



St. Matthews, Kentucky Area History



Your Jefferson County Schools

September 1960 to May 1963

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.

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Your Jefferson County Schools

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VOLUME 4

SEPTEMBER, 1960

NUMBER 1

Success Key

Home Study Has Many Advantages

Home study is a necessary part of the total educational process. Through home study, learning is reviewed, reinforced and extended. It is an aid in attaining the pupils maximum growth and development. As the pupil progresses, a gradual increase in home study is provided for the transition through the levels and grades.

Home study serves to link home and school in a common knowledge of the child's progress. It is an outgrowth of the work in the classroom.

Home study must be as individualized as possible. It affords the opportunity for independent responsibility and success in the light of student needs, interests and abilities.

Home study, used correctly, helps to develop good habits of responsibility, scholarship, initiative and independence.

That's Experience

The average elementary teacher, during a 30-year career, will live with and teach more than 1,000 children. She learns to recognize danger signals of potential delinquency and to recognize a gifted child hiding behind a smoke screen of apathy.



MOTHER-DAUGHTER conversation is profitable and pleasant when it concerns school. Mrs. Tom Ray, discusses a reading assignment with Mayna, who is a pupil at Fairdale Elementary.

HOMEWORK--To Learn More

Homework Cometh!

When school opens, can homework be far behind? It's a wise parent who prepares himself—and his child—for a school year that will surely include some work at home. Homework is designed to supplement and broaden work done in the classroom. In other words, most schools feel that homework should be an extension, not of the school day, but of learning activity. Many assignments can be done better, away from school, in an atmosphere free of distraction.

How Come Homework?

Experimental research into the values of homework suggests that regularly assigned homework favors higher academic achievement. Study techniques and learning attitudes are known to be established very early in a pupil's school career.

Hence, the effects of regular homework on study habits, independent work skills, and the development of self-discipline are most desirable. Recent studies suggest that pupils seem more secure and better oriented in the classroom when they are doing and understanding regular homework.

A Learning Process

In the Jefferson County Schools, every effort is made to stress homework regularity and continuity. Homework should be smoothly graduated, from a token daily assignment in the first grade to proportionate time in high school. It should be worthwhile and varied, including recreational reading, assigned reading for information, written composition, creative manual arts, research problems, practice in problem-solving and other basic

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Richard Van Hoose,
Superintendent

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to each family.*



GREG Carpenter, pupil at Filson Elementary, and his sister, Linda, student at Southern High each have a good place to study at home. There is convenience, light, quiet and easy access to learning tools. Their parents do homework, too. See picture at bottom of page.

Adults Take Their Work Home, Too

Carry-overs from their busy day occupy the attentions of Mr. and Mrs. Victor R. Carpenter (below). Like many grown-ups, they find that a number of responsibilities cannot be fully met during the course of their working and social days.

How many of you have devoted an evening to matters of the budget, tax calculations or reduction of the household debt? How many of you have sought that quiet desk or uncluttered table to concentrate and perform the countless tasks of home management? If matters fiscal have been resolved, there will always arise the take-home assignments from church, work, civic and related groups.

The youngsters are not the only individuals heeding the call of busy and productive home assignments. Most of us will be doing homework of one sort or another for many a year. Pictures of the Carpenter children doing their homework are above.



THESE PARENTS are being shown by a teacher or how assignments for homework are made—and why. From left, Louis Korfhage, Jr., Mrs. Mildred Owings, math teacher at Butler High, Mrs. Korfhage, Mrs. Carl Bunning and Mrs. William Johnston.



Demons

Have your child make his own dictionary of "demon" words that plague him. Get him a scrapbook and have him devote one page to each alphabetical letter. As he masters the "demon," he enters it on the proper page.

Play games with words.

These Basic Skills Should Be Mastered Early

You Must Know How To Study

The body of knowledge in every field is expanding. It is virtually an impossibility for an individual to obtain all the knowledge in any field and to keep current as more truths are discovered. This being true, it is imperative that students develop tools of learning that will enable them to explore more deeply into any field that confronts them as they develop into adulthood.

One of the most important tools of learning that needs to be developed early in the lives of students is how to study. Efficient basic-study skills will facilitate learning and could mean the difference between success and failure in the life of a student. Some of the most apparent basic study skills follow:

LISTEN TO; REMEMBER; AND FOLLOW ORAL DIRECTIONS.

The student must give his undivided attention to the teacher when directions are being given. He must remember them in detail and follow through in the correct order. This skill will prove helpful regardless of the job that is to be done at school, in the home or later in life.

READ AND UNDERSTAND ALL WRITTEN INSTRUCTIONS.

Instructions should be read carefully and the student should be sure that he understands them fully before he sets out to do his work.

DO YOUR OWN WORK.

Many students have the idea that if the questions are answered, the reports made and the problems worked and if these are passed in to the teacher, he has met all of his obligations. This is not true. The experience the student gets in actually doing his own work is the important goal to be accomplished. It is dishonest to hand in work that has been done by someone else.

MAKE USE OF STUDY AIDS (DICTIONARY, ENCYCLOPEDIA, MAPS, REFERENCES, ETC.)

When a student actually works with dictionaries, encyclopedias, maps, etc., he is getting an experience that will help him to be familiar with some of the sources of information. Actually, the well-educated individual is one who knows where to get information and how to use it after it has been secured. Therefore, it is imperative that a student be well trained in dealing with such tools of learning.

DO THE MOST DIFFICULT TASK FIRST.

The temptation to put off a job to a later date confronts all of us. The student should learn to discipline himself to the extent that he is ready and willing to attack the most difficult tasks as they are met. This discipline will be most valuable in later life as problems arise. A student experiences fatigue as he continues to study. Thus, the importance of attacking the more difficult problems before the student becomes fatigued.

ORGANIZE, SUMMARIZE AND REVIEW ALL WORK.

Many students will do the detailed study, perform the written work and quit, feeling that they have done a good job. Actually, the most fruitful efforts are those devoted to organizing, summarizing and reviewing the salient points that have been studied. These experiences act as clinchers. They make it easy for the child to make associations, draw conclusions and do reflective thinking. This enhances his power of recall.

COMPLETE ALL ASSIGNMENTS ON TIME.

This skill can be assured if the student will not put off his work, but will start immediately doing the tasks at hand. Work put off until the last moment must be crowded into a busy schedule which results in running the risk of doing inferior work. Learning to be prompt is a skill highly de-

sirable in all phases of the professional and business world. Emphasis should be placed upon completing all assignments on time.

FIND A GOOD PLACE AND TIME TO WORK.

It is highly desirable that good work habits become automatic and routine. A good place and a definite time to work will help to develop good study habits. The individual student will have to learn in later life how to budget his time and identify certain places and areas for certain activities. This skill developed early in the life of a student, will pay dividends not only in his academic life, but in his professional or business life later on. Basic study skills well developed in the school pay high dividends when transferred into later years.

To Learn Better

(Continued from Page 1)

skills, and drill when appropriate. Parents can help by providing favorable conditions for home study. General interest and supervision, but not specific help, is highly desirable.

In view of pertinent research and local school experience, there is little doubt that homework constitutes a logical and valuable educational process.



Richard Van Hoose
Supt. Of County Schools

A Matter Of Teamwork

EVERYONE HAS OBLIGATIONS IN HOMEWORK

The Parent

The old adage that each civic right also carries a responsibility is equally true in parenthood. The privilege of parenthood involves obligations to one's child in the matter of home study.

Every parent wonders at one time or another how he may be of most assistance to his child. To help each parent in this puzzling question, the following list of obligations is presented:

1. Help him cultivate a positive attitude toward school work. (Your child's attitude toward school is one of the greatest determinants of his success or failure—you, as his parent, are the prime factor in your child's outlook toward school work.,

2. Help him plan a time schedule or time budget for his home study. (Your child needs your help in setting up a **regular** schedule of home study habits.) This business of planning together also strengthens the family ties.

3. Provide a suitable place for home study. This should be reserved for your child regularly so that he knows he is not shifted from "pillar to post." It should be well lighted and free from distracting influences to provide best opportunity for concentration.

4. Be available when needed and lend encouragement by showing interest. Nothing lends more zest to a child's studying than an interested parent. (This does not mean "forcing" or "driving" or "demanding" but persuasive encouragement born of true interest.) It is surprising how much parents, themselves, can learn when proper interest is shown. Encourage talk about school work and accept the child's discussion as important.

5. Stimulate home study by having materials readily available. The day of the textbook being the sole source of information is long since past. Reference books, globes and other materials

(Continued on Page 5)

The Child

The world is full of starters; it is the finishers that count. You as a pupil, are the most important thing in the whole school program.

Everything in the entire school program is designed for your personal benefit. To obtain the greatest good, you, too, must assume obligations in this business of homework.

1. Understand the assignment. Unless you have a clear understanding of the assignments, your work will be unproductive. It will be like looking for the proverbial needle in the haystack. If you do not understand the assignment, ask your teacher.

2. Follow the directions relating to assignments. These directions are like a road map which describes specifically your route of attack.

3. Have a notebook to list all of your assignments and directions. Even the most intelligent individuals forget some things and the notebook listing the assignments prevents your forgetting.

4. Plan a regular time schedule for your home study which is

(Continued on Page 5)

The Teacher

Teachers recognize that they have heavy obligations in homework the same as in regular classroom instruction. In fact, it is an outgrowth of the daily class work.

Among the many responsibilities connected with homework, teachers pledge themselves

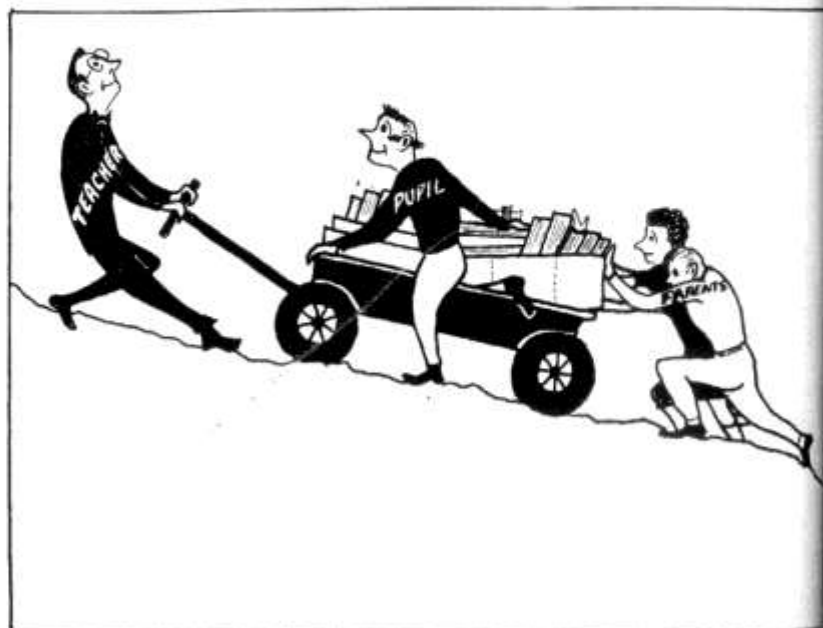
1. To make the assignments clear and definite so that the students will understand not only the directions for the work but the purpose of the assignment.

2. To assign all work on the basis of pupil needs, interests and ability. The proper background is laid for each assignment so that pupil motivation is easier.

3. To inform parents of home study policies and plan with them accordingly. Teachers also try to learn the attitudes of parents and home conditions which affect pupil work.

4. To evaluate all home study assignments and regard the home study product in the same manner as class work.

5. To use community resources
(Continued on Page 5)



Every Parent Has Obligations

(Continued from Page 4)

are essential to effective studying. They need to be easily reached to be effective.

6. Help your child to be physically and mentally alert. This should probably be the first obligation. See that the child has proper rest, food, exercise, and ventilation. Health makes learning easier.

7. As your child enters fifth, sixth and Junior High grades, encourage him to understand the school, home and community and himself. Help him have confidence in himself and **DON'T BELITTLE HIM.**

8. Encourage him to assume personal responsibility for fulfilling home study assignments. This does not mean a lessening of interest on your part in his progress or his studies, but for the child's maximum growth, he needs to feel this sense of responsibility and assume it.

9. Help him to realize that education is real and valuable and that grades are important **BUT THAT THE MOST IMPORTANT THING IS HIS OUTLOOK ON LIFE AND SCHOOL WORK.** Grades and all else fade into nothingness if the attitude and outlook are unhealthy.



BILL ACKERMAN, junior at Fairdale, shows his mother, Mrs. William Ackerman, how his homework is progressing.



LIBRARIAN Miss Mary H. Morgan shows Southern High student Jenny Edwards how to get more use from a world globe while studying.

School Is Designed For The Child, But He Must Meet Responsibilities

(Continued from Page 4)

agreeable to your parents, which does not conflict with family activities and which allows time for you to do a good job.

5. Have a quiet place to work which has plenty of light and is free from distracting influences. Your parents should approve of the location and agree to keep this place not only reserved for you but free from interruptions.

6. Practice good study skills. (These are listed elsewhere in this paper.)

7. Assemble all the necessary materials within easy reach, know what you are going to do and **DO IT.**

8. As you approach the Junior and Senior High School years, recognize that homework is a definite part of your education. Your father has a job. Your mother has a job—and you have a job. Your job is to get the most out of school and this can only be done when the whole job is done.

9. Complete every assignment to the best of your ability. The biggest difference among students is not intelligence, but will power.

10. Use whatever study periods you have in school to full advantage—thus the amount of work at home may be reduced.

11. Don't delay. Start work as soon as possible and proceed on schedule.

Teacher's Duties Extend To Home

(Continued from Page 4)

in planning for home study.

6. To assist in developing good study skills on the part of the pupil and give aid on **how to study** the particular subject both at home and at school.

7. To apply reasonable limitations to the length of assignments. They also try to schedule, on a school-wide basis, long-term assignments and examinations.

8. To encourage neatness, completeness, accuracy and punctuality. Teachers feel obligated to accept only that work which meets these standards.

9. To develop confidence in the student to gain his best performance.



• How can I get my child more interested in social studies?

Let him know that you follow news broadcasts and read newspapers and magazines yourself. Discuss the news with him. Discuss candidates for public office—and the issues. Keep an atlas, almanac, dictionary, globe and encyclopedia in convenient places. "Let's look it up" should be a common expression around the home.

• Does meeting "foreigners" have much value for the student?

Try inviting a foreign exchange student or professor to your home. Let him tell your family of his home, foods, schools, games. Help your child to learn to judge each person as an individual rather than by race or creed.

• How can I increase my child's mental alertness?

Expose him to a rich variety of family activities. Take him on trips, to children's plays and concerts. Expose him to good art, surround him with good books and magazines.

• My child doesn't start school until next year. Is it too early to prepare him for this?

If he is accustomed to being away from home and mother he will find it easier to adjust to school. Teachers suggest you leave him with friends or relatives occasionally. Going to school will come as a pleasant feeling, rather than as a psychological shock.

• Why is spelling so difficult for many children?

Learning to spell English is hard work, according to the National Education Association. "Johnny would have an easier time of it with Spanish or Finnish, which are far more consistent in their rules."

Combined Elementary And Secondary TV Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:35 9:00	Gen. Science 9	Gen. Science 9	Gen. Science 9	Gen. Science 9	Gen. Science 9
9:00 9:10	Spanish 5-6	Spanish 5-6	Spanish 5-6	Spanish 5-6	Spanish 5-6
9:10 9:35	Geography 5-6	Geography 5-6	Science 5-6	Science 5-6	Science 5-6
9:35 10:00	Am. History 11	Am. History 11	Am. History 11	Am. History 11	Am. History 11
10:00 10:15	Spanish 3-4	Music 3-4	Spanish 3-4	Music 3-4	Spanish 3-4
10:15 10:35	Social St. 3-4	Social St. 3-4	Science 3-4	Science 3-4	Science 3-4
10:35 11:00	English 10	English 10	English 10	English 10	English 10
*11:00 11:20	Spanish 4	Art 3-4	Spanish 4	Art 3-4	Spanish 4
11:20 11:35	Spanish 3-4		Spanish 3-4		Spanish 3-4
11:35 11:55					
11:55 12:10	Reading	Reading	Reading	Reading	Reading
12:20 12:40	Social St. 3-4	Social St. 3-4	Science 3-4	Science 3-4	Science 3-4
12:40 1:00					
1:05 1:30	Math 7	Math 7	Math 7	Math 7	Math 7
1:30 1:40	Spanish 5-6	Spanish 5-6	Spanish 5-6	Spanish 5-6	Spanish 5-6
1:40 2:05	Social St. 5-6	Social St. 5-6	Science 5-6	Science 5-6	Science 5-6
2:05 2:30	Math 8	Math 8	Math 8	Math 8	Math 8
3:00	Driver Training				

* Spanish will need only 15 minutes, but art needs 20 minutes.

Unwritten Report Cards

Actually, a child brings home a report card every day, but the parent may have to turn sleuth to read it.

If the child bursts through the door singing, he's probably had a good day. His conversation with friends also holds hints. Listen to his chance remarks about school.

You are urged to secure an adapter for your TV set that will enable you to enjoy the lessons taught through this medium to the boys and girls in the Kentuckiana Schools. Details on the adapter can be secured from your TV service man. Parents can get a better understanding of a school program by actually viewing what goes on in the classroom. The following schedule is offered for your guidance in the event you find it possible and desirable to look in on at least a part of the instructional program for your school.

Your Jefferson County Schools

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NUMBER 2

It Says Stop



A FAMILIAR warning to motorists in Jefferson County—a school bus is stopping and children will be entering or leaving.

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.

Policies and Responsibilities Keep School Buses Rolling

By Charles Stout
Director of Transportation

According to O. J. Stivers, former Superintendent of Schools, it was in 1911 that the consolidation of two schools near Medora School 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 the driver and feed for the two mules. "This," observed Mr. Stivers, "was a bold step of progress in education in those days."

In the last decade pupil transportation has served as a means of getting school children to better and larger schools in rural areas. (In Jefferson County a

great many pupils are transported from urban areas, many subdivisions three or four miles from schools and even from within the corporate limits of the City of Louisville.)

In turning to this means of solving the problems of the small inadequate school, administrators have assumed new and additional responsibilities in the school program.

Policies Explained

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)

The Bus Is Always There



THESE PUPILS are among the thousands who ride the big, yellow school buses every school day—safely and comfortably.

Policies And Responsibilities Keep The School Buses Rolling

(Continued from Page 1)

enforcement of some policies which conflict with demands of the parents who desire special considerations not authorized by law or in keeping with a safe practical school program. Thus the policy must be to limit school activities to functions legally authorized and only those services and activities 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 in part, conducted upon the public highways by public school officials.

A Measuring Stick

The basic philosophy of school bus transportation as it exists in Jefferson County is essentially the same as that throughout the nation. School bus service is not a taxi service. It is mass transportation in every respect. It exists solely for the purpose of moving children to schools within general areas and not from individual homes.

This is generally accepted as a "measuring stick" in all states engaged in pupil transportation.

Much effort was expended in the development of the first horsedrawn vehicles in Kentucky and the United States, but little was done to develop a safe and attractive motor powered bus until the 1930's. During the same time, automotive engineering had not advanced with the needs of

school bus manufacture. Generally, a good blacksmith or a wagon manufacturer built a body of sorts to suit the chassis that was to be used. At best they were styled according to the immediate local needs and materials available.

During this time many people at a national level in education saw the need to bring together the thought of all body and chassis builders and transportation consultants. School bus business had become a large business and all manufacturers were willing to cooperate but did not have any idea as to what was most desirable.

Conferences Held

As a result of these many questions, the first National Conference of School Bus Standard was held at Columbia University, April 10-16, 1933, with all states represented. At this conference the first set of uniform standards for school bus chassis and body was developed and adopted. The group agreed upon 17 items for chassis and 26 items for body construction.

Subsequently, five other conferences have been convened when the need becomes apparent. These occurred in 1945, 1948, 1951, 1954 and 1959.

The last two, one at Michigan State College, East Lansing, Michigan in April 1954; and the last at the University of Kansas at Lawrence, Kansas, October 1959, were attended by a representative of Jefferson County. The people in attendance represented local school systems, the chief state school executive of each state, U.S. Office of Education, National Education Association, manufacturers and suppliers and safety specialists. Although this group has no legislative power, it has a direct effect upon each state in formulating its own standards for school bus construction.

Standards Set Up

As an outgrowth of these meetings Kentucky now has a fine set of specifications for school buses and Jefferson County too

Something New



THE FIRE EXTINGUISHER at left is the new, improved "dry powder" device which is replacing the old model, at right, on county school buses.

has developed its own set of specifications for school bus construction using the national and state standards with any additions that compensate for local needs.

Jefferson County specifications cover all articles of the construction of school buses. Twenty-one typewritten pages are devoted to the body and 11 typewritten pages are devoted to the chassis.

It is felt that any bus in Jefferson County is now capable of delivering children to school safely, quickly and economically.

The recent action of the Jefferson County Board of Education to inaugurate a program to allow only 25% of the rated seating capacity of a bus as overload is another step in the steady improvement of pupil transportation.

Bus Drivers With Long Service

NO. YEARS OF SERVICE	BUS NO.	DRIVER
22	402	Arthur Ahman
27	105	G. A. Bryan
19	215	Louis Hoot
20	510	Chris Kaufman
25	102	C. J. Kelly
20	302	Daniel Lewis
20	413	George Meier
24	515	C. N. Ridgeway
27	516	George Roome
32	501	Howard Rowan
32	517	Walter Schroeder
21	114	Dallas Shepard
20	418	R. J. Stat
28	103	James T. Taylor
23	104	Mike Waters
24	116	Edward Weber
20	522	Roy Williams
24	523	Edward W...

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to each family.

Specifications Help Assure Travel Safety

The 82 buses of the publicly owned fleet of Jefferson County will log in excess of 900,000 miles during the 1960-61 school year.

At the beginning of each school year, each unit has had a complete inspection. The first item is brake inspection. This includes "pulling the wheels" and ascertaining that brake linings are in safe condition to operate the entire year. It also makes possible the inspection of wheel bearings, axles and steering components, as well as the entire braking system.

It has long been the policy of the Jefferson County Board of Education to be certain that all buses on the road are in safe operating condition. This is accomplished principally by a monthly inspection system recommended by the State Department of Education. The Jefferson County Board of Education requires that all buses—contract and publicly owned alike—submit to a monthly mechanical inspection, by a reputable mechanic, the results to be recorded in the Transportation Office prior to the first day of each school month.

These inspections consist of thirty separate items from braking system, steering, and tires to mirror, muffler, exhaust systems and speedometer. Failure to comply is cause for withholding payment for services rendered.

In addition to this, it is mandatory that the Superintendent or his duly appointed representative certify to Division of Pupil Transportation of the State Department of Education that all buses operating within the district have been inspected for the ensuing school month. This report is due in Frankfort no later than the 15th of each month.

Big Business

Some officials estimate that the nation's school system will be transporting more than 14,000,000 students by 1965.

A Map Helps Plan The Routes



CHARLES STOUT, Director of Transportation, uses this map of Jefferson County to help solve school bus route problems. Taking notes is Bettie Jones, secretary.

SPECIFICATIONS (compared)

Jefferson County	State	U. S.
Crossview Mirror	no	no
Rubber Nosed step treads	yes	no
Black Background on Alternately Flashing Red Signal Lamps	yes	Recommended but not mandatory
Stop Arm White Letters on Red Background	yes	no action
5 pound dry powder fire extinguisher	yes	2½ pound dry powder
Lower window in Emergency door	yes	no
27-inch spacing of seats	yes	26 inches
30" x 6" rear vision mirror	yes	yes

These are only a few of the many items that make up the specifications. However, it does demonstrate that new buses being brought into Jefferson County meet requirements well above national standards.

One For The Books

In one study of children who were underachievers, educators found that many of the children had never visited the public library, only three or four blocks away. Few of them had ever traveled outside their city.

Talk "Grown Up"

Avoid "baby talk" with your preschooler or first-grader. It may be great fun for parents and doting uncles, but it's no help to your child in the real life of school. Make sure he hears all words clearly and correctly pronounced at home.

Fuel Tank (Typical Specifications)

1. Fuel tank shall have minimum capacity of 30 gallons, be made of 16-gauge terneplate or equivalent, and be mounted directly on right side of chassis frame entirely outside body.
2. Flexible gasoline- and oil-proof connection shall be provided at engine end of fuel feed line.
3. Tank shall be equipped with adequate baffles.

*Minimum Standards for School Buses, 1959 Revised Edition, Recommendations of: National Conference on School Transportation Page 16, Item #1, 2, 3

Coverage By Insurance Has Risen Rapidly

The State Board of Education requires a minimum liability coverage of \$10,000 - \$100,000 per bus per accident and Jefferson County Board of Education has always complied with that minimum requirement.

However, in the fall of 1951, a contract driver felt that he would be better protected if he could procure more insurance. Upon request to the agent insuring the general policy for that school year, it was found that for a very small fee, coverage could be raised to \$200,000 maximum. The word spread among drivers and during that school year about thirty-five operators availed themselves of this extra protection. The following year, 1952-53, over 50% of the 140 operators carried extra insurance.

During the summer of 1953 when bids on school bus insurance were taken, \$200,000 liability became the limit for all drivers. This coverage continued until 1957-58 after which time the limits were raised to \$75,000 - \$300,000 liability.

During the school year 1960-61, the coverage of \$75,000 - \$1,000,000 liability per bus per accident will be in effect and the cost will be only a small amount more than an in 1950-51.

This speaks well for the accident record of the fleet of 263 buses that travel the roads each day.

Make It Yellow

In 1939, the National School Bus Conference agreed on yellow as the basic color for school bus identification. However, three tones of yellow were provided for flexibility.

Later conferences adopted medium yellow as the standard. This color is now known as "national school bus chrome."

It is recognized easily by motorists all over the nation.

The Better To See You With



THE SMALLER overhead rear-view mirror in the picture at left is being replaced by the large one at right. This increases the school bus driver's scope of vision by many times.

Step Up—With Safety



THE METAL step tread at left is being replaced by an improved rubber tread shown at right. The new non-skid tread permits faster drainage of water from the step and provides a sure footing for students.

Physical Examinations For Our Drivers Are Part Of Program

The State Department of Education recommends that each driver be examined at least once during the school year.

Your local Board of Education, Division of Transportation, causes the certificate of the examining physician to become a part of the permanent record of each driver which is kept active in its office.

The Jefferson County Board of Education made it mandatory, by a unanimous vote during its September meeting of 1958, that each driver over 55 years of age

be physically examined two times each school year. Examination must be prior to the opening of school. December and January are the months in which drivers over 55 years of age must be examined by Board contracted physicians at Board expense.

All drivers affected, willingly cooperate in this safety measure. So far the results have not uncovered any unknown ailments but have served to assure all concerned that competent drivers are on the job.

Bigger Buses Can Haul More At Less Cost

Ten and fifteen years ago when enrollments were relatively static, the use of the 48-passenger bus was almost universal, particularly because the 48-passenger body was easily mounted upon the truck chassis most frequently produced by chassis manufacturers. This size chassis became standard production for several years. Naturally, it gave the most efficient performance and service for money spent.

As production methods improved, the demands upon the truck manufacturing industry caused a change in the quality and size of the newer products.

Tires last longer and ride better, the steering assembly is more reliable and is easier to operate, braking systems are more positive and have greater area of effective braking surface. Power plants give more pulling power per pound of engine weight. These facts, along with other factors, pointed to the use of larger capacity buses.

Needed: Seats

During the past decade the need for more pupil seating space on buses has become more acute as the school enrollment increased.

The use of larger capacity buses has increased the efficiency of operation. After several years of study it was demonstrated that a sixty-passenger privately owned bus could be operated for a cost increase of 17½%. However, the rated seating capacity increased 25%. This represents a net saving, in actual operational cost, of 7½%.

As an experiment in 1958-59, two contract operators used 60-passenger buses. The results were so satisfactory that a total of 32 contract operators had replaced 48-passenger buses with 60-passenger buses at the opening of the 1960-61 school year.

Ten years ago in 1950-51 there were 110 units transporting 13,015 students. These buses cover-

(Continued on Page 6)



AT LEFT, is the familiar rear view of a school bus which is changing in Jefferson County. The added window, at right, gives the driver a better view and helps eliminate the possibility of "backing" accidents.

How Bus Seating Grew

Bus Passenger Capacity	66	60	54	48	42	36	30	25	10 and under	
1950-51 Contract	0	0	0	100	4	—	3	1	—	= 108
1950-51 County Owned	0	0	0	2	—	—	—	—	—	= 2
	Total Seating Capacity - 5,179									Total Buses 110
1960-61 Contract	0	32	1	149	1	1	0	0	—	= 184
1960-61 County Owned	72	3	1	6	0	0	0	0	1	= 83
	Total Seating Capacity - 14,487									Total Buses 267



Mr. Howard Rowan

The father of Mr. Rowan began driving a covered wagon to the old Orell School in the Fall of 1913.

Mr. Rowan, himself, drove the covered wagon for a short time and in 1928 began operating a motor-powered school bus.

During these 32 years, he has delivered children to school every morning. He has been off his bus only two afternoons because of funerals.



Mr. Walter Schroerlucke

Mr. Walter Schroerlucke began driving a school bus in 1928. One of the first schools he served was the newly-established Fairdale High School.

Mr. Schroerlucke is in his 33rd year of service to the children of Jefferson County. He has never had an accident.

The third generation of students are now being transported on his bus. Many are grandchildren of some of his first riders.



• Does a school bus driver know when the rear emergency door is opened?

Yes. A door which is not securely latched activates a buzzer near the driver. The buzzer replaced a system using a warning light. That system had the possibility of a burned out bulb.

• Who pays for bus service on field trips?

Field trips are paid by the students themselves, or by some special funds administered by the school.

• Do Jefferson County school officials have a voice in the setting of state school bus safety standards.

Jefferson County School people have played a leading role in formulating specifications now observed on a statewide basis.

Bigger Buses

(Continued from Page 5)

ed 2756.85 miles per day. The total budget for that year was \$300,952.53.

In 1960-61 there are 267 units transporting well over 36,000 students and traveling about 10,000 miles per day. Total budget is about \$800,000.00.



THINGS TO COME

Next Issue

Five Program Plan

(If you, as a parent, have a question, address it to your Jefferson County Schools, 618 W. Jefferson St., Louisville, Ky.)

A Blind Spot Is Gone



THIS CROSS-VIEW mirror enables the driver to see the ground directly in front of the hood of his school bus. It is an important safety advance, since otherwise it would be possible for a small elementary-aged child to "disappear" in front of the hood.

Bus Routing Requires Study Of Safety, Pupils And Roads

School buses operate on almost every county or state maintained road in Jefferson County. To render this service and make it operate properly requires the efforts of many people—principals, teachers, bus drivers and the Department of Administration.

Each principal is acquainted with the needs within each school district and he in turn relays such information to the Transportation Office, if help is needed.

The erection of any new school creates a new need for transportation routes. During the several months prior to the opening of school, much work is done on re-routing, load distribution, and new runs. Spot maps to ascertain the location of 7th-grade students in scheduling for the high schools are used. Last year's schedules and route maps are used, and the drivers are consulted.

Many times sporadic growth over the summer months will

create new needs that cannot be foreseen.

It is not an impossible task to rebuild a bus schedule. However, there are obstacles to be overcome. Some of them are:

Safe turning spots at the end of a bus run.

Duplication of trips.

Delays which take time and add to the cost.

Afternoon service for the pupils who have been brought to school by parents in the morning.

How to accomplish this task within 90-100 minutes in the morning at the peak of traffic movement.

Divided highways which create need for extra miles and stops to compensate for dangerous loading conditions and traffic.

Many of our public roads are narrow roads with narrow berm and deep drainage ditches.

Obstacles of highway construction.

Your Jefferson County Schools

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VOLUME 4

NOVEMBER, 1960

NUMBER 3

20 Levels Pave Way For Progress

The Levels or Continuous Progress Program which was introduced in Grades 1-6 last year is a reorganization of the "one grade per year" plan to better meet the needs of children. Instead of six grades, the work of the elementary school has been divided into 20 levels. These Levels are not the same length, but most children will complete four levels the first year and three in each of the next five years. The sixth year has an added level to take care of those children who move faster and complete the work of the elementary school before they may enter high school. It is possible for a child to complete more than the levels designated for any particular year while another may need more time. Many children are not able to complete four levels the first year while a few may complete more than the four.

Each child has his own pattern and rate of growth, but growth is continuous.

This program is designed to take care of the needs of all children, the faster moving and the slower as well as that large group who will move along at regular speed. There will be no non-promotion or repeating a year's work. One child will spend more time in a level than another but there will be no wasted time in repeating a grade.

(Continued on Page 4)

This issue brings you an evaluation of the first year's experience with the Five Program Plan: What it is doing for your child, your community, and you.

Five Program Plan Lives Up To Hopes In Its First Year

The Five Program Plan meets the needs of students.

Fundamentally, education is the cultural process by which successive generations of men take their place in history. Men are born with the natural capacities that enable them to learn how to live. Through education men acquire the civilization of the past, are prepared to participate in the present, and develop the civilization of the future.

The school population consists of all the children of all the people. They vary widely in background, and innate ability, physical and mental health, interests and needs. The Five Program Plan is providing for all children, insofar as it has been implemented during the first year.

There is a small group of students who have unusual ability in comprehension, perception and achievement. They have the capacity to spend long periods of time concentrating on a given mental activity profitably. Such students need much individual

time and effort devoted to the development of creative talent in all fields of learning. They need intensive activities in experimentation and developing an awareness of scientific methods as they relate to academic research. The Advance Program is helping students to accomplish these goals.

There is another group of students somewhat greater in number who have more than average ability to learn. They can spend long periods of time concentrating on a given problem, and achieve above the expectancy of most students. Their rate of achievement determines the extent of time to be devoted to creativity and research.

The Superior Program assures students the opportunities to accomplish these goals.

A large majority of the student population needs to spend most of the time in learning the so called "3 R's" and accomplishing the knowledges, skills and appreciations usually expected for each grade. Experimentation,

(Continued on Page 2)



SIXTH GRADE pupils at St. Matthews discussed their project on Egypt with Miss Ikkal Basheer, a visitor from Alexandria, Egypt. Miss Basheer is at center wearing a white blouse. She is a graduate student at Kent School.



Rucker Todd
School Board Chairman

From the Board

I believe that the Five Program Plan is the most important advance made since I have been a member of the Board of Education. Superintendent Van Hoose and the entire school system have done an outstanding job of putting the plan into operation.

I hope very much that the plan will continue and prosper, for when fully implemented, it will offer top quality education for all Jefferson County children.

Rucker Todd
Chairman, Jefferson County Board of Education

From the Superintendent

The Five Program Plan has met the needs of individual children as has no other previous program. In this way our schools are fulfilling the purpose for which they exist; namely, to provide each boy and girl in Jefferson County with the opportunity to receive the maximum amount of education that he is capable of assimilating.

We have been delighted with the enthusiastic reception this program has received from students, parents, the press, and the general public. We shall continue our efforts to make the program stronger each day.

Richard Van Hoose
Superintendent



PARENT-TEACHER presidents keep abreast of the Five Program Plan. From left, Mrs. E. H. Maneypenney, Rockford Lane Elementary; Mrs. A. D. Burger, Kennedy Elementary; Mrs. Jean W. May, Waggoner; Mrs. Charles A. Roederer, president of the Jefferson County Council, P.T.A.; and standing, Mr. Paul L. Seyfrit, Zachary Taylor Elementary.

Five Program Plan Has Measured Up

(Continued from Page 1)

creativity, research and developing scientific methods are important. However, there is usually less time to devote to them. In this situation the Regular Program is helping students to accomplish these goals.

A Way To Adjust

There is another relatively small group of students who need much time in learning to read. They need to spend many short periods of time on a number of varied activities including much repetition.

The Educable Program provides the means to attain these goals.

There is a very small group of students who need to learn a few basic words and phrases. They need to get help at school in matters of safety, and school affairs, ordinarily learned early in life. There are many bodily skills and adjustments they need more time for developing. Your school system has not been able to meet the needs of these children. This type of program is very expensive. There are only a few students eligible for it.

In comparing the first year's experience, with that of other years, there is conclusive evi-

From the P.T.A.

As President of the P.T.A. Council, it has been a happy experience to see and receive the reaction of parents across the county to the success of the Five Program Plan. Many parents have sung the praises of this new program in that their children have been challenged and at the same time have experienced a measure of success.

Mrs. Charles A. Roederer
President
Jefferson Council, P.T.A.

dence that the following are true:

1. More studying of individual students, relative to their abilities, interests and needs is being done by teachers, supervisors, counselors and parents.
2. More money is being spent for books and supplies to help meet the needs, interests and abilities of students.
3. There is more individual and group testing of students.
4. There is more counseling of students.
5. Parents are asking for and are receiving more conferences with teachers and counselors.
6. Students are succeeding within their respective groups and therefore are happier.



THESE TWO pictures show a University of Maryland math project in the eighth grade at Seneca. Students are defining the laws of probability. Marie Allen, left, draws colored marbles from a sack. Sandra Seames, right, uses colored cards.

New Strengths Are Explored

In cooperation with the school mathematics study group, commonly called the Yale Study Group, the Carnegie Corporation of New York, and the National Science Foundation, the University of Maryland has utilized strengths hitherto unexplored in its suggested revision of the junior high school mathematics curriculum.

Advance Program boys and girls in the seventh and eighth grades in Jefferson County are following this material with enthusiasm. From their first introduction in the seventh grade to ideas concerning their number systems to this year's study of chance, probability, logical statements, geometry, and systems of measurement, these boys and girls are using real mathematical language in building their understanding. Not only does one find a change in what is taught but also hears a different way of saying things. Such expressions as transposition or cancellation as we older people learned to say in describing a process in the multiplication and division of fractions now are described as the result of addition or factorization, as the case may be.

Naturally, this is difficult at first, since question after question is left open for the student to complete for himself.

New Arithmetic Method Provides Speed Once Thought Impossible

Last year (1959-60) the Jefferson County Schools used a new method of teaching arithmetic in eight elementary classes. This method, called The Individualized Arithmetic Program, involves new teaching equipment and a new curriculum.

The basic piece of equipment used in this program in the first three grades is the Numberaid which is actually an abacus modified to facilitate the teaching of our number system, its structure, and the four fundamental operations—addition, multiplication, subtraction, and division. The use of the Numberaid in classrooms throughout the country has resulted in higher levels of learning of arithmetic within customary time schedules than was previously thought possible.

Individuals Differ

The arithmetic for the first year is taught in two cycles; that is, the children are taught counting, addition, multiplication, subtraction, and division the first half of the year and again the last half of the year. Each child, is permitted to proceed at his own speed to his maximum potential of learning.

The second year the same cycles are maintained. The children begin in September as if they had had no arithmetic in the first year of school. The same

materials are relearned at an accelerated pace, again in two cycles. The third year the same cycle is repeated, except that more of the time available is spent on the more complicated processes.

Program Expanded

The results of the classes using this program last year were so satisfying that it was decided to expand the program for the current year. Now there are 82 teachers in the Jefferson County Schools using the Individualized Arithmetic Program.



THESE PUPILS are in the individualized arithmetic program at Newburg Elementary. Working with addition are Diane Overall, left, and Josephine Johnson. The teacher is Mrs. Ethel Kilgore.

20 Achievement Levels Aid Steady Progress

(Continued from Page 1)

A course of study defining the body of knowledge and growth that is expected at each level has been determined in the light of what is known concerning child growth and development. Each child must meet certain standards before he moves from one level to another.

The child's progress through the levels is determined by his achievement.

Transition or T-Rooms have been set up to give specific attention to the children who move too slowly through the levels.

On the Report Cards, a child has a check designating the level in which he is working. Should he progress to another level between reporting periods he will take home a slip notifying his parents of his progress. At the end of the year it is possible for a child to be assigned to the same level which has already been checked on his report card. This means he has not completed the level and the next year will begin where he left off and continue his work.

Some grouping according to the rate of achievement continues to be done to facilitate instruction.

The administration feels that this program has these definite advantages over the traditional grade organization:

It permits each child to progress as rapidly as he is capable.

It allows more time for the child who shows less ability and needs more time to mature.

It permits each child to experience success and achievement.

It prevents problems related to failure or repetition of a grade.

It provides better opportunity for laying a good basic foundation in the fundamentals.

In the Levels Bulletin for Teachers, this statement is made summarizing the philosophy behind the program: "We believe that a Levels Program will:

"Allow each child to be taught in accordance with his own needs, capacities, and rate of growth.

"Permit each child to progress continuously, with a feeling of

success and without a feeling of failure in needless repetition."

Any reorganization entails a certain amount of confusion, but under the circumstances it seems the Levels Program is beginning to move nicely due to the patience and understanding of the parents and the desire of the school people to constantly make adjustments and changes in their

search for the best possible program for the boys and girls of Jefferson County.

When parents do not understand or need information they should contact the school principal. The PTA held many meetings last year and is continuing these meetings this year where parents may get information concerning the Program.



MATHEMATICS equipment and a room library procured through the N.D.E.A. are used for research by eighth grade students Allan Tasman, left, and Pat Burnett at Seneca High School.

N.D.E.A. Gives Boost To The Program

The contribution of funds through the National Defense and Education Act, Title V-A, has been of great importance to our guidance and testing program in the schools.

Perhaps the best way to summarize the impact of Title V-A on guidance and testing is to quote some of the counselors.

Mrs. Marguerite Lockard, counselor of girls at Eastern High School:

"The counselors at Eastern have been able to equip their offices in one year in a manner that would have taken several years to do otherwise. Materials are made available to pupils for their greatest possible utilization and the furniture has added greatly to the efficiency of the counselor's offices."

Mr. David Aspy of the Waggener counseling staff:

"Title V-A has made it possible to have for the first time an enriched testing program without imposing unreasonably upon the

local test budget. It has given Waggener counselors tools and equipment which expedite the flow of guidance information to all the pupils."

Mrs. Marian C. Moore, Fern Creek High School:

"Materials are now available that have great value in the pupils' planning, development of social skills, initiative and responsibility. These materials are available in a form to which all pupils have easy access."

Mrs. H. J. Priestly, Valley High School:

Title V-A provides impetus to and implementation of guidance activities already going on."

Mrs. Mary M. Gates, counselor for girls at Southern High School:

Title V-A has made possible furnishing pupils with information on educational, vocational, personal and social guidance in a form and on a scale not previously possible."

Advance Program Unites Teacher, Pupil, Parent

After its initial year in the Jefferson County schools, the Advance Program has been developed to include the eighth grade curriculum. One hundred seventy-five new boys and girls have accepted the responsibility for study offered to them. The program now includes 550 Jefferson County students in grades two through eight. The program, as last year, is located in eight different schools in the system.

