 6)

Don't Stop Enjoying Your Music

Summer band and orchestra opportunities for students in Grades 4 through 12 are available and encouraged.

Children in the elementary school should participate in the program of the high school they would normally attend. In most cases, the length of the summer program will vary from 6 to 8 weeks. Parents are encouraged to contact the school instrumental music teacher now teaching the student for information. Any student may begin instrumental study.

Practice Helps

If a student, now in the program, cannot take part in a summer class, he should practice in order that he might not lose skill developed during the year.

Here are a few suggestions to help students hold their own in vocal development and musical interest during the summer.

Sing in your church choir.

High school students (sophomores, juniors or seniors) should take private voice lessons. No elementary student should ever take voice lessons.

Take an active part in neighborhood or street trios, and quartets.

Get neighborhood groups together to create and write new songs.

Write A Song

If you play the piano acceptably well, decide to work on the art of accompanying during the summer. Try playing hymns "phrase-like." Perhaps there is an opportunity in a church or Sunday school.

Participate in summer music camps and general camps (there is always singing opportunity in camp).

Help organize and participate in a neighborhood high fidelity or stereo music club.

Make use of material at the library while you have time this summer.

Let The Family Go Camping This Summer

It is good to include camping as a part of the family summer activity.

Camping experiences teach individuals to relax from the strains and stresses of modern living, to live comfortably by their own resources in the woods or open spaces, to appreciate natural environment, and to recognize the necessity for preserving vital resources.

In this locality the kinds of camping available are family, agency, religious, private fishing camps and camping done as a part of auto trips. More people took part in camping during 1959 than ever before.

The most important phase of camping is when the family goes as a group. Many churches are developing areas to be used for family camping. Reserving space for a certain period of the summer is the beginning of an enjoyable vacation.

Travel Can Bring A New Outlook

If you plan to travel to Florida, Michigan or Kentucky Lake this summer, make it a family trip. Plan together, work together and play together. This formula can bring the family into a more closely-knit group, — cementing the ties of companionship.

A father can get magically closer to his boy when sitting around a blazing camp fire than he can through the routine of normalcy, of sitting around the television set. And the grandest incentive to youthful longevity is the anticipation of change, of seeing new faces, new sites, and experiencing new situations. This kind of therapy is recommended for everyone.

You and your family can store up enough memories and experiences in one summer trip to last through a long winter.

And it is educational.



PATRICIA ANN BURKE and Breck Jones find that wherever you go there are things to see



Make A Date With Your Bookmobile Driver

Go Exploring In The Book World

(Continued from page 1)

personalities who will read aloud from children's books. Children who wish to attend this series must register with the Children's Department by June 15, either in person or by phone.

Programs are also being planned for each Branch Li-

brary. Check with them for dates.

Bookmobiles serve all areas of Jefferson County. These branch "libraries on wheels" bring books within the reach of everyone. A schedule of their trips may be obtained by calling the Bookmobile Department of the Main Library.



Boating Is Fun — If You Are Careful

Water Safety Is A Vacation Must

Water safety becomes more important each year as more swimming pools are built and more families buy boats.

Do you know that more than three fourths of the people who drown annually are boys and men? In Jefferson County Schools, the picture is even worse. Nine students have drowned during the school terms from September through May since September, 1937. All of these have been boys! There have been several more students who drowned during vacation.

These were also boys!

If you go swimming, remember:

Never swim alone, always go in a group.

Swim where there is a life guard.

Obey the rules of the pool or beach.

Give the beginner a break.

Stay out of ponds, creeks, ditches and other unsupervised areas.

Wait an hour after eating before going into the water.

Know where you are diving.

If you go boating:
Check for leaks and other defects.

Step into the center of the boat.

When you are seated—stay seated.

Carry a life preserver for each person.

Stay away from the water during an electrical storm.

Remember This When You Mow

The lawn mower is a dangerous piece of summer equipment.

The following suggestions will help prevent injury:

Avoid using electric lawn mower when the ground is wet.

Clean the yard of stones and other articles before mowing.

Keep children at a safe distance.

Disconnect plug wires when working on the underside of the mower.

Store fuel in closed metal container and keep it out of reach of children.

Refill engine of gasoline mower only when engine is cool.



Take a tip from Mrs. Martin Kasdan and Martin, Jr., student at Kennedy. Visit a museum.



Roger Rose, Waggener student, knows that safety pays.

Check List For Your Auto Trip

Follow these suggestions for a safe auto trip:

Check your car; make necessary repairs.

Pack your car so that you have clear vision through all the windows.

Drive safely, obey all traffic regulations.

Take your time.

Stop when you become tired or sleepy.

Provide quiet games for children on long journeys.

Practice courtesy and good manners.

Watch the other driver, the pedestrian and the bicyclist.

Keep children seated in the car.

Keep your car under control.

Carry paper sacks for trash.

Keep elbows, arms and heads inside the car.

Carry a red flag or trouble light for emergency stops.

Number To Call

• Where can I find out about camps for the handicapped child?

Call Betty Kirlin at JUniper 4-9781.

• What are the camping dates at Otter Creek?

Call Roy Griffin at JUniper 4-5381.

Your

Jefferson County Schools

Vol. 3 May No. 9

is published by

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618 West Jefferson Street
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Building A Race Car Motor



MR. AND MRS. Tom Metcalfe and Don, student at Valley, know how to make a family project both fun and safe.

The Safety Of Your Child Is Your No. 1 Responsibility This Summer

The summer accident toll of 1960 may well depend upon the emphasis that parents and the community place upon the protection of children. Failure to recognize a hazard may cause sorrow. Recognition of potential dangers and obedience to simple rules of conduct result in happiness for the family.

The No. 1 problem is traffic. Drownings may be a second while fire and burns may be a probable third. The use of automatic equipment and yard tools must be given special consideration.

Figures show that our homes are not the safe places they should be.

Check your house from attic to basement; your yard, the garage, electrical and non-electrical equipment, other buildings and driveways for potential hazards.

Here are some suggestions:

Have children play in the yard or on a playground.

Never leave children alone.

Keep matches up.

Keep children away from electrical equipment and dangerous tools.

Keep children away from brush or trash fires.

Allow children to go barefoot in safe places only.



QUESTION BOX

• *When should parents stop reading to children?*

Never. It is even fun for adults to read aloud to each other.

• *Is traffic as great a threat to youth as it is reported to be?*

Eleven students enrolled in Jefferson County Schools have lost their lives either as a passenger in a car or by being struck by a car since November, 1959.

• *We will visit a farm. What are the dangers there?*

Animals, machinery, large, loose stacks of straw, hay or sawdust, uncovered wells and pits.

• *What do I do if my child is bitten by a dog?*

Get immediate medical attention. Call the County Health Department (JUniper 2-1621, Ext. 422), report the bite, dog's owner if known or description of dog. Confine the dog. Do not kill it.

• *What are the most dangerous vacation foods?*

When traveling, keep away from these unless you know they have been properly prepared and refrigerated: Cream and custard filled pastries, meat and potato salads, cold egg mixtures, salad dressings, left-over poultry, creamed foods and cold foods. Hot, freshly cooked food is safest. If the water is doubtful, stick to bottled beverages.

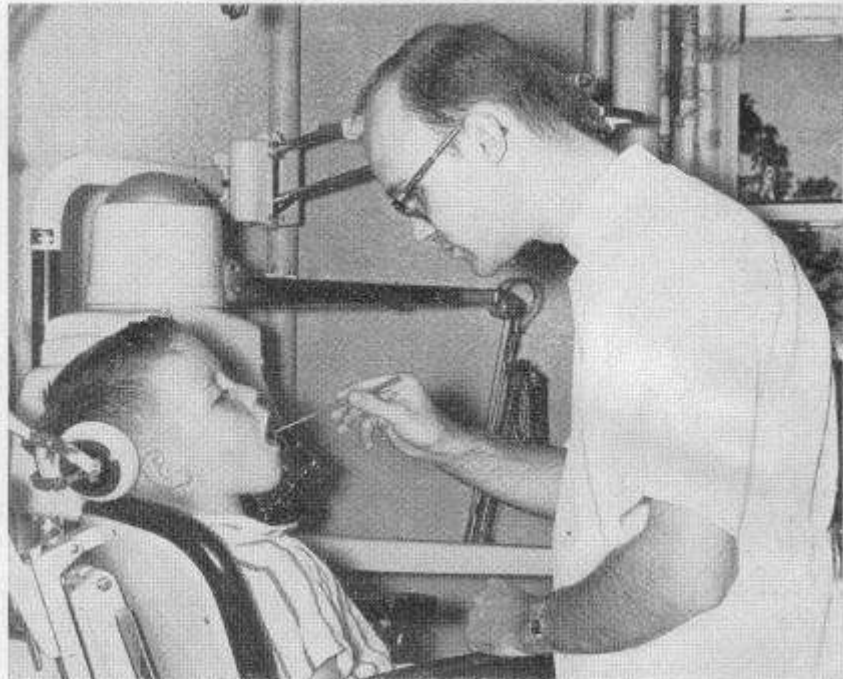
• *If I am caught out of doors and there is lightning, what should I do?*

Seek shelter in a cave, hollow or valley. Keep away from isolated trees, wire fences, large open places and small sheds.

• *Are there any local sources of safety information?*

Yes. Ask the Louisville Safety Council, Louisville Automobile Club, Louisville Fire Prevention Council, local county fire departments or the Red Cross.

Don't Forget About Your Health



SUMMER is a good time for medical and dental checkups. Mike Grober, Zachary Taylor student, gets his from Dr. Kenneth Tharp.

Summer Term Will Start June 13 And Offer A Variety Of Subjects

(Continued from page 1)

CIVICS — WORLD HISTORY — AMERICAN HISTORY — CITIZENSHIP — PROBLEMS OF DEMOCRACY. GENERAL SCIENCE—BIOLOGY — CHEMISTRY — PHYSICS.

TYPING I and II — SHORT-HAND I and II — BOOKKEEPING I and II.

DRIVER EDUCATION.

PERSONAL USE TYPING (½ Credit).

MECHANICAL DRAWING I and II.

(Required subjects (high school English courses and American History) may not be taken in summer school except as make-up).

Plans are to provide bus transportation at a low cost (25 cents per day). The buses will stop at most of the schools on the following main highways: Shelbyville Road, Taylorsville Road, Bardstown Road, Preston Highway, Lower Dixie Highway and Upper Dixie Highway.

Graduation Dates For County High Schools

(All Programs At Kentucky State Fairgrounds)

- Thursday, May 26, 8 p.m., Fern Creek
- Saturday, May 28, 8 p.m., Eastern
- Wednesday, June 1, 8 p.m., Butler
- Thursday, June 2, 8 p.m., Southern
- Friday, June 3, 8 p.m., Valley
- Saturday, June 4, 3 p.m., Durrett
- Saturday, June 4, 8 p.m., Waggener

Your Summer Job

(Continued from page 2)

Federal Governments, and boundaries dictated by common sense which apply to youth employment. There are limits placed upon the employee and the employer as to number of hours of work, minimum wages to be expected, coverage by social security, insurance or compensation, and age limitations for certain types of work.