Teachers serving in the program spent their second summer attending the workshop held at the St. Matthews Elementary School. Consultant to the workshop was Dr. A. Harry Passow, professor of education at the Horace Mann-Lincoln Institute For School Experimentation, Columbia University. It was during this time that the curriculum for the eighth grade was written, materials selected to implement the program, and new teachers were oriented to their task. Five bulletins are now ready for printing as a result of this work. Revision of the preceding year's work for grades two through seven was undertaken using the experience gained in the first year's operation. This experience helped in organizing the eighth grade program.

Pupil selection for participation is continuing during the year as newer test results help uncover hidden potentials and measure the achievement gained by the individual pupil.

Four criteria are used in the selection of students. These are:

The group intelligence test given to all students during the first, third, fifth, seventh, and ninth grades, achievement tests administered at the third, fifth, seventh and eighth grades, teacher and principal recommendation following a check list of observable factors, and an individual psychological examination administered by the Psychological and Testing Department of the Jefferson County Board of Education or by a recognized person who is qualified to administer such an examination.

This does not mean that a boy or girl who has withstood these requirements would participate.

The parents and the child are consulted as to their desires. Parents of the child must agree to permit the student to participate at least one full year, and the child must agree to the same.

In making this decision, parents are advised as to the chances of success of their child, responsibility for transportation, and probability of error in selection through these screening devices.



A SEVENTH GRADE core class at Waggener saw this demonstration as part of their study of basic ideas of geology in connection with a social studies unit on Africa. The students are Mac Reid, left, and Larry Goad. On the table are models of a boiling spring, a volcano and an oasis.

Regular Program Is The Largest

The Regular Program is the largest program in the entire school system.

Individuals trained in this program provide most of the goods and services that make this culture as fine as it is. Some of the best doctors, lawyers, clergymen, statesmen, teachers and world leaders emerge from this type of school experience.

Many of the most successful students in college have been trained in the regular elementary and high school curriculums.

Possibly, one of the most unique and fantastic accomplishments of American education, in the eyes of the world, is the fact that it provides a high calibre of training and instruction for everyone.

Superior Program Developed Fast

During the first year, this program has developed tremendously, not only in the number of students involved, but in quality of academic achievement.

Children in the elementary grades are not usually referred to as being in the Superior Program. However, practically every age group in most schools have a section working in a curriculum of greater difficulty, doing more research, creative expression and at a greater speed than most students can achieve.

There are certain sections of junior high students studying algebra, while certain sections of high school students are taking advanced work in science, math, English, the humanities, foreign languages, etc.



• Can a child in the Regular Program move into the Superior or Advance Program?

Yes. All children have the opportunity to progress from program to program as they prove themselves academically, emotionally and physically. This can be done in any grade.

• Explain the levels program.

The Levels Program is a continuous progress program. Children are classified by levels of achievement rather than by grades. A child moves from one level to another as he completes the skills designated for each level. Normally a child will finish three levels in one school year. This program recognized the individual patterns of growth and provides for differences: academic, physical, social, and emotional. There will be no repetition or skipping of levels, but continuous growth.

• How many children have been given Binets?

The individual intelligence testing is done with the Stanford-Binet or Wechsler Intelligence Scale. Approximately 5,000 children have been tested with these tests during the past three years.

• Describe briefly the advance program, number, classes, schools, etc.

The Advance Program is located in eight schools; four elementary and four high schools. The four elementary schools are: Kennedy, Kerrick, Prestonia, and St. Matthews. The four high schools are: Durrett, Waggener, Pleasure Ridge Park and Seneca. There are thirty-one classroom units extending from grades 2-8, with approximately 550 students enrolled.

• What is the difference between advance and superior classes?

Advance classes usually pro-



MRS. ALICE DAWSON, counselor at Waggener, interviews Mrs. David John Adams, a parent, concerning possible placement of her child in the Advance Program.

vide for more creativity and individual research for individuals than most Superior classes.

• How is my child's placement in a superior or regular class determined?

With the best interests of the student in mind, teachers, counselors, and principals will study the scholastic, physical and emotional background to chart for him the most rewarding course of study.

• What is a Transition Room?

Transition Rooms have been set up to give special attention to the children who move too slowly through the levels. Lack of ability, illness and no desire to learn are among the factors which may cause a child to need extra help. These classes will have fewer pupils than regular classes so that children will receive more special, individualized instruction. A child may move back into the regular program just as soon as the deficiencies are remedied.

• Do Our Libraries Have Books to Implement all the Programs?

School libraries are growing as rapidly as school buildings. In a few cases where the schools are new the libraries are not fully equipped but all the libraries are working toward the goal of sup-

plying books for students in all programs.

• How has the National Defense Act Aided us in the Five Programs?

The National Defense Education Act of 1958 authorized one billion dollars in federal aid over a four year period. The Act is designed to locate and encourage talent among the school children, and to improve ways and means of teaching. Each school district is allocated amounts for expenditures based on pupil enrollment. The National Defense Education Act has ten titles. Title Three of the Act from which all schools have profited provides funds for instructional supplies and equipment for strengthening the science, mathematics, and modern foreign language programs.

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December, 1960

NUMBER 4

U.E.L. Control Room



THE CONTROL ROOM of the U.E.L. studio. At the controls are Verne Baxter, left, and Hartmann J. Smith.

Educational TV Spreads Talents

Educational television comes to the aid of the classroom teacher in presenting special subjects. In the past the itinerant music teacher visited the classroom about twice a week. Television spreads her talents. One lesson can be used simultaneously in hundreds of classrooms.

There have been no special art teachers for the elementary grades. Each teacher has been responsible for her own art program regardless of her training in this area. Now television provides help in art twice a week for all fourth and sixth-grade teachers.

The studio teachers in these creative arts demonstrate and motivate activities which the classroom teacher may correlate or integrate into classroom activities.

An effective creative arts program does not end at school; it spills over into the daily life of the student, making him sensitive to his environment, providing him opportunities for self-expression through the constructive release of emotions, and increasing his ability to appreciate the beautiful.

Television Has Learned To Play A Key Role In The Classroom

The growth in the use of television in the Kentuckiana area has been encouraging. Starting with science, social studies, Spanish and reading in three elementary schools, three secondary subjects, science 9, English 10, and history 11 were added the second year; the third year brought the addition of seventh and eighth-grade mathematics, plus the extension of Spanish to the schools in the Kentuckiana area that desired to use it.

This year, up-graded courses in Spanish and new courses in music—grades 3 and 5, and art—grades 4 and 6, are being offered. The elementary courses are fifteen or twenty minutes in length on television, and no child has more than three courses a day and in most instances only two.

Not only have courses been added, but participation has gone beyond 100,000—a fact made possible by putting sets in individual third and fourth-grade classes and by the addition of new schools to the program. The television sets were made possible by quantity buying and by the use of National Defense Education Act funds, which met half the costs. The teaching of a foreign language, mathematics, and science made the schools eligible for the defense funds.

New school systems to the program this year are the parochial schools of the Louisville area and the public schools of Eminence, Kentucky. A number of elementary schools in New Albany and Clarksville are also taking part for the first time this year.

Our New TV Teachers This Year



THESE STUDIO teachers have joined the TV teaching staff this year. Front, Mrs. Betty McKay, Spanish. Rear, from left, Mrs. Stella Thompson, mathematics; Mrs. Virginia West, music; Miss Norma Brown, art, and Miss Anne Crockett, history.

The Best Of Two Systems Are Utilized



TELEVISION math teaching combines old and new methods. This busy class is at Seneca High School.

Both The Studio And Classroom Teacher Have Responsibilities

Does educational television in the classroom mean a change in the role of the classroom teacher?

Perhaps.

If the teacher sees his most important function as that of "showing and telling"—dispensing information, his role is changing. This is the area which can be handled so admirably by television. The studio teacher is released from other teaching duties in order that he may devote his entire time to research and study on each day's lesson. Freed of some of the preparation

for a lesson, the classroom teacher should have more time to give to other phases of the teaching process.

If the classroom teacher sees his most important function as that of guidance — of knowing and understanding the student, his needs and his interests so that he can wisely guide his activities, stimulate, enrich and supplement his learning, then the television serves to enhance the role of the classroom teacher and frees him (1) to spend more time on enrichment activities, (2) to plan purposeful assignments, and (3) to carry out comprehensive evaluation studies.

What about personal contact—that person to person relationship?

Many educators have been most disturbed by this idea. Fear that the direct interaction between student and teacher might be destroyed was first expressed as printed materials began to relieve the teacher of his function as a "dispenser of information." True communication is a two-way street. We haven't said any-

(Continued On Page 4)

Exchange Of Ideas Spreads

Because television is a new medium for education, it has served as a focal point for the exchange of ideas within the teaching profession from administration through all ranks and levels of teaching. Also, because television crosses local and state boundaries, this exchange of thinking has permeated educational circles from the individual classroom to the national level.

Locally, there are problems of what courses adapt to television best, how to serve the greatest number of children, how to effect the greatest economy and give the highest quality of education, how to expedite the flow of materials, how to attain effective communication between the classroom teacher and the studio teacher, the length of time to devote to each subject, what can best be done by television and what can be done best by the classroom teacher, how to adapt buildings both to television and modern ideas of education, how to make television serve the teacher, how to blend the local and airborne television projects, how to plan for the most effective use of a variety of textbooks, and how to find, assimilate, and disseminate effective techniques.

P.E. Is Part, Too



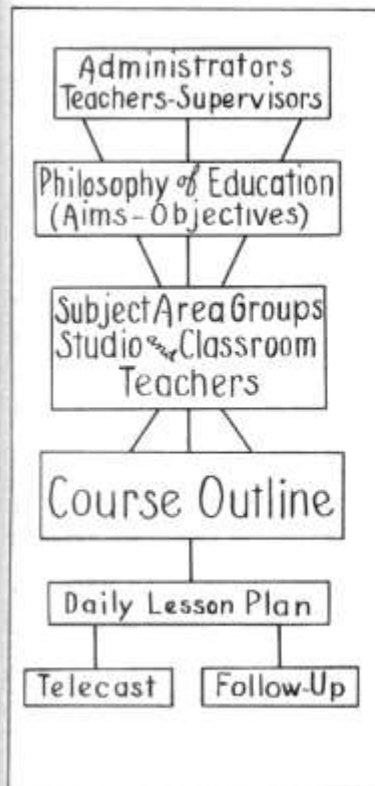
P. E. RECEIVES the services of a special as a part of the reorganization under Stoddard Plan. Tossing up the ball at West Elementary is the teacher, Mrs. Ben Schneider.

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Outlines Give Purpose To The Courses

In the coordination of the work for **different** systems using **different** textbooks with **different** physical accommodations for students of **different** achievement levels it has been urgent for all to look critically and carefully at the plans and to develop a basic philosophy for the teaching of subjects by television.

Teachers, administrators, supervisors and special consultants have worked together to develop aims and objectives. Within the framework of these objectives, classroom teachers work with the studio teacher to write a course outline. The course outline serves a dual role. The studio teacher uses it as a guide in planning a telecast and writing scripts. The classroom teachers use the guide to develop follow-up plans in terms of the specific needs of their students.



It Takes Something To Make Something



KERRICK ELEMENTARY pupils selecting materials for creative art work.

Lessons From The Sky Will Help Jefferson County Join The Leaders In Use Of TV

And now our lessons are to come to us from the skies!

Experimental programs and research, such as we of the Kentuckiana area have shared, make this imaginative plan of airborne television possible. The airborne project will greatly expand the coverage possible for the television signal as it becomes elevated above the earth. Through this expansion of reach and variety in educational television, the system hopes to make a substantial contribution toward improving the quality of instruction available to classrooms all over the six-state area it will reach—whether they are urban, rural or suburban.

Jefferson County has specific plans for participation in the demonstration period scheduled to begin January 30, 1961. Two elementary schools—Wilder and Okolona—will use elementary telecasts. These schools are so located as to provide representative conditions in the reception of programs. At the secondary level, Durrett and Seneca High Schools will utilize the airborne programs. Facilities for one model observation center will be provided at Seneca by General Electric. After the experimental period it will be possible to deter-

mine more wisely the extent to which airborne programs can be effectively used. It is anticipated that there will always be a need for some programs to originate at the local level.



Here's The Value Of TV In Dollars And Cents

Television has proved to be not only an asset in teaching and in-service training of personnel, but in finances as well. During the summer a detailed study was made of all expense connected with the television program, including (1) preparatory costs—installation of equipment, building alterations, and necessary equipment and materials, (2) program operation costs included in the television budget, and (3) instructional salaries and expenses.

After figuring total costs with television in the schools, comparative studies were made of what the costs would have been without television. The difference in costs represented savings without the assistance given by the Fund for the Advancement of Education. After these gifts were considered, the total savings or loss to Jefferson County are as follows:

	1957-58	1958-59	1959-60	TOTAL
Elementary Savings or Loss	\$-34,614.18	\$+102,075.96	\$+117,545.40	\$185,007.18
Secondary Savings or Loss		59,807.08	251,257.95	311,065.03
Total	\$-34,614.18	\$+161,883.04	\$+368,803.35	\$+496,072.21

Comments:

1. A loss was experienced in the first year only with a total savings over the three years of \$496,072.21 after paying for a studio, a transmitter and other necessary equipment and alterations.
2. The donation of studios and personnel by WAVE the first year and UEL the second and third years was a big factor in total savings. From our own studios, if we had them, we could reproduce this service for about \$25,000.00 a year.
3. There would have been greater savings if all telecasts could have been on open circuit all three years as microwave service cost \$75,148.02.
4. Savings will be greater as more school systems use the service.
5. Without television and large classes, double sessions to some degree would have been necessary at Valley High two years ago, at Butler and Waggener for the past two years, and at Mill Creek Elementary this year.

TV Accelerates Teacher Growth

There is no doubt that television is causing teachers both in the classroom and on the air to take a new look at teaching techniques and overall organization of the school day, and it must be kept in mind that the use of television in the schools is still in its infancy.

Much exploration and evaluation will be necessary before the answers that seem best are available.

Already, workshops are being suggested by the teachers along the lines of how to best utilize television in the teaching process and how to get the greatest good from science equipment made possible by NDEA funds. Individual faculties are studying these problems, and efforts are being made to set up teams of those experienced in the use of television and science to visit the various faculties. In most instances two or more schools are combined in these meetings for greater sharing of ideas and to speed up the process.

In the fields of science, Spanish, and mathematics, more teachers are taking summer workshops or summer courses in college.



ELECTRONICS equipment has increased to keep pace with the growing educational TV program. At left is Verne Gerwick, assistant engineer, at the controls in the Hawthorne School Studio in 1957. At right, the same control room today. Seated is Gordon Whiteley, director. At rear are Emmet Becker, chief engineer, left, and Charles Landers, assistant engineer.

TV Teaching Stresses The Importance Of The Studio AND Classroom Teacher

(Continued From Page 2)

thing until we have been heard, but reaction, interaction, may be immediate or delayed. Student-teacher interaction is important, but there are many other kinds of interaction going on in every classroom, all of them contributing to, or subtracting from the learning situation. A student can respond directly to the teacher on the TV screen. Interaction in a classroom may follow any or all of these patterns:

- child to teacher
- child to child

- child to group
- teacher to child
- teacher to group
- group to teacher

or none of these. If a child is disturbed or distraught he may mentally remove himself from the situation. This can happen in relation to one other person or to 100 persons. Each type of interaction is important.

The effective TV teacher projects his personality that response to him is direct and personal.

There Are Always New Uses For TV

More and more, television is proving to be a valuable tool in orientation processes, in-service training, and in spreading the services of a limited number of specialists in certain areas, such as librarians and guidance counselors.

Faculty messages twice a month have enabled the Superintendent and his staff to have a measure of semi-personal contact that would be impossible otherwise in a large system. These messages have served to orient principals and teachers to many educational issues that are of vital concern to them and to the welfare of the school system. Where there is understanding, acceptance usually follows, and the school system marches forward as a team with unity of purpose.

Workshops Held

Workshops, ranging from one day to one week, have been held by television in the fields of music, art, arithmetic, fire prevention, custodial training, and safety for lunchroom workers.

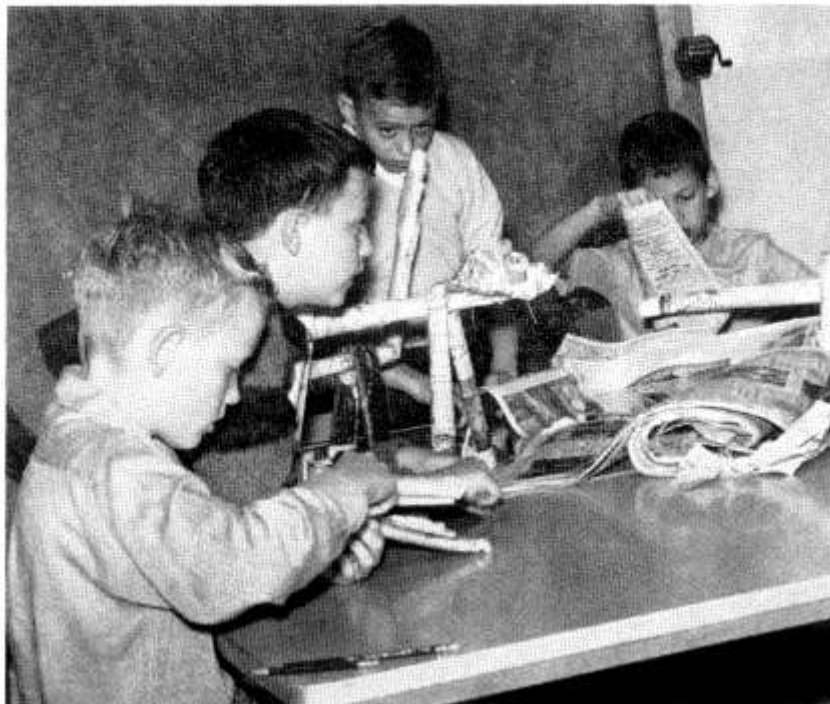
Recently, a series of programs centered around use of the library have been planned. Proper

Guest Speaker



EDUCATIONAL television brings recognized personalities into the classroom. Here, Barry Bingham, editor in chief of the Courier-Journal and Louisville Times, discusses newspapers with Mrs. Rhoda Peters, English studio teacher.

Animals Help Fifth-Graders



FIFTH-GRADE pupils at Waller Elementary construct armatures for papier mache animals they are making in their creative arts room in connection with their TV classes.

understanding of library techniques should result in increased ability to do more effective research with a minimum of time loss, greater appreciation of books and their care, and conservation of the librarian's time. The program was as follows:

THE BOOK—Mrs. Rosa Green, Valley High School.

DEWEY DECIMAL SYSTEM—Mrs. Fan Shaver, Butler High School.

CARD CATALOGUE—Mrs. Helen Brown, Eastern High School.

THE UNABRIDGED DICTIONARY—Mrs. Frances Hargrove, Durrett High.

THE ENCYCLOPEDIA—Mrs. Aline McGinnis, P.R.P. High School.

Guidance is being emphasized more strongly in all educational literature pointing toward quality education. Quality education cannot be accomplished without proper understanding of the individual, the individual's understanding of himself, and his understanding of how he can best fit into some pattern of life successfully. Much of guidance

must be done with the individual or in small groups. There are many areas, however, that can be done in mass.

Guidance Program

It is to these latter areas that television can be of great service, again economizing the time of counselors and also in many instances utilizing the services of specialists who would be inaccessible otherwise. Hagersstown, Maryland, has had a successful guidance program by television for several years; and beginning in the fall of 1961, airborne television will offer a guidance program centered around study techniques and occupations.

It Never Ends

Learning is never terminal. Television makes it possible for the teachers to learn as they serve. "In-service" programs by TV offer for them:

- Orientation to new methods and materials
- Understandings for enriched teaching
- Credit courses
- Workshop experiences

Third Graders Feel At Home With Television

Each year some parents have voiced apprehension concerning third graders in the television program, partly because it is the child's first exposure to both television and the large class. By the time the year is up, however, there is usually a feeling of acceptance. That feeling is well grounded because of the fact that the third graders have shown more progress on achievement tests than any other grade level.

One teacher of third-grade large groups has given the following opinions as to why they have done so well:

They are eager, enthusiastic, and ambitious.

They are receptive, industrious, and cooperative.

They are awed at first, but quickly adapt to the situation.

They are not grade conscious and accept criticism without emotional upset in most cases.

The Seventh Grader Learns To Adjust

The seventh grader, the newcomer to junior high school, needs some time to adjust.

The Books Get A Workout, Too



THESE SIXTH GRADERS at Mill Creek are doing research in connection with a TV unit in history.

TV Characters 'Life-Size'



THESE DOLLS, made by these fourth-grade pupils at Kerrick Elementary, represent characters which appear in their TV studies.

He not only must learn to meet the new physical and emotional demands of early adolescence, but he also has some other very specific new experiences:

- He enters a larger school and must make NEW friends beyond the environs of his own neighborhood.
- He has NEW independence in movement—going to and from classes, to the lunch-room, etc.
- He has a NEW classroom experience, his first large class.
- He has a NEW adjustment to more teachers.
- He has a NEW method of instruction with which he must become familiar.

The results of our first year's experience indicate that seventh graders can make these changes effectively and can succeed academically. (Students in television mathematics classes during the 1959-60 school year made an average growth of one year and eight months in the one year.)

The margin between **independence** and **dependence** is narrow when you are in the seventh grade. Both the large class and instruction by television require the acceptance of responsibility.

EVALUATION IS OUR WAY TO CHECK FOR FACTS

Television evaluation has four aspects primarily: (1) measurement achieved through tests made by the studio teacher and the classroom teacher on actual material covered, (2) continuous appraisal through feedback sheets, Saturday teacher meetings, course revisions, visitation of supervisory personnel, (3) subjective evaluation through questionnaires to parents, students, and professional personnel plus random thoughts expressed by students in written paragraphs on their reaction to educational television, and (4) objective evaluation through standardized achievement tests.

Studio teacher and classroom teacher tests are solely to help the classroom teacher measure progress, and she frequently shares that information with the studio teacher. The responses on these tests help the teacher to determine the value of such instruction and have given her confidence in the program.

Continuous appraisal not only focuses attention on immediate problems for which many solutions are found, but it also tends to upgrade curriculum through revisions, both immediate and remote.

A systematic sampling of student opinion was taken in the spring of 1960 as to attitude toward various aspects of education by television. Since one of the primary purposes of the experiment was to determine if teaching large groups with television as an aid could be done as effectively as teaching small groups in a traditional manner, these questionnaires have been interpreted accordingly. The results are shown on the chart on this page.

Both TV receiving teachers and principals who filled in questionnaires supported the results of the student questionnaires and added the following significant opinions:

The learning situation in large TV classes is as good or better than that of small classes.

The scope and sequence of the subject areas under TV is desirable.

Educational television has promoted the use of a greater variety of instructional materials and equipment.

Between 85 and 90% of the teachers in the program expressed a preference for working with the TV program rather than the traditional program.

Comments

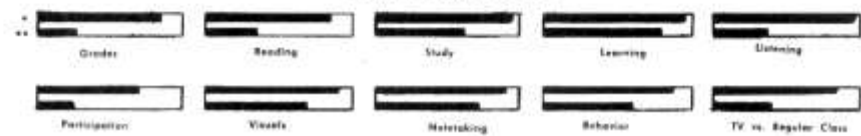
Of twenty science comparisons by I. Q. groups in TV, covering grades 3, 4, 5, and 6, all groups were on or above grade level except the below 90 I. Q. groups in the fifth and sixth grades. They were three months behind in the fifth grade and four months behind in the sixth grade.

A similar comparison is true for the control schools except that their below 90 I.Q. groups are one year below grade level in the fifth grade and two years below grade level in the sixth grade.

From twenty such comparisons in social studies, all stayed on or above grade level up to the fifth grade in both TV and control groups, and again the lower I. Q. groups began to fall behind, a normal situation for such groups when they do not fall too low.

As a result of this summary of evaluation data, it is obvious that large class teaching with the aid of television has equalled and exceeded traditional instruction.

Elementary Results



Secondary Results



* Top lines represent those doing as well or better under TV.
** Bottom lines represent those doing better under TV.

Results From Standardized Achievement Tests

Elementary

Category	No. Compared	No. Favoring	
		TV	Control
By IQ Groups:			
Below 90 I.Q.	8	6	2
90-99 I.Q.	8	6	2
100-109 I.Q.	8	6	2
109-119 I.Q.	8	6	2
120 & above I.Q.	8	7	1
	<u>40</u>	<u>31</u>	<u>9</u>
Total Growth	8	6	2

Secondary

Mathematics	7	6	0
Mathematics	8	1	4
Science	9	3	0
English	10	3	1
History	11	3	1
	<u>21</u>	<u>15</u>	<u>6</u>

Why Don't You Tune In On Our Classes?

Each TV station operates on a certain frequency. Channels 2 through 13 are called VHF (Very High Frequency) while channels 14 through 83 are called UHF (Ultra High Frequency). Our educational Channel 15 operates in the UHF band and at present is the only UHF station on the air in Louisville.

We will soon have company, however, as the Airborne Television Channels 72 and 76 are UHF and a new construction permit was recently issued for channel 51 here.

Since many of the receivers in the Louisville area tune only the VHF channels 2 thru 13, you must make a conversion to receive WFPK-TV, Channel 15. There are several ways to accomplish this.

1. Have a reliable service man install a converter and an antenna if necessary.
2. Do it yourself. Buy a UHF converter. There are several on the market.
3. Buy a new TV set equipped to receive Channel 15. All manufacturers make these sets but you must ask for such a receiver.

If you live in an area where the signal is strong, a one-tube converter may be satisfactory:

In most cases a converter with two tubes is better.

You can purchase converters from your service man, some mail order houses, and some department stores.

Installing The Converter

If you decide to do it yourself and buy a converter, follow the instructions furnished with it.

All sets work better with an outside antenna or an antenna in the attic. If this is not possible, try a "rabbit ears" inside antenna. There are different types of outside antennas. At many locations your present VHF antenna may be satisfactory. If you have to install a UHF antenna,

Getting Materials To Classrooms



THE TV secretarial staff has many responsibilities. Among the more important are getting out thousands of pieces of instructional material each year as these four are doing. From left, Mrs. Chester Anderson, Mrs. Nancy Clemons, Miss Judy Clemens and Mrs. Hedwig Settle.

Artists Help The Teacher Prepare



THESE STAFF artists prepare the teaching aids which appear on classroom TV screens. From left, Mrs. Helen Church, Miss Joan M. Ropke and Mrs. Elsie Howell.

the most popular is a "bow-tie" with reflector. In some cases these should be stacked (two or more connected together). Your

set distributor can recommend a good antenna man. Tubular transmission lines should be used on most UHF installations.

Your Jefferson County Schools

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JANUARY, 1961

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Educators Take A Look At Results

Here are some evaluations of the classes for the educable retarded and the results of this program:

Counselor: I have noticed that there has been quite a change in certain children since attending the special education class. They are more relaxed since the pressure has been removed.

Elementary Principal: The class in my school can hardly be distinguished from any other class. The students are interested in their work and great progress has been noticed on the part of the majority.

Junior High Principal: There is not the truancy and deportment problem that we had before we had special education classes.

Teacher: I have seen some children blossom as flowers in the special class.

Teacher: There can be but one bottom of the class and in no case is this the same child in reading and in arithmetic.

Teacher: The special education class tends to re-establish a child's faith in himself.

High School Principal: What did we do before we had these classes?

Parent: Our child has not liked to attend school until this year.

Elementary Principal: Special education is coming of age. I have noted the progress of the youngsters in special education class. All of them who have reached the mental maturity to read are reading, and some of them read quite well. These youngsters could not have accomplished this in regular classes. Their teachers could not have devoted the time to them as in-

(Continued on Page 2)

More Good Citizens

A New Opportunity Is Helping Some Students Stay In School

Special Education classes have been faced with an unusual and challenging problem. This year we found that many pupils, who were previously potential drop-outs now want to remain in school. We needed to find space in school for them, and supply a special course of instruction to meet their needs.

We are meeting the problem with a new outlook, and still planning for the future. The longer we can keep the slow learner in school, the greater our opportunity will be to mold a

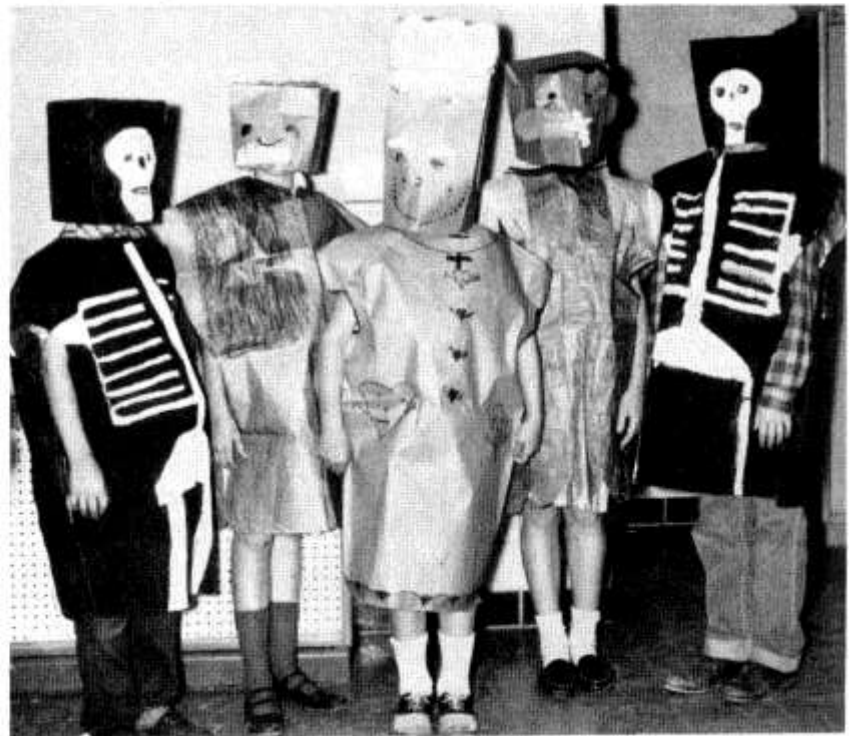
good citizen.

At Valley High School we have initiated a 9th grade special education program to fill in the academic gap, and to provide a stimulating approach to citizenship. Our big emphasis with older children must be to work on manipulative skills, learning job situations, and to continue a concentrated effort in the "three R's." These three big areas can be fully developed in a classroom with the proper facilities.

Our approach has been center-

(Continued on Page 2)

Paper Bags And Imagination



PAPER clothing bags were transformed into these colorful Halloween costumes by pupils in a special education class at Kerrick Elementary.

A Skill With Many Valuable Applications



AT FERN CREEK, bookbinding reaches useful skills and preserves valuable publications.

Educators Take A Look At Program

(Continued from Page 1)

dividuals to make it possible. In the special education class they are not labeled by their classmates, and this gives them freedom from the block caused by always being "low man on the totem pole."

Elementary Principal: Parents express their appreciation for the special work with their children by supporting the activities of the school even though this is not their home community school. Many of them are grateful, too, because whereas their children have been rejected in regular classes, they find acceptance and real effort is being directed toward their children in educable classes.

Elementary Principal: The children are happy with their class and their work. They are quick to show their pride in each new accomplishment. They do

not act as if they feel that any stigma has been placed upon them because they are in a special education class. They are strong supporters of each activity the school promotes.

New Opportunity Reduces Dropouts

(Continued from Page 1)

ed on fitting into our community. There has been a great study of jobs, qualifications, duties, obligations, proper behavior, applications, interviews, wages and overtime, and job benefits. Interest has been high, and there seems to be a new door opening for our classes in special education.

Any person who can be prepared to take his place on the tax rolls of society gains self-respect and does not become a part of our relief rolls.

Crafts Are Vital

All elementary and junior high teachers of the educable classes met for a day each and were instructed by one of their group on the use of materials. Many things are available through surplus commodities that work well into the crafts program. To gain confidence in one's self and make an article with one's own hands to take home and show is very important.

Artistic ability and creativeness can be developed in this type child. Often academic work can be accomplished in this manner as incidental learning when it is impossible to achieve it in any other way.

Stitch In Time



NINTH GRADE special education classes at Valley High include sewing and clothing design for girls.

DR. CHARLES M. BAIN



General Supervisor Assigned To Special Education

*Your
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Some Require Instruction At Home

The home instruction program provides a teacher for children who are physically unable to attend school. Two types of children benefit from this service. First, those who are permanently handicapped receive an elementary and secondary education in the home. This group includes children with cerebral palsy, nephritis, poliomyelitis, heart disease, muscular dystrophy, cystic fibrosis, and hemophilia. This year five high school pupils take at least one subject at their neighborhood school.

Work Can Continue

In the second group are those who are temporarily ill for more than a two-month period. They are largely victims of accidents, rheumatic fever, tuberculosis, or have operations which require a long convalescence. With a home teacher, the school work can be continued.

For the past two years an FM radio has been placed in the home of elementary pupils. Weekly social studies, science, and news programs are assigned from the WFPK school schedule. The wide range of new interests which developed from these programs made a significant change in the children.

TV Has Been Added

A recent development in home instruction is the use of television, sponsored by the Kentuckiana Educational Television Council. A UHF converter was installed in each home, making the same television programs used in the schools available to home pupils. In addition to the daily programs which are assigned, many children are interested in television classes above their grade level. For most children with a permanent handicap, this is the first contact with a teacher outside the home.

Not only is the use of the FM radio and television a definite improvement in instruction, but also both provide important advantages in broadening the environment of homebound children.

A New Way To Show Artistic Expression

STUDENTS IN a special education class used pages from newspaper classified ad sections as backgrounds to draw favorite comic strip characters at Durrett High.



Bookbinding Is Typical Of Useful Skills Acquired In Special Education Classes

After due consideration and planning, the first 9th grade class for educable retarded was started at Fern Creek High School. The course for each student was based upon the following: a freshman subject of the student's strength, physical education, shop for boys, home economics for girls, and a double-period class in bookbinding.

From previous investigation it was found that the Louisville area has several binderies that would be outlets for people with this type training. The class was handled from a work standpoint, all practical experience.

The course in bookbinding began with mending books with torn pages, building new covers, and in some cases tearing down the whole book, plus stitching

the back into shape. The first books worked upon were textbooks, then library books. The music department had books to repair. Finally, magazines were worked on. The shop teacher had many trade magazines that were far more valuable if bound. The University of Louisville gave the class a ten-year period of National Geographic magazines and they have been bound.

Parents became interested and brought in family Bibles for repair. Since the beginning of school this fall, 600 books and magazines have been repaired.

At present, there are 19 students enrolled. The class started with "C" clamps and a bench vise. Today, they are using presses, clamps, stitching frames, and a large paper cutter.

Teachers Prepared

Last summer, six teachers worked in preparing a curriculum guide for teachers in educable classrooms. With the past three years' experience in use of materials and better understanding of the limited child, this in-

formation will be of great help to all teachers. It suggests uses of materials with mental age groups that should profit best from their use and the type work that a junior high youth should be exploring before he seeks employment.

How Special Education Program Has Grown						
	'55-'56	'56-'57	'57-'58	'58-'59	'59-'60	'60-'61
TEACHERS OF HOMEBOUND	2	2½	2½	2½	3½	3½
Homebound Students	25	35	36	37	48	51
TEACHERS Educable Ret. Elem.			5	9	11	15
Jr. High Classes Educable Retarded			5	17	21	31
No. Students Elem.			90	162	196	232
Jr. High				144	233	261
SPEECH CORRECTIONISTS No. Students				2	4	6
				200	482	675
NUMBER OF STUDENTS ATTENDING LOUISVILLE SCHOOLS						
Hard of Hearing & Deaf	16	22	20	25	21	22
Sight Saving	26	26	11	6	6	4
SIGHT SAVING STUDENTS WITH LARGE PRINT BOOKS			15	25	21	22
Total No. Teachers in Special Education	2	2½	7½	21½	27½	37½
Total No. Students in Special Education	25	35		599	1007	1267
Supervisor Assigned to Special Education	0	½	1	1	1	1

Educable Classes Offer Success

Referrals to educable classes are made by teachers and principals, or requests from other systems. The individual testing is done by the Psychological And Testing Services Division and reports are given to the referring school.

The Supervisor of Special Education is notified and a conference is held with the principal and teacher. Parent-teacher conferences are also held. When space is available in the elementary class of a given high school area, the child is referred to this class. In such classes the child is given more individual instruction than in regular classes on his own level because there are fewer students.

The teacher is trained for this type of teaching. Where the child has met with repeated failure in the regular class, he will succeed here and gain respect.

Santa Knows About The Program



SANTA paid a visit to the party of homebound students who receive teaching at home. Students were guests of the East Jefferson County Lions Club at the Fern Creek Community Center.

Specialists Help Correct Speech Defects

In the fall of 1958, two speech correctionists were hired by the Jefferson County School Board. Since that time, the program has been expanded to six. They work in four schools each per year, covering half of the elementary schools in alternate years.

An acceptable definition of a speech defect is that a child's speech is defective when most listeners pay as much attention to how he speaks as to what he says.

Many Types of Defects

There are many kinds of speech defects: stuttering, substitution, omission, addition, distortion, voice quality; and even speech problems of aphasia, cerebral palsied, and the hard of hearing.

A correctionist helps a child with a speech defect not only to improve his speech but also to live gracefully with his defect so long as it persists and to grow as a person in spite of it.

Learned Process

The national estimate is that at least five per cent of all school

The Teacher Must Come To Her



JOYCE SCHERER, a 16-year-old student, has suffered from polio effects for years. Since she must remain in a portable respirator much of the time, teachers of the homebound visit her for her lessons. This is a growing phase of special education.

children have a speech problem serious enough to warrant speech correction.

Speech is a learned process. Children learn speech by hear-

ing, imitation, or association of a sound with an object. The "birth cry" is the first step in the complicated process of learning speech.

Average Age

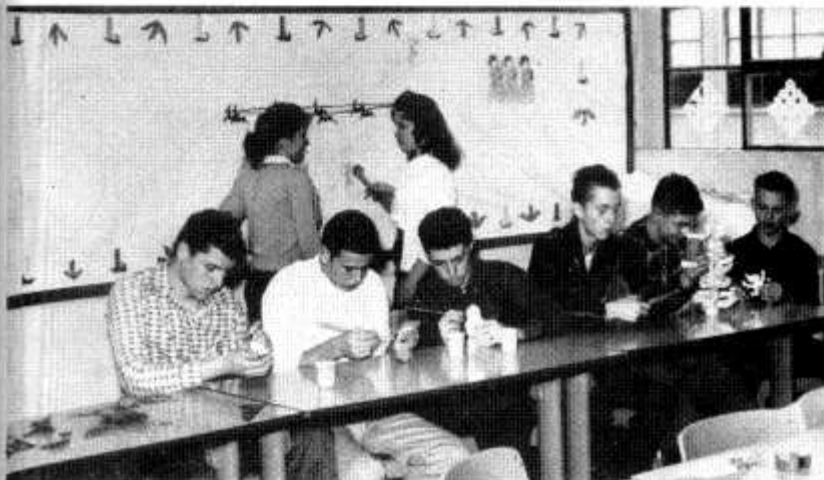
The average age for complete development of speech sounds is seven years, six months.

When the normal speech development process is interrupted, abnormal speech may be the result. Some causes of abnormal speech may be: environmental influences, emotional problems or poor coordination of muscles. Speech may be affected by organic problems such as: tongue-tie, mouth formation, cleft palate, and even a hearing loss.

Problem In Sound

The largest cause of poor speech is the child's inability to tell the difference between the correct sound and the sound in error.

The Holiday Spirit Was There, Too



NINTH GRADE students in this special education class at Valley High devoted a section of their studies to preparing ornamental and useful Christmas decorations.



• When will the School Board augment the Trainable part of the Five Plan Program?

Studies have been going on and this program may be implemented at a later date.

• My child is five years old and we can hardly understand her when she talks. Is there anything we can do?

Have your doctor make an appointment with the Speech and Hearing Clinic, Kentucky Society for Crippled Children.

• Will the County schools ever do their own teaching of the hard of hearing and deaf child?

This problem is in the discussion stage. The hard of hearing work may start this fall.

• Will all high schools have 9th-grade courses for the educable retarded children?

This year two high schools have this program and other schools will develop a program as needed.

• My child had a speech teacher last year, but now she needs correction but has no teacher. Why?

The program at this stage desires that an elementary child have two years with the correctionist between the third and sixth grade. After one year, the child's teacher and the parents can follow the suggested training of the correctionist.

• How are Pupils Selected for Educable Classes?

All aspects of pupils' growth are considered before a child is assigned to a certain Program. If a pupil is not academically capable of working in the regular program he is assigned to the Educable Program where manipulative and manual activities are provided, and efforts are made to develop basic concepts of the tool subjects of reading, writing, and arithmetic.

• My daughter is eight years old in an educable class with some thirteen-year-old students,

is there a chance of having different classes for these ages?

In one school there are different age classes now. In the fall of 1961, there are plans where two high school areas will have two classes each, divided by age levels.

• Do you know of a private school that will accept a trainable retarded child?

A list is available by calling Dr. C. M. Bain, JU 4-8151.

• What should I expect from my son who is in the educable retarded program?

We in the program hope for a child who has completed the elementary course to be able to read on the third-grade level. A child working in junior high should be able to read on the fifth-grade level by the age 16. A few will achieve more than this, and some will not come up to expectation.

• How has the Sales Tax Aided our Schools?

All Sales Tax is placed into the state general fund. While no certain amount is earmarked for education about eighty percent (80%) is allocated for education. All of the increased State revenue for schools came from the Sales Tax this year.

• Is There a Need for a Limited Constitutional Convention?

Many parts of our Constitution such as the Bill of Rights and the framework of government remains as valid as in 1890; other parts impose a handicap on our State government and economy. A number of Sections are completely obsolete, a Convention could put the Constitution in pace with the times again. Every Kentuckian has a stake in seeing that the Constitution is a framework for a forward looking state.

• How is Transportation Provided for Pupils in Educable Classes?

Existing transportation can be used by pupils in both the Educable and Advance Program. Bus connections, where possible, are made from different schools. Otherwise, they furnish their own transportation.

• What is the difference between the Five Program Plan and the Levels Program?

The Five Program Plan concerns all the children in the Jefferson County schools, while the Levels Program is a reorganizational program in place of the traditional grade plan in the elementary schools.

Rhythm Adds Excitement To Learning



PUPILS USE rhythm instruments to accompany the teacher's piano music in this class at Smith Elementary.

Your Jefferson County Schools

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State Aid Has Helped Us Keep Good Teachers

Leaders and authorities in the field of public school finance have been seeking increased support from State sources. These proponents have pointed out that the local boards of education have been denied repeated requests for an increase in property taxes. In addition, other fields of taxation which might be used for school purposes have been pre-empted by state and federal governments. Thus, the revenue from property tax in recent years has declined in its contribution to the local school effort.

Sales Tax Started

On July 1, 1960, the State of Kentucky commenced levying a 3% sales and use tax, with the bulk of the money allocated to education. As a result of the increased revenue and legislative action, Jefferson County Schools' Foundation Program allotment was raised to \$120 per average daily attendance pupil. Our 1960-61 budget contains tentative receipts of \$5,554,012.19 from this source, which represents an increase of 30% over the 1959-60 amount. (Continued on Page 2)



JESSE D. KENNEY, Assistant Supervisor of Custodial and Operations, checks some of the hundreds of items kept available in the school system's warehouse on Newburg Road.

Planning For Tomorrow's Schools



IT'S ALL BUSINESS when these officials talk about money and plans. From left, H. B. Slaughter, Director of Maintenance and Operation; F. L. Tennant, Supervisor of Accounting; E. C. Grayson, Director of Finance; Jack Dawson, Assistant Superintendent for Business Affairs; C. L. Boyles, Director of Purchases; and John Gambill, Coordinator of New Buildings and Construction.

Items In The Budget

The Money Must Stretch Over Many Services And Programs

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.

In order that you may better understand the components of the budget shown on Chart I, here is a verbal picture of each category outlined.

ADMINISTRATION

These expenditures deal only with those activities which regulate, direct, and control the affairs of the school district that are system-wide.

INSTRUCTION

This section consists of activities dealing directly with the education of the children or improving the quality of teaching. It includes salaries for principals, supervisors, counselors, teachers, clerical help, and necessary finances for instructional supplies.

ATTENDANCE AND HEALTH SERVICE

Expenditures needed to promote and improve children's at-

tendance at school through enforcement of compulsory attendance laws and analyses of causes of nonattendance are found in this category. Also included, are activities in the field of health which are not direct instruction.

TRANSPORTATION

This part of the budget contains all salaries and services necessary for the conveyance of pupils to and from school.

OPERATION

All expenses needed to keep our buildings open and ready for use are found in this section. It includes custodial salaries, coal, gas, and other housekeeping activities.

MAINTENANCE

Maintenance of Plant deals with the preservation of grounds, buildings, and equipment through repairs and replacements.

FIXED CHARGES

This part of the budget re-

(Continued on Page 2)

	Foundation Program	Total Receipts (Excluding Balance)	Percent Of Total
1956-57	\$2,306,801.14	\$12,197,963.48	19
1957-58	3,007,977.66	13,862,917.73	22
1958-59	3,263,424.00	15,163,846.00	22
1959-60	3,560,216.00	15,979,051.15	22
1960-61*	5,554,012.00	14,487,489.00	38

*Budget figures are used for 1960-61, all other years are based on actual receipts.

State Aid Helped Us Keep Good Teachers And Provide Materials

(Continued from Page 1)

crease of \$1,994,000 over 1959-60 receipts. The above chart shows revenue from the Foundation Program for the past five years and also indicates percentages of total receipts.

Salaries Went Up

How has this increased revenue been utilized in our school system?

The bulk has been used for long over-due salary increases to our principals, teachers, and other personnel. With a starting salary of \$4,250 for a degree teacher, we have been able to attract more new teachers who are so necessary to build a career teaching system.

Equally important, these salary increases have stemmed the outflow to other states of our more qualified teachers.

An additional \$150,000 has been used to: (1) raise the per pupil expenditures for instructional supplies which are needed in the classroom; (2) increase the expenditures for our testing program; (3) increase \$50,000 over previous year's expendi-

tures for instructional equipment items under Title III of the National Defense Education Act; and (4) increase expenditures for new books in our libraries by \$20,000 over the previous year.

In summary, the prospects of additional state aid in Kentucky and Jefferson County are more favorable than they have been for many years. However, revenue from local property taxes must not be discounted, since it represents the support which our community is willing to make for the educational program.

Millions of Hot Lunches

America's schools serve more meals to more people than any restaurant chain in the country.

In Jefferson County where we have approximately 51,000 students in our school district, we will serve 8,486,000 hot lunches this school year at an average cost of 25 cents each. Youngsters who are unable to pay receive free lunches.

Easy Does It



ELECTRICITY moves heavy objects safely and easily in schools with this stair climbing machine. Handling the control panel is James Jackson, Supervisor of Custodians and Operations.

Money Must Stretch Over All Programs

(Continued from Page 1)

lates to generally recurrent expenditures consisting of substitute pay for sick leave, fire insurance, rents, Social Security and contingencies.

COMMUNITY SERVICES

These expenditures are for those services provided by the school district for the community as a whole or some segment thereof. They include Agriculture Extension Service and Volunteer Fire Department Service.

CAPITAL OUTLAY

Expenditures resulting in the acquisition of land or buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, initial or additional equipment are found in this section.

Your Jefferson County Schools

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Richard Van Hoose,
Superintendent

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CHART I COMPARISON OF GENERAL FUND EXPENSE BUDGETS

	1959-60 Budget	1960-61 Budget
Administration	\$ 292,512.50	\$ 375,177.50
Instruction	9,280,884.00	11,671,886.83
Attendance & Health Services	81,059.00	93,345.00
Transportation	751,984.00*	802,601.30
Operation	1,065,180.00	1,207,230.00
Maintenance	494,227.00	509,839.36
Fixed Charges	622,240.30	750,874.30
Community Services	3,800.00*	3,800.00
Capital Outlay	1,242,850.00	1,050,050.44
Total	\$13,834,736.80	\$16,464,804.73

*Transportation and Community Services were combined in 1959-60, but are separated here for comparison purposes.

Our 'Credit' Is Good, So We Build With It

The Kentucky Department of Education, through its Division of Finance, has approved a new procedure for issuing School Building Revenue Bonds. This procedure has been adopted because of the increased revenue under the Foundation Program. It permits local school districts, such as Jefferson County, who levy a Special Voted Building Fund Tax, to issue up to 10% of the property assessment. This, of course, is contingent upon the level of financing of the general school program.

Prior to July 1, 1960, all School Building Revenue Bonds were issued on the basis of Special Voted Building Fund Tax which expires in 12 years. Now that we have approval to issue additional bonds, we are able to pay the principal and interest from our General Fund Tax revenue. This additional bonding ability has enabled us to finance construction of the new Westport Road High School and to build one additional elementary school.

Schools Must Have Books And Shelves

New and replacement books for our libraries constitutes a sizable task for the Business Affairs Department. In 1959-60 our Purchasing Division prepared almost 300 purchase orders for 38,500 books. In 1960-61, our purchase orders will exceed this by 75% due to increased appropriations.

The majority of book orders are sent to our Central Library Processing Office for checking and receipting. They are then catalogued and delivered to our school libraries.

Shelving in our libraries is built according to standards of the American Library Association. Some shelving is installed in new schools, but a much greater quantity is built in our summer maintenance shops.

Last summer we built 240 shelves for our schools.

How Schools Get Started



EARTH-MOVING machines claw into the ground to prepare the site for the new Westport Road High School.

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

	1960-61 Jefferson County %	1960 National Average*
Administration	2.4	4.0
Instruction	75.7	72.7
Attendance & Health Services	0.6	0.7
Transportation	5.3	4.2
Operation	7.8	9.5
Maintenance	3.3	3.5
Fixed Charges	4.9	3.2
Community Services	..	2.2
	100.0%	100.0%

*Cost of Education Index, School Management, April, 1960.

This table compares 1960-61 budgeted current expenditures of the Jefferson County Board of Education with the 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 various functions. Wide variations from the averages shown should be analyzed carefully by the school district.



CHECKING BOOKS at the Central Library Processing Center are Mrs. Harry Ninekirk, left, and Mrs. Jean Snyder.

CHRISTEN, BROWN, MCCROSKEY & RUFER
 CERTIFIED PUBLIC ACCOUNTANTS
 828 SOUTH THIRD STREET
 LOUISVILLE 3, KENTUCKY

November 4, 1960

Jefferson County Board of Education:

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, 1958-59 and 1959-60 Fiscal Years. These audits are on file in the office of The Board of Education. The condensed audit for 1959-60 is a part of this issue of Your Jefferson County Schools

We have examined the records of the General Fund, Special Voted Building Fund Tax Account, Veterans Institutional On-The-Farm Training Program, and Special Television Account of the Jefferson County Board of Education for the year ended June 30, 1960. 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. At the request of the Jefferson County Board of Education, we have prepared the accompanying condensed statements from our complete Report of Audit submitted under separate cover.

In our opinion, the accompanying statements of receipts and disbursements for the General Fund, Special Voted Building Fund Tax Account, Veterans Institutional On-The-Farm Training Program Account, and Special Television Account present fairly the transactions of the Jefferson County Board of Education for the year ended June 30, 1960, and the results of its operations for the year then ended in conformity with generally accepted accounting principles.

CHRISTEN, BROWN, MCCROSKEY & RUFER
 Certified Public Accountants

GENERAL FUND CASH RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED JUNE 30, 1960

CASH BALANCE, JUNE 30, 1959		\$ 2,117,526.58
RECEIPTS:		
Per Capita Account, Foundation Program Fund	\$3,560,216.00	
Federally Connected Children	323,017.83	
Other State and Federal Aid	53,096.52	
Reimbursement for Special Vocational Training	6,323.51	
Reimbursement for School Lunch Program	427,752.53	
Revenue from Taxes	8,409,587.45	
Tuitions Paid by Individuals and School Districts	45,703.14	
Interest from Investments	79,003.09	
All Other Sources	249,147.67	
TOTAL CASH AVAILABLE		<u>13,153,847.12</u>
		\$15,271,374.70
DISBURSEMENTS:		
Administration	\$ 364,017.66	
Instruction	9,359,239.61	
Operations	1,011,959.01	
Maintenance	414,449.25	
Fixed Charges	105,896.16	
Auxiliary Services	703,815.40	
Capital Outlay	933,576.43	
Transfers and Refunds	401,105.08	
		<u>13,294,058.60</u>
CASH BALANCE, JUNE 30, 1960		<u>\$ 1,977,315.10</u>

Your Jefferson County Schools:

**SPECIAL VOTED BUILDING FUND TAX ACCOUNT
CASH RECEIPTS AND DISBURSEMENTS
FOR THE YEAR ENDED JUNE 30, 1960**

CASH BALANCE, JULY 1, 1959		\$ 952,870.14
RECEIPTS:		
Revenue from Taxes	\$2,792,600.92	
Interest from Investments	25,150.50	
Refund of Water Deposit	3,248.85	
TOTAL CASH AVAILABLE		<u>2,821,000.27</u>
		\$3,773,870.41
DISBURSEMENTS:		
Capital Additions	\$ 881,858.18	
Debt Service	2,152,334.84	
		<u>3,034,193.02</u>
CASH BALANCE, JUNE 30, 1960		<u>\$ 739,677.39</u>

**VETERANS INSTITUTIONAL ON-THE-FARM TRAINING PROGRAM ACCOUNT
CASH RECEIPTS AND DISBURSEMENTS
FOR THE YEAR ENDED JUNE 30, 1960**

CASH BALANCE, JULY 1, 1959		\$ 903.62
RECEIPTS:		
Reimbursement from State Treasurer		2,374.52
TOTAL CASH AVAILABLE		<u>\$3,278.14</u>
DISBURSEMENTS:		
Salaries	\$1,625.00	
Other	503.50	
		<u>2,128.50</u>
CASH BALANCE, JUNE 30, 1960		<u>\$1,149.64</u>

**SPECIAL TELEVISION ACCOUNT
CASH RECEIPTS AND DISBURSEMENTS
FOR THE YEAR ENDED JUNE 30, 1960**

CASH BALANCE, JULY 1, 1959		\$21,841.99
REFUNDED TO:		
Fund for Advancement of Education	\$ 8,136.14	
Jefferson County Board of Education	13,705.85	
BALANCE, JUNE 30, 1960		<u>\$.00</u>
RECEIPTS:		
Received from Jefferson County Board of Education	\$60,000.00	
Received from Fund for Advancement of Education	28,000.00	
		<u>\$88,000.00</u>
DISBURSEMENTS:		
Salaries	\$24,127.58	
Telecasting Costs	39,610.80	
Equipment Rental	10,000.00	
Other	9,637.45	
		<u>83,375.83</u>
BALANCE, JUNE 30, 1960		<u>\$ 4,624.17</u>

The Special Television Account was closed by October 20, 1960, the balance having been disbursed as follows:

Jefferson County Board of Education	\$3,343.27
Fund for Advancement of Education	1,280.90
TOTAL	<u>\$4,624.17</u>



• **How often are school buildings painted?**

School buildings are painted every five years on a rotating schedule. Each year between 12 and 14 schools are painted inside and out.

• **Are salesmen permitted to call on personnel at the schools?**

Occasionally it is necessary for the using department to talk directly to a sales representative. This is permissible if proper clearance has been given from the Central Office.

• **What is the State requirement for minimum acreage for an elementary school? For a senior high school?**

None. Twelve acres are recommended for an elementary school of 780 students. Forty acres are recommended for a high school of 2,000 students.

• **How much insurance is carried on school buildings and how are insurance companies awarded this business?**

Approximately \$28,000,000. This insurance was placed in 1958 after studying proposals by various insurance companies.

• **What is the source of financing for the school budget?**

- Local Funds: 60.17%
- State Funds: 38.67%
- Federal Funds: 1.16%

• **How often are school records audited?**

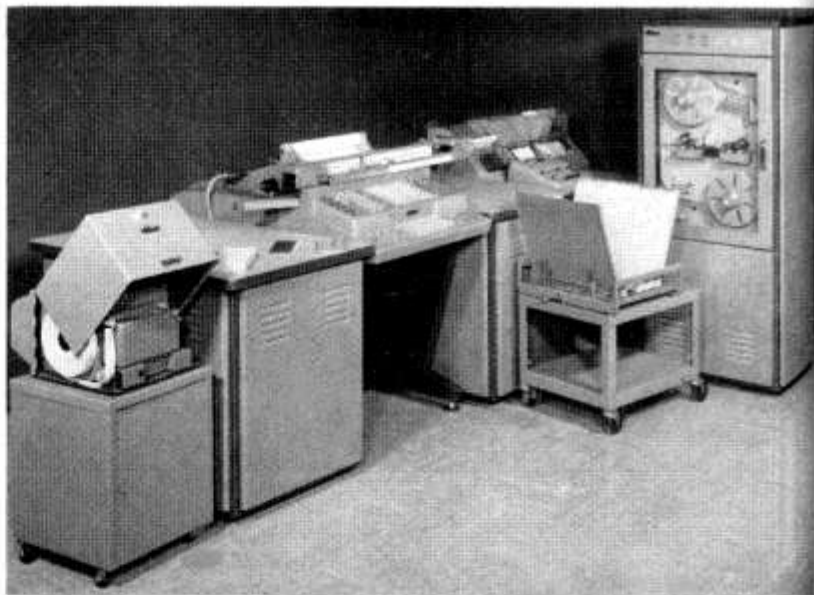
Both the lunchroom and the school account are audited annually in accordance with School Board regulations.

• **How many schools and additions to schools have been built as a direct result of the Special Voted Building Fund Tax of 50 cents?**

28 new elementary, 8 new high schools, and 6 additions. This is a total of 42 projects.

• **How many schools are there in the Jefferson County School District?**

- 48 Elementary Schools
- 10 High Schools
- 1 Vocational School



AFTER SEVERAL years of study and exploration, the Board of Education has approved the rental of an electronic data processing system to be installed on July 1. Using features of electronics, this computer to make instantaneous calculations and decisions, and exercise control over peripheral equipment. Hundreds of time consuming operations will be eliminated. Data will be provided in time for administrative staff to use it most effectively.



JAMES F. JACKSON, left, Supervisor of Custodians and Operations, explains while Custodial Supervisor Jesse Kenney, center, demonstrates how a rotary brush should be attached to a floor machine. A television camera catches the lesson. More custodian TV classes are scheduled.

When We Go To Market We Look At The Prices

Despite rising costs of materials and labor, we have been able to purchase many items at lower prices.

Here are three examples:

In 1958, we purchased 79 television receivers, 21-inch table models at a price of \$123.97 each. In 1959, we were able to purchase a similar set for \$120.83. In 1960, we purchased 342 television receivers for \$116.65 each. In each purchase the same speci-

fications were used.

In 1957, on a competitive basis, we paid \$.11525 per gallon for fuel oil delivered in 4000 gallon quantities. In 1958, we paid \$.1063 per gallon, and in 1960 we paid \$.10052 per gallon.

In 1958 and in 1959 we were paying list price less a discount of 46.9% for electric lamps. In 1960, we purchased the same brand for a discount of 49.3%

Your Jefferson County Schools

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VOLUME 4

MARCH, 1961

NUMBER 7

How Teachers Dramatize Learning

Tools Of The Trade Serve Us All

The most articulate audio-visual device in the classroom is the teacher. We are prone to think of instructional equipment as audio visual, but audio visuals are nil unless guided by the classroom teacher.

Instructional equipment comprises the tools of the trade that provide extra zest for learning. We seem to understand things better when they are dramatized. Instructional equipment, then, is as necessary to school instruction as tools are to any profession or craft.

The old axiom "Seeing is believing" is as true

today as in the past. Educators are coming more and more to accept this philosophy. As a consequence, more and better equipment is being placed at the disposal of teachers, enabling pupils to see these things rather than only hear about them.

As will be the case for quite some time, books remain an essential part of the curriculum. However, instructional equipment has assumed supplementary stature and new dimensions. Despite this new status, instructional devices do not constitute an end in themselves. They are a means, a rather indispensable means.

Schools have used maps, globes, and charts for quite some time. At the conclusion of World War II, educators began to seek equipment that increased and made easier the process of learning. This search was enhanced by the use of learning devices perfected by the Armed Forces. To this time, teachers were mainly restricted to the time-honored battery of lantern slide projectors, micro-projectors, microscopes, still pictures, filmstrip projectors and films. This situation has changed perceptibly.

As a background, the Jefferson County schools began purchasing motion picture projectors in 1945; opaque projectors and tape recorders followed soon thereafter. Educational television and overhead projectors have entered the system within the last three years. Since 1959, language laboratories have been installed in four high schools.

Recently, the awesome videotape recorder has come into reality for television purposes.

Machines or tools of the trade are enhancing education and rightly so. New machines and new tools are becoming more important to every profession and craft. Who could question this premise? Unless schools continue to "visualize" instruc-

(Continued On Page 2)



THESE SPANISH students at Fairdale High have individual headphones to listen to a lesson. The record player is used in this way for remediation or enrichment of a course. Mrs. Alice Marshall, the teacher, can now return to the larger class group. Other students will be undisturbed because of the headphone system.



MISS EDNA KUHL, first-grade teacher at Chenoweth Elementary, uses a tachistoscope. The children see how quickly they can read the word which appears in the "window." Cardboard animals on the chalk tray help teach phonetics. The monkey is a part of a word drill game.

It Requires Preparation And Skill To Get Good Materials

The administrative, supervisory and instructional staffs are exploring the phases of "programed textbooks" and "programed instruction." These measures are closely related to the teaching machine.

The programed text presents in proper sequence the steps or questions that make up a given program. Answers to these questions appear in the book on subsequent pages. Although the programed text has much in common with the teaching machine, it does not prevent the student from looking at the answer prior to answering the question. According to some studies, this type of "cheating" appears to have little effect on

Tools Of The Trade are Used

(Continued From Page 1)

tion, our society, as we would have it, will be eroded by an ominous challenge from abroad.

Students in today's schools need to learn more and are given the opportunity to do so through these instructional devices.

Do these tools actually aid the instructional program? There is overwhelming evidence that they do. One must remember that we try to educate or train all and not only the mentally elite. Everyone is given the opportunity to learn in America and this has become a vast and sometimes frustrating experience.

Frequently, students are asked: "How do you like this teaching device?"

The answer most often received: "Is there any way that we can use it more often?" Of course, students and teachers have the varying esteems for different teaching aids and this is to be expected; conformity should not be militated. However, the array of aids is increasing and rightly so. Without any one of them, the pupil would indeed be slighted. Of this, we are certain.

learning, especially at more advanced levels.

Preparing subject matter as program material for auto-instructional devices call for special skills. It requires instructional material to be divided into basic units of information. In turn, this basic unit of information must be arranged in a sequence that invites learning. As a program is developed, it is necessary to test each sequence with students of appropriate age and developmental level. Appropriate changes can then be made in the program.

It appears that preparation for an adequate program is a lengthy and expensive process.

However, several major textbook publishers are giving attention to this problem and the present shortage of program materials may be lessened soon.



MUSIC TEACHER Mrs. Patricia Shewmaker uses these music symbol charts at Boshford Manor Elementary. They are some of many aids, made by teachers and pupils, to help understand music reading. The music symbols slide into place along strings stretched over the charts. The pupils are, from left, Larry B. Sherry, John and John Marshall.

Your Jefferson County Schools

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Richard Van Hoose,
Superintendent

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\$7,000,000 Boost For U.S. Schools

The National Defense Education Act—Title 7—extends funds for research and experimentation on "new educational media." According to the U. S. Office of Education, 139 grants totaling 7 million dollars have been made to date. Most grants are designed to explore the application of audio-visual learning to new fields or to test the comparative effectiveness of older techniques.

Machines Are Useful—If They Do A Good Job

Teaching machines are defined as automatic or partially automatic devices which present a question to the student. The machine provides a means of response and a way of informing the student of the correctness of his response immediately after his answer. His answer may be written, checked as a true or false, or selected from multiple-choice offerings.

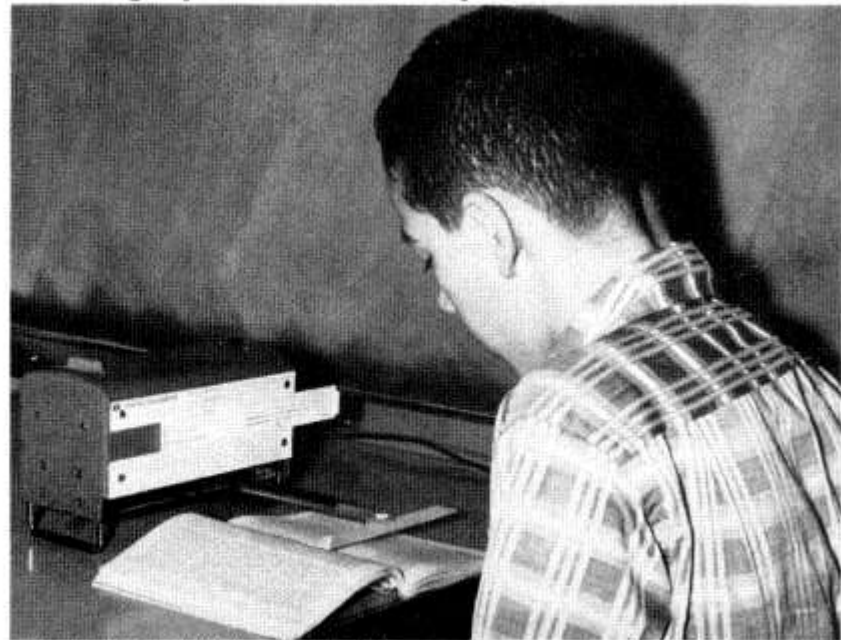
Teaching machines are not new. They were used experimentally in the 1920's. Interest in their use subsided during the depression years. During World War II, teaching machines and devices assumed new significance in the training of armed forces personnel.

New tools for learning are not always ready for the classroom. Sometimes they are rejected because of cost, time consumption, and poor adaptability to the objectives sought. Manufacturers are working closely with educators to develop more flexible, better designed and less expensive machines and materials. Too, educators are no longer satisfied with traditional methods whenever more effective means of instruction-learning become available.

Research with the machines shows that students using them appear to progress rapidly, to learn thoroughly and to have a high retention control. The machines can control the pupil's response more carefully than either lecture or textbook.

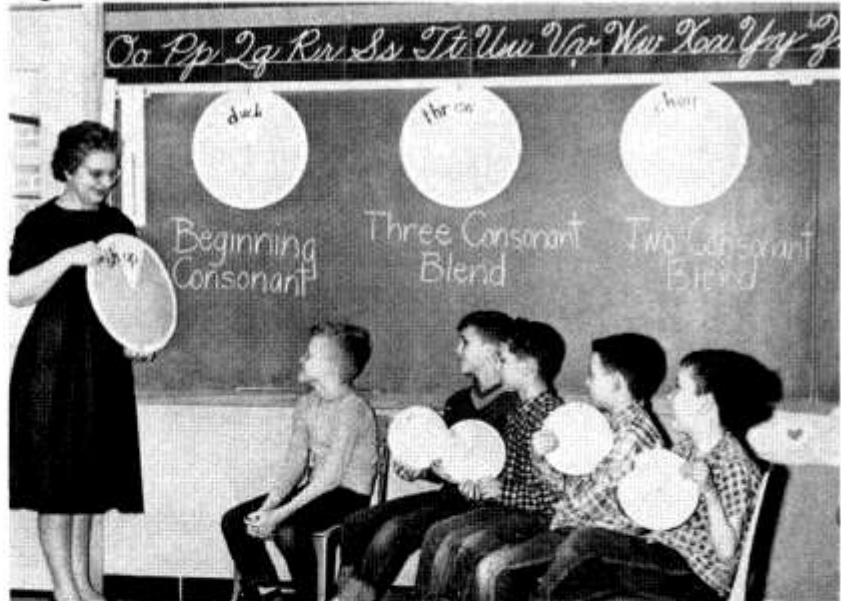
Spokesmen say that teaching machines will make possible classes of 100 to 150 students supervised by one competent teacher. They say that the machines will give teachers freedom from "rote" teaching, drill

Reading Speed Can Be Improved



PLEASURE RIDGE PARK HIGH student Bob Malone uses a rateometer to increase his reading speed. The reader using this machine must read faster than the shutter which moves down the printed page. Speed of the shutter can be adjusted. These devices are not suitable for students who lack basic comprehension skills.

Big Wheels And Little Wheels



MRS. ELIZABETH MOHNS, transition room teacher at Greenwood Elementary, teaches phonics by using word wheels she made. She is holding a two-consonant blend wheel. As she turns the disc, different endings appear and form new words to read.

and time-consuming testing and paper work.

Mechanical teaching is not without limitations, however. It makes best use of factual information about which there is no argument. One possible danger of automatic teaching is that learning could become too routine or even dull for the student,

Here the imagination of the teacher in using the material is very important. Machines should be supplemented with the social environment of the classroom, audio-visual aids and textbooks.

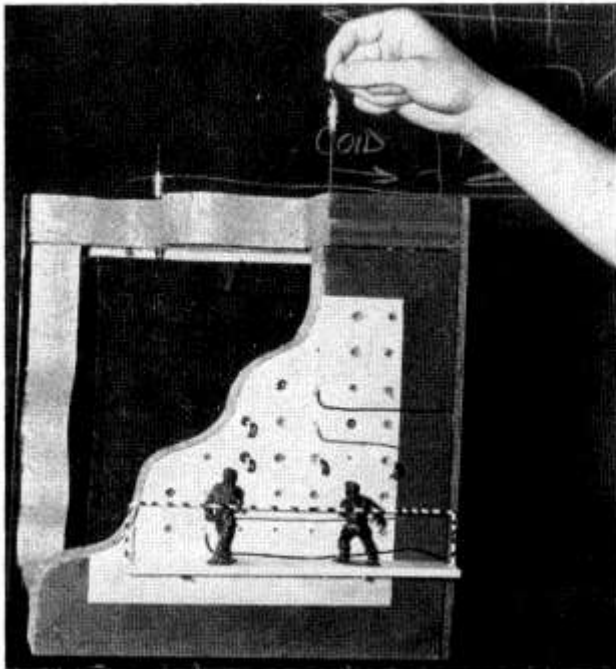
Jefferson County is most interested in the contribution that such machines can make to its overall instructional program.

COMING TO FREEDOM HALL

Musical Festival, Monday, March 27 and Tuesday, March 28.

First Annual School Art Fair, Saturday, May 13 and Sunday, May 14.

A Study Aid From Oak Ridge



THIS IS the model of the nuclear reactor used at Durrett High. The tiny figures of the men on the "catwalk" show the size of the actual reactor. The student's hand shows the size of the model. This cutaway model enables students to see exactly how the real reactor operates.

Let's See What Makes Nuclear Reactor Tick

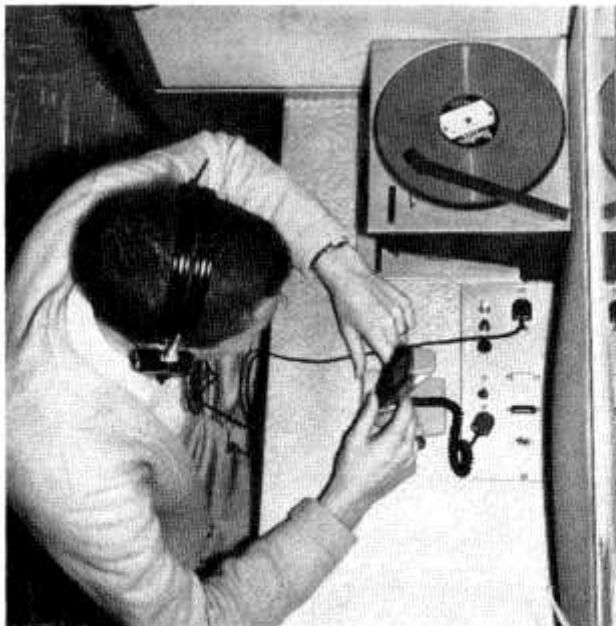
A model of the world's first operative nuclear reactor is used at Durrett High very effectively to show how ^{235}U , uranium 235, is used as a fuel. The student can see exactly how the U-235 slugs are inserted for fuel and removed if any malfunction develops. Too, it is emphasized that the reactor is now being used to produce radioactive isotopes or tagged elements.

Safety factors are visibly shown in the seven-foot thick concrete wall which absorbs the dangerous radiations produced during fission. Control rods (note hand) will effectively stop the nuclear reaction by absorbing the free neutrons. These rods are controlled by electro-magnets and automatically drop with any power failure. Other control rods are governed by hydraulics.

The students are impressed by the fact that the original reactor has been operating for 17½ years on only five pounds of fuel.

The equipment shown here was provided by the Oak Ridge Institute of Nuclear Studies, Oak Ridge, Tennessee, and was brought to the Jefferson County School System by William Wright. The demonstrations are being carried on in Mr. Howard Hardin's Physics class at Durrett.

'Private' Booth For German Student



THIS STUDENT is working independently in his booth in the language laboratory at Seneca High School. He is recording on a magnetic disc recorder the master lesson in German which emanates from the teacher's console. He will later play back the recording and also record his own responses or imitations while listening to both his voice and the master through his headphones. He can thus practice over and over to perfect his pronunciation. The laboratory teacher is able to monitor him individually and make any necessary suggestions without exposing him to the embarrassment of public correction. The doubledeck players in these booths are a new and extremely useful development of the record player and tape recorder.

Hear!

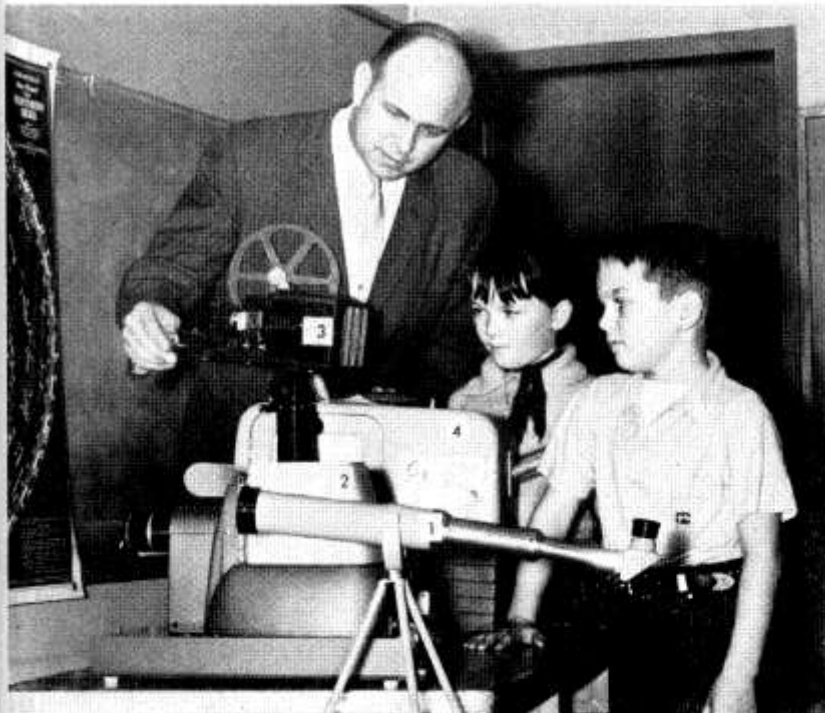
HIKES ELEMENTARY pupils Tim Shreve and Christl Tiemann (at right) work with a model of the human ear. This is one of the models made available under the National Defense Education Act.



Graduation Night Is Coming

It is planned that all high school graduation exercises will be held in Freedom Hall at the Kentucky Fair and Exposition Center. This year the Jefferson County Public School System will graduate eight senior classes. The date and time for each school is listed below:

Eastern High	Tuesday, May 23	8 p.m.
Butler High	Wednesday, May 24	8 p.m.
Waggener High	Thursday, May 25	8 p.m.
Southern High	Friday, May 26	8 p.m.
Valley High	Saturday, May 27	8 p.m.
Fern Creek High	Thursday, June 1	8 p.m.
Durrett High	Friday, June 2	8 p.m.
Seneca High	Saturday, June 3	8 p.m.



SOUTH PARK Elementary teacher Mr. Paul Ballon examines four lens instruments with pupils Wanda Lear and Ricky Friddy. They are: (1) telescope, (2) 35 mm. projector, (3) microprojector, and (4) motion picture projector.



THIS IS ONE of various teaching machines being developed for use in classrooms. They will be studied and evaluated by our staff before decisions are made as to whether they fit properly into our program.

Read And Understand

Mechanical devices used to improve reading speed in high school classes include the reading accelerator, the reading pacer, the shadowscope reading pacer and the tachistoscope.

Most students want to read faster. Some have acquired slow habits of reading although they have a good vocabulary and can comprehend what they read.

'Gyro' Shows Us How Rockets Are Guided

The gyroscope is one instrument that has varied applications. From a scientific toy, the gyroscope has developed into an indispensable aid in navigation.

The gyroscope is simply a spinning weighted wheel on an axle. The ends of the axle rest in a ring which encompasses the wheel. Once the wheel is set in motion, it tends to rotate in the same plane. The gyro will resist all efforts to change this plane of rotation.

If the wheel rotates rapidly, it causes the axle to move about its point of support with motion in a circle called "precession." We can illustrate this motion by the following experiment:

Hold a small weighted bicycle wheel in front of your body with the axle horizontal and with both hands grasping the axle extensions on either side of the wheel. Have someone spin the wheel rapidly in the direction it would spin if it were being used on a bicycle. If you remove your right hand, the wheel will start to turn slowly about a vertical line in a clockwise direction. You have to turn your body to the



WHEN THIS physics student at Durrett High tilts the "gyroscope" he is holding, his body turns on the movable platform. Here's why Lewie Thurman knows how gyros can control space ships.

right to keep up with the wheel. If you are standing on a movable platform free to turn in a 360-degree angle, you will be set to turning on the platform.

A gyroscope may serve as the heart of such instruments as the gyrocompass, gyropilot, directional gyro, and the gyro-horizon. In these devices, a gyroscope turned by an electric motor is set in motion with the axis in a definite direction. As a ship, airplane or space ship moves with respect to the fixed direction of the gyroscope, electric signals are sent to motors which operate the controls of the ship, plane or rocket. This adjustment of the controls corrects for the change in motion and keeps the vehicle on course.

GUEST EDITORS

- Margaret Clayton
- Heleen Daniel
- Mae Dixon
- Everett Hancock
- Margaret Kammerer
- Conrad Ott
- Katherine Schuler
- Marjorie Straub
- William Wright



• Why are the teachers of Jefferson County studying merit pay?

If merit pay will increase efficiency or improve teacher competence, the teachers of this school system are the logical people to research and resolve this principle. Merit pay is being studied on a system-wide basis by all teachers.

• Is any record kept of the graduates of the County high schools?

Yes, the Research Department annually surveys the ever-increasing graduating classes of classes of the Jefferson County Schools. Residence, occupation or college status is carefully noted and filed.

• Of what use is the Annual Statistical Report?

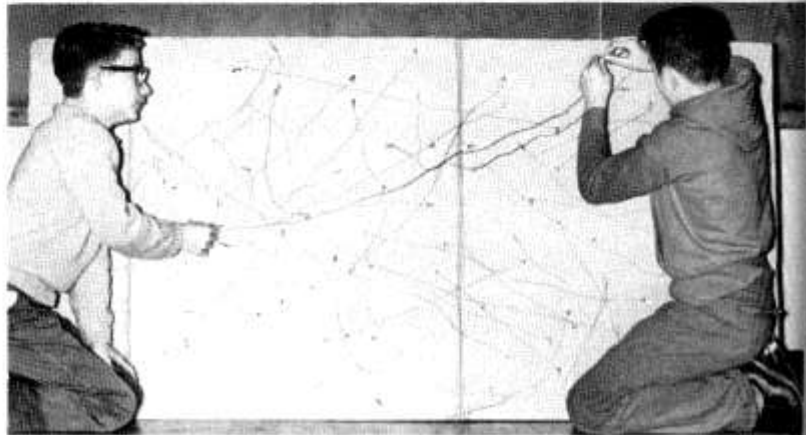
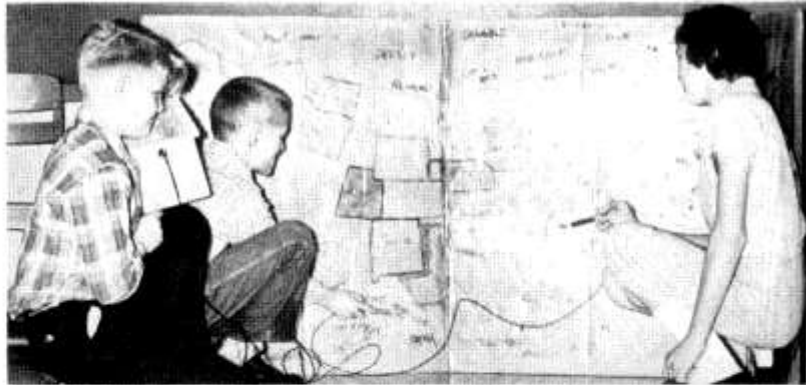
The Annual Statistical Report is published by the office of the Superintendent for planning and evaluative purposes. It reveals growth trends, financial data and enrollment forecasts.

• What happens when the National Defense Education Act expires in 1962?

Unless the Congress of the United States reinstates the National Defense Education Act on or before the expiration date, the public school systems of the United States will be forced to pay the entire cost of materials and equipment covered by this act. The Federal Government under the National Defense Education Act has been reimbursing the public schools of this country in the amount of 50% for those materials and equipment purchased under Title III for the following subjects: Mathematics, modern foreign language and science.

• What textbooks are up for adoption to be used in the Jefferson County Public Schools next September?

There are three basic subject fields in which textbooks will be adopted for use in the Jeffer-



THESE PUPILS at Medora Elementary know when they get a right answer. When pupils in the top photo touch corresponding states and capitals with their electrical "pointers," they get a buzz if they are correct. In the bottom photo, pupils show how they used electrical knowledge to wire the back of the map so 50 states and capitals would "buzz" when connected.

Resourceful Pupils Made Map

The Jefferson County Board of Education is working toward an adequate map program for each school. However, Mrs. Montana Hunter's class at Medora Elementary School felt they could have a very meaningful learning experience by creating their own map. Some of the students used their electrical knowledge from the science program to

wire the display board for the map. Another group worked on the map display locating the states and capitals.

The result is a map that buzzes when an electrical connection is made between the correct capital and state. In this project, emphasis is placed on accuracy to get a correct response and a buzz.

Jefferson County Schools next September. These are Health and Mathematics for all grades and Science for grades 7 through 12.

Elementary (Grades 1-8)

Arithmetic (1-8)

Health (1-8)

Science (7 and 8)

High School (Grades 9-12)

General Mathematics (9)

Algebra (first and second course)

Arithmetic (10)

Advanced General Mathematics (12)

Plane Geometry

Solid Geometry

Trigonometry

General Science (9)

Biology

Advanced Physical Science (10 and 12)

Chemistry

Physics

Health Education (9-12)

Anatomy and Physiology (10 and 12)

Driver Education (10-12)

Your Jefferson County Schools

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

VOLUME 4

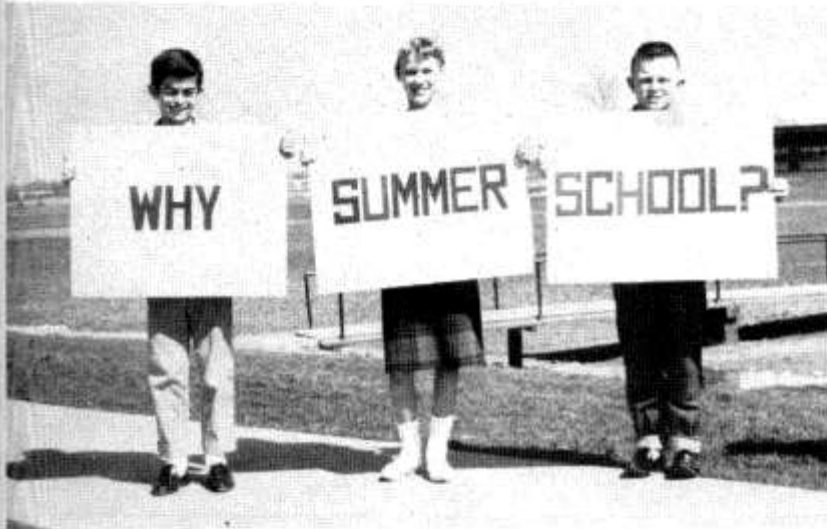
APRIL, 1961

NUMBER 8

Just Ask

Parents and students should carefully study this paper. If there are further questions, please contact your local high school counselor or call the Jefferson County Summer School on June 7, 8, 9, or 10. (EM 8-5831)

Question:



Answer:



Summer School Will Present A Broad Range Of Opportunity

Before the political conventions of 1960, the Jefferson County Board of Education launched a campaign of its own. This long-pondered effort dealt with an expanded summer school pro-

gram, its philosophy and offerings.

Many of you may retain the sweat-shop image that once characterized some summer school programs. Today, 1961, new times, needs and developments have occasioned changes. Where once the summer school primarily offered make-up subjects, the Jefferson County presentation also extends courses of enrichment, practical use and self-improvement.

Summer School now permits acceleration of the regular school program. Anything else? Yes, the Jefferson County Plan provides remediation, re-enforcement and enrichment. Putting it another way, a youngster may make-up work, clinch difficult subjects or explore new subject areas.

More For Tax Dollars

Throughout this issue, greater detail will be given subject offerings, tuition and related considerations.

Aside from the obvious educational gains of Summer School, the community will receive an increased return on its tax dollars. Now, during the summer, school buildings and equipment will be used for periods of six and seven weeks respectively, depending upon the program, elementary or high school.

Benefits For More People

The two new high schools, Westport Road and Rockford Lane, will be air-conditioned with this thought in mind. To maintain optimum learning conditions during June and July, boys and girls, from all sections of the county, will experience an advantage long enjoyed by industry and homes. Next year, summer sessions will be conduct-

(Continued on Page 2)

From The Board



THE JEFFERSON County Board of Education approves Superintendent Richard Van Hoose's plan for expanded summer school services. Superintendent Van Hoose, far right, discusses the program with, from left, board members Roy Miles, Dr. Clyde Moore, Vice Chairman Garland Cochran, Chairman Arlis Cook and Downey Gray. Summer sessions originated last year at Durrett High School with 516 pupils. The 1961 enrollment is expected to exceed this.

From The P.T.A.

As parents, we are most pleased with the planning of the Board of Education and its staff for the expanded Summer School. Parents are gratified to learn that students will be able to receive an enriched program as well as remedial help. Thus, children may profit from varied experiences to reinforce their mastery of the 3 R's; this development will cover both elementary and secondary schools.

The Jefferson County Schools certainly will strengthen their overall program by this action.

Mrs. Charles Roederer,
President
Jefferson County Council
of Parents and Teachers



Mrs. Charles Roederer

Full Program For Summer School

(Continued from Page 1)

ed at these two air-conditioned schools.

Also, these buildings will be used for teacher workshops and related meetings throughout the summer and early fall. Temperature control will lend itself readily to teaching and learning.

Thus, with new ideas, new purposes and new facilities, summer school instruction will benefit more pupils in both elementary and secondary schools.

Your Jefferson County Schools

Vol. 4 April, 1961 No. 8

Is published by
THE JEFFERSON COUNTY
BOARD OF EDUCATION
618 West Jefferson Street
LOUISVILLE 2, KENTUCKY

Richard Van Hoose,
Superintendent

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July, and August, and distributed
to each family.



DRIVER EDUCATION (one-half unit of credit) is offered for three and one-half weeks and will combine classroom instruction and behind-the-wheel driving. It may be taken in either the first or the half of the summer term.

Summer School Facts

Cost	\$25 for both elementary and secondary pupils
Term	High School —7 weeks beginning June 12, 1961—4 hours daily (8:15 a.m.-12:15 a.m.). Elementary school —6 weeks beginning June 19, 1961—3 hours daily (8:30 a.m.-11:30 a.m.).
Location	High School —Durrett—4409 Preston Highway Elementary school —several locations yet to be determined.
Staff	The faculties of both elementary and high schools will be selected by the Superintendent from the regular teaching staff.
Transportation	High School —\$8.50 for 7 weeks. Elementary school —\$7.50 for 6 weeks. Buses will load and discharge pupils at commuting centers or cluster stations.
Books	Texts currently used in the Jefferson County Schools will be used in Summer School.
Fees	Fees for supplies and materials will be comparable to those charged during the regular school term.

New Opportunity For Youngsters

For youngsters in grades 2 through 6, Summer School will present two types of opportunity.

Pupils with problems in reading, language and arithmetic, will find it possible to advance as much as one level.

An enrichment phase will be provided those youngsters interested in reading for pleasure and for special interests. Here, emphasis will be placed upon literature, dramatics, creative writing, art and music. Thought is now being given to a correlated science program. The enrichment program will be open to pupils in grades 4 through 6 who are reading on or above expectancy level. In this endeavor, the elementary summer school will center its activities around the library.

Classes will be small enough to permit individual attention for each child. The number of pupils will approximate 20-25 per class.

Full Staffs Planned

Each elementary summer school program will be staffed with a principal, a number of teachers—depending upon enrollment, a librarian and a clerk. The tuition charge, \$25, will pay for these services.

Summer Elementary School will begin Monday, June 19, 1961 and will extend 6 weeks until Friday, July 28. This program will be open to all local and non-resident students (public, parochial and private).

The school day will last for three hours and refreshments will be available.

As plans continue to materialize, your principal will be informed. If you wish additional information, will you indicate this interest to your principal? Shortly, a pre-registration enrollment will be taken so that definite arrangements can be made for instructional centers.

Keep in touch with your principal.

NEEDED

Teachers with degrees and certificates for Spanish, Latin, Physics and Math classes. Anyone, interested and qualified, should contact Mrs. Sara Belle Wellington, Director of Recruitment and Records, Jefferson County Board of Education, N. 4-8151



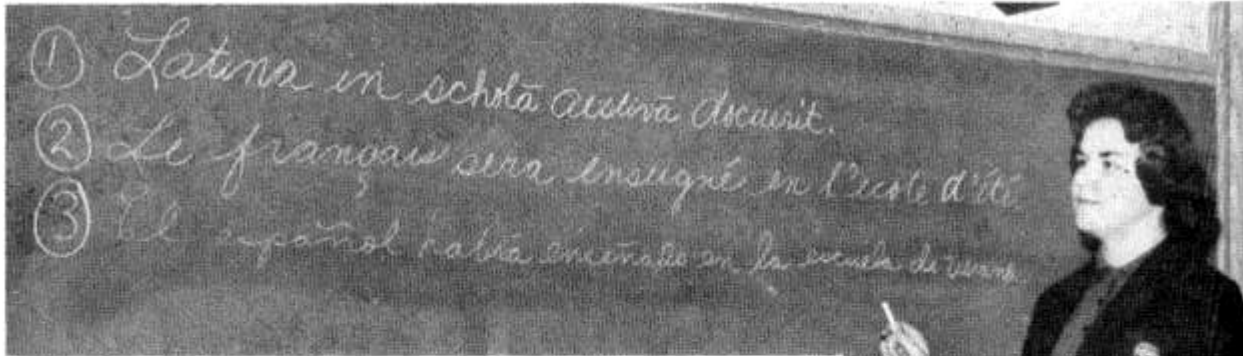
OF COURSE, no school, summer or regular, would be complete without a break. At nominal cost, milk and companion refreshments will be available for those so wishing.



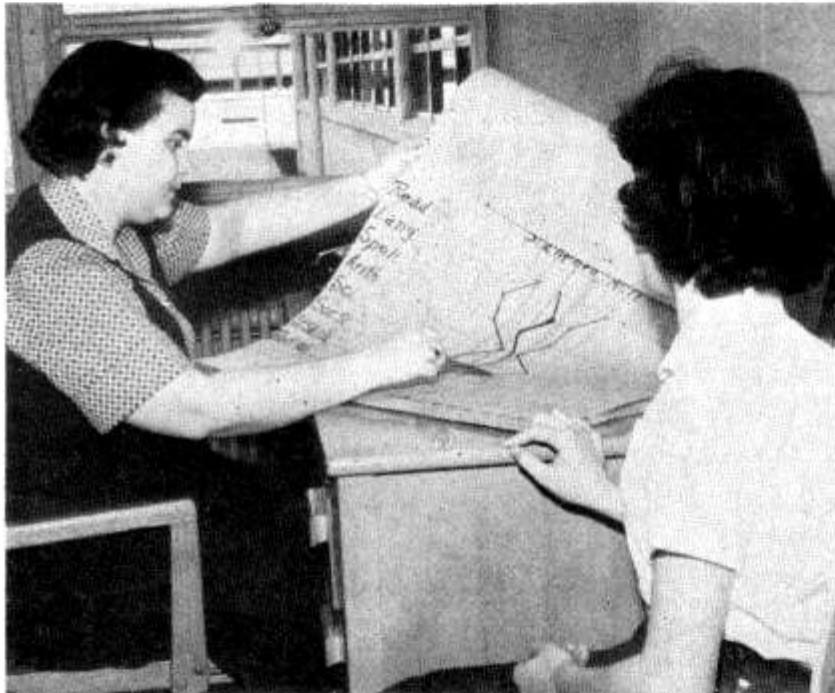
THESE YOUNGSTERS are learning to understand problems of change, from small to large. This process of little measures to big measures presents a realistic situation. Summer School experiences of this nature will be available for elementary pupils. From such beginnings, numbers, arithmetic and mathematics progressively take their proper places.



THE LIBRARY will serve as a base of reference for elementary pupils pursuing reading and special interests. Books, formerly inactive during the summer vacation, will provide strength and enrichment. From the library, creativity and expression will be encouraged. Here, Mrs. Virginia Clifford, a librarian, guides and supervises a browsing period.



THE ROMANS, French and Spaniards have this to say: Our language will be taught in summer school. Right they are; Latin, French and Spanish will be offered for interested students. This Spanish student has written a sentence, to this effect, upon the chalkboard.



SUMMER SCHOOL courses are chosen by chart, not by chance. Miss Carolyn Quire is shown using a chart describing results of the Stanford Achievement Test administered to the 7th grade. Test scores are studied statistically then plotted to show subjects in which pupils are strong or weak. The Department of Instruction uses these as guidelines and pupils select courses in which remediation or reinforcement is needed.



THESE STUDENTS show several business education courses that will be available this summer: typing, bookkeeping, shorthand and notehand. A personal typing course will be open to pupils in grades 7 through 12. This will be a one-semester course designed to develop typing skills necessary for personal use.

Here Are Details Of Tuition Costs

Tuition for all seven-week courses is \$25. Tuition for a three and one-half week course is \$12.50, with the exception of Driver Education, which is \$30. All checks should be made payable to the Jefferson County Board of Education.

Students may make application and register at the local high schools through June 7, 1961. After that date, the pupils may register at Durrett High School according to the following schedule:

HIGH SCHOOL REGISTRATION

Wednesday, June 7
8 a.m.—3:30 p.m.

Thursday, June 8
8 a.m.—3:30 p.m.

Friday, June 9
8 a.m.—3:30 p.m.

Saturday, June 10
8 a.m.—Noon

A \$4 late registration fee will be charged on all courses after Noon, Saturday, June 10. Late registration will end on Tuesday, June 13, 1961. No tuition refund.

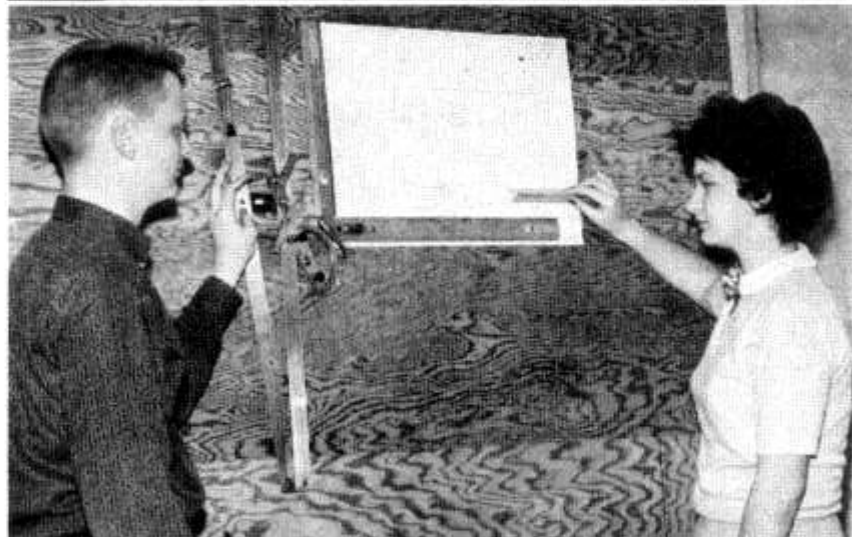
(Continued on Page 5)

Course List For Summer School

The following courses will be offered in summer school, provided there are sufficient applicants to justify a class.

COURSE	NO. WEEKS	UNIT CREDIT
7th & 8th Grade English	7 (each)	0
English I, II, III, IV	7 (each)	1
Creative Writing	7	1
Latin I and II	7 (each)	1
French I and II	7 (each)	1
Spanish I and II	7 (each)	1
7th and 8th Grade Arith.	7 (each)	0
General Math (9th Grade)	7	1
Algebra I and II	7 (each)	1
Plane Geometry	7	1
Solid Geometry	3½	½
Trigonometry	3½	½
General Science	7	1
Biology	7	1
Chemistry	7	1
Physics	7	1
Physiology	7	1
Personal Use Typing	3½	½
Typing I and II	7 (each)	1
Notehand	3½	½
Shorthand I and II (each)	7	1
Bookkeeping I and II (each)	7	1
Civics	7	1
World History	7	1
World Geography	7	1
American History	7	1
Problems of Democracy	7	1
Driver Education	3½	½
Remedial Reading	7	0
Developmental Reading (Jrs. & Srs. only)	7	0
Sewing (Sr. Girls only)	7	0
Mechanical Drawing	7	1
Art Appreciation	7	1
Creative Arts	7	1
Music	7	1

BUS TRANSPORTATION will be provided for students living in Jefferson County. The 7-week fee for high school pupils will be \$8.50; the fee for the 6 week elementary school program will be \$7.50. Buses will load and discharge pupils at commuting centers.



MECHANICAL DRAWING is a basic offering in general drafting. The course is recommended for students who plan to take industrial arts courses and for students whose vocational plans include collegiate preparation for a related profession.

Here Are Details Of Summer Tuition Costs

(Continued from Page 4)

will be made after classes begin on June 12.

Any student wishing to register for second-term courses beginning July 6 should register with first-term students on June 7, 8, 9, or 10, 1961.

Pupils registering for summer school must be recommended by the local school principal.

No excuses for absence will be

accepted, except for personal illness or death in the family. After two unexcused absences, a student will automatically be dropped from Summer School.

Each day of summer school is equivalent to a week in regular school.

Bus transportation will be provided for students living in Jefferson County. The seven-week fee will be \$8.50; the three and one-half week fee will be \$4.25.



LLOYD REDMON, Administrative Assistant for Instruction, will serve again as high school principal.

Guest Editors

- Richard Van Hoose
- James E. Farmer
- O. M. Lassiter
- Conrad Ott
- Lloyd Redmon
- O. L. Shields

Contributors

- | | |
|-------------------|-----------------|
| Edna Alwes | Louise Jessee |
| Irvin Brooks | Horace Knight |
| Virginia Charley | Mary McCampbell |
| Virginia Clifford | Lucian Moreman |
| James Flowers | Ruth Osborne |
| Elizabeth Goble | John Pallock |
| H. L. Hatfield | Francis Wortham |



THE CARD CATALOGUE will enable this elementary student to locate the exact information that he wishes. His reading, arithmetic or special interest program will be determined by his needs and past performance. Small class instruction will permit individualized help and guidance.



• What "on the job" training do the Jefferson County teachers receive?

In addition to classes at colleges and universities, teachers have regular workshops and committee study-assignments. This summer, for example, a number of teachers will be de-

veloping practices and procedures for Educational Television, the Advance Program, the Individualized Arithmetic Project and other important curriculum areas.

• What new schools will be erected for the 1961-62 school year?

Three new schools will be built: Westport Road High School, Rockford Lane High School and Smyrna Road Elementary School. Further, 600 pupil additions will be constructed at Newburg and Fairdale High School.

Sample Application For Admittance To Summer School (Grades 7-12)

1961

Name _____

Address _____

Phone _____ Age _____

Grade in School as of June 5: 7 _____ 8 _____ 9 _____
 10 _____ 11 _____ 12 _____

School Last Attended This Year _____

Subject Desired _____

Second Choice if First Subject is Not Offered Because of Limited Numbers _____

Approved by Principal _____

Check Appropriate Blanks:

1. I am taking this subject for the first time. _____
2. I am taking this subject for make-up work. _____
3. I will ride school bus. _____

A check made payable to the Jefferson County Board of Education should accompany this application; \$25.00 for one unit of work and \$12.50 for one-half unit of work.

If student wishes to ride the school bus, the fee will be \$8.50 for seven weeks and \$4.25 for three and one-half weeks.

Return application and check to school counselor on or before June 1, 1961. After this date, all applications will be received at Durrett High School, 4409 Preston Highway, on June 7, 8, 9, or 10, 1961.

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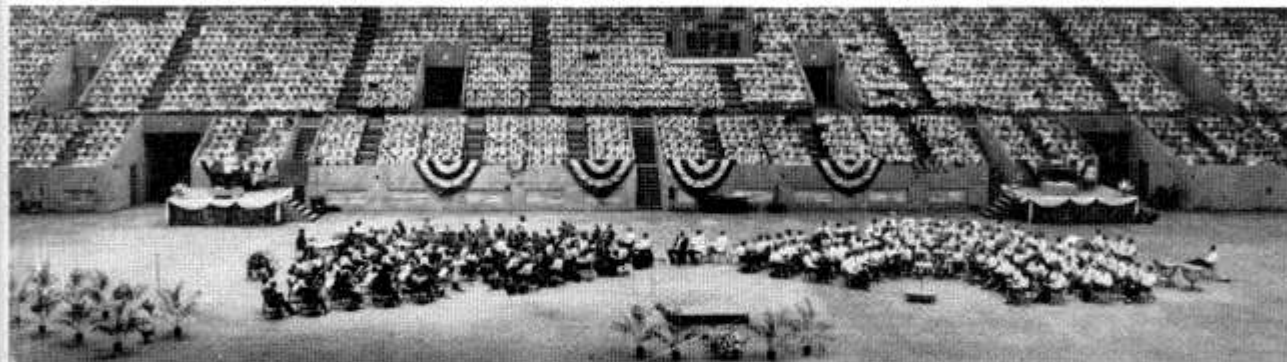
Your Jefferson County Schools

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

VOLUME 4

MAY, 1961

NUMBER 9



THIS IS THE SCENE of all the county-wide performing groups at the High School Music Festival, March 28, 1961. Four choruses occupy the stands on one side of Freedom Hall. In the stands, from left, are Junior High Girls' Chorus; Junior High Mixed Chorus; Senior High

Mixed Group; and Senior High Girls' Chorus. Seated on the center floor, to the left, the county orchestra and, to the right, the county band. All ten high schools are represented. Total number of participants was 3,055.

Expression Through Art And Music

Who Meets The Need To Create?

Music and art present a harmonious and compatible relationship; they readily and logically complement each other. In these kindred areas, opportunity for creativity is made available at a time when success, even survival, depends upon creativity, originality, leadership and resourcefulness.

Throughout this edition, effort will be made to portray the expanding role of creativity, a communicative process underlying art and music. Recall that basic dimensions in education demand creative power, critical thinking, and emotional stability. To this end, the freedom, accomplish-

ment, and release of music and art come to the fore.

In our highly structured society, an individual must be liberated from regimentation. We must acknowledge the role of creativity.

Creativity should not be confused with ability to memorize, or ability to follow, to heed established facts and rules, or to accept blindly what teachers, parents and books have to offer. Creativity is qualitative in nature. Here is its essence:

- (a) Alertness to problems in many areas
- (b) Free-flowing ideas of imaginative nature
- (c) Ability to analyze problems and pose solutions
- (d) Eagerness to originate, organize and present ideas.

These factors indicate that the individual, capable of creativity, uses all manner of knowledge in different ways, toward various ends, in different combinations. With the discovery of new meanings and relationships, the creative student extends his present knowledge and often disproves what had been accepted previously.

Our Need Is The Same

Creativity, with its counterpart, curiosity, applies itself to all fields of learning. Music and art maintain no monopoly on this ability. Creativity in science, in the language arts, in mathematics and in other scholastic fields must be present if knowledge is to be advanced.

Our need and our answer are the same: to help boys and girls fulfill their creative capacity.

The coupling of creativity, with music and art, is highlighted in this publication.



FOR THE PAST four years, during the annual meeting of the Kentucky Education Association, paintings and three-dimensional objects created by Jefferson County students have been exhibited in the University of Louisville Library. The above picture was made of this year's exhibit at the University.



THE SENIOR HIGH GIRLS' CHORUS of 600, representing the 10 Jefferson County High Schools, is shown here at the Music Festival. Frederick Mayer of Columbia University is directing. Mr. Mayer also conducted the Senior High Mixed Chorus. The Music Festival was concluded by a performance of all groups (choral and instrumental) conducted by Mr. Mayer. For two days, four nationally recognized conductors worked with the instrumental and choral groups.

Music Helps Understand Our Culture

Music and art are cultural subjects having a prominent place in the curriculum.

As a science, music is concerned with specifics; as an art it is concerned with the essentials of interpretation, with feeling.

Differences in art, music, architecture and sculpture of each nation and era of history are synonymous with their differences in geography, climate, politics, racial characteristics, language and philosophy.

Here is the broad concept of the music education program at the Jefferson County Schools:

Music is a vital and integral part of basic or general education

The impulse to create music however crude, is encouraged.

High standards in choral and instrumental performance will be maintained.

Knowledge Can Be Used Best With Freedom Of Imagination

Creativity in learning has been considered by many a peripheral area which has nothing to do with sound, solid, down to earth education.

Lately, however, creativity has become respectable.

Creative education is a process of personal existence and self-actualization.

The creative teacher encourages his students to find the good, the true, and the beautiful within himself; he helps the child to solve his own problems, and to relate his own feelings and beliefs.



ART STUDENTS in seven high schools participated in making a large mosaic mural depicting the life of Jefferson County. This mural has been an display at the Kentucky Fair and Exposition Center. The art panel was created by students at Durrett High School under the direction of Mrs. Lucille Leaf, art teacher.

Your
Jefferson County Schools

Vol. 4 May, 1961 No. 9

is published by
THE JEFFERSON COUNTY
BOARD OF EDUCATION
618 West Jefferson Street
LOUISVILLE 2, KENTUCKY

Richard Van Hoose,
Superintendent

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to each family.



MUSIC UNFOLDS latent potentialities for both its performers and consumers. In this picture, creative listening motivates an expression through wire sculpture. These junior high school students, listening to Stravinsky's Fire Bird Suite, interpret their reactions with flexible wire. Wire sculpture assumes many interesting forms. Julian Dorsey is the teacher.



MRS. CAROLYN BROWNING shares great art with her students. In the Jefferson County Curriculum Guide for Art Education, a suggested program in art history is outlined for grades one through twelve. Profits from this year's Art Fair will be used to purchase reproductions of famous paintings as a nucleus for an Art Library for all county teachers.

Who Pays For The Instrumental Music Program?

Cost of instruction in the total instrumental music program is borne by the Jefferson County Board of Education. Music personnel must meet the same certification requirements as teachers in all other areas of instruction. The board also allots \$1,200 per year for basic band instruments for each high school.

Basic instruments are those essential to the instrumentation of an organization. Examples of these instruments are tubas, oboes, bassoons, and contra-bass

clarinets (illustrated on Page 6), the latter being essential to reproduce the sound, conceived by the composer, in many new symphonic band compositions.

There is also a repair and maintenance allotment of \$300 per year for each 4-year high school to keep Board-owned equipment in repair. Instructional supply funds are distributed to each high school.

It is impossible for the Board of Education to provide all instruments necessary to conduct

the instrumental music program. Those instruments, considered to be the type procured for home use, are purchased by the parents.

Beginning in September, 1960, a three-year program for providing basic string instruments for the high schools was established and financed by the Board. Orchestra development being somewhat different in each high school district, basic string instruments (violas, cellos and string basses) are being provided.

GUEST EDITORS

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Margaret Kammerer
Conrad Ott
Marjorie Straub
Roy Twombly

CONTRIBUTORS

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Carolyn Browning
Alice Cannon
Holly Collins
Julian Dorsey
Richard Guenther
Leona Gutermuth
Charlotte Mears
Edna Shields
Lucille Stutzenberger



THESE CHILDREN and their teacher, Mrs. Lucille Stutzenberger, are experimenting with a new aid, "The Scale Steps." This device is made of wood and painted bright red. A pupil can build any scale. However, he must place the resonator bells correctly according to the whole and half steps of the scale pattern.



THROUGH THE POUNDING, rolling, squeezing, and shaping of clay, students find release from tensions as well as aesthetic satisfaction. A ceramic program begins in the first grade and is developed into a sophisticated art experience in advanced high school art classes. Mrs. Alice Cannon is the teacher.

Art Makes Life Fuller

When we study the great works of art which our rich heritage offers from cave men to the present day, we find that art cannot be separated from life.

We become more sensitive to color, arrangement and ideas, which broadens our outlook and enriches daily living.

We relate great discoveries in the arts with great discoveries in all other areas. Great art, great literature, music, science and medicine are interrelated with each other and with great political, economic, and social revolutions of history.

We often forget that science and creativity are inseparable and that a scientist invents much in the same way that an artist invents.

We realize that since man's beginning, he has tried to identify himself with something higher and better than he knows himself to be.

Appreciation of the arts often means the difference between shallowness and depth in an individual.



Into The Kiln For Baking

Music Festival

The second annual Jefferson County Music Festival had 3650 participating students.

The first evening featured over 800 instrumentalists.

The climax of the festival in Freedom Hall featured 1500 junior high school students performing under the direction of John Maharg, Eastern Illinois State University. The senior high school choruses numbering 1,120 students were conducted by Fredrick Mayer, Columbia University College, New York. The 100 piece symphonic band was conducted by Dr. C. B. Hunt, Peabody College, Orville Dally, orchestra director of the Bryan, Ohio, schools conducted the 80-member orchestra.

As a grand finale, the massed groups performed under the direction of Fredrick Mayer.



HERE IS THE string-bass section of the county-wide orchestra, composed of students from several schools. These young artists present an example of the cooperation necessary in the re-creation of a composer's ideas in a musical score.

Art Is Looking Ahead

Art education in the secondary schools is based upon a foundation of creativity built in the elementary schools. For younger children many avenues are explored.

In the secondary school, there is a greater concentration on skills and techniques. Students are given a freedom of choice and, while they receive instruction in many areas, they may pursue their special interests.

To meet these interests, the Jefferson County art program includes varied offerings which provide opportunities for exploration and enrichment and which present the vocational aspects of the art field.

A very strong part of the secondary art program is the study of art history and the development of art appreciation. Since college-bound students will be confronted with many questions concerning art and music history on their college-board examinations, courses are offered which will give them a rich background in this area.

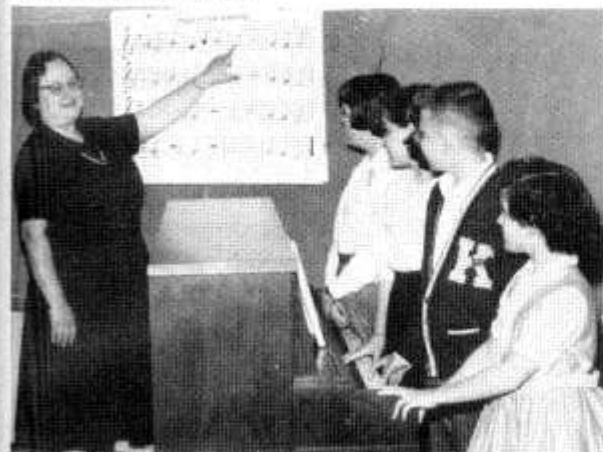
However, the child who has been in our schools throughout his school life will have been exposed to the best art of the ages from the first grade through the twelfth.

... And Music Improves

Radio music instruction began in Jefferson County during 1947-48 over stations WAVE and WKYW. These lessons were broadcast at least once a month. At that time, there were no special music teachers. Music supervisors, with the assistance of different classroom teachers, conducted these radio lessons.

For the past two years, lessons have been broadcast over FM radio. This service, originating in the studio of the Louisville Free Public Library, is presented by four music teachers, each presenting 18 lessons during the school year.

Radio tapes are prepared in the fall for use throughout the year.



AFTER SCALES AND INTERVALS have been discovered and built upon the "Scale Steps," four children play together, in four different octaves on the piano, whatever intervals their teacher, Mrs. Edna Shields, points to on the chart. Piano keyboard experiences have long been included as part of the Music Education program in Jefferson County. This is another means of understanding and enjoying music.



ART EDUCATION has many implications for future careers. Design of furniture, textiles, and fashions is based on an understanding of art principles. Many high school students discover their life's work through art experiences.

Art On The Air Waves

Since the beginning of Educational Television in the Jefferson County Schools, art has played an important role. Art has been taught in connection with social studies and with Spanish. As the children studied the cultures of various countries, they were introduced to the artists which best represented the people. Michelangelo and Diego Rivera were popular artists with the children.

In 1960, a program was initiated through Kentuckiana Television whereby children in the fourth and sixth grades could receive motivation lessons in art with the classroom teacher conducting the activity period which followed the broadcast.

Educational television has been used for fifty in-service training sessions for teachers. The art supervisor, with the assistance of high school art teachers, presented in-service programs which were beamed to the fifty-eight schools in the county on regular faculty meeting days.

AUTOMOTIVE TROUBLE-SHOOTERS

Lexington, Kentucky, will be the scene of an Automotive Trouble-Shooting Contest on Friday, May 19. All Kentucky vocational schools have been invited to send teams to this contest of skill and speed.

The Jefferson County Area Vocational School will send two teams, each consisting of two students. In this contest, automotive repairs must be performed correctly and in competitive time by these high school teams.

First prize for the best trouble-shooting pair: a two-week scholarship to an Automotive Industry Training Center. Also, automotive tools will be awarded.

Ask Now About Summer Music . . .

Instrumental music is available during the summer to students, both elementary and high school.

Instrumental music students, from beginners to advanced, participate in this program.

Interested parents should contact the instrumental music director of their school for further information.

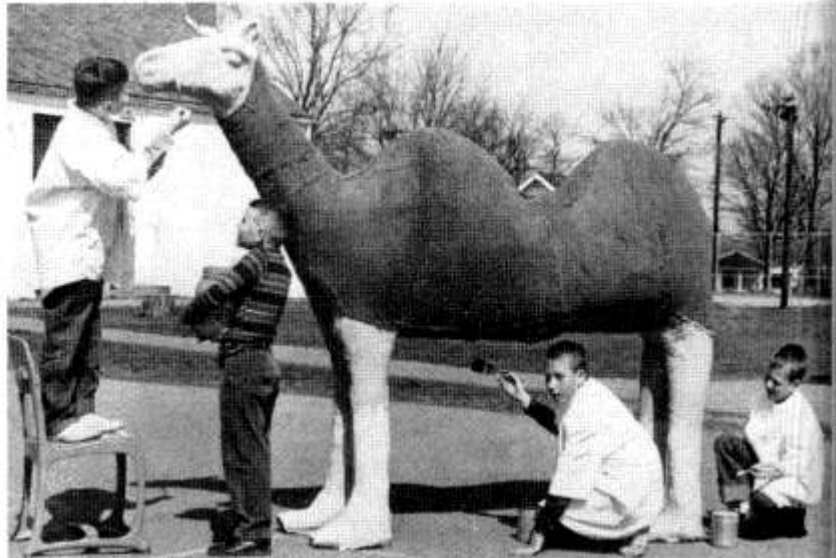
. . . And Art, Too

Creative art classes in painting, drawing, sculpture and ceramics will be offered in the elementary and high school summer sessions.

A class in Art History and Appreciation will be available for credit to high school students.

Thanks

The supervisory and instructional staffs of both art and music appreciate the help of the P-TA in these programs. This support has enabled great progress and perceptible growth.



STUDENTS EXPLORE many media for creative expression. Papier-mâché (newspapers and paste) offers an inexpensive material with which to make characters from history or literature, or animals from the zoo. Herman the Camel was created by students for the Art Fair.

Elementary Pupils Should Be Introduced To Instruments

On an elective basis, instrumental music instruction on standard band and orchestra instruments is provided one day

each week. No instruction fees are charged since teachers are general staff members.

Any student, in grades 4-6, may apply to the instrumental music director for assignment to this activity. This may be done at the opening of school or prior to the summer music activities program.

No basic instruments are provided for this phase of the instructional program.

Students are interviewed by the instructor who, in turn, recommends to the parents the types of instruments best adapted to the child's physical characteristics. Parents are advised that these observations are of great importance in considering an instrument. Instrument assignment suited to the child's physical and emotional development, as well as his scholastic achievement, is a most important step.

Several music stores in this community have rental plans available to the parent. These rental plans enable a child to secure an instrument on a trial basis so that he may explore musical experiences as part of his elementary school class. Cost is reasonable.



INSTRUMENTAL MUSIC directors, Armond Abranson, Robert Crafton and Harold Wich appraise the euphonium played by Leon Middletown of Durrett High School. This instrument is one of the newer basic instruments needed to produce the sounds required by today's complex compositions.

Your Jefferson County Schools

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

VOLUME 5

SEPTEMBER, 1961

NUMBER 1

What Is In-Service Education?

Our Teachers Are Also Learning

In-service education is a program to improve the quality of instruction. It involves teachers, counselors, supervisors and administrators. Educational research continues to broaden the knowledge of teaching and learning. As educators, we must try to keep abreast of these new learnings. It cannot be assumed that the earning of a degree and a teaching certificate insures an inexhaustible fund of knowledge. We must refresh, re-examine and replenish our ideas.

When the leadership of a school system looks ahead and plans new approaches to the problems of education, it is necessary to involve all personnel in these plans. Among the new approaches to problems in Jefferson County are the Five Program Plan of Instruction, educational television, and the new methods of teaching languages made possible by the National Defense Education Act.

The Five Program Plan called for rapid expansion of the program for mentally retarded children. Four years ago, this program served about 150 pupils. This year, it will serve more than 700 boys

and girls. The Advance program, beginning its third year, serves more than 500 children. The Five Program Plan resulted in the development of the levels, or continuous progress program, in the elementary grades.

Educational Television has expanded to serve all schools in the district. Courses are offered at both high school and elementary levels. Conversational Spanish at the elementary level is a new offering. In-service training was needed here.

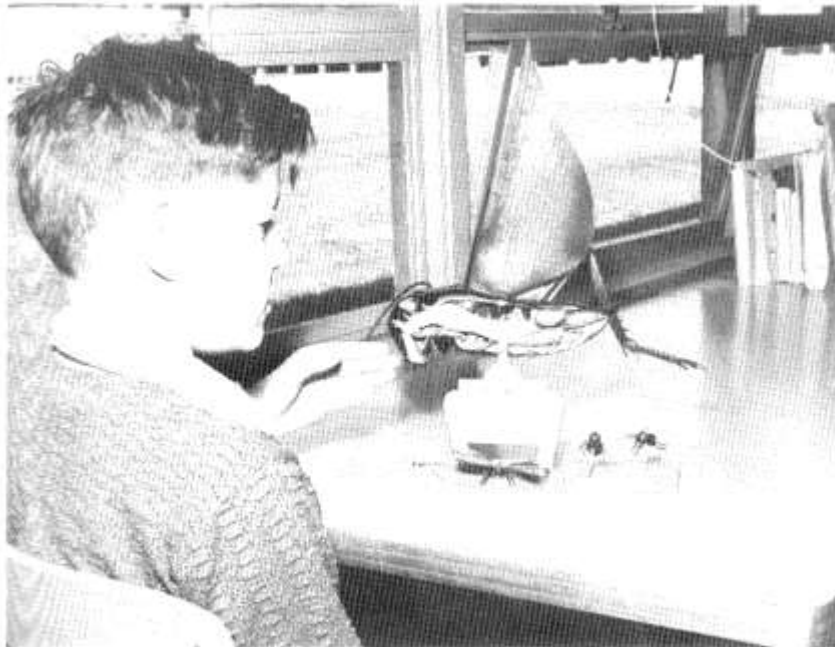
Language laboratories and other electronic equipment are used in the teaching of foreign languages. New materials and equipment in science and mathematics have been made available at all grade levels through N.D.E.A.

Teachers must be oriented to these new programs. They must be instructed in the use of new materials and equipment. To accomplish these objectives, teachers and principals are involved in workshops, curriculum development, subject area meetings and grade group meetings. Most of these activities are conducted after school hours, in the evenings, and on Saturdays.

During the summer of 1961, twelve workshops were held with hundreds of teachers.

During the school year, there will be many more workshops and meetings, all designed to improve the quality of instruction.

The end result—a better program for the boys and girls.



IN-SERVICE EDUCATION will mean a better school day for this youngster. During the summer, his teacher received additional college training and participated in a county-wide workshop. Throughout the county, pupils and many teachers benefit from continuous improvement. This is the goal of in-service education.

What Is Coming In Future Issues

Here is a preview of what some of the future editions of Your Jefferson County Schools will include:

October—The Levels and the Transition Room.

November—The School Library Program.

December—Parent Education and the PTA Telecasts.

An Energetic Program Enables All Teachers To Stay Abreast

Why does Jefferson County have in-service activities for its instructional staff? Actually, there are two reasons. First, every attempt is made to keep abreast of the most effective methods of successful teaching. Secondly, many teachers, new to teaching, must become acquainted with the basic plans of instruction followed in Jefferson County.

To keep abreast and to properly welcome new members into the teaching fold, a rather energetic in-service program is used in Jefferson County.

Last summer, county workshops were conducted to sharpen educational focus upon:

- Arithmetic
- Guidance
- Foreign languages
- Economics
- Junior high math
- Junior high science
- Music
- Core
- Language laboratory
- Transition room
- Use of safety patrols

Teachers, principals, supervisors and members of the central office staff meet throughout the year to evaluate the school program. Study is made of other school systems, near and far. County-wide testing results are checked and double-checked. Why? To determine and insure



FROM THE UNIVERSITY OF FLORIDA, Dr. Kimball Wiles (center) comes to work with counselors, principals, supervisors and administrators of Jefferson County. Dr. Wiles conducted a workshop for over 100 school leaders. This meeting highlighted a number of promising practices for successful group leadership.



AT FILSON SCHOOL, staff members use faculty meetings as in-service sessions. Using pupils and the necessary subject matter, teachers convey to other teachers successful methods of instruction. Every teacher is given this opportunity of participation and leadership.

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Richard Van Hooser,
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the effectiveness of our instructional program.

When need arises to strengthen or up-date a given subject, the curriculum department prepares its plans. Research gathers material and information. Supervision is called upon for guidance and direction. If necessary, consultants and needed materials are brought into Jefferson County. Then the in-service stage is set.

Next, sessions are held with affected and interested teaching personnel; ideas are exchanged and decisions made.

Leadership Is Essential

With this action, leadership has been taken to depart from previous practice. Only with this leadership will necessary change be realized.

By constantly examining course offerings, this school system has kept pace with current trends and practices.

Teachers, both new and experienced, deserve the best guidance and materials. Through in-service education, these needs are recognized and met.

Three Telecasts

This fall, the Jefferson County PTA Council and the Jefferson County Board of Education are teaming up. Together, these two will present three 25-minute telecasts for all PTA's throughout the county. Here are the program topics and their dates:

Thursday, September 21—

Testing

Thursday, October 19—Trends

Thursday, November 16—

Curriculum

For convenience of the large schools, each telecast will be shown twice the same evening (7:30 p.m. and 8:15 p.m.).



SUMMER SCHOOL instruction lends itself to in-service growth. At Durrett High School last summer, Don Snyder (center), a teacher at Eastern, worked with youngsters from all sections of the county.

The opportunity to work with other summer school teachers, from all high schools, presented learning opportunity. During a biology field trip, a non-poisonous snake was studied in its natural habitat.

Resources Are All Around Us

One of the many ways in which teachers grow in service is through varied utilization of local resources, human as well as material.

Intra-system visitation is one way in which resources within the system are utilized. The observation of another teacher at work will often awaken a teacher to new methods, devices, and concepts. These experiences may also have inspired latent talents in the instructor.

Workshops provide one of the outstanding means for professional growth. These are available to teachers in many areas of instruction and related services.

Data Gathered

One of the great values of the workshop is that the teacher-supervisor-administrator team is brought together to consider specific areas of inquiry. Working together to identify problems and propose solutions as a group, valuable data is assembled which provides guide lines for the instructional program.

Teachers who have received fellowships in important and select conferences and workshops around the country, share their experiences in workshops.

Local business has been generous in providing lecturers and consultants for in-service activities. Teachers are brought closer to the problems of our local economy.

Professional meetings—local, state, and national—provide much for the educator. Lectures, demonstrations, informal conferences with other delegates, and the opportunity to visit exhibits enlighten an educator.



TO BRING THE BEST in recorded programs to pupils and teachers in the County schools, tapes from many companies, universities, and school systems are previewed. These tapes present foreign languages, science, music, news and a variety of educational offerings. Left to right, educators Irene Shrewsbury, Alliene Layman and Dorothy Day of the Louisville Free Public Library select recordings.

Field trips for children give "incidental" or "by-product" in-service experience. A building, a forest, an industrial plant, or a person can provide the setting.

Campus and college extension study also help the teacher to grow.

Less formal, but equally important, is extensive professional and cultural reading.



FROM PURDUE UNIVERSITY, Dr. Lance Davis delivers a talk about "Growth in a Free Enterprise Economy." Ten lectures and a work conference were presented through the sponsorship of the Louisville

Chamber of Commerce. During the summer, teachers develop plans for using this information with their pupils.

Back To School - - Many Times

Colleges Are Avenues To Growth

Increasingly, the college professor is called upon to share his wide range of knowledge and experiences with public school teachers. College personnel can be brought into the school system or they can be consulted at their universities. In either case, the teacher profits from professional contact.

In this area, teachers of Jefferson

County are fortunate to have the services of several college staffs. Nearby, extension centers of other universities are available for assistance and guidance.

To improve themselves, teachers are encouraged to enroll in college classes. Many teachers do and advance themselves professionally. Also, salary increments are granted with this ad-

ditional college work.

Actually, the college schools can help a school system in two ways:

(1) He can be brought into the system as a visiting consultant or advisor.

(2) He offers, through his college instruction, an opportunity for the teacher to enroll as a student.

At present, teachers in Jefferson County take advantage of both opportunities.

Pictures on this page illustrate the dual use of a college specialist. In one photograph, a visiting lecturer talks with County teachers about economics and the social studies. The other photograph shows a typical college class offered during the evening hours.



ON A LOCAL CAMPUS, these core teachers enjoy a course designed for their classroom needs. This particular class was offered in response to their requests. In-service programs can be channeled readily through local college facilities.

Some Advice

"Who dares to teach must never cease to learn."

—Inscription over entrance to New Jersey State College.

Study 'Teams' Find Answers To Problems

Team study of materials and educational problems afford one of the best forms of teacher growth.

The germ idea that a need exists to study a specialized problem may originate from one of many sources. A parent-teacher conference may reveal a problem which the teacher, in turn, discusses with a principal or supervisor. Further inquiry may be made on the problem by others in the teacher-supervisor-administrator team.

May Originate Outside

Evidence that the problem may be rather extensive may call for a study group composed of personnel from the forementioned team working together to resolve the problem.

The germ idea may also originate from outside the system. A professional person may bring the idea back from a national or state conference or workshop; it may originate in a professional publication, a report of a committee of Congress, or the State Leg-



THIS COMMITTEE of elementary teachers and its chairman, Carl Bolton (center), reworked and up-dated the Social Studies Guide. This guide will enable teachers and pupils to progress logically through planned study experiences. As a result, young pupils will gain a better understanding of man, his history, and his problems.

islature; or it may even result from a publication of a recognized authority in education.

No matter what may be the source of the idea, study groups composed of persons performing varied duties without the system, but having an interest in the area considered, are formed. Outside consultants are invited to participate if their services are warranted.

Persons participating in such

groups often extend the results of the study into a plan of action through curriculum development. Curriculum committees composed of the conferees make use of every resource available as they join forces. Committee members share ideas and experiences. They determine what is considered best for the children and place these ideas in guides for all teachers.

Number Of Teachers By Rank Jefferson County Board Of Education 1960-1961 1927 Classroom Teachers

Teaching Experience	Teaching Rank VI 0-63 hours	Teaching Rank V 64-95 hours	Teaching Rank IV 96-127 hours	Teaching Rank III AB-BS	Teaching Rank III AB-BS + 15	Teaching Rank II Masters	Teaching Rank I Masters + 21
0		7	40	139	2	1	0
1		2	21	118	1	9	0
2		4	22	106	10	12	0
3		3	17	88	4	8	0
4		6	9	67	14	11	0
5		24	12	49	10	13	0
6		0	12	40	11	23	0
7		0	12	52	8	7	0
8		3	72	57	4	13	0
9		0	0	19	3	40	0
10		0	0	54	11	27	0
11		1	0	43	10	22	1
12		2	0	56	8	28	2
13		0	0	43	5	16	2
14		0	0	20	6	180	1
15*		0	0	136	38	7	3
Number of Teachers		52	217	1087	145	417	9

*15 years is the maximum number of years of experience recognized.

This chart shows the 1927 teachers employed during the 1960-61 school year. The ranks, one through six, indicate the number of college hours that the teachers have earned. It can be seen that most of Jefferson County's teachers (1087) possess bachelors' degrees (AB-BS). Many have advanced beyond this degree to better prepare themselves.



• What is the tuition rate for non-residents of Jefferson County?

For pupils in grades 1-6, the annual tuition is \$342.25. The rate for grades 7-12 is \$407. Monthly, this amounts to \$37 for elementary and \$44 for high school.

\$25,000 Worth Of Scholarships

What help can a teacher receive with advanced schooling? Will anyone provide financial assistance for further or advanced education? Yes, the number of sponsoring agencies is growing and so are the amounts of individual scholarships.

This summer, for example, approximately \$25,000 worth of teacher scholarships were awarded by these sources:

- National Science Foundation
- National Defense Education Act
- Kentucky Congress of Parents and Teachers
- Jefferson County Education Association
- Grants from industry and colleges

Thanks to these sources and their scholarships, more than 40 teachers from Jefferson County were able to increase their classroom and faculty-staff effectiveness.

Aside from these grants, hundreds of Jefferson County teachers return to school at their own expense.

Ways Are Sought To Recognize Superior Teachers

For two years, Jefferson County has explored the matter of merit pay for teachers. All teachers have participated in this study.

To prepare for further study, a merit workshop was held last summer. During the workshop, a steering committee of 15 class-



A STUDENT TEACHER is seated with this reading group as they watch Miss Doris Loyd, their regular teacher. Association of student and experienced teachers presents a learning opportunity for both. Under supervision of the regular teacher, the student teacher acquires the fundamentals of classroom instruction.



A teacher committee seeks ways to recognize superior teaching

room teachers developed an instrument and a plan for recognizing superior teaching.

This year, Medora and Seneca Schools will participate in the third phase of this merit study. Since this effort will be of an experimental nature, no merit pay

will be given.

However, this "dry run" in two volunteer schools will yield valuable information about supervisory techniques, the instructional program, and the need for further in-service education.

Your Jefferson County Schools

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VOLUME 5

OCTOBER, 1961

NUMBER 2

Pupils' Abilities Differ, But...

The Program Challenges Each One

Boys and girls have a right to a program of education that provides for their individual needs. Such a program gives each pupil the opportunity to realize his own potential. He will be governed by his particular abilities. A suitable problem will enable him to develop:

- Desirable human relationships
- A knowledge of economic facts and insights
- Civic responsibility.

Children do not reach the same level of maturity at any given

age. Some children have the ability to work more rapidly than others. Some need more time to do a piece of work.

The Five-Program Plan of instruction provides for these different abilities and needs.

The Educable Program is for pupils with limited ability. These youngsters can work successfully in this special course using materials suited to their needs and abilities.

A majority of our pupils are in the Regular Program. This curriculum is for pupils with av-

erage ability. These young people work at a normal rate.

The Superior Program is pursued by pupils who have above average ability and who work at an above-average rate. Pupils do independent study and research.

The Advance Program is designed for the academically gifted pupils. Here, boys and girls do work that is two or more years above that expected of most pupils.

In the elementary school, six years of work has been divided into twenty steps or levels. There are no annual promotions or failures. When a pupil accomplishes the skills and learnings of a particular level of work, he goes to the next level of work regardless of the time of year.

Each child moves through the elementary school at his own rate; no child fails. No pupil is required to repeat a year's work. The Levels Program insures continuous progress.

Pupils with limited ability, who are not placed in the educable program, are placed in special classes. So are pupils with ability whose achievement is two years or more below expectancy. These special classes are called Transition Rooms in the elementary school and Remedial Classes in high school.

It is imperative that each pupil be placed properly. Teachers, counselors, and principals study carefully:

- Performance in different subjects
- The teacher's judgment
- Pupil interests and abilities
- Scores made on I.Q. and achievement tests.

When this information is reviewed, the pupil is directed toward the proper program.



THE LEVELS PROGRAM unfolds its 20 steps of work on this chart. This visual aid helps parents to see the stages or levels in the process of continuous growth. With the Levels Program, there is no repeating. Here, Principal Ruth Ruter, right, explains the progress chart to an interested parent.

Measuring The Child

There Are Many Guidepoints To Indicate Rate Of Growth

Tests of ability, of achievement, of aptitude, and of interest are important tools; they help chart a child's progress through school. While tests do not replace the teacher's evaluation, they do broaden her judgment. Since subjects and courses of study are routes of learning, there must be a way to learn if the pupils are following prescribed routes. There must also be measurements of the rate at which pupils travel these curricular pathways.

Here's how tests help:

Ability tests measure travel rate

Achievement tests measure the knowledge gained

Aptitude or interest instruments show possession of specific traits or competencies

The first estimate of travel rate and distance is obtained through the readiness test. This

test is administered to beginners on their first day at school. Later on, after time has been allowed for school adjustment, those pupils, mature enough to start formal schooling, are given their first test of aptitude for learning. The same test is administered again in the third and fifth grades to check upon the first measure.

Achievement tests are administered at appropriate intervals to gauge pupil progress. Later, when such traits are measurable, interests and aptitudes are sampled. As pupils approach the end of their public school career, another measurement is made, on a system-wide basis, to try to determine their net learnings.

Through this series of checks and balances, individual differences in learning capacity and learning rate are identified. Specific subject aptitudes are al-

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so identified as they reveal themselves.

In essence, a testing program tries to insure pupil guidance in a scientific and objective fashion.

Testing can help in the proper grouping of children. When the results of testing suggest that the child's rate and distance of travel will be less than that of the average pupil, he is assigned to a group where most, or all, will travel together.

Grouping Helps

If pupils are found to possess the ability to travel faster and farther, they are grouped with children of like competencies.

Testing therefore provides accurate and valid information for grouping and for pacing. Test results serve as a background for teacher judgment. Test results, coupled with teacher judgment and observation, portray rather accurately pupil ability and subject area strengths.

Counselors Are Available

In the first six grades, teachers help pupils to achieve self-understanding and self-realization through testing.

In grades seven through twelve, counselors are available to assist both pupils and teachers. Counseling service strengthens the identification of abilities and achievement; through guidance, pupils are directed toward realistic goals. Counseling can serve to motivate a pupil within the scope of inquiry.

Conclusion: Counseling and testing are directly and vitally involved in the child's progress through school.



WITH THE HELP of standardized tests, a teacher can strengthen his own assessment of a pupil's ability and achievement. These pictures show a young lady taking a test that is later scored and interpreted by one of her teachers. Tests show strengths as well as weaknesses. With this knowledge, a teacher can measure a student's progress more accurately.



AN OUTDOOR ACTIVITY occupies the attention of these pupils in a Superior Program. Happily, this field trip uncovered several fossils and rock formations. Through exploration, research, and ex-

perimentation, interests are widened and abilities stimulated. These youngsters have acquired the necessary background to pursue this particular study.

Progress With...

The Advance Program

The Advance Program is designed to help bright boys and girls more nearly realize their academic potential. Having been identified through teacher recommendation, individual testing, and group achievement testing, the boys and girls are expected to progress more rapidly than in the normal school program. Pupils in this grouping are at least two years above expectancy level.

Courses of study are different, and books used are of a higher level in vocabulary. Often, the content of the course is completely changed.

In addition to the regular academic fare, Spanish is required in all grades and at all levels of participation with the exception of the ninth year. At the ninth year, a student may elect to continue with Spanish or elect another language in its place.

The Superior Program

The Superior Program has a curriculum designed for pupils who are one year, or slightly more than one year, above expectancy in achievement. Like the Advance Program, the pupil's rate of achievement will determine the amount of time available for creativity, research, and exploration.

Progress will be rather rapid. To enrich the program, pupil interests will be cultivated through appropriate clubs and seminars. Understandably, the depth of instruction will be governed by the needs of the group. Much time will be spent in the development of good study and work habits.

The Regular Program

Students in the Regular Program are those achieving the expected level for that particular age

and capability. Even though subject fundamentals are stressed, there are offered, as time allows, opportunities for creativity, research and exploration.

Although the elementary school lays the foundation for growth in reading, each successive phase of school offers new tasks which require more mature reading skills. Teachers in the Regular Program conduct a reading program to improve this ability. Building accurate vocabularies is stressed through spelling, writing, reading, and listening.

Teachers and counselors work with students both in groups and individually to improve study habits and skills. Particular attention is given to such things as accurate notetaking, outlining, locating and summarizing information.

The Educable Program

Forty teachers work with seven hundred educable students in this Jefferson County program. The Educable Program has grown since it began five years ago in the elementary grades.

In both elementary and secondary programs, emphasis is on reading, writing, and numbers. Also, special material, texts, workbooks and lesson assignments are used. Each pupil receives a vast amount of individual help from the teacher not afforded in Regular classes.

Educable boys and girls can learn some of the 3-R's and other subjects offered to all school children. They can learn personal habits and rules of conduct that will make them self-supporting. They can acquire the skills enabling them to get along with other people on the job and in the community.

"Continuous" — That Is The Key Word

In the elementary schools, the Continuous Progress or Levels Program is designed for all children—the faster moving and the slower, as well as the large group which moves along at Regular speed. There is no repeating in the Levels Program.

The Program provides for twenty levels of work. Most children complete four levels the first year and three in each of the next five years. An additional level has been added to take care of those children who move faster and complete their work before the end of the sixth year. It is possible for one child to complete more than the levels assigned for any particular year; another child may need more time.

Special Attention

What is a Transition Room? What is it supposed to do? Transition Rooms have been set up to give special attention to the children who move so slowly that they drop two years behind their age group. Poor use of ability, illness, and little desire to learn are among the factors causing a child to need extra help. Transition classes have fewer pupils than the Regular classrooms so that children may receive more, special, and individualized instruction. To this end, extra materials and equipment are furnished. Of necessity, remedial reading receives great attention.

Two Types Of Rooms

A child moves back into the regular program when the deficiencies are remedied.

In the Transition Room, an attempt is made to keep children with their age group. Essentially, transition rooms are of two types:

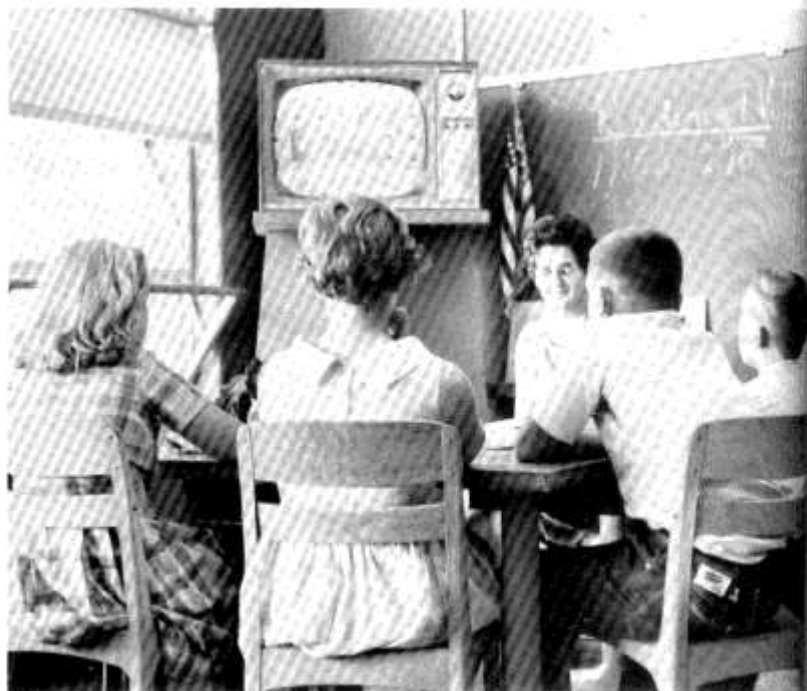
- Those for the underachiever
- Those for the overage.

Emphasis On Responsibility



PUPILS IN THIS EDUCABLE class review some basic rules of citizenship in planning the school day. These boys and girls learn to work and play together in an atmosphere of mutual respect. Last month, Governor Combs urged the establishment of a Council on Citizenship Education to foster this awareness throughout elementary, secondary and higher education. From experience in the Educable and other programs, Jefferson County will vouch for the worth of this emphasis on individual and group responsibilities.

Transition Room



THE TRANSITION ROOM gives the child a chance to catch up with his work. With attention, effort, and the exercise of ability, a transition pupil can gain the essentials needed for regular progress. Reading skills, presented on educational television, aid the teacher with this instruction.

Now, View Two Other Groupings

Fundamentals Are Mastered In The R-4

The R-4 room in the high school is a section of the Regular Program. This grouping extends remediation activities for students needing this attention.

Students are assigned to the R-4 room on the basis of their past performance. Their past performance will probably show that attitudes, knowledges, and skills are below minimum standards for students in the Regular Program.

Activities in the R-4 room are remedial in nature; the R-4 activities seek to provide students with the background and fundamentals necessary to achieve in the Regular Program.

Reports Are Made

Remediation continues until the student can perform at a level meeting minimum standards necessary for the Regular Program.

No credit is awarded a student participating in the R-4 classification. However, reports of progress are made.

A student demonstrating the ability to meet the minimum standards of the Regular Program (at any time during the school year) is reclassified within the Regular Program. He may then receive a unit of credit in the subject area.

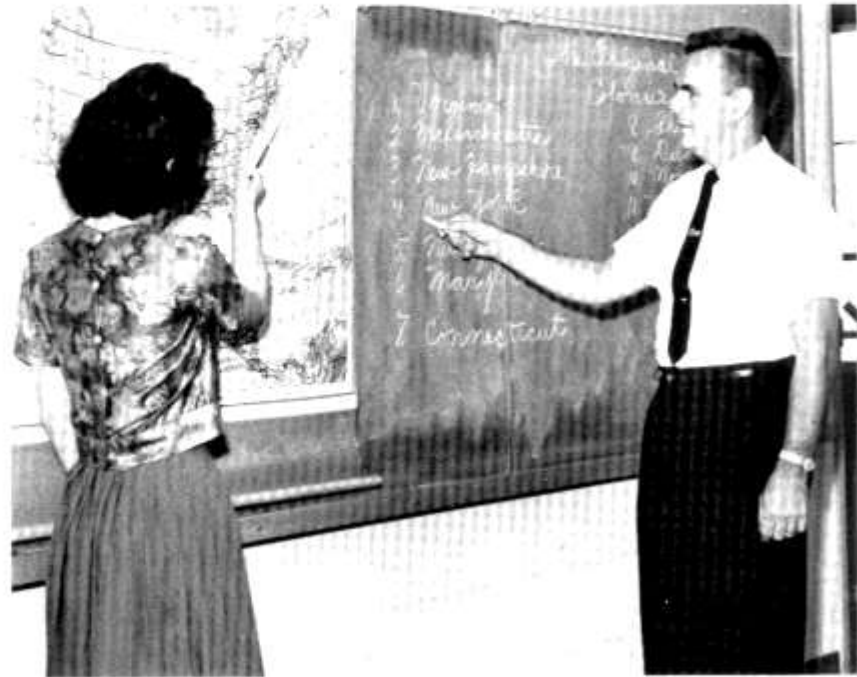
Visit

EDITOR'S NOTE: American Education Week will be observed November 5-11.

Why not contact a school in Jefferson County and arrange for a visit to see for yourself the operation of this Five Program Plan?

Your time will be well spent.

ADVANCE STUDENTS, at right, realize the need to enlarge their vocabularies. In early September, one 8th grade class began studying Greek roots or derivations of words. Student and teacher arrange a bulletin board to illustrate the usage of various Greek roots in the English language.



THE R-4 ROOM may be compared with the Transition Room in the elementary grades. Here too, remediation is offered with the fundamentals necessary for high school graduation. This student and her teacher are locating the 13 original colonies on the map.

In The Advance Program . . .





• How many additional teachers were hired for the 1961-62 school year?

Jefferson County employed 175 teachers to fill positions caused by new schools and growth in others. In addition, approximately 125 replacements were hired.

• What is the beginning salary of a teacher in Jefferson County?

With a bachelor's degree, a beginning teacher will earn \$4400. With a master's degree, the salary will be \$4650.

• How many boys and girls dropped out of school last year?

Past the compulsory school age of sixteen, 344 pupils left school or dropped out. From a grade 7-12 enrollment of 21,197, this loss of 344 represents a drop-out rate of 1.62%. Five years ago, the rate was 3.37%.



MOST STUDENTS are members of the Regular Program. Here a typical class pursues a discussion.

Contributors to this Issue

- Howard Byers
- Hazel Clarkson
- Irene Conyers
- Betty Jackson
- Betty Kidwell
- Jane Norman
- John Pollock
- Ruth Ruter
- Ronald Wilson

PTA TELECAST

Don't forget to calendar these dates:

- Thursday, October 19—Trends in Education
- Thursday, November 16—Curriculum

All schools will receive these television programs via Channel No. 15 (UHF) on the evenings above; 2 showings—7:30 P.M. and 8:00 P.M. Come and participate in the discussions.

How Our Enrollment Leaped 212 Per Cent in 10 Years

Membership By Grades

(The added enrollment is cramping school buildings and the school budget.)

Years	GRADES 1-6			GRADES 7-12			TOTAL GRADES		
	Number	% Annual Increase	% Cumulative Increase	Number	% Annual Increase	% Cumulative Increase	Number	% Annual Increase	% Cumulative Increase
1951-52	11,642	x	x	5,853	x	x	17,495	x	x
1952-53	13,450	15.53	x	6,362	8.70	x	19,812	13.24	x
1953-54	15,468	15.00	32.86	7,424	16.69	26.84	22,892	15.55	30.85
1954-55	18,021	16.51	54.79	8,766	18.08	49.77	26,787	17.01	53.11
1955-56	21,390	18.69	83.73	10,466	19.39	78.81	31,856	18.92	82.09
1956-57	23,963	12.03	105.83	12,345	17.95	110.92	36,308	13.98	107.53
1957-58	26,386	10.11	126.64	13,577	9.98	131.97	39,963	10.07	128.43
1958-59	27,672	4.87	137.69	15,499	14.16	164.80	43,171	8.03	146.76
1959-60	29,046	4.97	149.49	17,833	15.06	204.68	46,879	8.59	167.96
1960-61	30,386	4.61	161.00	20,140	12.94	244.10	50,526	7.78	188.89
*1961-62	32,151	5.81	176.16	22,382	11.13	282.40	54,533	7.93	211.71

*Estimate

Check these pupil increases of the past ten years: United States—49%, Kentucky—55%, Jefferson County—212%

Your Jefferson County Schools

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VOLUME 5

NOVEMBER, 1961

NUMBER 3

Something For Everybody

Library: The Path To Learning

QUESTION: How is the instructional program strengthened by a good school library?

ANSWER: A good school library is the generating force behind the instructional program.

The school library provides materials, services, and activities for every academic project. A library makes possible creative teaching and enriched learning. It offers a renewed source of current materials for the classrooms. This edition of *Your Jefferson County Schools* will show the increased services this facility extends to youngsters.

Librarians are well trained personnel. Trained as teachers, librarians understand youngsters and their learning processes. Librarians are also specialists who make the library an educational force in the school.

The library enables teachers and librarians to plan for pupil reading and research activities, both in and out of the classroom.

The library is designed to promote independent study and research. With these library skills, a pupil can better prepare himself to learn and to succeed.

When a student learns to use a school library effectively, this skill is easily transferred to any library situation. Once this library habit has been instilled, he can call upon similar agencies in his search for knowledge.

School library materials range in difficulty from easily-read picture books to difficult research material. A wide variety of interesting, easy vocabulary publications makes it possible for slow readers to gain pleasure in reading.

The gifted child will be challenged and stimulated as he explores the many opportunities of the school library.

Next Month's Issue:

Parent Education and the PTA Telecasts.

The Librarian-Teacher Team

Librarians assist teachers by acquainting them with pertinent and current materials. In turn, teachers assist librarians in the selection of needed materials. As a result of this teamwork, the school library provides opportunities in a range of subject and personal interest areas.

Counselors also work with librarians to secure vocational and college information for high school students.

The interaction between students, teachers, and librarians makes the library a true materials center.

Parents Make Good Partners

Parents of Jefferson County have insured the success of the school library program. Not only have parents provided funds, materials, and moral support, they also have given countless work hours.

To these parents, recognition is gratefully extended.



THIS STUDENT has mastered library and study skills. Now, learning can be speeded and broadened.

Wise Investment

Materials Are Expensive And Must Be Shared By Students

With enrollment on the rise, the most economical way to provide materials and services to the student body is a central library in the school. This materials center features:

- Books
- Magazines
- Pamphlets
- Pictures
- Research materials
- Newspapers
- Films
- Filmstrips
- Record players
- Audio-visual equipment

All of this material and equipment is expensive. By housing these assets in one location, by cataloguing and recording them here, it is possible to share and schedule materials equitably.

Look at these library expenditures by the School Board in 1960-61.

Grades one through six:

- Books—\$27,000
- Instructional Equipment—\$68,500

Grades seven through twelve:

- Books—\$64,000
- Instructional Equipment—\$75,000

From local school communities and from the PTA, additional funds were raised to purchase library materials. This assistance is considerable and reflects parental interest in the library program.

From the National Defense Education Act, almost \$20,000 was received and matched by the County Board for the purchase of certain library books.

Yet, with expenditures from the School Board, the Parent-Teacher Association, and the National Defense Education Act, librarians are hard-pressed to secure enough books for the increasing number of pupils.

The pupil population in Jefferson County Schools is being surpassed only by the tremendous

amount of information and educational material being produced for reader consumption.

The school library has two running problems:

- (1) Needs of individual pupils and teachers
- (2) Knowledge and purchase of applicable, current materials.

Recent emphasis on the use of many materials in the elementary and secondary schools has caused greatly increased demands on school libraries. Libraries are striving to meet the needs of teachers and pupils both in the kinds and in the quantity of materials required.

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Richard Van Hoose,
Superintendent

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Summer, 1961

Summer reading programs in elementary libraries have increased in Jefferson County. From one school in 1960, the number expanded to four other school communities in 1961.

Success was reported with each of these four summer reading programs.



THIS PRINCIPAL is welcoming a PTA member, with a pre-schooler, to his library committee. Another parent, seated in the library, marks a book for proper classification. Parents lend invaluable assistance to the library program.

Central
Processing

Books By The Thousands

What is Central Library Processing and what service does it provide for the school program of Jefferson County?

Central Library Processing was begun in 1957 with a staff of one librarian and one clerk. The effort then, as now, assisted all elementary schools with three phases of library service:

- (1) **Books for grades 1-6 were classified and processed in uniform manner by one coordinating team**
- (2) **Time and money were saved by this centralized action**
- (3) **Spared this task, the individual librarians in the elementary schools were better able to render reading guidance for the pupils.**

This school year, 1961-62, the staff includes one professional librarian and four full-time clerks. A look at last year's record will show that 29,000 books from all elementary schools, plus the two new high schools, Western and Westport, were processed. The older high school libraries processed their own books.

Cost of Processing

How much does it cost to receive, process, and catalogue a book? Central Processing has determined a cost of just under seventy cents per book; four years ago, it was eighty cents. Included in this cost item are professional and clerical services, supplies and equipment. Technique and equipment have lowered this cost item.

Ever mindful of efficiency in operation, Central Processing observes suggestions from these

sources:

- American Library Assoc.
- Kentucky Library Assoc.
- State Department of Education
- Southern Association of

Elementary and Secondary Schools

To further keep abreast of professional developments, school librarians are members of educational as well as library organizations.

The Faculty Enriches The Program

How can a school faculty aid library service?

These examples show ways.

- In one elementary school, the teachers and librarian developed for each grade level a list of outstanding books, stories, and poems. The lists were used as the basis for a read-aloud program. Special editions of the books were bought for the library's story-hour shelf for teachers. This plan helped the teachers and the librarian make certain that boys and girls became familiar with worthwhile books which form their literary heritage.

- A high school faculty chose the area of independent reading for school-wide study. They read professional books and articles, examined book lists, and consulted other schools.

After several months of study and discussion, the faculty developed school-wide policies for making reading and research assignments, for cooperation between subject departments in making assignments and guiding students' work, and for keeping reading records.

These teachers used several faculty meetings to consider techniques for stimulating wide reading. They discussed ways of encouraging students to express their reactions to reading.

Useful book lists, published by national organizations, were purchased in sufficient numbers to provide copies for teachers and also to place copies in the school library for student use.

What resulted from these activities? In both cases, the school library program assumed new dimensions of service.

Contributors to this Issue

- Verna Brimm
- Elizabeth Davis
- Anna Diecks
- Neita Falkner
- Rosa Green
- Virginia Reigler
- Catherine Shutt
- Eleanor Simmons



WITH THE AID of this pasting machine, more than 29,000 books were readied for school use last year. At the present time, the average number of library books per elementary pupil is 4.2, while high school pupils average 5.5 books. How many elementary and high school youngsters? 32,151 and 22,382, respectively. The problem—how to keep pace!



THROUGH STORY-TELLING, this librarian introduces books in an appealing and dramatic way. These shared experiences stimulate interest in reading and help to develop an understanding of words, old and new.

'You Learn More'

Enthusiasm For Books Is Often Contagious

Children make these comments on the elementary school library:

Pupil No. 1: *"There are so many books in our library that a person couldn't leave without finding at least one good story."*

Pupil No. 2: *"With books, you can learn more than you might think."*

Pupil No. 3: *"Some books are better than television."*

In general, parents are pleased when their children are able to find books that they need and enjoy at the school. Parents appreciate the advantage presented when teachers and the librarians select reading material for their youngsters.

There is an advantage also when children can be taught how to locate information for themselves when they need it.

How do elementary teachers feel about the library program? Here's a typical response:

"From experience, I know that my personal enthusiasm for books is contagious. Once a child grasps an appreciation for good books, he will direct his search for knowledge in the proper and scholarly way."



WHAT COULD BE WORSE than a broken arm in a library? A youngster cheerfully used his cast as a prop when the topic dinosaurs was presented as a research project.

The Many Roles Of Libraries

The high school librarian teaches the use of the library both formally and informally. Informal teaching offers introduction to and use of:

- Card Catalog
- Dewey Decimal System
- Readers' Guide
- Special Reference Books.

This knowledge is helpful to all students regardless of their post-high school plans.

Formal lessons are given to new, in-coming classes by using film strips, lectures, and question-answer sessions.

Reading Promoter

Many librarians give book talks designed to encourage reading. Book talks are given the "soft sell" treatment when the classroom is visited by the librarian. Here, with titles and content geared to the reading interests and levels of the particular group, the librarian does a bit of old-fashioned selling of her wares.

Tie-in With ETV

TV teaching has made the library a rather vital link in the chain of learning.

Large groups of pupils, 200 to 400 strong, descend upon the library for collateral reading in U.S. History and for supplementary reading in English.

In Science, the reference collection, as well as the circulating collection, receives heavy usage.

As a TV followup, the librarian has been called upon to teach lessons explaining the resources of the library as these resources relate to a particular program or telecast.

Student Assistants

Student assistants lend valuable service to the school library program. In helping with operational procedures, these young people receive a degree of training and experience that will prove useful throughout life.

Many student assistants begin their "librarianship" in the elementary school.



CAREER CORNER is a popular spot in the high school library where students may find information about college requirements and all types of vocations. Counselors and librarians work together to gather pertinent data for this purpose.



FOR REFERENCE other than books, the Readers' Guide leads to a wealth of magazine material. Current and back issues of periodicals are filed and are available to students at any time.

More Activities Designed For More Students

Jefferson County high schools have formed an "activities conference" to encourage and promote all phases of the educational program. The conference is designed to increase pupil participation in these offerings. In this way, a balanced program of educational activities will be ensured and more youngsters can be recognized.

Here are some of the activities to be supervised:

1. Dramatics (boys & girls)
2. Speech Activities (boys & girls)
3. Art Festival (boys & girls)
4. Music Festival (boys & girls)
5. Debate (boys & girls)
6. Shop Fair (boys)
7. Math Contests (boys & girls)
8. Science Fairs (boys & girls)
9. Home Ec Festivals (girls)
10. Commercial Subjects (boys & girls)
11. Gymnastics (boys)
12. Football (boys)
13. Basketball (boys)
14. Cross Country (boys)
15. Bowling (boys)
16. Baseball (boys)
17. Track (boys)
18. Golf (boys)
19. Tennis (boys)
20. Swimming (boys)
21. Hockey (girls)
22. Basketball (girls)
23. Volley Ball (girls)
24. Tennis (girls)
25. Bowling (girls)
26. Swimming (girls)
27. County wide Student Council

The conference will be self-supporting and a record will be kept of pupil participants. Recognition of pupil achievement will be the cornerstone of this program.

Library And Study Skills: When Are They Taught?

Grades 1, 2, 3

Citizenship in the library
 Checking books in and out
 Care of books
 Selecting suitable books
 Arrangement of books in library
 Parts of the book

Grades 4, 5, 6

Card catalog
 Dewey Decimal System
 Dictionary
 Encyclopedias
 Index and table of contents
 Making a bibliography

Grades 7 and 8

Study-type reading
 Learning to skim
 Making a summary
 Newspapers
 Special reference books

Grades 9, 10, 11, 12

Biographical dictionaries
 Unabridged dictionary

Readers' Guide to Periodical Literature

Geographical Dictionaries
 Dictionaries of synonyms and idioms.

There are no hard and fast lines which prevent a given skill from being taught, or reinforced, at one time or another.

Guidelines For Parents

*Be a reader
 Read to your children
 Provide appropriate reading material*

Check with librarians and school personnel for reading and book-purchasing suggestions

Teachers and counselors are available to suggest materials listing vocational and career opportunities



AT THE COUNTY BOARD, a professional library for teachers is maintained by the Research Department. School personnel suggests books for purchase. They then make use of the periodicals, texts, and research papers.

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NUMBER 4

Parent Education - What And How

Parent-Teacher and school-home communication must be present for the proper development of the pupil. The teacher needs the cooperation of parents and parents rely upon the teacher. This interaction is known as **Parent Education**.

To interpret the school program and pupil progress, teachers must communicate with parents. Likewise, parents should seek further information.

The school benefits by learning more about the home background of the child. When parents and teachers confer it becomes clear that children are influenced by experiences outside of school. Happenings at home, or at school, can affect the child's attitude and performance. Hence, there is reason for school-home communication.

In Jefferson County, Parent-Education is encouraged by several approaches.

PARENT-TEACHER CONFERENCE

To better know a youngster, it may be necessary for the teacher to visit the home. There also is an advantage in having the parents come to the school to discuss problems. *The cornerstone of Parent-Education is the relationship between the parents and the teachers.* There is no substitute for the parent-teacher conference if the total child is to be understood.

PARENT-TEACHER ASSOCIATIONS

The PTA enjoys its greatest success when teacher and par-

ents work together in understanding and confidence. The child receives the benefit of this mutual interest.

COUNTY COUNCIL PTA

Since its official beginning on April 22, 1922, this guiding group has helped teachers and administrators gain a better school program. Some of these accomplishments include:

- Clothing for needy children
- Immunization shots for pupils
- Hot Lunch program
- Reading tables which grew into libraries
- After-school recreation
- Continued support for improving the school program locally and statewide.

Mrs. H. L. Hatfield, president of the Jefferson County PTA Council, stated anew the purpose of all parent groups: *"It is our hope and our goal to assist the school with the task of educating our children. This process of learning and growing up requires the interest and guidance of many people. As parents, we want to fulfill our obligation to the children and to the school."*



AT A RECENT MEETING of the Jefferson County PTA Council, Dr. Gerald Greenfield, a physician, left, checks notes with Mrs. H. L. Hatfield, Council president, and Richard Van Hoose, school superintendent. The topic for this meeting was the relationship of parents and teachers to the school program.

Other Methods

In addition to parent-teacher conferences, the PTA, and the County PTA Council, parent education is extended by this monthly publication, "Your Jefferson County Schools." Also, the PTA telecasts and innumerable school activities should be mentioned.

Telecasts Help Teachers and Parents See "The Big Picture"

This fall, the Jefferson County PTA Council, with the cooperation of the County Board of Education, presented three informative telecasts for parents and teachers. Topics for these 25-minute programs were suggested by the Parent-Teacher Associations.

Making use of UHF Channel 15 and its facilities, these Parent-Education themes were beamed into every school on these evenings:

- Testing — September 21
- Trends — October 19
- Curriculum — November 16

To gain parental reaction to these telecasts, response sheets were completed by parent recorders and sent to the Research Department. Here, feed-back sheets were compiled. Complete responses, showing comments from every contributing school, will be sent to each PTA for its reference and use.

Prior to each telecast, background information was supplied to each PTA discussion leader and each recorder; thus briefed, the discussion groups pursued the topics after the television presentation.

The following expressions were most frequently listed on the parent response sheets.

Testing

1. Parents seem interested in I.Q. and achievement scores primarily to learn if their children are working up to ability. Most respondents wanted to know the relationship between their youngsters' performance and potential.
2. There was general expression that too much emphasis could be placed upon tests, testing, and test results.
3. Cramming for tests was termed far less valuable than daily preparation for classroom work.
4. Content and use of standardized tests presented one area of inquiry and concern. The high school parent indicated a desire

to learn more about such tests as National Merit, College Board, and so forth.

5. To parents, tests are most informative when they show pupil strengths and weaknesses. Parent-teacher conferences, coupled with test results, were held "desirable".

PTA Telecast Reception . . .



. . . Followed By Discussion



*Your
Jefferson County Schools*

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to each family.*

Reactions To The Trends Telecast Are Reported

1. Parental feed-back sheets indicated an interest in a longer school term if pupil admission was voluntary to such a summer program. A longer school day for pupils in grades 1, 2, and 3 was questioned.

2. The use of counselors in the elementary school received general approval. However, there was more suggestion for their use in grades four, five, and six and with exceptional children in the lower grades.

Clerical relief for elementary teachers was listed as an aid to an elementary counseling program.

3. Foreign language in the elementary school was given a positive nod. However, general expression held that English and other subjects should retain due emphasis. Also, the school day must be weighed carefully to contain necessary fundamentals.

4. The idea of programmed instruction seemed sound to most respondents. It was urged that prepared subject content be geared to the individual as well as the group to assure pupil growth. Then, the pupil would not lose his identity with this approach.

5. Team teaching, with specialist and regular teachers, was listed as desirable. Small group instruction could be used to help the individual child with his problems. Large group instruction could present general ideas and concepts.

6. Those familiar with the language laboratory approved its use.

7. With respect to units for graduation, most responses said units beyond the required 18 would depend upon the particular ability of the student and the time available for these subjects.

TV Programs Spoke Of This . . .



Here Are The Comments On Curriculum

1. Should an extremely able child be allowed to complete elementary school in less than six years?

Most PTA responses to this question indicated that six elementary years were needed for social as well as academic growth. It was felt that opportunities for all-around development could be provided within this time span without holding back or penalizing the "fast" learner.

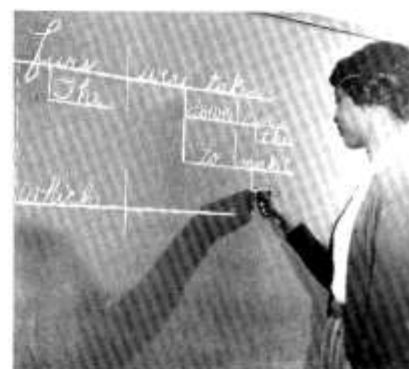
2. What subjects might be eliminated from the present curriculum?

No general agreement was reached here. Subjects, suggested for elimination by one person, were held important by another. *Area of agreement*—emphasis should be placed upon subjects such as English, physical education, penmanship, math, and reading.

3. How can the movement or transition from grade six to grade seven be made easier?

The transition from elementary to junior high school was called best when these students were separated from those of the senior high. The use of junior

. . . And This



high counselors, with more contact between 6th and 7th-grade teachers, was termed desirable.

4. How can we improve the Five Program Plan?

Suggestions ranged over many areas with general satisfaction reported in most instances. The hope was expressed that finances soon will allow the initiation of trainable classes. Smaller classes also found favor.

5. How does a person judge the effectiveness of the school curriculum?

Most parents indicated that the curriculum could be judged in several ways. Tests, report cards, the child himself, and teacher-parent conferences reflect effectiveness; so does the number of drop-outs, high school graduates, and students entering and completing college.

Report Of The Committee

Here are highlights of the report of the Junior High School Committee to the Board of Education.

In March, 1961, the Jefferson County Board of Education authorized a committee to study the overall effects of its school organization plan on youngsters in grades seven, eight, and nine. An Organizational Study Committee was promptly formed to assess the social, emotional, and educational effectiveness of the 6-6 plan administered by the Jefferson County Schools. To this committee were named seven laymen and six county school educators. All committee members were familiar with the county school program either as parents or as teachers.

The committee held nine general meetings and made a number of visits to schools in this district and in other systems. A great deal of current information about school organization and programming was read, reviewed, and discussed.

Learned A Great Deal

Essentially, the committee focused its attention upon students in grades 7, 8, and 9 where the element of curricular and physiological transition was deemed most pronounced.

From consultants, research reports, and readings, the committee learned a great deal; if there was one unanimous thought that was gained from one and all, this would be it: *Special problems exist in the 7th, 8th, and 9th grades.* There is a restlessness with this age group that seeks a release from previous patterns of conformity.

With this guiding thought, the committee sought to determine the social, emotional, and educational effects of the current 6-6 school plan upon youngsters in grades 7, 8, and 9.



THE ORGANIZATIONAL STUDY COMMITTEE. Seated, left to right, Mrs. Charles Roeders, Mrs. Mae Johnson, Miss Lottie Pottinger, Mrs. David Clark, Mrs. Marguerite Lockard, and Mrs. A. F. Rosenberger. Standing, left to right, William Detherage, Chairman; Dr. Hugh Brimm, Paxton Wilt, Robert Richardson, and Dr. Edward E. Landis. Not Shown: Miss Margaret Clayton and Mr. Jack Dawson.

COMMITTEE RECOMMENDATIONS

Matters of finance and transportation were not considered by this committee. The Board of Education requested that suggestions be made irrespective of building bonds and buses. This premise has been observed.

In the course of visitations and conferences, the committee was most aware of the provisions of the Five Program Plan. This philosophy was closely associated with school plant and related facilities; it was obvious that the academic and extracurricular aspects of this multi-programming philosophy had been woven into the school organization plan. At present, the relationship of instruction and plant construction, books and buildings, seems to be compatible despite the heavy enrollment in a number of the schools.

In addition to good teachers (our first consideration), the committee soon realized that continuity and articulation within a given school program are two important factors. It was unanimously agreed that a pupil should be given the vision of a definite progression through the 12 grades so that he might gain a clear view of his immediate goals and long-range objectives. Here, the committee suggests that counseling services for elementary pupils be initiated so that the total school program

will unfold logically and in proper sequence.

RECOMMENDATION 1:

Counselors for grades four, five, and six.

The total school program would be strengthened. The Five Program Plan would be enhanced and facilitated. Pupils with problems would receive the benefit of persons trained to recognize these problems and seek solutions. An intermediate grade pupil would thus be assured of continuous guidance from the fourth grade into the high school.

RECOMMENDATION 2:

A 6-2-4 plan of school organization.

Early in this study, Dr. Lucile Lurry, serving at that time upon the Curriculum Study Committee of the Commission on Public Education, emphasized that Jefferson County's 6-6 plan was actually a 6-2-4 implementation. Dr. Lurry stressed that grades 7 and 8, by virtue of the core curriculum, were set apart from the high school or departmental program of instruction. Close study of the Jefferson County 6-6 plan reveals this 6-2-4 structure.

In a number of schools observed by this committee, grade 7 and 8 were housed in a different wing or on a different floor.

(continued on Page 5)

The Junior High School Committee Report To The Board

(continued from Page 4)

of the high school building. Little association with other pupils was actually experienced.

This committee has reached the conclusion that grades 7 and 8 should be housed in a separate wing or a separate building, if at all possible, to be more assured of the administration, supervision, instruction, and facilities that they need.

RECOMMENDATION 3:

Enrollment not to exceed 1500.

Enrollment in grades 7 through 12, for this 6-2-4 plan, should not exceed 1500 pupils. The committee recommends that efforts be made in future planning to develop schools of this approximate size.

RECOMMENDATION 4:

Counselors for grades seven and eight.

A full-time trained counselor should be available for every 300 pupils in grades 7 and 8. These counselors would assist the teachers in the orientation of pupils as they move from the elementary school into the junior high school. These counselors would also be responsible for testing programs and be available to help with personal, social, and academic problems.

RECOMMENDATION 5:

A definite administrator for grades 7 and 8.

At least one administrator should be designated for these two grades with this responsibility as his only assignment.

RECOMMENDATION 6:

Core Teachers for grades 7 and 8.

Teachers should be selected to teach in the core program on the basis of this type of training. Special in-service provisions should be regularly extended to all teachers in grades 7 and 8. More men teachers should be selected.

RECOMMENDATION 7:

Ample facilities for shop and home economics.

Industrial arts, home econom-

ics, art, and music require special facilities and core pupils should have this opportunity. The committee recommends that ample encouragement be given to the exploration of vocational and avocational interests by these students.

RECOMMENDATION 8:

Adequate physical education program.

The committee recommends a junior high school program in physical education that will enable all children to participate. An intramural athletic program might be included.

RECOMMENDATION 9:

Ninth graders to be housed with upper classmen.

The committee suggests that 9th graders be housed with members of the 10th, 11th and 12th grades. The committee felt 9th graders were more akin to the "later adolescents" than they were to the "early adolescents" in grades 7 and 8.

Also, the 9th graders would be placed in a setting more in keeping with their growth and social patterns.

RECOMMENDATION 10:

Pupil-Teacher load.

It is the thinking of this com-

mittee that as a rule no more than thirty pupils be assigned the classroom teacher. The pupil load might be lessened or increased in special courses or activities.

SUMMARY

The Organizational Study Committee holds the increasing enrollment in grades 7 through 12 as damaging to the academic program, its counseling services, and these supervisory services. If a grade 7 through 12 membership, incorporating separate housing for grades 7 and 8, could be maintained at 1500 or less, the continuity, counseling, and articulation of the Five Program Plan could best serve its purpose.

Although a form of separate-ness can be found now with the housing of grades seven and eight in separate wings or on other floors, the committee feels that a different building might better ensure the success of its operation.

The committee wishes to report that the Jefferson County Board of Education has rendered a commendable service to this community by its building and school program.



7th and 8th Graders Are A Little Different



AT A RECENT county-wide meeting of PTA leaders and school principals, Civil Defense preparedness was outlined for a plan of action in all schools. These participants, Mr. J. S. Pittenger, Mrs. William Krueger, and Miss Virginia Wheeler examine instruments that measure radiation.

Civil Defense Is Planned By All

As the picture (at left) indicates, Civil Defense interests all parents. Recently a county-wide meeting of PTA leaders, school principals, and central office staff discussed Civil Defense.

A Civil Defense Steering Committee was formed to assist each school with an appropriate plan of action. The local school, with its PTA Civil Defense chairman, will work with the Steering Committee to develop the best procedure for its pupils.

Similar projects of countywide nature have been conducted in the past. Parent interest underwrites the success of such efforts.

Many Patterns Are Followed To Communicate With Parents

• Sometimes, the schools of Jefferson County follow different patterns in communicating with parents. In one instance, a Mothers' Club has been organized of "qualifying" first-grade parents.

These ladies meet regularly to discuss problems of mutual or particular concern. The principal, teachers, and supervisors join this group to explain practices and expectations.

In the spring, parents of preschool children are invited over for get-acquainted purposes. On another occasion, prospective first graders are brought along to see for themselves the doings in their future classrooms.

• Annually, preschool registration is held in all elementary schools to "head-count" the forthcoming first grade. Accompanying this census is a presentation of daily activities to be followed by first graders. First-grade teachers assist with this orientation.

• One of the high schools has a periodic discussion session with its parents.

Usually, there is no prepared agenda. Questions are aired in an informal and open manner. If there is need for a private con-

ference between the parent and school personnel, this is arranged.

Interchange of expression has led to a harmonious relationship between this school and its community.

Everyone Learns

Members of the central office staff often join with a local school or local schools to further Parent Education. Supervisors frequently speak to explain certain programs or policies. The superintendent and his administrative associates participate in many morning, afternoon, or evening meetings. Everyone learns from these get-togethers.



PRESCHOOLERS AND PARENTS visit a first-grade room to see what's in store for their future pupils. First-grade students show one way that numbers can be handled.

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The Big Three Of Instruction



The Supervisor



The Teacher



The Principal

The Meaning Of Supervision

An attempt to present an all inclusive definition of "instructional supervision" would be difficult. Why? Because supervision has changed as the total program of education has changed. There are several points of agreement, however, as to a general philosophy of instructional supervision.

It is accepted that the purpose of supervision is to improve the learning situation for children. Supervision then is a *service activity* designed to help teachers with the job of instruction.

Since supervision is directed toward improving the learning situation for children, there must be a constant evaluation of classroom situations. Factors such as these should be considered in the evaluation:

Child growth and development.

The pupils themselves—their interests, capabilities, and achievement.

The teacher—his personal qualities, knowledge of subject matter, and skill in teaching.

The curriculum and courses of study.

Materials of instruction—textbooks, supplies, and equipment.

The environments for learning—heating, lighting, seating, school organization, recreational facilities, and home conditions.

Knowledge of these factors will provide guidelines for persons having supervisory responsibility.

In Jefferson County, supervisory personnel include the superintendent, principals, directors, and supervisors.

Supervision is governed by the following principles:

It is based upon sound educational theory, practice, and experience.

It is democratic.

It is creative.

It is orderly, cooperatively planned and carried out.

It is evaluated by the results that it secures.

It is guided by professional goals and standards.

To repeat, supervision is designed to improve the learning situation for children.

Research In Supervision

Research plays a big role in supervision. Test results, statistics, special projects and studies all have a way of indicating a path of approach or a pattern of change.

Those in supervisory and instructional capacities pay heed to studies of drop-outs, subject failures, letter grades, educational television and the like. From these figures can be gained the effectiveness of the instructional program as well as trends worth observing.

To promote the best teaching-learning process, supervision initiates and makes use of pertinent research.

Planning For Supervision Is Both Broad And Detailed

Good supervision is planned supervision.

It must begin on the state level and extend into the local school system. It must enter each and every school building. Originally, supervision was considered a matter of inspection and control. During the past decade or so, supervision has come to be known as a consultative service to teachers and other school personnel.

To improve instruction, supervision often takes the form of helping teachers to help themselves. How? By directing them to new materials, professional literature, and certain types of in-service training.

Coordinated Program

Naturally, and of necessity, a coordinated program of supervision must accompany the program of instruction.

Local school planning and supervision must begin with the superintendent, his staff, and the board of education. For example, there must be provisions made for supervision, both system-wide and within the individual school buildings. Initially, this is done by setting forth salaries for supervisors and principals. Both of these groups have a basic function in supervision.

The superintendent and his staff, with board approval, must determine the need for supervisory positions. Personnel must be selected carefully for these leadership posts. For all concerned, there must be a general understanding of supervision, its responsibilities, and its requirements.

It is desirable for school principals to spend about 50% of their time in supervision. However, it is often difficult for principals to devote this much time to this function. Why? Because administrative problems have a way of claiming priority. (See page 3)

Supervision by principals may be done with faculty meetings, observations of teachers at work, teacher conferences, reviews of professional literature, and by participation in curriculum development.

The principal must organize and develop a school organization within which the instructional program can function. The interaction of teachers, the school board, parents, and principals provides an interesting setting—a setting wherein instruction can be improved.

Supervisory personnel are called upon to take a pulse beat of the curriculum; this reckon-

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Richard Van Hoose,
Superintendent

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to each family.

ing logically leads to evaluation and experimentation.

Supervisors and principals plan and carry out an orientation program for new teachers. They also conduct area meetings for all teachers in specific grade or subject fields.

Programs Compared

Why these get-togethers? It is necessary to compare the instructional program within this system, and within each school building, with that of other systems.

In daily operation, the principal applies general policies and common sense to his own situation.

Thus it can be seen that curriculum change, supervision, and instruction are not formed within the lone framework of the State Department of Education; they are also shaped by the guidelines of local school boards and individual school communities.



From left, Roy Twombly, Director of Supervision; Mabel Bowen, Director of Curriculum; James Farmer, Assistant Superintendent; Richard Van Hoose, Superintendent; and O. M. Lassiter, Associate Superintendent.

Big Job

Principal's Role As A Supervisor

The principal of a school must have a dual personality—a paradox. He must be an administrator with authority. This authority goes hand in hand with his varied responsibilities.

The principal must attune his daily thinking and actions to such tasks as bookkeeping, sewage disposal plants, bus transportation, lunchroom operation, maintenance of building and grounds, record keeping, purchasing, and public relations. These duties, although vital to the life of the school, are indirectly related to the purpose for which the school exists.

The prime purpose of the school is teaching and providing learning situations. It then follows that the most important side of the principal's dual role is the improvement of instruction. In this respect, most authorities feel that at least 50 per cent of the principal's time should be devoted to the improvement of instruction.

Welcomed By Teachers

As a supervisor, the principal's primary functions are to offer guidance, to provide know-how, and to suggest solutions to problems. An effective supervisor is welcomed by the teacher because she knows that he represents a source of help—not a threat to her security.

To perform his supervisory function efficiently, the principal must create an atmosphere within his school. This atmosphere will emphasize to the teachers that above and beyond all of his administrative duties—his authority—the principal is dedicated to teaching. After all, the purpose of the school is to educate the child and an important person in this process is the teacher.

The principal must recognize that, regardless of his own ex-

The Principal -- A Source Of Help



Principal Roy Cobb, author of this page, shares current literature with teachers Dorothy Stephens and Elizabeth Libby.

perience and background, he is surrounded by a group of teachers more competent in many areas than he. If the principal can lead and conduct himself in a fashion that will enable his teachers to believe this fact, he has the possibilities of becoming an effective supervisor.

In simple terms, then, what is supervision? It is every thought, word, and deed directed toward assisting the teacher. Supervision will enable the development of the best teaching self.

We believe that effective teacher growth comes in the following ways:

Self-Improvement

The teacher recognizes the importance of continuing his formal and informal education. He reads widely, travels extensively, attends the theatre, supports civic activities, and broad-

ens his acquaintance with art and literature.

Influence of Other Teachers

Most schools are fortunate in having a number of outstanding teachers. These people lend stability to the entire academic structure. Their very presence, their willingness to share their understandings, knowledge, and materials represents a potent, positive supervisory force.

Inspiration

Great achievements and accomplishments are always powered by a force called inspiration. The tenor of the school provides some of this power, but the principal is usually the chief source. As a supervisor, he must search for ways of keeping the group "alive," envisioning a better tomorrow, working with joy, and believing that teaching is important.

By Way Of Introduction

Dr. Charles Bain is supervisor of Special Education. In addition to the Educable Program, his work includes speech correction, home instruction, sight saving and deaf oral instruction; then there is arithmetic and reading in Special Education. Dr. Bain plans programs for emotionally disturbed and troubled children. He works closely with the Council of Exceptional Children.

Miss Margaret Clayton is supervisor of the 7th and 8th grade core program. In this capacity, she organizes a pre-school orientation program for new core teachers and meets with system-wide teacher committees throughout the school year. Miss Clayton works with children in core classes and confers with teachers individually and in small groups. She works with numerous community and national groups.

Mr. Leo Colyer is supervisor of mathematics and sciences, grades 7-12. He directs the Individualized Arithmetic Program, grades 1 through 4, and the Science Seminar for Jefferson County students. The latter is done in cooperation with the Louisville Engineering and Scientific Societies Council. He works with industry on the Science Teacher-Industry Programs.

Mrs. Helen Daniel is supervisor of English and Foreign Languages. She directs Spanish in the Advance Program — grades 2 through 9, English and Language — grades 9 through 12, and is responsible for speech and dramatics. Mrs. Daniel is a member of the Foreign Language Sub-Committee of the State Department of Education.

Helping The Program "Go"



Music Roy Twombly Physical Education Herbert Lewis Advance Program Robert Neill
 Safety, Lunchroom Virginia Wheeler Art Marjorie Straub

Providing Service For Many



Mathematics Leo Colyer Social Studies Robert Foster Special Education Charles Bain
 Language Helen Daniel Core Margaret Clayton

Mr. Robert Foster is supervisor of social studies, grade 9 through 12. He directs the World Affairs Seminar for Jefferson County students in cooperation with the Junior Chamber of Commerce. Mr. Foster is a member of the Social Studies Sub-Committee of the State Department of Education, and serves as coordinator for the economic education program in Jefferson County.

Mrs. Margaret Kammerer is supervisor of music education. She works with teachers in choral and general music, grades 1 through 12. Mrs. Kammerer has responsibilities for music programs via educational television and FM radio. She is music chairman of the County Council PTA and directs the Jefferson County Music Festival in cooperation with the instrumental music supervisor. (Absent in photo)

Mr. Herbert Lewis is supervisor of physical education. He works with physical education teachers in the secondary schools and with all elementary teachers. Mr. Lewis keeps records of tubercular tests and blood tests for teachers. He conducts hearing surveys in the schools and does liaison work with the Health Department, other health agencies and service groups.

Mr. Robert Neill is supervisor of the Advance Program, grades 2 through 9. He is responsible for all subject areas which are included in this program. He directs all phases of the Advance Program: the interviews and selection of pupils, curriculum development, teacher training, selection and purchase of materials, and the evaluation of the total program. Mr. Neill is a member of the Mathematics Sub-Committee of the State Department of Education.

Mrs. Marjorie Straub is supervisor of art grades 1 through 12, and is responsible for the

(Continued on Page 5)

Providing The Unity General Area Supervisors

What about supervision in the elementary schools of Jefferson County? Four elementary supervisors are responsible for coordinating and unifying the total learning program. This includes children in levels one through twenty, or grades one through six.

Miss Ruth Dunn and Mrs. Katherine Schuler are the Primary Supervisors. They work with teachers and children in the first three grades or levels one through ten. These two supervisors are responsible for about 585 teachers and 16,500 children.

The intermediate supervisors, Mrs. Hattie Glenn and Mrs. Mae Dixon, work with approximately 525 teachers and 14,000 children in grades four, five, and six, or levels eleven through twenty.

These four supervisors correlate their work to promote continuity.

Due to the number of teachers involved, the elementary supervisors work with groups as much as possible. However, this does not exclude or replace school visits and individual teacher conferences.

By Way Of Introduction

(Continued from Page 4)

total art program. She works with special art teachers and with all elementary teachers. Mrs. Straub plans all county-wide art activities, the Art Fair, and the Annual Art Exhibit at the University of Louisville. She also plans activities with the art chairmen of the Jefferson County PTA Council.

Mr. Roy Twombly, the Director of Supervision, is also serving as supervisor of instrumental music. He plans the instrumental music program, extending from grades 4 through 12, as a part of a program of general education. He works with music instructors for the Jefferson County Music Festival, a public demonstration of classroom experiences which re-creates worthwhile musical literature.

Miss Virginia Wheeler is supervisor of the school lunchroom program and safety education. Her duties involve in-service programs for school lunchroom personnel, distribution and use of lunchroom commodities, and pre-school in-service programs for the safety patrol. Miss Wheeler works with schools concerning tornado precautions, Civil Defense, traffic, and safety problems. She is a member of the Safety Education Subcommittee of the State Department of Education.

Prior to the opening of school, there is an annual workshop, under the direction of the general supervisors, for elementary teachers and principals. The workshop offers an opportunity to become better acquainted with new methods, teaching techniques, and materials.

Orientation meetings for beginning teachers, and teachers new to Jefferson County, are also part of the supervisory program.

All teachers in the school system are aided through faculty meetings and in-service programs. This year, the in-service program has been planned around educational television, arithmetic, and reading.

Help Write Guides

Supervisors work with both principals and teachers in the area of curriculum development. As curriculum guides are rewritten, supervisors participate as members of these committees.

On another front, interpretations of the school program must be made to Parent Study Groups and to PTA assemblies. Appearances and explanations are part of the supervisors' responsibility.

Elementary supervisors actively participate in professional organizations on the local, state, and national levels. They keep abreast of trends by reading current literature, periodicals, and books. Visitations to other school systems and colleges also yield valuable experiences.

Elementary School Supervisors



Seated, from left, Hattie Glenn and Ruth Dunn. Standing, from left, Mae Dixon and Katherine Schuler.



Something has been added. The reading consultant in this demonstration reading class offers suggestions and demonstrates help in the improvement of reading skills.

Participation And Creativity

Many times, improved school experiences for youth come from studies made by teachers rather than from curriculum materials that are prepared for teachers.

Supervisors are reporting that the success of a program seems to result from cooperative thinking and sharing by everyone. Enthusiasm and encouragement may be provided at the supervisory level, but the selection of problems and resulting activities spring from the concerns of classroom teachers.

Supervisors and administrators are responsible for furnishing the leadership needed in studying, evaluating, and making changes in the curriculum. This is a prime function.

Opportunities

Supervision in today's schools gives many opportunities for persons to participate in the program development. In Jefferson County, situations that provide a setting for such problem solving are faculty meetings, departmental and/or grade group meetings, system-wide meetings, workshops, special in-service meetings, and textbook

adoption committees.

Faculty meetings are one way to identify and study problems. The supervisor can help to explain the overall program to the staff by interpreting the program at the local level, by sharing and showing materials, listening to questions, and giving special helps.

Department and/or grade group meetings are organized to study concerns of specific age or grade-level groups. These usually are organized within a particular school. This person calls the group together to discuss common problems or to work in special areas as the need arises. These committees may work within a single school or with several schools. At the high school level, department groups such as math, English, or science teachers work this approach effectively.

System-wide meetings usually have representatives from each school to discuss common concerns for curriculum development.

In-service programs may help to establish committees with special interests to follow and develop.

Workshops seem to be favorite. Usually these meetings are attended voluntarily and teachers indicate this activity to be especially effective. These sessions are held two or three days rather than an hour or so. They provide enough time for fellowship and knowing other persons in the system. Workshops also present an opportunity to create and share.

Many teachers attend meetings voluntarily; others may receive credit toward salary increment or college credit. Some meetings are planned to which teachers are expected to come and participate.

Some teachers do cooperative research and experimentation with the help and guidance of the supervisor.

More Teamwork

Textbook committees meet several times during a school year to study proposed materials for adoption and use. Committee members meet and work together to select the best materials available. They try to select instructional materials of quality for all children.

As one can see, supervision is a cooperative and joint effort.

Your Jefferson County Schools

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VOLUME 5

FEBRUARY, 1962

NUMBER 6

The Business Affairs Division

Varied Services For Many

Budgeting Purchasing Paying And Accounting

Growing With The County

Just as a large corporation follows a well organized budget, so does the Jefferson County Board of Education and its 61 schools.

Besides keeping this faith with the taxpayers, the Board carefully observes all budgeting requirements set forth by the state. As might be expected, the lion's share of our \$21,000,-000 budget is channeled directly into instruction. All other functions serve to assist or improve the instructional program.

In other words, *we are in the business of providing instruction!*

A major responsibility of the Business Division is the administration and control of public funds. The present Division is an outgrowth of an earlier period when the superintendent carried all financial duties and responsibilities.

The Growth Factor

As this school district received an influx of suburban growth, the duties of the superintendent became more numerous and complex. It became necessary to assign a business manager to handle such services as purchasing, accounting, payroll, and the employment of non-certified personnel.

Growth compelled the organizational structure to expand further in 1955 to the present Division of Business Affairs; an assistant superintendent now serves as a staff aide to the

superintendent.

Related departments constitute the Division of Business Affairs.

The following pages present more information.

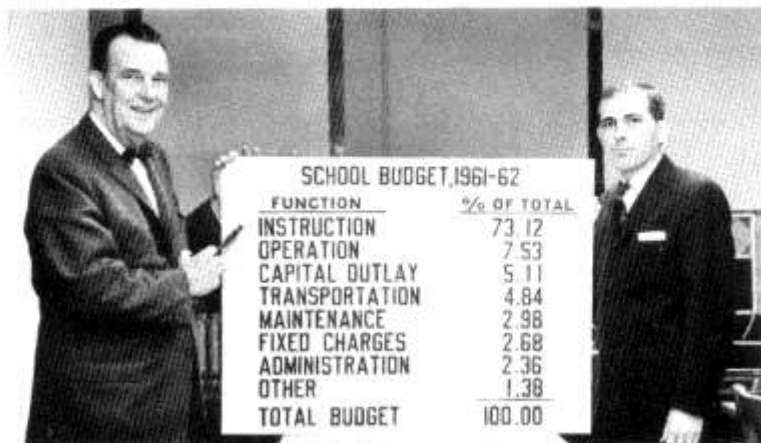
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Buildings	Page 6
Operation	Page 7
Maintenance	Page 8

Growth Indicators Of Jefferson County

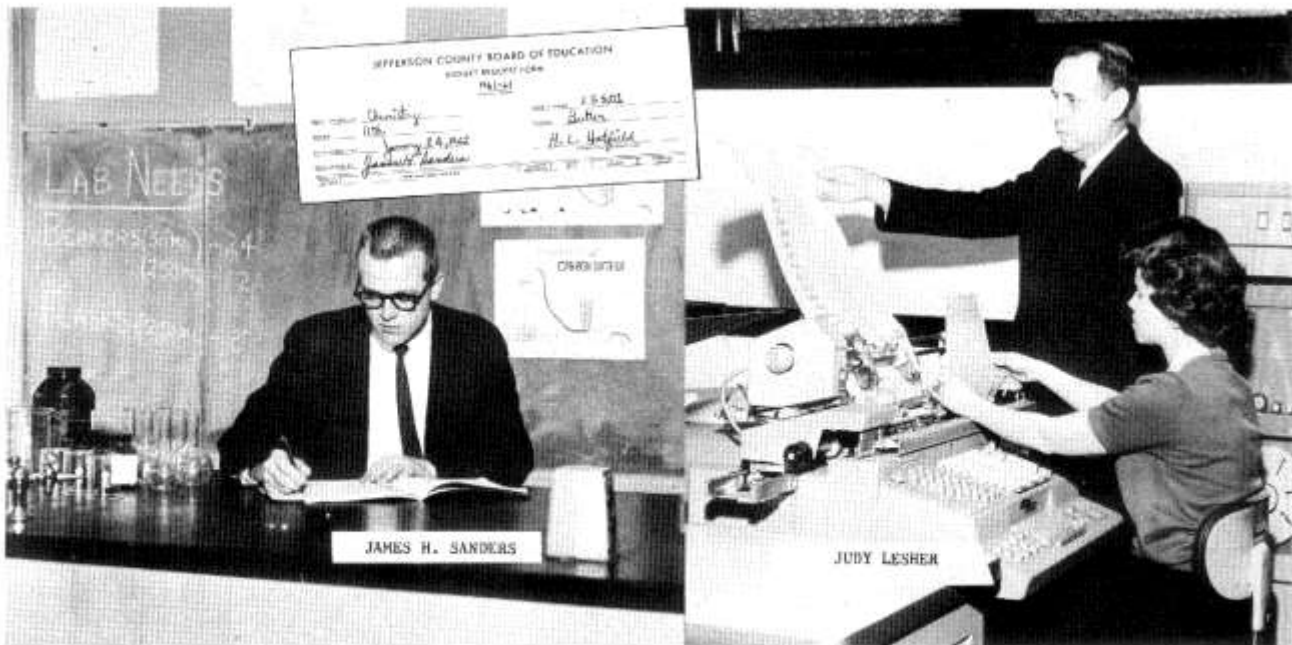
(Excluding City of Louisville)

By Years, 1949 Through 1960

Years	Population	Dwelling Units	Electric Meters	Telephone Subscribers	Live Births	School Membership
1949	106,900	30,853	26,241	114,798	3,059	13,147
1950	115,486	31,661	26,929	119,014	3,309	14,605
1951	107,968	32,020	26,611	125,318	3,559	16,133
1952	120,450	34,719	29,431	130,321	3,270	17,495
1953	132,932	37,057	32,770	136,564	3,531	19,812
1954	145,415	40,196	36,123	141,626	4,049	22,946
1955	157,897	44,871	40,679	147,220	4,421	26,788
1956	170,379	57,469	46,845	160,125	5,345	31,656
1957	182,861	58,696	50,745	165,047	5,469	36,308
1958	195,343	59,791	53,360	166,170	5,518	40,041
1959	207,826	59,941	56,143	171,771	5,859	43,454
1960	220,308	60,625	59,147	175,478	6,085	47,374



ASSISTANT Superintendent Jack Dawson, left, points out the major expenditure of the school dollar: INSTRUCTION. Ernest Grayson, right, Associate Superintendent, administers the Department of Accounting and Finance.



THE BUDGET request form from this chemistry teacher is "read" into the electronic computer. Mr. E. E. Ruby, Coordinator of Budget Controls, monitors all expenditures.

Are We Living Within Our Budget?

The most carefully developed budget is of little use if not followed. With this guideline, considerable time and effort go into the making and control of the annual Jefferson County School Budget.

Several thousand teachers measure their needs before submitting their budget requests to the Board of Education. The Finance Department assembles these requests and compiles them for review and appraisal.

Unfortunately, there are insufficient tax dollars to grant all of the desired services and supplies. Therefore, the school budget must be trimmed on a basis of need and some sort of a priority must be established.

Spending Control

Control must be maintained over spending and specific accounts must be used. Without this safeguard, school programs would be endangered. Without proper control, some schools might receive more than they need while others might receive less.

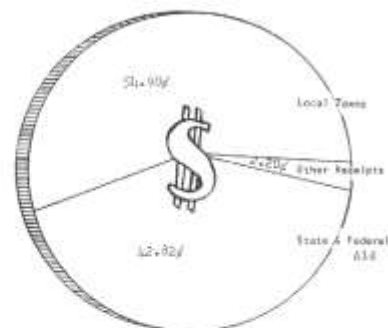
The proved system of budget control, now in operation, enables every penny of the tax dollar to go where it is needed and budgeted.

Computer Eyes Spending

In the Finance Department, a separate account is set up for each type of expenditure. These accounts are assigned code numbers and this information is read into an electronic computer. As school requisitions are received throughout the year, they are read into the computer. The machine automatically computes each account and rejects any requisition that exceeds the budgeted amount in that code.

The computer system provides a daily record of every code, by schools. It also enables the Budget Control Coordinator to serve as true guardian over the budget. This system assures each school of its budget appropriations.

The School Dollar (1960-61) Where It Came From



Your Jefferson County Schools

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Here Is How We Shop For School

The Purchasing Department helps both school and pupil personnel. Frequently it is able to obtain more favorable unit prices by combining quantities and securing competitive bids. Likewise, it is able to maintain closer control of expenditures.

In the process, buying techniques are improved and competitive-purchasing extends its economies.

The purchasing staff is kept busy with varied activities, such as:

- (1) *Preparing specifications*
- (2) *Receiving bids*
- (3) *Interviewing sales personnel*
- (4) *Negotiating contracts*
- (5) *Testing products*
- (6) *Adjusting claims*
- (7) *Maintaining adequate records*

Centralized Purchasing

Educators throughout the country have become increasingly aware that a strong framework of good business procedures is necessary for a good school program.

Jefferson County has had a centralized purchasing department since 1954. This department has been established by well-defined Board policies as well as by accepted standards of sound business.

During a school year, more than 1,000 sales interviews are conducted. This allows much valuable time to be conserved by educational personnel, and, at the same time, it speeds the flow of products, services, and ideas to the respective schools and offices.

The Board tries to purchase as many items locally as is feasible and possible. In Louisville and Jefferson County, there are more than 500 local suppliers from whom the bulk of supplies and materials is obtained.

Purchasing encompasses a multitude of business principles. Moreover, it is a vital link in the administration and proper discharge of public funds.

Know What You're Buying



PRODUCT KNOWLEDGE is vital to any organization. Here, Curtis Boyles, left, serves in his capacity as Director of Purchasing. From the many salesmen who come to call, much is learned about products, services, and new ideas.

The Efficient Way



AFTER PURCHASE and receipt of goods, Janice Gass, left, and Elva Cruse promptly approve invoices to receive maximum discount. Economy is realized by quantity buying and prompt payment. (See invoice inserted in picture).

Keeping Fit **School Finance** Fiscally

In the Finance Department, payroll, accounts payable, and standard accounting operations receive the major portion of attention. However, adequate provision in the accounting system must be made for various "extra-curricular" programs.

An example of these programs is the annual Music Festival. Receipts from ticket sales are recorded in an appropriate account so that their identity will not be lost. All financial obligations, associated with the Music Festival, are paid from the collections received for this particular event.

A complete financial statement is prepared after all Festival receipts and expenditures have been recorded. Distribution of remaining funds is made upon the direction of the Superintendent.

Other programs requiring special accounting procedures are Summer School, both Elementary and High School, and the Summer Band Programs.

A New Look

Our expanding school system has necessitated a corresponding growth in account classifications. To insure the effectiveness of financial accounting, a revision has been made in the Accounting Manual. Revision

will become effective on July 1, 1962.

The revised Accounting Manual conforms to the receipt and expenditure classifications adopted by the State of Kentucky. It has been reviewed and approved by the State Department of Education.

Accuracy — A Necessity

Standard receipt and expenditure accounts provide the foundation for accurate recording of transactions. Such records ease and improve reliable reporting on the fiscal condition of our school system.

The schools of Jefferson County rely heavily upon this accounting foundation.

OTHER RESPONSIBILITIES

The Finance Department also performs these duties:

- (1) Preparation of the annual budget
- (2) Administration of Insurance Programs
- (3) Procedure for bond sales, investments, and financing school buildings
- (4) Supervision of audits from all schools
- (5) Collection of tuition from out-of-district pupils
- (6) Automatic data processing for other departments.

Payroll Preparation



FRANK TENNANT, Director of Finance, is responsible for the payroll and all regular accounts. Special accounts are added as new school programs develop.

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, 1958-59, 1959-60, and 1960-61 Fiscal Years. These audits are on file in the office of The Board of Education. The condensed audit for 1960-61 is on the following page (Page 5).

Space does not permit the inclusion of the Summer School Account or the Veterans On-The-Farm Training Program.

Christen, Brown & Rufer
Certified Public Accountants
Louisville 3, Kentucky
October 9, 1961

Jefferson County Board
of Education
Gentlemen:

At the request of the Jefferson County Board of Education, we have prepared the accompanying condensed statements from our complete Report of Audit.

We have examined the records of the General Fund, Special Voted Building Fund Tax Account, Special Television Account, Veterans Institutional On-The-Farm Training Program, and Summer School Program Account of the Jefferson County Board of Education for the year ended June 30, 1961. 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 our opinion, the accompanying statements of receipts and disbursements for the General Fund, Special Voted Building Fund Tax Account, Special Television Account, Veterans Institutional On-The-Farm Training Program, and Summer School Program Account present fairly the transactions of the Jefferson County Board of Education for the year ended June 30, 1961, and the results of its operations for the year then ended in conformity with generally accepted accounting principles.

/s/ Christen, Brown & Rufer

GENERAL FUND		
CASH RECEIPTS AND DISBURSEMENTS		
FOR THE YEAR ENDED JUNE 30, 1961		
CASH BALANCE, JULY 1, 1960		\$ 1,977,315.73
RECEIPTS:		
Revenue from Local Taxes (Exclusive of Special Voted Levy)	\$ 8,848,569.15	
Tuition Paid by Individuals and School Districts	25,826.12	
Foundation Program Fund	5,952,101.26	
School Lunch Program	398,668.52	
Special Vocational Training	301.47	
Other State and Federal Aid	270,011.31	
Revenue from Public Law 874	271,604.76	
Interest from Investments	34,740.67	
All Other Sources	293,564.43	16,095,387.69
TOTAL CASH AVAILABLE		\$18,072,703.42
DISBURSEMENTS:		
Administration	\$ 325,829.65	
Instruction	11,607,375.06	
Attendance and Health Service	81,754.30	
Pupil Transportation Service	785,702.09	
Operation of Plant	1,170,626.83	
Maintenance of Plant	446,675.86	
Fixed Charges	326,199.97	
Community Services	426,756.96	
Transfer Tuition	10,486.63	
Capital Outlay	1,098,463.95	
Debt Service	837.10	16,280,708.40
CASH BALANCE, JUNE 30, 1961		\$ 1,791,995.02
SPECIAL VOTED BUILDING FUND TAX ACCOUNT		
CASH RECEIPTS AND DISBURSEMENTS		
FOR THE YEAR ENDED JUNE 30, 1961		
CASH BALANCE, JULY 1, 1960		\$ 739,677.39
RECEIPTS:		
Revenue from Taxes (Special Voted Levy)	\$ 2,944,421.00	
Sale of Land	37,045.18	
Interest from Investments	19,640.44	3,001,106.62
TOTAL CASH AVAILABLE		\$ 3,740,784.01
DISBURSEMENTS:		
Capital Additions	\$ 545,305.47	
Debt Service	2,232,658.03	2,777,963.50
CASH BALANCE, JUNE 30, 1961		\$ 962,820.51
SPECIAL TELEVISION ACCOUNT		
CASH RECEIPTS AND DISBURSEMENTS		
FOR THE YEAR ENDED JUNE 30, 1961		
CASH BALANCE, JULY 1, 1960		\$ 4,624.17
REFUNDED TO:		
Fund for Advancement of Education	\$ 1,280.90	
Jefferson County Board of Education	3,343.27	4,624.17
BALANCE, JUNE 30, 1961		\$.00
RECEIPTS:		
Jefferson County Board of Education	\$ 70,251.27	
Other Participating Districts	17,149.21	\$ 87,400.48
DISBURSEMENTS:		
Salaries	\$ 62,807.08	
Other Operational Expenses	21,648.25	84,455.33
CASH BALANCE, JUNE 30, 1961		\$ 2,945.15
The Special Television Account was closed during September 1961, the above balance having been disbursed as follows:		
Jefferson County Board of Education	\$2,382.04	
Other Participating Districts	563.11	
TOTAL	\$2,945.15	

Modern Schools

*Designed For Use
And For The Future*



John Gambill, Coordinator of New Building Construction, checks the plans of the new Rangeland Elementary School. From this site will rise a facility to be opened in September, 1962.

Today, the school must be more usable than at any time in the past.

Once the size of a new building has been determined, a functional arrangement must be planned for the interior. With an eye on economy and utility, school buildings must be planned prudently yet realistically.

In planning a school, many people extend their ideas and suggestions. Principals, teachers, pupils, and parents join forces with architects and builders. A new school is the product of cooperative planning.

Also, the State Department of Education must approve not only the building design but also the financial arrangement to pay for the school. Any school room, improperly located, will reduce the effectiveness of that unit in the total school program.

With scant building funds, our school construction must make maximum use of every square and cubic foot of space. Horizontal area should be either corridors, aisles, or instructional space. Vertical wall space should provide doors, bulletin boards, chalk boards, cabinets, or windows. There should be few dead or non-functioning spaces in an efficient school plant.

A Little Town in Itself

Balance must be maintained between the number of classrooms and the toilet facilities, lunchroom, and heating plant. The modern school has these features:

- (1) Mechanical heating and ventilation
- (2) Proper lighting
- (3) Chalkboard and chalk crayon for proper contrast
- (4) Practical seating with ample room
- (5) Bulletin boards
- (6) Storage cabinets
- (7) Sink facilities in special rooms
- (8) Elementary units with toilets and wash basins
- (9) Adequate lunchroom facilities — food preparation and distribution
- (10) Multi-purpose rooms
- (11) Adaptability for Electronic Instruction
- (12) Intercom systems.

Beyond this, buildings must be made as safe as possible. They are constructed throughout of materials that are fire-resistive and meet underwriters' specifications. The greatest safety is built into the steps, hallways, and doors.

It is the policy of the Board to make all school buildings safe, sound, comfortable, and conducive to learning.

After Hours

The Operation Of A School Plant Is A 24-Hour Project

By actual count, a school custodian has more than one hundred duties to perform. General responsibilities fall into these basic categories:

- (1) Housekeeping
- (2) Supervision of mechanical apparatus
- (3) Minor maintenance and repair
- (4) Grounds and outdoor
- (5) Pest control
- (6) Fire prevention and school safety
- (7) Police and supervisory tasks
- (8) Records and reports.

Since housekeeping is listed as responsibility number one, it deserves further comment. School housekeeping involves those activities concerned with cleanliness of surroundings and arrangement of materials, both educational and custodial.

Responsibility for good housekeeping, a prime duty of the custodian, is not his alone. This responsibility must be shared by all who occupy or use school facilities.

School Care and Citizenship

In providing for building care, school principals instruct students, teachers and other users of the school about their individual responsibilities for good housekeeping. Teachers are asked to develop good housekeeping standards with their pupils. This can be accomplished both by example and instruction.

Youngsters can be taught to use the wastebasket, clean shoes before entering the building, leave desk tops free of books or materials, and refrain from marking on walls.

Without imposing a hardship on the pupils, instruction can cover these areas to lighten custodial tasks.

In the process, pupil acceptance of citizenship responsibilities can be established.

Although school housekeeping is a cooperative endeavor, and everyone has a part therein, it is recognized that **cleaning and building care basically belong to the custodial staff.**

Housekeeping For Thousands



Jake Mason (left) and Morris Rowan—their service benefits all.

Here's How



H. B. SLAUGHTER, Director of Operations, explains the finer points of a new vacuum machine to custodial supervisors.

Our Policy On Building Use

The Director of Operations is responsible for authorizing after-school use of all school facilities. It is School Board policy to recover all operational costs involved in making such rentals.

These costs cover custodial salaries, heat, light, water, and allowance for building wear and tear.

Once A School Is Built It Must Be Maintained

The public today is demanding schools which are not only equipped with all advancements, but which also are safe, serviceable, and economical. Maintenance is concerned with all of these aspects.

Maintenance deals with the preservation of the school plant. In Jefferson County, we feel that there is a moral obligation to protect the property investment of the community and the interests of the school bond holders. We feel that there is need for a close watch — a close watch on each and every school building. *Teaching and learning demand this attention.*

It should be remembered that the program of maintenance is broad; it cannot be narrowed to the point of simply patching a weak place in a building. In our view, it is one of maintaining, to the full measure, the meaning of the words "educational facilities."

In Jefferson County, there are buildings which are acquiring considerable age. Since these structures are quite serviceable, maintenance will provide for the closing of stairwells, fire-proofing of certain areas, new doors, and fire escapes. Older units have a contribution to make as well as the newer buildings.

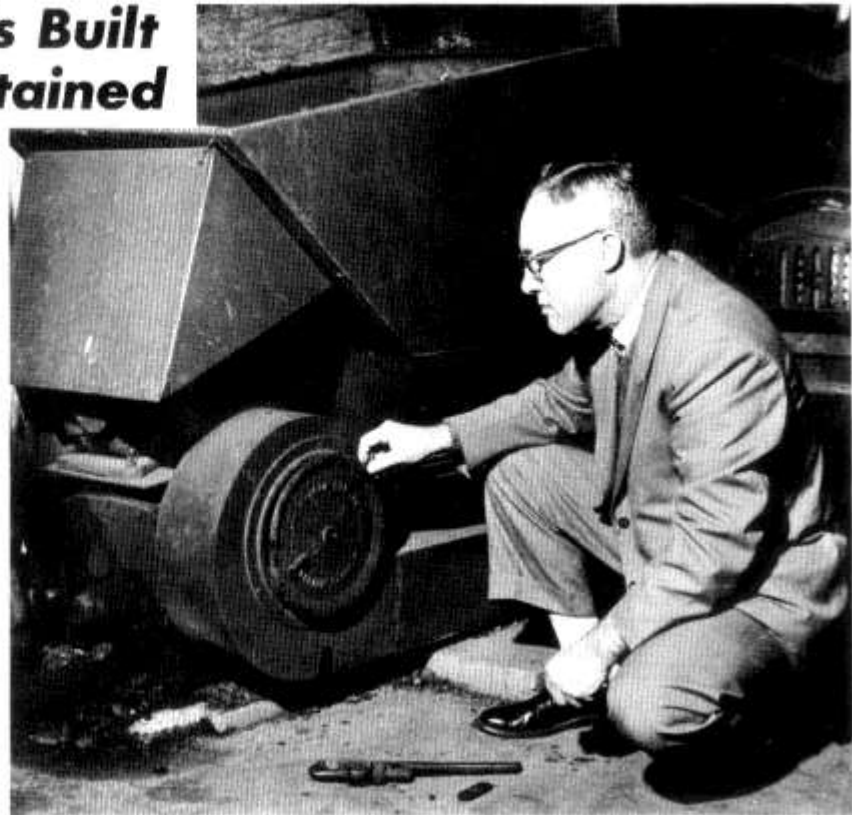
A Stitch in Time

Painting and redecorating are usually accomplished in the summer months. A regular schedule is followed each year. Outside painting is defined as "preservative" while inside painting could be termed "decorative" as well. Approximately 3500 gallons of paint are applied to the schools each year.

Comfort and Service

Along with safety, school comfort should be considered. It is here that the Maintenance Department can exercise its greatest influence. It is here that experience counts and makes the difference.

There must be an appreciation of the new and current. For instance, a building constructed



GROVER SALYER, Director of Maintenance, adjusts air volume on a stoker. Such adjustments increase heating efficiency and lessen air pollution.

When Our County Schools Were Built

Date	Number of Schools
1900-1909	1
1910-1919	4
1920-1929	8
1930-1939	5
1940-1949	3
1950-1959	33
1960-1961	5

59*

*Excludes Joshua B. Everett (Kentucky Children's Home) and Ormsby Village Schools. Now operated but not constructed by the Jefferson County Board of Education.

several years ago may not have special rooms for science, language, educational television, and related activities. These provisions must be studied and evaluated for possible incorporation.

Outside the classroom, there are changing requirements from local health authorities and building codes. These developments make for improvements both in and out of the classroom.

Highly Mechanized

In dealing with the mechanical requirements of a modern school plant, one should accept the fact that the word "mechanical" covers many features. It includes everything from the pencil sharpener to the electronic-controlled heating or cooling system.

Between these extremes can be found classroom clocks, communicative systems, fans, and motors by the hundreds.

Your Jefferson County Schools

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VOLUME 5

MARCH, 1962

NUMBER 7

Our American Heritage

The school is one of the most important institutions in a free society. Therefore, a free people must understand the role of the school and nurture its program. In so doing, a free people will insure the fulfillment of the school's purpose in a democratic society.

The teachers of Jefferson County seek to develop in students an understanding of these purposes.

The Individual Must Act

In the Jefferson County schools, it is accepted that democratic principles help to guarantee the realization of an individual's capabilities so that he may act to preserve his free society. **If democracy is to be learned, it must be lived.** Therefore, the program of instruction must stress and incorporate the principles of our American Heritage. Pupils must learn how to live in a democratic society.

Following this concept, the Five Program Plan focuses keen attention upon the individual and his fullest development.

The flag-raising ceremony, pictured on this page, serves as a daily reminder to both pupil and teacher. While concepts of creativity, a free society, and individual worth are emphasized in this country, we must recognize that two-thirds of the world's people face hunger and poverty. Three hundred million people are dangerously poor.

A Look At The World

Since the end of World War II, the United States has faced the Communist threat. Pupils must learn the background of this struggle since they will face it in one form or another.

The awesome parade of current events takes its daily place in the school day. Social Studies, coupled with educational television, FM radio and related media, seek to place democracy and Communism in proper focus. Since today's school-children may face a twilight decade of neither peace nor war, they must learn to live with uncertainty.

There is no place for international ignorance in today's schools or society.

With mankind passing through a series of revolutions, what should youngsters be taught? What comparisons should be made? What outlooks should be discussed?

Meeting the Challenge

The following pages will describe the endeavors made in Jefferson County to explain economic systems, the Communist challenge and the worldwide responsibility of the United States. The dynamics of a free society are explained and furthered in the process.

Democracy, a free society and the individual are keynoted through this process.

In This Issue

This issue of "Your Jefferson County Schools" presents programs and activities which highlight our American Heritage.

- Page 2 Economic Education
- Page 3 Teaching About the American Economy
- Page 4 Worldwide Relationships
- Page 5 The Communist Challenge
- Page 6 Education in a Democracy

With Pride

Safety Patrol members fly the flag at Chenoweth School — a much-desired responsibility. Henry Cary, Tommy Walker and Paul Rosenblum do the honors.



The Why And How

Our Economic Education

Many individuals and organizations are concerned about a current lack of economic understanding. One such organization, the Joint Council for Economic Education, hopes to remove, in so far as it can, the national stigma of "economic illiteracy".

The Joint Council, with headquarters in New York City, is a non-profit organization whose financial support comes chiefly from the Ford Foundation, the Committee for Economic Development, and Resources for the Future, Inc.

Support Is Necessary

The Council's position is this: "Effective teaching of economics in the classroom is impossible without community support and participation. Affiliated but autonomous state, regional, and local councils on economic education are asked to establish the necessary school and community relations..."

The Jefferson County School system has cooperated in a program to improve the teaching of economic concepts throughout the social studies, grades 1 through 12.

Mr. Richard Van Hoose, Jefferson County Schools Superintendent, along with Mr. Samuel Noe, Louisville Schools Superintendent, met with representatives from business, industry, agriculture and labor. From this meeting, the Louisville and Jefferson County Council on Economic Education came into being.

Various Sources Help

This local organization is affiliated with the Joint Council on Economic Education.

The local Council has received financial support from a number of sources. The Economic Education Committee of the Chamber of Commerce has given wholehearted assistance.

Local contributions have made possible:

(1) A lecture series in economics by four professors from Purdue University. Approx-

mately 130 teachers from the City and County attended.

(2) A curriculum workshop. Fifty teachers, equally divided between the City and County, worked for one week and prepared economic units. These units are being tested now in the classrooms by the teachers who developed them.

*Your
Jefferson County Schools*

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THE JEFFERSON COUNTY
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Richard Van Hoose,
Superintendent

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July, and August, and distributed
to each family.*

Elementary Economics

Six-year-old Timmy says, "Teacher, I want a big, red crayon like my brother bought at the bookstore"

Teacher: "Do you need that crayon?"

Timmy: "Uh... no, I just want it."

First-graders like Timmy must be made to realize they can not have all of the things that they want. It may become necessary for them to choose between their wants and their needs.

Similar situations arise when children talk about their homes, families and communities. The teacher begins early to develop the idea of making wise choices. Children learn that everyone is called upon to weigh facts before making decisions.

It All Begins To Fit

In the middle grades, children learn how hand labor was replaced by machines and how mass production and specialization led to the growth of our nation.

Later, children learn how specialized production in nations depends upon world trade. They begin to learn about economic conditions in other countries.

With this background, boys and girls begin to understand how their many small choices and values affect the whole world.

To achieve this kind of economic understanding, teachers must acquire an understanding of economic principles. They must also develop an awareness of the opportunities and resources at their disposal.



AT A LOCAL COMPANY, elementary students watch paint being sprayed on an experimental panel. Watching Mr. Lloyd Geoghegan are Danny Geoghegan, Paula Bryars and Bobby Reynolds, students at Bates.



A CLASS STUDIES a map to locate sources of products. Ernest McReynolds, of Durrett, serves as student guide.



TWO STUDENTS at Fern Creek point out facts and figures about South America. Sharon Speck and Stuart Howard show how.

The Broad View Of Our World

... in the junior high

A good example of a study unit that adapts itself to the teaching of economic facts and concepts in the junior high school is **The United States and World Trade**.

This unit, as taught by one teacher, began with a discussion of foreign products used in our daily living. The students listed products and tried to name the countries from which they came. This led to the study of the history and geography of the countries mentioned.

The unit centered on Latin America — a timely subject in light of the President's "Alliance for Progress" program with these countries.

The following concepts were stressed:

- (1) Nations engage in trade to supply their needs and desires.
- (2) Trade between nations is basically the same as trade between individuals.
- (3) Conflict between unlimited wants and limited resources is basic to all people.
- (4) Comparative advantage leads to specialization.
- (5) Trade makes people and nations dependent upon one another.
- (6) Trade promotes friendship and peace between nations.

... in the high school

The high school economics course is centered on the study of man's attempts to solve the age-old problem — unlimited wants versus limited available resources.

In solving this problem, the individual must make decisions which are closely tied with five basic goals of our nation's economy: **Growth, Stability, Security, Freedom and Justice**. Out of these arise such controversial issues as:

- Promoting a growing economy without inflation or depression.
- Extending or decreasing the social security program.

Also studied are farm problems, labor and management relations, tariffs, foreign aid, inequities of job opportunities and monopolies.

The student also should understand the American economic system as contrasted with that of the Soviet Union.

Economics requires an understanding of basic concepts, such as the law of supply and demand, diminishing returns, diminishing marginal utility, and so forth.

Once a student has acquired these fundamentals, he has mastered the ability to analyze.

The Schools Meet The Great Challenge Of Our Day

This nation's acceptance of free world leadership has focused attention on the need for greater understandings and appreciations. Our educational resources must be responsive. Young people must be informed of the worldwide implications that affect their citizenship.

The schools of Jefferson Coun-

ty are responding to this challenge. Traditional learnings in history, geography, and government courses are supplemented by research, study, and discussion. Current events reporting is expanded into such vital areas as Latin America and Africa.

Modern history is allotting

time to study world happenings of immediate concern to youth.

World affairs necessitate the sustained interest of our youth. National security and well-being depend on an informed body of citizens who are loyal to traditions and possess the ability to choose wise courses of action.

Building Youth

The Youth Service Committee of the Louisville Rotary Club is developing a pilot seminar program for high school students. It will try to develop the "why" in pursuing political science and foreign languages in college training.

A committee of the Rotary Club, the Jefferson County and Louisville school systems, and the University of Louisville are cooperating.

Two juniors from each high school participate. These youngsters were chosen according to aptitude, interest, and ability in languages and political science.



Students read in their school paper about a project which might bring a foreign student to their school. In the center are Jack Raque, Junior Chamber of Commerce, left, and Ben Averitt, Waggener teacher. Waggener students, from left, are Tom Cravens, Peggy Barrows, Myrta Baxter and Sidney Morris.

The International Center

The International Center at the University of Louisville serves as an agency to make people aware of the world. The Center also seeks a place for Louisville in international commerce.

The Jefferson County Schools work closely with the International Center. An extensive program has been developed which provides information and activities for thousands of students and adults.

Here are some of the activities enjoyed by the Jefferson County students, teachers, and parents:

- (1) Study of relevant materials and association with leaders and peoples from other lands.
- (2) International Relations' Clubs acquaint members with how other people live and think.
- (3) School groups are invited to attend conferences dealing with such topics as the Common Market of Western Europe, tariffs, and underdeveloped nations.
- (4) The Center provides foreign students as consultants to study groups.



Mr. Robert Foster, Social Studies Supervisor, left, and Dr. George Brodschi, Director of the International Center.

World Affairs Seminar

In 1959 the World Affairs Seminar was organized by the Jefferson County Board of Education in conjunction with the Louisville Junior Chamber of Commerce. The Seminar gives students an opportunity to meet consultants and discuss problems of world affairs.

Discussions currently center on Cuba, Berlin, Russia, China, and Africa.

Four students, juniors and seniors, are selected from each County high school. Participants must have high scholastic standing and the desire to further their knowledge about world affairs.

Consultants, selected by the Junior Chamber of Commerce, are authorities in government, the military, and political science.

Meetings are held on Monday evenings at Durrett High School.

Youth Speaks

Youth Speaks, Inc., was organized in December, 1952. Its affairs are governed by a student board of directors in cooperation with an adult board of trustees. Each of the participating high schools (private, public and parochial schools of Louisville and Jefferson County) has two students on the student board. Each school has a faculty advisor.

Youth Speaks "activates young people and adults to study, discuss, and work for a positive, constructive approach to personal concerns, community problems and world affairs".

Youth Speaks sponsors a Saturday workshop in February or March which is attended by more than 600 students.

Members of the student board and their families have served as hosts to students from other countries.

Youth Speaks has a weekly half-hour television program (Saturdays — Channel 3).

Meeting The Communist Challenge

The Communists claim that their triumph is inevitable. Therefore, our best defense, or offense, is an understanding of, and faith in, the American way of life. Teachers accept the responsibility of informing their students about the dangers to this way of life. In this respect, Communism is shown as a menace which would rob these youngsters of their heritage.

Although adequate textbooks are not readily available for a comprehensive study of Russia and Communism, teachers in Jefferson County are meeting this problem. By preparing units of work and by compiling reliable materials for reading and study, the instructional staff has made a promising beginning.

Research Expanded

One unit on Communism, particularly applicable for World History, attempts to develop critical thinking on the part of the student. This is done through a careful scrutiny of the history, philosophy, and ideology leading to the formation of both the American and Russian forms of government.

Student reading and research is expanded by geographical studies, book reports, films, tapes, panel discussions, lec-



These students re-read the Bill of Rights during a discussion. Ronnie Podoll, left, and Roger Smith of Waggener review this famous record.

tures, and tests. To these presentations are added periodicals, newspapers, television, and radio. This provides a close study of current United States and Russian relations.

Since knowledge is power, students must learn the dangers that threaten their future. **Our youth must be intellectually armed to meet the forces that they will surely encounter.** Youth must be helped to develop an awareness of subversive elements inside as well as outside their country.

In Jefferson County, students are led to an understanding of our system and the Russian system. They are able to perceive the need for intelligent action and reaction. In time, these Americans, now students, will be called upon to deal with the 900 million people who live under the Communist system.

Faith To Be Free

The American heritage must not be destroyed. In this country, the premium must be retained upon a man's dignity, rights, responsibilities, and sense of values. Students must learn that each man can seek his own truth in the exchange of opinions. The purpose of this government must be thoroughly explained as must be its processes.

At this point, teachers attempt to convey a fundamental thought. **Americans have been granted rights and privileges through a constitutional form of government.** This Constitution is balanced by a well-pondered series of checks and balances.

Communism opposes these ideas. This fact must be taught continually and effectively.

Teaching About Communism

The National Council for the Social Studies, of the National Education Association, recently published a selected bibliography to assist in teaching about Communism. Here are listings from this preparation:

THE PROFILE OF COMMUNISM: A Fact-by-Fact Primer. New York: Anti-Defamation League of B'nai B'rith, 1961. 119 p.

Rossiter, Clinton. MARXISM: THE VIEW FROM AMERICA. New York: Harcourt, Brace and Company, 1960. 338 p.

TEACHING ABOUT COMMUNISM AND DEMOCRACY: Case Studies. Reprinted by the Institute for American Strategy, Chicago, 1961. 115 p.

U. S. Congress. Senate. Committee on the Judiciary. THE TECHNIQUE OF SOVIET PROPAGANDA. Report. Eighty-sixth Congress. Washington: U. S. Government Printing Office, 1960. 38 p.

Colegrove and Bartlett. THE MENACE OF COMMUNISM. January, 1962. D. Van Nostrand Co., Inc., Princeton.



These cartoons on a class bulletin board show an understanding of a complex problem. Nancy Ryan, Seneca, is one of the artists.

Our Rights And Responsibilities

As youngsters progress through school, their critical thinking must be developed and sharpened. This alertness is invaluable and can be seen in the way that young people act and react within the classroom. It does not necessarily come as a result of interaction with others; yet, where else can this ability be assessed and nurtured if not within the classroom? In this setting, pupil activity provides an opportunity for democratic living.

Learn By Sharing

Students daily learn rights and obligations by sharing in classroom governments, student councils, and similar activities. This give and take affords "live" experiences that will carry someday into local, national, and international situations.

Once they basically understand individuals and groups, boys and girls gain insight into problems that confront city, state, and national governments.

Everyone has neighbors in the classroom and every neighbor has his rights and responsibilities. **Individually and collectively, students experience the American way of life by living it in the classroom.** These young citizens are practicing democracy in action; they are setting, realizing and evaluating goals.

In performing research and gaining the facts for themselves, students acquire constructive opinions. Best of all, they learn to make logical conclusions.



Youngsters arrange a picture of our First President in a place of honor. Thomas Allen and Karen Krupp, both of Chenoweth, are shown.

The Individual

A Fact To Be Taught Everyday

In a democratic society, education has a dual responsibility. The child needs to understand and appreciate the worth and dignity of the individual; he also needs to understand the responsibility of the individual for the preservation of the democratic way of life.

"Ours is the greatest Republic in the history of mankind . . . It is our sacred responsibility to help protect that heritage and to preserve it for future generations."
Special quotation provided for Your Jefferson County Schools by J. Edgar Hoover.

In the elementary school, this instruction begins with a study of living in the home and school. It expands to a study of the larger community in which the child lives. Next, it extends to a study of state, national and world communities.

In the intermediate grades, history and geography become tools of instruction.

In Jefferson County, more than thirty thousand elementary pupils take part in these learnings.

Upper Grades

In the high schools, the annual report for 1961-62 provides enrollment figures for these related subjects:

- Contributors
To This Edition**
- Hugh Cassell
 - Ann Crockett
 - Robert Foster
 - Joe Kane
 - Kate O. Kirwan
 - Marguerite Lewis
 - O. M. Lassiter
 - Frances Masters
 - Angela Ruttie
 - Bob Shea
 - Curtis Whitman
 - Marian Wilson

GRADE LEVEL	SUBJECT AREA	NUMBER OF PUPILS
7	Kentucky History, Problems in World Living, United Nations	4571
8	U. S. History and Government	4477
9	Citizenship	1299
9	Ancient and Medieval History	164
9-10	World Geography	977
10	World History	1822
11	U. S. History	2574
12	Economics	282
12	Sociology	685
12	Problems of American Life	266
12	Advanced Government	217
12	International Problems	81
12	Humanities	265
TOTALS		17,680

Your Jefferson County Schools

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VOLUME 5

APRIL, 1962

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Educational TV Is Coming Of Age In Our County Schools

By Richard Van Hoose
County Schools Superintendent

Through educational television, an excellent opportunity is presented to the educator. With the advantage of this medium, the total program of instruction can be improved.

Television is a relatively new instrument of communication but it relies upon proven methods in the teaching-learning process. Teachers and pupils receive the benefit of the teaching arts, the graphic arts and electronic processes. Radio had a place in the school program and was overlooked; local, state and national interest indicate a different fate for educational television.

Teacher Still Vital

If properly used, television can be the answer to the overworked teacher's prayer. It will not detract from her all-important role as the classroom teacher.

Thorough research can be performed and disseminated inexpensively via television. This asset alone is sufficient to justify its use.

Subject matter can be presented as never before.

Appreciation of ETV increases in proportion with its use. Now it is not a question of "Should we use it?". It is now a question of "Can we afford not to use it?". Television is such a versatile and dynamic medium that it demands continuous appraisal. Its appraisal uplifts the entire instructional program.

Efforts Succeeded

I congratulate Governor Bert Combs and the members of the General Assembly for their successful efforts toward an ETV enactment. Now Kentucky will move forward, as have other states, to serve schools by day and homes by night.

Even before the Federal Communications Commission set aside a number of channels for educational purposes, Kentuckiana was involved in educational radio through the Louisville Free Public Library station and New Albany's educational station.

When the WFPK radio tower was erected at the Library, its planners constructed a tower with a base sufficiently strong to support a television addition. Presently that same tower is a part of the WFPK-TV structure.

When the Federal Communications Commission

reserved channels for education in 1952, Louisville area educators were among the first to reserve a channel. In January, 1957, Dr. Alexander J. Stoddard, representing the Fund for the Advancement of Education, proposed a television project for the Louisville area. This proposal was to be realized with the Fund supplying information and leadership plus a sizeable donation. That assistance was extended into a fifth year.

This project became the present Kentuckiana Educational Television which has a participation of 114,000 during the 1961-62 school year.

Kentuckiana Council

The Kentuckiana Educational Television Council has given leadership, determined policy and provided the finances for program operation of Channel 15. Local school systems pay the Council on the basis of pupil participation.

Assistance from the Ford Foundation, WAVE-TV, the United Electronics Laboratories, and the National Defense Education Act (NDEA) has been most helpful.

For a year, WAVE-TV contributed the use of its studio and staff. United Electronics Laboratories has extended services on a broader scale. To this, the Ford Foundation has made enabling grants of \$242,000.



Students Tommy Jacks, left, and Geraldine Coleman flank studio teacher Robert Richardson. Original and creative classroom work is recognized with these appearances.



These studio teachers are, seated, Stella Thompson, left, and Donna Vick, teachers of Math 8 and 7 respectively. Standing, left to right, John Dickey, American History; Raymond Layne, General Science; and Robert Richardson, English. Mr. Dickey currently is assigned to the Midwest Program in Airborne Television Instruction.

Live And Personal

For Many From Many Sources

Television in the schools means even more than in-school instruction. It provides direct lines of communication for the schools, community and homes. In a large system, television enables the superintendent to be seen and heard by every member of his staff as he outlines policy, provides information or expresses opinions. Teachers and other school personnel are saved many hours of after-school travel.

Community services become available to students and teachers alike as civic lectures, civil defense demonstrations and prominent speakers are presented on the educational channel. Every parent can now view his child's lessons if a converter is added to the home set.

The elementary school television program offers an average of forty minutes of telecasts per day. This may include instruction in art, music, geography, reading, science or conversational Spanish.

In junior and senior high

schools, students receive television instruction in no more than one class per day.

A telecast which may be a major teaching resource for one



Television brings these specialists to aid the classroom teachers. Seated, from left, Betty McKay, elementary conversational Spanish, phases 2 and 3; Norma Brown, art, grades 4 and 6; Virginia West, music, grades 3 and 5. Standing, from left, Elisabeth Standiford, reading improvement and enrichment, grades 3 through 6; and Sue Robinson, elementary conversational Spanish, phases 1 and 4.

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Richard Van Hoose,
Superintendent

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grade may be used as an enrichment program by another. Elementary students in the Advance Program may utilize junior or senior high school telecasts. Transition rooms may use programs from a lower level if they better meet the needs of these pupils.

Among the most enthusiastic users of educational television are the homebound students.

Television brings the best community resources into the classrooms.

Almost every week brings an outstanding person to the studio.

The studios of the Kentucky Educational Television Council do more live programming than any other studios in the state.

New Learning Experiences

Tool In The Five Program Plan

Educational television as it is used in Jefferson County today is flexible — it finds its way into many different classroom situations. To set the proper curriculum stage, the general course outline is developed during the summer, preceding the school year. **This serves not only as the basic source of subject content but it also provides experiences unequalled in the standard approach to learning.**

If students in a lower grade or level are studying a topic in science, history or literature, and if they are fast achievers, a turn of a knob will bring into focus the same topic on a higher level as it is presented to another group. The reverse situation is also possible for slower learners where re-enforcement is needed.

All Students

The Five Program Plan is designed to challenge all students in so far as possible with present staff and materials. This challenge demands a flexible and well-trained staff of teachers. Of course, ETV cannot succeed unless it is put into the hands of such a staff. Actually, the Five Program Plan and ETV tend to encourage and develop one another. **This is accomplished through long and frequent periods of planning and working.**

ETV has become a tool to help train and develop teachers as well as a tool used by teachers to provide learning experiences for children.

Space Flight

Telecast of the recent space flight by Colonel John Glenn serves as a classic example. Millions of students throughout the nation were able to view this spectacular event via ETV. Possibilities of ETV appear limitless from both academic and current events viewpoints.

Broader Horizons

The National Educational Television and Radio Center, with whom ETV stations across the country are affiliated, is operating as a kind of "fourth network." It is exchanging recorded programs among its affiliates by mail or other non-electronic means of delivery. Jefferson County shares in this excellent program exchange.

Television Library

A library of television instructional materials is being established by the National Educational Television and Radio Center with the aid of a \$240,000 grant from the U. S. Office of Education. It will have headquarters in New York City. It will be parallel to, but separate from, N.E.T.R.C.'s present pro-

gramming division. The latter now furnishes programs for 58 affiliated stations of which Jefferson County (Kentuckiana) is a member.

The F.C.C. Request

Newton Minow, Commission Chairman, has asked Congress to require TV manufacturers to make only those sets which can receive both the 12 VHF channels and the 70 new lesser-used UHF channels.

This expansion, nationwide, will reach the great majority of our school-children, college students, and adults pursuing education at home or in school. Through such a service, education and cultural advancement can be furthered in unparalleled fashion.



Seated, from left, elementary school TV teachers, Wilma Howard, science 3 and 4; Pat Harney, geography 5 and 6. Standing Jessie McGlon, left, science 5 and 6; and Pat Layne, geography 3 and 4.



Kenneth Lam, Director of Kentuckiana Educational Television Council, and Mildred Cobb, Program Producer, present Course Guides and Lesson Plans which accompany television instruction.



Teachers Mavis Kelley, left, and Thelma Cook discuss materials with Mrs. Naomi Winter, center. Mrs. Winter is the classroom consultant for television and shares new ideas and materials.

Team Teaching For TV Learning

Studio teachers and classroom teachers working as a team make educational television an effective medium for instruction. This instruction is based upon a course outline cooperatively planned by a number of teachers qualified in their fields. These people work with the help and guidance of supervisors and curriculum personnel.

From these guides, studio teachers organize the year's program into daily lesson plans which are sent in advance to the classroom teachers. These lesson plans, carefully edited and checked, indicate objectives, state specific content to be covered, suggest desirable student-teacher preparation and follow-up procedures. They offer a springboard of ideas for the classroom teacher to use in long-range or daily planning. Attention is given to the range of pupil needs and abilities.

Collective Strength

Studio and classroom teachers working together can do a more effective job than either working alone. In her direct relationship with the student, the classroom teacher can set the stage for listening and learning before the telecast. She can guide students in the choice of learning experiences or follow-up activities after the telecast.

The utilization of the telecast

determines its real usefulness.

Locally, the studio teacher can visit classrooms, call the classroom teacher or talk with supervisors and consultants about the effectiveness of her teaching. In turn, the classroom teacher calls or returns feedback sheets to inform the production staff of difficulties in content organization or presentation.

The Team Huddle

In-service meetings give this team an opportunity to work face-to-face. Here they re-evaluate and re-appraise the plans that were made in terms of classroom effectiveness. ETV has helped channel new learnings into the classroom.

Priming The Pump

A new venture is a sheet, "Priming the Pump", which includes techniques and materials for better utilization of educational television. The content is gleaned from visiting classes

and observing outstanding teaching in the Kentuckiana area. This paper bears evidence that stimulating, creative teaching is taking place.

The Individual Student

The individual is the most important factor in every class, even a large TV class. To know the student is the first responsibility that each teacher assumes. Before the first class session, the instructor collects pertinent information from school records to set up a seating arrangement which respects the mental and physical needs of the child.

Level assignments and optional activities encourage the student to explore topics which interest him. Herein creativeness is encouraged.

Through subjects such as social studies or literature, the student learns to formulate his own answers to problems. He is stimulated to think independently.

The Individual Is Important

During conference periods, the student can meet the teacher alone or he may meet her with other students similarly inclined. One student comes for explanation, another for enrichment. For the student who requires more repetition than class affords, a tape recording permits him to hear and rehear whenever and as often as necessary. Absences, too, can be cared for with tape.

Classroom teachers plan extensively for large classes, but the spotlight is always on the learner, the individual student.

Proof Of Success Is In Evaluation

Efforts to evaluate educational television have been most rewarding. As evaluation has proceeded, many areas for study have been revealed. Evaluation has been accomplished through studio teacher-made tests, through feedback sheets, professional appraisal both local and national, questionnaires, discussion sessions with PTA groups, in-service meetings of teachers and through standardized achievement tests.

It was gratifying to learn that the Kentuckiana Project is considered one of the most successful in the country. Local results indicate favorable performance according to the originally conceived plan of the National Experiment.

Questionnaires to parents, teachers and pupils have obtained the following statements:

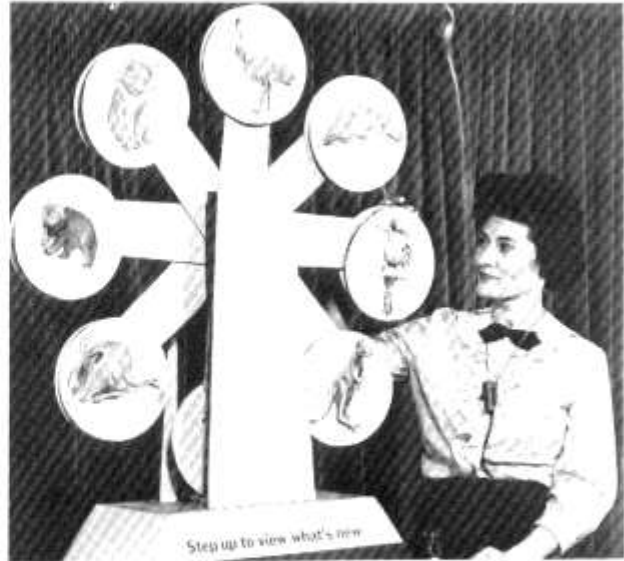
1. Student acceptance and opinion of television as good or better than traditional teaching is approximately 80%.
2. Teacher opinion and acceptance parallels student opinion and acceptance.
3. Parent reaction is not quite as favorable, but above 50%. (Survey results indicated that only a small percentage of parents had actually observed educational television at the time of the survey.)
4. Points on the student questionnaire that received a high rating for being better by television are as follows:

<i>notetaking</i>	<i>content</i>
<i>listening</i>	<i>scope and sequence</i>
<i>learning</i>	<i>telecast interest</i>
<i>material</i>	<i>follow-up interest.</i>
5. Teachers expressed a high opinion of:

<i>in-service workshops and television participation</i>
<i>scope and sequence of TV offerings</i>
<i>TV as a promoter of educational materials</i>
<i>creativity stimulated by television.</i>

They also expressed a strong preference for television teaching over traditional teaching.

6. Response of high, average, and low ability pupils indicate that all give a high degree of acceptance to television generally. It is rated as good or better than traditional teaching. The degree of acceptance generally varies with the ability of the group — the greatest degree of acceptance being with the high groups.



Pat Layno describes animal and plant life of Australia and shows how they are different.



Math teacher Donna Vick, left, is assisted by staff artist Helen Church in the construction of this math demonstration. With film reels, pipe cleaners and a dowel, base 5 is shown in odometer form. In normal use, odometers measure distance.

Standardized Tests

Results from standardized tests show that television pupils, as a group, score as well or better than non-television groups. Of course, other factors enter this picture — class attitude, pupil-teacher relationships and so forth.

Essentially, television seems to raise academic performance as measured by standardized tests. In Jefferson County, gains in learning by TV have been most satisfactory. This has been borne out by pupil performance in the respective subject areas.

Bringing The Future Into Sharp Focus

It is evident from the number of states considering television networks, and from the present trend in Congress, that education by television will be greatly extended. Too, it is obvious that there will be much educational planning over broad areas of the country as these various projects tend to overlap. This will bring together well-qualified people to plan the educational programs of the future.

A nationwide hunt for television teaching talent has been made by the Midwest Program on Airborne Television.

No doubt, as the years pass, teachers, who prove to be superior, will come to the front just as have excellent teachers in the classroom.

Much of ETV has passed the stage of equipment installation, organization, scheduling and preliminary evaluation.

Teaching Perfected

Now local and national leadership is directing attention to the perfection of television teaching. This is being done from both the production and teaching techniques of the studio teacher and the use of television from the classroom standpoint.

On the basis of present accomplishments, it is reasonable to think that teaching techniques and production can be improved. National libraries of instructional television materials are being established through the National Defense Education Act.

Videotape

Videotape is performing a great service in recording outstanding talent. Recently, Jesse Stuart was recorded.

Videotape affords the opportunity to the teacher of observing her own teaching.

In time, videotapes may be filed in special libraries, checked out and played on a home television set.



Richard Van Hoose, Jefferson County Superintendent, examines one of his many record books dealing with educational television. Mr. Van Hoose initiated ETV in Kentucky with the Jefferson County project in 1957. Since then, he has served with committees setting up the Kentuckiana Council, MPATI, and the Statewide network for Kentucky.

TV Awaits An Opportunity

When and if the techniques of machine teaching are perfected, there is a possibility that some adaptation to television could be made. Certainly team teaching will have a place with television teaching. At this time, experiments are under way in talk-back arrangements, here the student is able to talk to the studio teacher.

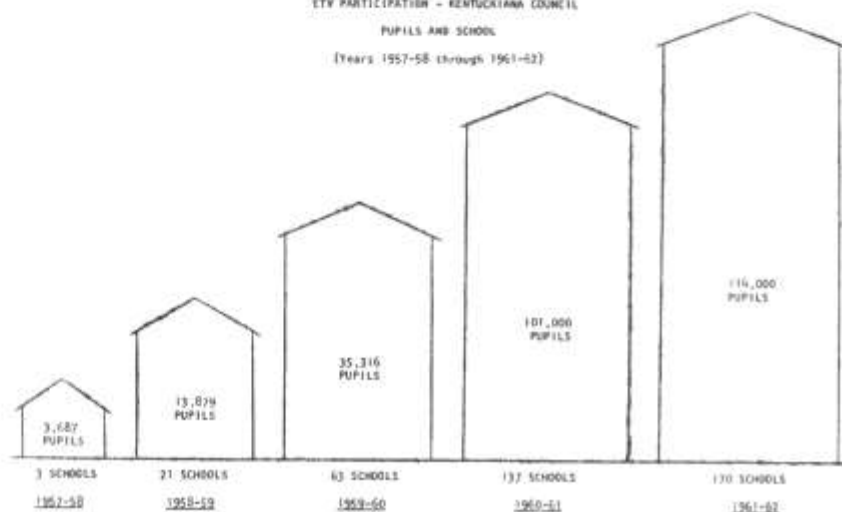
The future will furnish great opportunities for education beyond the normal schooling

years.

In academic fundamentals, vocational courses, literacy courses, college credit courses, general culture, world affairs, and many others, television will find a purpose. It will help to relieve college housing problems and it will provide training in the home for those who cannot leave for campus enrollment.

More than any single agency, it can offer a good teacher to every child.

ETV PARTICIPATION - KENTUCKIANA COUNCIL
PUPILS AND SCHOOLS
(Years 1957-58 through 1961-62)



MPATI...Expanding The Range

One of the recent developments in educational television has been MPATI — Midwest Program in Airborne Television Instruction. This is a project designed to expand the range of the television signal to such a point that one transmitter can cover an extremely large area.

MPATI telecasts instructional courses, recorded on videotape, from planes circling at high altitude over North-Central Indiana. These telecasts reach schools and colleges in six states of the surrounding region.

Four Schools Here

Four Jefferson County Schools — Durrett, Okolona, Seneca and Wilder — are now participating in this program. The total telecast area involves parts of Illinois, Indiana, Kentucky, Michigan, Ohio and Wisconsin.

The Ford Foundation was instrumental in setting up the MPATI program.

Again the goal is the same — to increase the quality of instruction without raising the cost of education beyond foreseeable means.

The airborne method was selected because it can reach greater numbers at less cost than can groundbased transmitters.

Educational Planning

To make sure that the courses selected for telecasting will relate to the needs of this region and other regions, consultation is held regularly with school and college personnel in the total telecast area. Panels of subject matter specialists from the participating states have worked out "ground rules" for each television course. In addition, a "teacher talent search" has been made to secure the best possible teachers for the Airborne courses.

Significance of MPATI

Jefferson County television teacher John Dickey was selected for the American History course via MPATI.

If the airborne experiment fulfills its promise of success, it

may serve as a pilot project for similar regional programs in other parts of the country. The program has important implications for education in underdeveloped parts of the world. This educational venture has great significance for the nation and the world.

What They Say About ETV

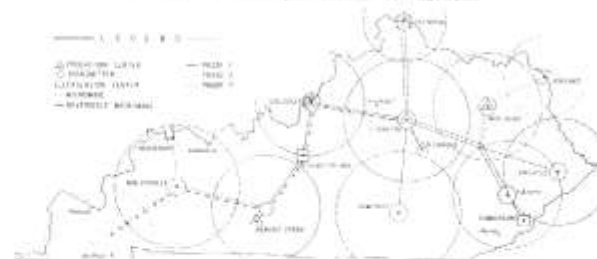
President John F. Kennedy:
"Since education is a matter of national concern, the Federal Government should assist in expediting the use of television as

a tested aid to education in the schools and colleges of the nation."

Abraham Ribicoff, Secretary of Health, Education and Welfare:
"Television is as great in its possibilities of increasing the excellence of education as the invention of printing was in its time."

Logan Wilson, President, American Council on Education:
"Federal assistance might well result in the nation having at least 100 new educational television stations within the next five years."

PROPOSED KENTUCKY EDUCATIONAL TV NETWORK



NOTE: Station ranges indicated on this map are conservative. Areas not covered would be covered either by the proposed stations or by necessary repeater stations.

(Details of this proposed TV network on Page 8)



Gordon Whitely, Producer Operator, prepares to thread a reel of videotape. The machine is used regularly for telecasting American History from MPATI. Also, National Educational Television programs are played, via videotape, on Channel 15. When need arises, local in-school telecasts are recorded and shown at a later time.

Far Reaching Lessons

An ETV Network For Kentucky

The 1960 General Assembly of the Commonwealth directed the Legislative Research Commission to study "the possible uses of television in the educational system of the state". The Commission appointed an Advisory Committee on ETV made up of educators, legislators, experts on television, and outstanding citizens. The Advisory Committee prepared a factual report. Jefferson County Superintendent Van Hoose served on this Advisory Committee.

Governor Bert Combs in his budget message to the 1962 General Assembly recommended a special appropriation for the State Department of Education. This appropriation will allow preliminary planning for an educational-television network in Kentucky.

With recent action by the General Assembly, there will soon be developed ETV production facilities plus the necessary transmission and relay stations.

The Kentucky Authority

A nine-member independent agency known as "The Kentucky Authority for Educational Television" has been created to operate the network.

Mr. Wendell Butler, State School Superintendent, will be chairman until the members elect another. Mr. Butler will choose a staff member from his department. Also serving will be a representative of the University of Kentucky, Mr. O. Leonard Press, head of the Radio-TV-Films Department.

There will be a representative of the State Colleges who will be elected by the Council on Public Higher Education.

The Governor will appoint two members qualified in the technical and engineering aspects of educational television and three citizen members.

The map on Page 7 shows graphically the phases of development.



Wendell Butler, left, State Superintendent for Public Instruction, and O. Leonard Press, Head of the Radio-TV-Films Department, University of Kentucky. These educational leaders will serve on "The Kentucky Authority for Educational Television."



Governor Bert Combs signs into law an educational television network for Kentucky.

Phase One (1962-1964)

A central station in Lexington would be fed by the University of Kentucky and by microwave from Eastern State College. The station at Hazard would make television teaching available to that area. A station and studio at Bowling Green would be connected by microwave from Lexington.

Murray and Morehead

Murray and Morehead would each have a production center and a videotape recorder. Lexington would feed these two locations network programs by videotape for closed-circuit use. Murray and Morehead would be able to supply courses for network broadcast by the same videotape method.

Louisville would be connected to Lexington by microwave. Elementary and secondary school telecourses of the kind Jefferson County has been producing could be beamed live to Lexington.

Two of the University extension centers would be connected in Phase One: Elizabethtown and Cumberland.

Phase Two (1964-1966)

Covington, Pikeville, Morehead, Somerset, and Madisonville channels would be constructed and linked into the system. A two-track microwave link would connect Covington with Lexington.

Phase Three (1966-1968)

The third phase would complete the network. Television channels at Murray and Ashland would be constructed and activated. Double-track microwave transmission facilities would connect all transmitters where necessary and extend to the remaining centers at Ashland and Henderson.

Your Jefferson County Schools

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

VOLUME 5

MAY, 1962

NUMBER 9

Wanted: Dedication And Talent

We Hunt For The Best Teachers

It is not easy to staff the schools of Jefferson County. In fact, it requires the services of a Teacher Recruitment Department. To meet the needs of a growing school system, additional teachers must be employed every year. Also, to replace the number lost in the annual turnover, more teachers must be processed for placement.

In the recent past, this has involved about 300 new teachers a year — half as additional staff and half as replacements.

To obtain these 300 teachers, three times this number are screened.

Recruitment Director

Mrs. Sara Belle Wellington is Director of Teacher Recruitment for the Jefferson County Schools. In this capacity, Mrs. Wellington interviews many applicants for hundreds of job openings. **With each applicant, a careful review is made of college preparation and personal background.** References and many other factors are considered in the assessment of teacher-applicant and classroom assignment.

Competition Is Great

There is great competition for teachers. Other states often provide higher salaries. Industry can more than match the salary offered a teacher. This bidding process is demanding of time and energy. Many times, good teachers are obtained only to leave for better-paying positions elsewhere — in and out of the profession. The problem is always posed: **secure and retain the best qualified personnel.**

Salary Schedule

To attract and hold good teachers, their services must be properly recognized and rewarded. But additional money for teachers' salaries is increasingly difficult to obtain. There are classrooms to build, buses to buy, instructional materials to purchase and services to provide. Too, there are more children to educate. The school dollar can be stretched only so far.

Locally, the lion's share of school money goes

into instruction — 73% of it. **If the school budget permitted, this expenditure would be increased.**

Home-Town Teachers

A study of the 310 teachers hired for 1961-62 indicates an interesting fact. *Most of these people, 75% to be exact, were born and reared in the Jefferson County community.* From other parts of Kentucky came 17% while the remaining 8% claimed other states and countries.

Three-fourths of these new teachers are women. However, the number of men in teaching positions is increasing.

From Many Colleges

Teachers in Jefferson County received and continue to receive their training from many different colleges and universities. From the University of Boston to the University of California, from North America to Europe extends the source of the instructional staff.

More and more, through the efforts of Mrs. Wellington and the Teacher Recruitment Department, contact with college campuses is expanding.

The selection of teacher personnel has been enlarged to include more and more applicants. With this advantage, the best possible teacher is more readily secured.



Mrs. Sara Belle Wellington, right, is Director of Teacher Recruitment. Here an applicant is interviewed. Approximately 300 positions must be filled for the 1962-63 school year — 150 new openings and 150 replacements.

In This Issue

THE TEACHER

- Page 1 Into the School System
- Page 2 Into the Classroom
- Page 3 The Faculty
- Page 4 Professional Organizations
- Page 5 In-Service Activities
- Page 6 The Community

A First-Year Teacher Says:

Many People And Facilities Help Make School Successful

By Beverly Joan Bennett

Last year, while completing my senior year at the University of Louisville, I began to consider the Kentuckiana school systems. It was only after I had read numerous publications and spoken with a number of educators that I made my decision: *I wanted to teach in the Jefferson County School system.* My reasons were twofold: I was a resident of Jefferson County and possessed a deep interest in the community. Too, this organization seemed to be the most alert and progressive school system that I had encountered.

I was assigned to teach 7th grade core at Valley High School. I met and talked with my principal, Mr. J. C. Cantrell. His interest, friendliness and encouragement went a long way toward making me feel at ease.

Orientation Programs

The Core Orientation Program under Miss Margaret Clayton, Core Supervisor, gave new teachers much insight into the functions and operations of the program. These meetings were invaluable.

The Jefferson County Schools hold general and departmental meetings before the opening of school. These enable a new teacher to meet the staff, to learn school policies, and to plan.

My preliminary planning consisted of:

- Making a tentative bibliography of core reference materials
- Inventorying visual aids equipment
- Checking laboratory equipment
- Striving to make the classroom attractive
- Devising a purposeful plan for the first day's work.

The opportunity to plan ahead did much to relieve unnecessary mental strain.

First Reactions

A beginning teacher undergoes an emotional adjustment far more complex than most peo-

ple realize. I recall one youngster who went home early the first day of school due to a bad case of "opening-day jitters". I knew exactly how she felt.

One joy of teaching is the fact that no two days are alike. There is no element of routine.

A Sense of Humor Helps

When a class and its teacher can laugh together, they become one. A mutual appreciation is developed.

For me, adjustment was comparatively easy since my students were pleasant and cooperative. The principals, counselors, faculty, and clerical staff were friendly and helpful. I found myself becoming more a part of the school system.

Parental cooperation went a long way towards making my first year a successful one. The P.T.A. enabled me to gain a viewpoint into school-community relationships. With this advantage, I can better understand my pupils.

Finding Resources

A teacher needs the tools of instruction. I was most fortunate in having numerous teaching facilities at my disposal. Our splendid library affords the opportunity of enriching classroom experiences. We also have the facilities of the

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Richard Van Hoose,
Superintendent

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July, and August, and distributed
to each family.*

Core Library.

The library is equipped with film strips and a portable encyclopedia set. Periodically, our librarians give lectures on the many uses of the library. This assistance has enhanced my teaching.

Through the Audio-Visual Department at Valley, I have been able to add another dimension to my teaching. By planning lessons in advance, I can place an order for any film pertaining to my presentation. This has helped stimulate thinking.

I wish to express my sincere thanks to everyone who has helped me to grow; I will always be appreciative.

I realize I have become a member of a much-honored and much-needed profession.



Beverly Bennett is completing her first year of teaching. A newcomer to the profession, she has been successful with her 7th grade pupils.

On The Faculty

The faculty meets regularly to face the problems which endlessly arise. Unity of purpose and energies is the goal.

What kinds of problems are faced in faculty meetings? More and more youngsters require more and more adaptations by more and new faculty members. The Five Program Plan is constantly being interpreted.

The Afternoon Agenda

Most faculty meetings are conducted by the principal, although the leadership is often shared with faculty members. Supervisors and members of the administrative staff frequently participate.

Faculty discussions center around topics such as these:

- Five Program Plan
- Grading System
- Homework
- Pupil Promotion and Retention
- Teaching Methods
- Staff Responsibilities
- Curriculum Studies
- School Projects

A series of faculty messages has been telecast by the superintendent and his guests. Teachers in the 61 schools view such subjects as New Trends in Teaching, The School Budget, Grades and Grading, Summer School, and The Testing Program.



New members of the Gilmore faculty flank principal Betty D. Lowe. Examining the latest science piece are Jane Tucker, left, and Jean Clements, right.



Members of Butler High School's 10th grade TV English class compete for a role in Julius Caesar. The play will be presented via educational television with an all-student cast. TV receiving teacher Marjoreen Lindsey shares the microphone with student Tom Thomas, who was elected by classmates to play Mark Anthony.

Valuable Materials Are Available For Teacher

Of necessity and habit, faculty members share instructional materials.

Filmstrips, records, charts and teaching aids are passed from teacher to teacher as the need arises. In the process, ideas are exchanged while insights are gained. Good teaching is strengthened when staff members work as a team.

THE PROFESSIONAL LIBRARY. In each school library, there is a section reserved for teacher use. Here can be found professional texts, journals and periodicals. Throughout the year,

pertinent book displays and exhibits are prepared by the librarian. There is much to be read in the way of new content and methodology. A great deal has been written, of late, about the arts, sciences and disciplines.

At the Central Office, teachers have access to a larger library where books, current literature and research papers are available.

Research papers, in many instances, have been presented to the library after teacher-authors use them in college graduate work.



During the KEA Convention, the "Teaching Taylors" paid a visit to Superintendent Richard Van Hoose. This father-mother-son team teach at Pleasure Ridge Park, Valley and Butler respectively. Seated, left to right, are Mr. Van Hoose, James Taylor, Jr., Laura Taylor and James Taylor, Sr.

Educational Groups Work For Progress

The Jefferson County Education Association and the Classroom Teacher Association hold approximately four meetings each during the school year — usually in the evening.

All county educators attend the one-day District Conference in the fall and the two-day KEA Convention in the spring. During the Convention, there are general and departmentalized meetings. *At these sessions, outstanding speakers share their viewpoints and experiences.* Departmentalized meetings give each teacher an opportunity to attend a session related to his particular field.

KEA and NEA

The work of the KEA and the NEA is carried on by appointive delegate assemblies. Rules and resolutions, presented to these state and national assemblies, are expressions from local organizations. These expressions are discussed openly by the delegate assemblies and either passed or rejected.

Through professional forums and associations, educational policies and practices are developed. **From these collective guidelines, teachers can advance the program of classroom instruction.**



Officers of the Jefferson County Classroom Teachers' Association work closely with the Kentucky Education Association. John Edrington, vice-president, and Elsie Nelson, president, stress the importance of a united profession.

Professional Organizations

Teachers Unite To Gain Goals

Professional organizations for Jefferson County teachers range from the local school faculty to the National Education Association. Of course, the individual teacher and the faculties are cornerstones of the teaching profession.

On a system-wide basis, teachers are members of the Jefferson County Education Association. This professional association is affiliated with district, state and national organizations. **All are dedicated to the improvement of the teaching-learning process.** Within this framework, special-interest groups, such as the Association for Supervision and Curriculum Development and the Classroom Teachers' Association, work toward specific goals.

Professional associations can be effective in encouraging legislation, raising professional standards, and improving teacher welfare.

The Classroom Teachers' Association has a specific project of improving the working con-

ditions for teachers. At the same time, the Jefferson County Education Association is reviewing a code of ethics for the profession.

The county organization is also working with state and national groups in a program of Teacher Education and Professional Standards.

Professional Integrity. The teacher assumes a role of leadership and lends support through membership in these organizations. The work of local associations is carried on by teachers and administrators of the Jefferson County School system. Each school has a building representative who serves as liaison between his faculty and a specific organization.

Officers and board members of these organizations are elected by the membership. Committees carry on continuous programs of study, interpretation, and action for upgrading the teaching profession locally and on a state-wide basis.

STATEMENT OF BELIEF

The teachers in Jefferson County believe that the American public school is a source of national unity, common purpose, and equality of opportunity. They believe that the defense and perpetuation of democracy require an educated citizenry. Therefore, the American system of free public education is essential to our democratic way of life. Herein lies the responsibility of citizens, parents and the teaching profession.

In-Service Activities . . .

Workshops, departmental meetings, college work and special projects are keyed to the educational program and to the teaching staff of Jefferson County. To improve the quality of instruction, and to better understand the learning process, teachers are constantly striving to better prepare themselves.

Along with the rapid growth of knowledge within subject fields and along with the need for a closer look at course content, **a new challenge for teacher-improvement has arisen.** This challenge calls for formal and informal periods of instruction to better prepare the teacher for daily responsibilities. On the basis of these total considerations, an in-service program is planned.

Self-improvement

Teachers come together from many colleges, from many different communities and with different teaching philosophies. To weld inexperience with experience, youth with maturity, new ideas with old, a school system must constantly survey its needs and problems. **These needs and problems point the way for in-service education.**

With approximately 300 new teachers every year, it is easy to see the need for bringing everyone into a general area of educational agreement. The total staff must share a common philosophy of practice and procedure. **Therefore, in-service education has become a continuous, year-round program which must be tailored to fit the ever-changing personnel.**

Guideposts

In attempting to provide an in-service program for a school system of this size, several guides or principles must be kept in mind:

1. *All educators, experienced and inexperienced, profit from the experience of in-service education.*
2. *The good teacher seeks and strives for self-improvement — the school system must therefore*



At a recent art workshop, Jane Calloway, standing, served as a consultant for teachers Esther Weil of Shryock, left, Anne Driskill of Greathouse and many others.

extend the opportunity for this self-improvement.

3. *In-service activities should be tied to the program of instruction by definite aims and purposes.*

4. *The in-service program changes with the needs of the school program.*

5. *All school personnel — classified and certified — need in-service training. Teachers are not alone in this area.*

Once a need is located and defined, attention is directed toward this problem by the proper in-service activity. Since money and time are involved, preparations of this nature must be planned with these factors in mind.

Considerable expenditures are necessary for the comprehensive in-service program.

The Professional Alphabet

- CTA — Classroom Teacher Association
 - JCEA — Jefferson County Education Association
 - FDEA — Fifth District Education Association
- COUNTIES OF:
- | | |
|-----------|---------|
| Jefferson | Shelby |
| Bullitt | Spencer |
| Henry | Trimble |
| Oldham | |
- KEA — Kentucky Education Association
 - NEA — National Education Association

What's To Be Learned?

From in-service activities, a number of benefits arise for both pupil and teacher:

Insights and understandings of classroom instruction are deepened and extended.

New knowledge, methods and materials are shared.

Teaching skills are further developed. Instructional and other educational materials are produced.

Instructional problems are resolved. In this process of curriculum improvement, there is professional staff growth. This growth is fostered by continuous evaluation of the total school program. **Research, experimentation and new procedures strengthen personnel as well as the program.**

Workshops And Curriculum Projects

Proposed For Summer, 1962

Department of Supervision

Advance Program	Music
Art	Physical Education
Core	Physics
Corrective Reading	Physiology
Economics	Refinement of
First Grade	Study Skills
Foreign Language	School Lunch
Individualized	School Patrol
Arithmetic	Science
Levels	Slow-learner
Library	Transition
Mathematics	World History

And Beyond The Classroom...

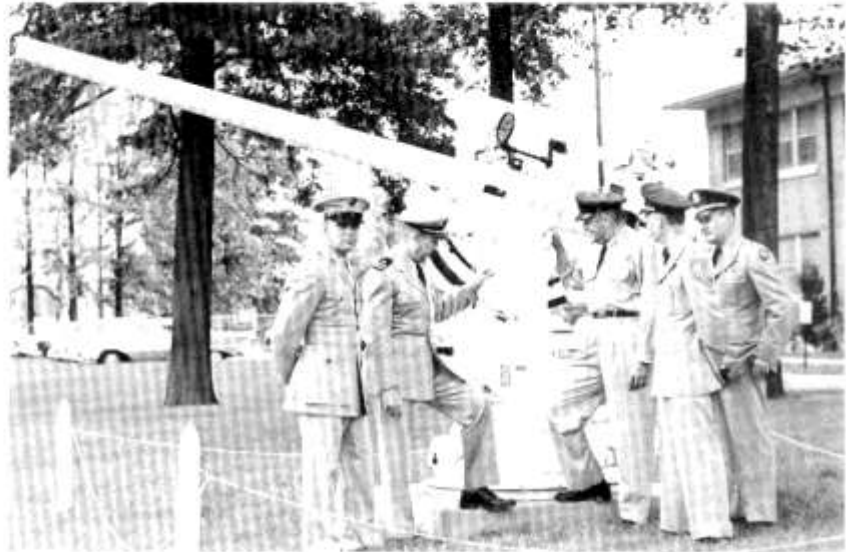
The classroom teacher has interests and responsibilities beyond the scope of the school day. And often this school day is stretched into the evening hours.

Nevertheless, the teacher fits into the community as a fellow citizen and a fellow taxpayer. **The teacher has the same scope of interests as his neighbor.** His service to the community is marked by membership in religious, civic and related organizations.

Many times the teacher is also a parent and is able to view children from two vantage points. As a parent, he may also find his time divided among a number of schools — his own and those of his children.

Armed Forces

As the picture on this page indicates, some Jefferson County teachers are members of military reserve units. This fact was dramatically illustrated last fall when seventeen teacher-reservists were recalled to active duty. This loss was heightened by the teaching wives who went with their husbands. The recall of these men was greatly felt and their return is keenly awaited.



Several educators who also serve as members of the military reserve. From left, John Rescher, J. C. Cantrell, Lucian Adams, Ralph Fullerton and Elmo Martin (on leave).

Plans For the Summer

From a survey just completed, here are summer plans expressed by 2,100 members of the Jefferson County teaching staff:

College Work	35%
Employment	26%
Travel beyond 2 weeks	20%
Other Plans	19%

A number of teachers have received scholarships for the 1962 summer term. Through the National Science Foundation and other organizations, approxi-

mately 5% of the teaching staff have been granted scholarship awards. These grants average \$300 and will enable almost a hundred educators to return to college for a summer term.

Continuous Process

Improving the quality of educational programs is a continuing need. There is also a need for a balanced school program that does not yield to the flash pressures of the moment. "Crash" efforts seldom help the pupil and the danger of over-emphasis is heightened by haste.

The Jefferson County Schools attempt to study all forces and all needs for curriculum change. In-service efforts are arranged on this basis.



Travel can bring both relaxation and enlightenment. Here, teachers Iva Dillingham, left, and Myrtle Hillenbrand check the route for sites and scenery.

Contributors to this Issue

- Beverly Bennett
- Ann Caldwell
- Marlee Crowe
- Arah Jarvis
- Elsie Nelson
- Ernestine Noland
- Robert Richardson
- Laura Taylor

Your Jefferson County Schools

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

VOLUME 6

SEPTEMBER, 1962

NUMBER 1

Guidelines For Parents

Your Role In Your 65 Schools

Richard Van Hoose, Superintendent

This year, the 65 schools of Jefferson County will be hard-pressed to house more than 58,400 youngsters, an increase of some 4,300 from last term. Despite new buildings and additional teachers, an uncomfortable gap has appeared and it will continue to grow. This gap has two dimensions — *one of continued pupil growth and one of effective home-school communication.*

Against this perennial background of increasing enrollment, the necessity of "keeping in touch" has become more urgent. A strain or breakdown in this vital area usually works a hardship on the person least deserving the disadvantage — **the child himself.**

Overview of School Policies

To throw a degree of illumination upon several aspects of school policy, this edition of *Your Jefferson County Schools* dedicates these six pages. Recognizing that the most desirable rapport between parents and educators takes place at the school itself — on the local level, this issue will attempt to report only general principles and guidelines.

Following this presentation, it is hoped that parents will avail themselves of the opportunity to **visit their schools.** There, questions and problems will be more readily resolved.



Guidelines For A Newcomer

First grader Brian Elliott and Shryock principal Barbara Curry discuss a problem during milk break.

In This Issue

- | | |
|--------------------------|--------------------|
| Page 2 Regulations | Page 4 School Fees |
| Page 3 Homework | Page 5 Field Trips |
| Page 6 School Discipline | |

To secure all necessary details, parents should confer first with the teacher and the principal, if necessary. This association will go far to carry out the guidelines of a fruitful relationship.

It is the youngster who will profit from this basis of understanding between home and school. This basis is necessary and it should be secured early.

Cooperation between parents and teachers is essential.

The administrative and supervisory staff of the Board of Education also stands ready to interpret and clarify guidelines of school operation. An appointment can be made with appropriate staff members and a conference will be arranged. Of necessity, the local school conference will serve as the first step for the meeting.

In dealing with all members of the educational staff, the parent will find a common interest in the progress of his child.

More To Come

Although this particular edition is titled *Guidelines For Parents*, each of the following issues will touch upon this ever-timely theme.

There will be a PTA telecast on November 1 for elementary parents and a telecast on February 7 for high school mothers and fathers. These programs will feature questions from parents and answers by school personnel. This exchange will be designed to strengthen guidelines of policy and procedure. These telecast dates will be at 8 p.m. All schools will be open for these 20-minute programs.

Read and save this copy. It can serve as a handy reference.

What Lies Ahead?

Finances permitting, the schools of Jefferson County will anticipate continued emphasis on science and math; more stress on economics and American democracy; and sustained interest in language, fine arts, reading and physical fitness.



Richard Van Hoose, school superintendent, discusses the forthcoming year with 432 teachers new to Jefferson County. For the most part, pupil growth required the additional staff, although some of this number will serve as replacements.

For The Good Of All

Our Rules And Regulations

John Ramsey

Assistant Superintendent

Specific rules, regulations and policies are vital to the efficient operation of any school system. The necessity for official rules and regulations is of even greater importance when the school system grows rapidly.

The Jefferson County Board of Education, for many years, has provided written policies for its school personnel and others to promote a better understanding of its organization and functions.

Revisions are made annually to keep these guidelines current. In 1961, the handbook containing policies, procedures and regulations was completely revised and brought up to date.

Experience Indication

This handbook is an accumulation of guides and directives gathered from the experiences of many. Without an organized set of rules and regulations, only

confusion and indecision would result. However, new situations and developments constantly require study, evaluation and altered judgments.

The purpose of these policies is to provide a better school system for the pupils. It is fully recognized that there may be a few adversely affected. This, however, does not minimize the need. *Guidelines for schools, or for society as a whole, must be formulated for the good of the greatest number to be served.*

Parents Can Help

Parents can be most helpful to their schools if they will know and understand its policies and procedures. This knowledge may be gained from a visit or phone call to the school. *Parents and interested friends have always been welcome in the schools.*

Information about pupils, programs and personnel can be furnished by the principal, and he will be happy to help.

How About You?

There are many people qualified to teach who are not exercising this talent. There are more who could qualify with a few additional courses. Guidance in this can be secured from the office of Teacher Recruitment. Are you interested?

Since courses, subjects, and degrees vary, your request for information must be determined on the basis of your particular background and transcript.

Those interested should contact Mrs. Sara Belle Wellington, Director of Teacher Recruitment, at the Jefferson County Education Center.

Persons wishing to inquire about substitute teaching, or the position of teacher-aide, should likewise contact Mrs. Wellington.

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School Prayer and Bible Reading

"The Teacher in charge shall read, or cause to be read, a portion of the Bible daily in every classroom or session room of the common schools of the state in the presence of the pupils therein assembled, but no child shall be required to read the Bible against the wish of his parents or guardian."

This is the law of the Commonwealth of Kentucky (Kentucky Revised Statutes 158.170). Many questions have been asked since the recent Supreme Court decision regarding prayer in the New York schools.

This decision will not affect policies or regulations in the Jefferson County public schools. These schools are directed to follow the State law with respect to Bible reading.

Respect for the feelings and rights of the individual is maintained as a high objective in this school system.



Following PTA work and leadership, Mrs. Jean Roedern is now a teacher at Shryock School. Here, checking supplies and materials with their teacher, are Ann Bryant and Howard Goldberg.

Homework-The Link Between Home and School

Myrtle Hillenbrand

Bates Elementary School

Homework is the mechanics of home study. It gives the student an opportunity to continue the practice and development of skills and concepts presented at school. It can easily serve as a link in interpreting classwork to

the parents.

The parents' role is to show interest, give encouragement, and provide conditions conducive to study. Daily plans often include many outside activities. Therefore, it is important that parents and pupils schedule a special time for homework. Parental interest in the neatness, ac-

curacy, and punctuality of such work can serve a great purpose. The work itself should be done by the pupil.

Teachers assist by planning with the pupils. Clearness of directions and variation of assignments increase interest, discourage copying, and challenge the student to work more effectively.



Hawthorne teacher Louise Hays and student Kenny Roemer review assignments . . . , at home, Kenny studies.

... In The Core Program

Virida Higdon

Durrett High School

Generally speaking, teachers feel that homework assignments are extensions of classroom work. As such, homework has a part in the learning process.

Parents Are Affected

In most instances, homework assignments affect parents as well as pupils. When parents have questions about homework, the best way to gain answers is the teacher-parent conference. Once a parent understands the importance of extended readings and research, and the real reasons for keeping notebooks, book reports, and pursuing special projects, homework assignments will relay their true import.

Homework assignments should be meaningful to the student. He should understand what is to be done, the time in which it is to be done, and the value that it has toward academic achievement. This understanding can be attained if the student has a part in planning the work and setting up the objectives to be reached. This is particularly true in the core program. When a student participates in developing class objectives and when he knows his responsibility and that of others, his work becomes more meaningful and he has a greater desire to see it through.

Not Always Drill

In most instances, homework is not a drill period. This is not to say that drill work is unnecessary. Many times, drill is needed when a specific weakness is to be overcome.

The individual and his problem must be considered when assigning homework.

... In The High School

Katherine Kirwan

Waggener High School

With the beginning of the school year, many parents become understandably concerned as to the homework expected of their children and their own responsibilities.

It is generally felt that homework has these three important purposes:

- It promotes good study habits.
- It develops independence and initiative in learning.
- It reinforces the learning begun in class.

While the amount of homework increases as the student moves from elementary to secondary school, the criteria for worthwhile assignments remain the same. The teacher has the responsibility to explain the assignment carefully and to be certain that it has real meaning. The thoughtful student should see its purpose. Homework should be reasonable in length and should stress quality rather than quantity.

Needed — A Quiet Place

The parent has the responsibility to provide a place conducive to study. Parents should set limits, establish rules, and insist on standards. Self-discipline develops from parental discipline.

Parents are urged to use caution when asked to help.

Parents must also remember that educational methods have changed greatly. Excessive assistance from parents can weaken the student. However, if the teacher, student, and parents realize their responsibilities in this area, homework can be an effective tool in the learning process.

What Should Parents Know About Elementary School Fees?

We asked G. L. Smith, Principal of Alice Waller School.

The schools are allotted money to purchase materials and supplies. The number of students, their distribution by ages and grades, and the school program itself make impossible a standard set of expenditures. Needs vary from school to school.

In years past, the local school exercised comparative control over the funds at its disposal. Today, the State also wields this control and requires a greater amount for books. This leaves a rather small portion for other school needs.

For sometime, as every school patron knows, the parent and the community have been called upon for needed school funds. By coupling this support with School Board appropriations, most schools obtain adequate operational revenue.

There are more schools and more pupils to include annually.

The term "fees" represents items which the parent would need to purchase. Through school purchasing, these articles are obtained on a uniform basis, for the correct purpose, and parents are spared a shopping trip.

School systems across the state and nation make use of fees. There is no recourse, in most instances.

Here are examples of school fees:

- Current events publications
- Special books
- Paper of all types
- Individual maps
- Crayons, paints and paste
- Ruler and scissors
- Materials for a special class.

An itemized listing of needs and costs should be sent home to the parent.

Without school fees, many tools of the educational trade would be missing from the classroom.



At Durrett, Mrs. Lorelei Butler, center, explains the many uses to which the home economics fee is put, from iron repair to food supplies, from soap powder to dressmaking patterns. The students are Lalone Cash, right, and Martha Mullendore.

What About High School Fees?

Here is the reply of H. L. Hatfield, Principal of Butler High School.

Some high school classes require consumable materials or additional services which are quite costly. The Jefferson County Board of Education appropriates about \$3.50 per student in each classroom for instructional materials. Any other expense of materials must be borne by the student or the school.

In special areas, additional materials or special services are needed to implement the program. **This is an educational fact of life.**

In art, for example, great quantities of paper, paints, crayons and other expendibles are needed for varied student interests.

To assure "on hand" supply, most schools use the fee system. Such money is usually deposited with the school treasurer who pays for all materials when received. Fees are kept to a minimum and are spent only in the department so requesting. **These accounts are audited annually.**

FEES VARY	<u>7-8 grades</u>	<u>Annual Fee</u>	<u>(Clothing)</u>	<u>\$2.00</u>
<p><i>Fees depend upon the projects undertaken and the amount of money allotted to the department from other sources. For example, different parent groups contribute considerable sums to the instructional program.</i></p> <p><i>Each school operates a central bookstore from which profits will be spent for instruction, welfare, and general school needs. Without fees, parent groups, and the school bookstore, the high school program would be anemic indeed.</i></p> <p><i>Listed here are typical fees based upon several years of experience in our high school. No pupil will require all of these fees at any one time.</i></p>	TV classes	\$.50	Home Management	3.00
	Vocal Music	1.50	General Biology	1.00
	Art	1.50	Physics	2.00
	Shop	1.50	Chemistry	2.00
	Home Economics	1.50	P.E. Towel Fee	3.00
	Band	2.00	Mechanical Drawing	1.00
	Physical Education (including locker and towels 1/2 year)	2.00	Typing	3.00
			Advanced Physical Science	1.00
			TV Classes	.50
	<u>9-12 grades</u>	<u>Annual Fee</u>	<p><i>An itemized list of costs should be sent to the parent.</i></p> <p><i>It would appear then that fees can range from \$6 to \$9 depending upon the subject areas selected.</i></p> <p><i>Provisions are made by the counselors to handle fees for needy children with a minimum amount of embarrassment.</i></p>	
	Art I	2.00		
	Advanced Art	2.00		
	Commercial Art	2.00		
Choral Music	2.00			
Band	2.00			
Shop	3.00			
Home Economics (Foods)	3.00			
Home Economics				

What About Field Trips?

Jessie Crady, a veteran elementary educator in Jefferson County, expresses it this way.

Field trips can be enlightening, informative and, at times, highly exciting. Experiences of this nature can add new dimensions to the learning process.

Selection of trips to be taken during a particular year, or a series of years, is important. With travel congestion and busy schedules, it is imperative that field activities be necessary, worthwhile and productive. **These constructive exercises can bring many a textbook into clearer focus.** Ideas materialize and words become sights. Statements which otherwise would be vague now convey true images.

The field trip expands instruction rather than replaces it.

The elementary class and its teacher develop questions which they hope to answer by observations. These questions are written down. The teacher encourages and suggests questions. Ground rules, behavior standards, and procedures are stated and reviewed.

A period of evaluation, in terms of trip observations and behavior, will follow.

Trip plans require a knowledge by the teacher of both her subject matter and her pupils. An excellent teacher aid is the recent booklet *Field Trips for Jefferson County School Children*. This is a compilation of successful field trip experiences prepared last spring by the local branch of the Association for Childhood Education. This project was spearheaded by one of our teachers, Mrs. Juanita Downing, who recently was appointed to the editorial board of *Childhood Education Magazine*.

Highlight To Study

Field trips complement classroom learning by taking students to see what they have been discussing, by providing a realistic and purposeful approach to learning, and by stimulating interest for further educational growth. A well-planned trip many times gives the summary highlight to a series of study experiences.



Walking to a nearby corn field, these Bashford Manor youngsters found nature at their very doorstep. Left to right, Robert Williams, Mary Bishop, librarian Jessie Crady, Carolyn Wray, Stephanie Ellis and Mike Powell, kneeling.

... In Junior High School

Julia Becker
Seneca, Seventh Grade Teacher

Most parents are aware that field trips constitute an interesting and lively part of the school curriculum. *These trips must be meaningful.*

A field trip should be a definite part of a study or class project. It may be made at the beginning, at the midpoint, or at the conclusion of a study. For example, it is probably more advantageous for a seventh grade core class to visit Frankfort at the end of its study of Kentucky history. Then, people and places studied "come to life".

There should be a direct connection between the trip and the particular study. Travel alone is of little value and actually can be boring to today's youngsters. *But to know what to expect and what to see guarantees a successful field trip.*

Written permission from the parent is required. Parents should expect information concerning destination, date, cost and other particulars of the trip. Notice will be sent well before the trip.

Parents should impress the child with the significance of proper behavior. The pupil will realize that his conduct not only reflects upon his class, his teacher, and his school, but upon his home and his family.

... The Upper Classmen

John Milkovich
Fern Creek High Teacher
A good education is dependent upon the utilization of many resources, many persons, industry,

civic and governmental offices plus a wide variety of institutions and agencies. *Since these assets cannot be brought into the classroom, the classroom must move out to meet them.*

A great deal of planning and supervision must be made to develop goals, procedures and preparations.

The principal and the Central Office are notified. This affords another measure of protection. The school bus is usually used.



Junior high school pupils at Thomas Jefferson observe definite rules of cafeteria behavior. Combining the influence of classroom and home, young people, such as these, display both self-control and etiquette.

What Do Our Teachers Say About Discipline?

Elementary

Iva Dillingham
Fern Creek School

A parent sympathetic with school discipline must first promote discipline in the home. *This parent realizes that the experiences encountered by the child in school are not the only ones that will affect his adjustment during the process of education.*

Be A Part

Most parents know that the teacher tries to create, through discipline, an atmosphere in which the child can find self-respect and a feeling of belonging to his school society. Once a "part" of the group, a child usually feels secure. *Then, learning will take place.*

All Have Rights

The child should be taught to consider the feelings and rights of others. The teacher strives to make the child aware of the reasons for self-restraint and self-control. A pupil with this alertness will be more inclined to evaluate behavior, his own and that of others, against a measurable set of standards.

Understand

If punishment becomes necessary, the child should understand his offense and the reason for correction. It is the teacher's responsibility to help develop a conscience for acceptable behavior in the class. Ideally, through group approval and disapproval, much can be done to effect morale and maturation.

Junior High

Mae Johnson
Seneca High School

The climate of the classroom has undergone great changes. It is a place where the children themselves experience a degree of self-determination.

Decisions—some trivial, others important—are made by youngsters and the teacher.

In the core program, there is much sharing of experiences, much planning, producing, and evaluating. Discipline evolves from this natural flurry of events.

If there is a question, parents may schedule a conference with the teacher or the counselor or visit the classroom and observe for themselves.

High School

Mary Theobald
Valley High School

If there were a teacher's credo about discipline, these would be its prime expressions:

- The disciplined room provides an atmosphere for learning.
- The disciplined study program guarantees subject matter its logical place in the school program.
- The disciplined vocational, recreational, and physical education programs capture the attention of youth with varying interests.

We must embrace the opportunities of PTA meetings. We must all recognize the needs of children.



To balance pupil population in all school areas, students are assigned to definite districts. At the Central Office, Miss Leona Stewart, Director of Pupil Personnel, works with school principals to inform parents of their district and its schools.

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READING: Seven Steps To Growth

It has been said that learning to read is the most difficult task a person encounters during his life.

Emphasis today is placed upon reading instruction as a means to develop the child. The main aim of reading instruction is to promote the wholesome growth of the child.

Two Major Purposes

Reading is many things to many people, but, in general, there are two major purposes for reading:

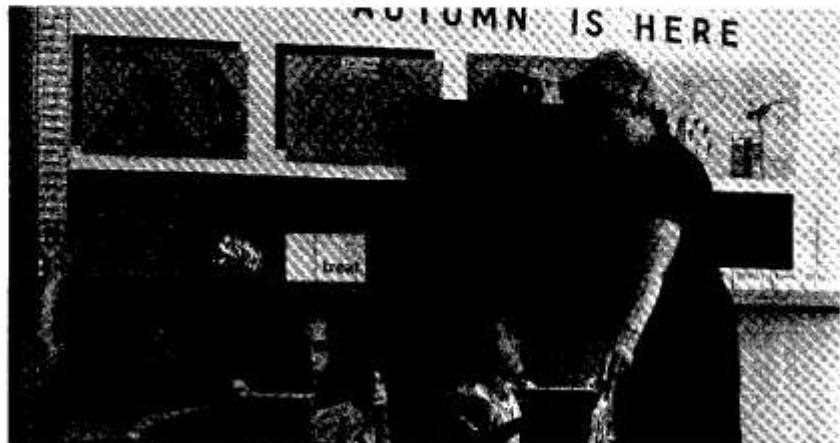
- (1) To secure information.
- (2) To derive pleasure.

The developmental traits and needs of a child help determine what and how he should be taught to read. A child gets ready to read, begins to read, grows in reading power, and grows personally through reading. But, since no two children are alike, there can be no one method of teaching reading. Teachers use many methods to meet the reading needs of their classrooms.

Steps In Reading

There are certain "steps" in learning to read.

The First Step. This is called the readiness period. One comment: "The most conscientious parent, the most alert teacher cannot make a child read until his bones, muscles, eyes, organs, nerves and desire say to him, 'Now you're ready. Now is the time.'"



At Schaffner School, Mrs. Evelyn Meredith illustrates different types of materials used in a classroom. Second graders (left to right) Donna Lawson, Donald Needy and Donna Sue Parker use supplementary books with the teacher available for guidance.

The Second Step. When readiness comes, there is an easy transition into reading from readiness charts. Picture books, labels, preprimers and first reading books are materials used in this step.

The Third Step. This is one of broadening the use of sight vocabulary by reading many phrases, sentences, and stories. Children develop the auditory or hearing discrimination of sounds.

The Fourth Step. This includes phonetic and structural analysis of words.

Some children develop a phonetic system of analysis without too much directed instruction. Others have difficulty.

The Fifth Step in the planned reading program is called by some a "plateau period." The child has mastered a large sight vocabulary. He can utilize the clues provided by picture and context. He can apply the analytic methods of phonetics and structure. Also, he can find some use for configuration or word forms.

The Sixth Step. Here, children are ready for directed instruction in the more defined skills that are necessary for advanced reading in many areas.

Children need instruction in reading material in the content areas. This is difficult for many youngsters because they must learn to apply basic reading skills.

The Seventh Step. More flexible approaches to reading may be considered. Children may be encouraged to read more critically and to continue to solve practical and group problems through reading. *The teaching of reading continues throughout the school life of children.*

In This Issue

Page One	Learning to Read
Page Two	The Basic Reading Program
Page Three	Special Reading Programs
Page Four	Parents and Reading
Page Five	Supplementary Readers—Books and More Books
Page Six	Textbook Adoption



Waggener teacher Jean Lee checks comprehension with Jeffrey Mattingly and Bradley Williams. These junior high pupils are concentrating on specific reading skills.



Durrett High students view projector slides designed to improve reading abilities. Mrs. Mabel Dunn is the teacher.

A Language Art Which Helps All Pupils

Because reading is one of the language arts, reading teachers must know about the development and use of language.

The child enters his first year of school expecting to read, not eventually, but, often the first day! His parents, too, expect him to learn to read and soon. Before the skills of reading are mastered, however, the art of listening and the use of speech must be a part of the child's development.

Communication of ideas is essential. Books contain works of imagination and valuable information. Reading must become a habit if it is to influence behavior of individuals and our culture.

There is no scarcity of reading material. The problem is one of selection. The reader must be helped to develop tastes and be guided to think critically about what he hears and what he reads.

The freedom to read is of little value if persons

do not bother to read.

The Jefferson County Schools provide the poor reader with the special help that he needs. They also challenge the talented reader to work to his capacity.

Few people realize the wide range of reading abilities found in children at any one age.

A child is more apt to read if he sees members of his family, those around him, reading.

Children must be encouraged to turn to books, magazines, and newspapers. This must be a habit by the time elementary and junior high have been completed. Home and school need to cooperate in developing permanent interests in reading.

It is rather pointless for students to score well on reading tests and never open a book voluntarily.

The Emphases Vary As Children Go Up Through The Grades

In Jefferson County, the teaching of reading can be identified with certain emphases in the grade sequence.

The first three grades are concerned primarily with the basic skills of word recognition and

comprehension.

In grades 4, 5, and 6, basic skills are further developed in terms of speed and complexity.

The acquiring and evaluating of information and ideas becomes important. Understanding and appreciation of simple literature is widened and deepened.

In grades 7, 8, and 9, the emphasis is on teaching students to read critically, to evaluate, and to form a logical opinion about what is read. The reading of literature now focuses upon poetry, drama, fiction, and biography.

In grades 10, 11, and 12, the special purposes of reading emphasize the development of such skills as skimming, reading for

details, reading for central ideas, and outlining.

As abilities vary, so does pupil performance in the basic reading program.

Summing Up

In summary, these are the provisions of the basic reading program:

- The skills of reading are taught.
- The reading habit is established.
- Special help for the poor reader and challenge for the gifted reader is extended.
- Reading materials are made available.
- Permanent interests in reading are developed.

Your

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Three Special Programs Help Develop Skills

Jefferson County has three special programs primarily concerned with developing reading skills:

- The Transition Program
- 7th-8th Grade Reading Improvement
- Refinement of Study Skills

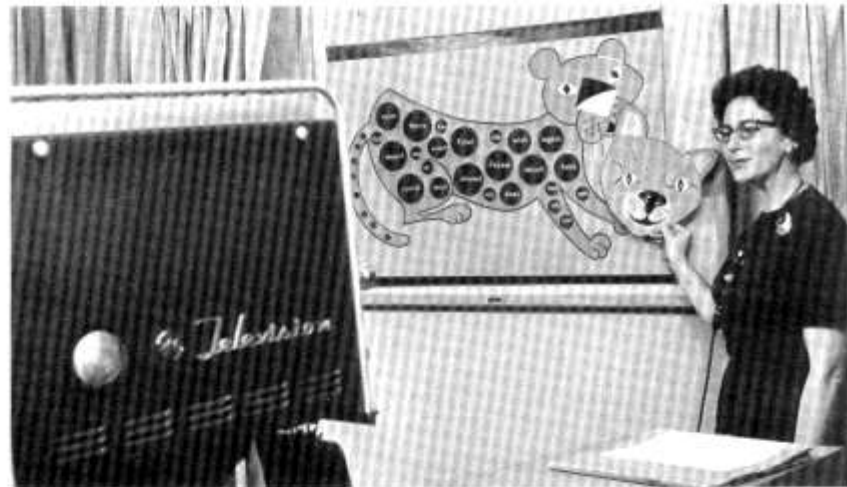
Transition Program

The transition program is a part of the elementary plan. Any fourth, fifth or sixth grader, who is reading one or two years below his grade level, may be a candidate for a transition room. The transition teacher has a maximum of twenty-five youngsters in the class. The ages of intermediate transition children may cover a span of 10 to 13 years.

The transition teacher spends a large portion of her time developing word recognition techniques and comprehension skills. She has a variety of material written on different levels in her classroom. When a child's reading improves so he can handle books written on his level, he is reassigned to a regular classroom.



Reading pacing devices are used by Valley High students Kendall Windsor and Lena Dixon. Mrs. Barbara Burch, teacher of the Study Skills Course for 11th and 12th graders, observes a moving shutter as it travels down the page. The shutter is adjusted for different speeds.



Television teacher Elisabeth Standiford shows an effective visual which "spots" basic words of speech and writing. Elementary youngsters view helpful telecasts such as this one.

Refinement of Study Skills

This is an eight-week course designed for eleventh and twelfth graders who are good readers but who want to improve their study skill.

This program will provide the students with refined techniques for handling college material. Sample lessons include:

- Increasing Reading Rate.
- Studying for Direct Recall.
- A Primer of Practical Logic.
- Building and Enriching Vocabulary.
- Group Discussion.
- Using Visual Aids for Learning.
- How To Take an Essay Test.
- Developing Good Study Habits.

In all reading programs in Jefferson County, the school librarian maintains a key position.

The librarian is knowledgeable in fields of reading skills and applicable material. When the classroom teacher combines her talents with the school librarian's, the student is usually guaranteed a reading diet that he can readily digest—and from which he can grow and profit.

7th And 8th Grade Reading Improvement

Each high school has at least one reading teacher in the seventh and eighth grades. This teacher usually works with small groups of youngsters to strengthen their reading ability.

The reading teacher analyzes difficulties and builds an instructional program accordingly. This program will vary from school to school depending upon the needs.

Books On Display

With the use of the Education Center on Newburg Road, library books from major publishing houses are now brought in to the Professional Library for inspection and review. Here, teachers, librarians, principals and pupils examine current publications from all over the country. Many books are ordered from this perusal and browsing experience. These books so cover the range of reading abilities that every child is considered when the texts are finally purchased.

Capitalizing upon available shelf space for these book displays, teachers are better able to see what is available for their particular pupil needs. The Professional Library presents these exhibits for county-wide review and reaction.

Mrs. Eleanor Simmons, coordinator of library services, arranges these full-fledged book exhibits.

Parents And Teachers A Partnership

Teachers and parents are partners in the development of a good reading program. From their own experience, parents are aware of the reading influence that the home can bring. Parents can strengthen this influence as the youngster progresses from one reading step to another. For their part, teachers are informed about the way that the child will adjust to the reading situation. It is necessary then that the teacher know something of the home background in order to plan thoroughly for the reading program.

What Can Parents Do?

Parents can help in many ways with the reading program. **Listening to the child read at home is important.** So are visits to the library and bookstores. The book read at home should be easier than the one read at school. Even after the youngster has learned to read, parents should continue to read to him since his interest level will exceed his reading ability for some time.

Parents should be regular readers to set the proper example. Also, a variety of experiences will help develop a meaningful vocabulary. Taking interesting trips is valuable to children. Boys and girls should be encouraged to tell of these experiences since this recounting provides an excellent opportunity for expression. This is first-hand information upon which other experiences can be built.

Health Factors

A well and rested child is better able to learn than one tired and irritable. Being allowed to watch a late show on television may mean a student less able to do schoolwork the following day. **Supervision should be exercised in this area of leisure time.**

Needless to say, a child's attitude toward school reflects that of his parents'. By visiting the school and talking with the teacher, parents can better understand how they can help. Too, they can be more certain of progress or problems.

Again, one of the greatest assets in the reading program is a reading parent. This particular advantage cannot be overstressed.

A Cornerstone

Reading is but one cornerstone of the language arts.

The acquisition of skill in reading is based upon a foundation of listening and speaking. Adequate reading proficiency is a prerequisite for the more refined skills of writing and spelling. Reading is the central theme for this issue of Your Jefferson County Schools.



At home, Mrs. Clarence Henson has a regular reading time with daughters Lou, kneeling, and Susan. This practice was established at an early age and has borne dividends, say the three. Lou and Susan attend Fern Creek High School.

Guest Authors For This Edition

Mabel Bowen	Everett Hancock
Mae Dixon	Evelyn Huff
Audrey Doberstein	Katherine Schuler
Ruth Dunn	Jane Sanders

All Are Allied

Communicative Skills Play Larger Roles

Although this issue of **Your Jefferson County Schools** deals primarily with reading and the printed word, the language skills of listening, speaking, and writing are basic avenues of communication.

Locally, the program in language arts concerns itself with the interrelation of the skills. Certainly, no one of these skills functions in complete isolation.

In this total area of communication, emphasis also must be placed on writing, beginning at the early elementary level. Since experience is the initial step to effective expression, purposeful experiences, such as films or field trips, are provided to stimulate writing.

Through these experiences, instruction and practice in the mechanics of language take place. Spelling comes in for its share of attention, too.

Listening and Speaking

Allied with reading and writing are listening and speaking. The role of oral communication has expanded with the use of the telephone, television, and business conference.

To compete successfully in this day of effective expression, each youngster will need opportunities for speech delivery, drama participation, and book reporting. The need for these opportunities is obvious.

This same youngster must be taught **listening and study skills.** Age increases the necessity for these two self-disciplining assets.

The Foundation Has 4 Bases

The need for the expansion of reading does not stop with a given age, level, grade placement, or any degree of reading competency. A firm foundation must be based upon:

- Basic reading instruction by planned sequences.
- Continuous guidance of reading activities in the content subjects.
- Provision for directed and independent reading.
- Opportunities to read critically, organize and evaluate.

Basic AND Supplementary

Books Build Reading Skill

In the elementary phase, the use of a basic reader is one proven method of implementing systematic reading instruction. This instruction will feature a variety of methods and skills which will later enable the pupil to read for critical, enlightening, and recreational purposes. It is mainly a tool device which elevates a child's general reading ability.

The basic reader is a strategic link in a planned progression of reading experiences. One sequence will follow the other in a definite pattern. Once these sequences have been mastered, the pupil is better able to read on his own and achieve independently. This basic reader approach promotes vocabulary growth and the development of comprehension abilities. This allows the young reader to strengthen his reading "muscles" for the content fields. These fields include geography, history, science, and mathematics.

A basic reader is designed for instructional use with teacher guidance.

Teachers recognize that every child needs the experience of reading something independently with ease and pleasure. There are many other books with high

Special reading teachers meet with Audrey Doberstein, program consultant. There are 15 teachers in this group. Left to right, are Connie Garot, Mansfield Stodghill, and Mary Logan Watts. Charts denote symbols and interpretations. In the initial phases of trying to read, children see letters and words as symbols, such as these shown.



interest and easy vocabularies for reluctant readers. By reading these easier books, and by seeing familiar words over and over again in different situations, poor readers improve.

They gain confidence.

Supplementary readers also are used to challenge children who have a great deal of ability in reading. Stories in these books arouse interest in specific topics such as animals, heroes, folklore, humor, and family life in other countries. If a child has enjoyed a story, he may be encouraged to pursue that topic in other sources, such as an encyclopedia, dictionary, anthology or other books.

By use of both basic and supplementary readers, teachers build success in reading.

If a youngster is successful, he will read more extensively and become more proficient in reading—both for information and for enjoyment.

Grouping Advantage

In the Five Program Plan, the classroom contains, as nearly as possible, pupils with similar rates of learning. Most of these pupils can use the same supplementary books.

Supplementary Readers

A supplementary book may be any book other than the basic adopted text. It may be used in a variety of ways depending upon the program, the children, the school and the teacher involved. **The needs and interests of all children cannot be met with the use of basic texts alone.** Therefore, supplementary books offer children more opportunities to move ahead. If the content is meaningful, informative, and interesting to pupils, it will help build their knowledge in many study areas.

Broadens

The supplementary book in the Superior and in most Regular classrooms is used in addition to the basic text. **It broadens and enriches background experience and skill development. Most supplementary books are used in this manner.**

In some Regular classes, the supplementary materials may be used in place of the basic texts. The advantage of this is that many supplementary books are written at a level which some children can handle with more success and enthusiasm.

How our Textbooks are Adopted

The State Board of Education has ruled that textbooks used in the public schools shall be offered for re-adoption or new adoption every four years. Elementary-school texts (grades 1 through 8) are adopted as part of the State free textbook program. It is financed by a 1962-63 appropriation of \$2,400,000. The State does not provide free high school texts.

Textbooks are divided into four groups. Each year, one group is re-adopted or new books are adopted in it. Here are the four groups:

Group One includes all social studies, grades 1-12. This group will be adopted in 1963. There are two social studies books that do not appear in this group. They are Kentucky History (7th grade) and Government (8th grade). These two books are in Adoption Group Four.

Group Two includes:

Reading and literature, grades 1-8

Writing, grades 1-8

Music, grades 1-12

Industrial Arts, Home Economics, and Agriculture, grades 7-12

Business Education, grades 9-12

Trades and Industries, grades 11-12.

The adoption for this group was made in 1962.

Group Three includes:

Mathematics

Science

Health

Education

Safety

Physical Education

This group will be eligible for adoption in 1965.

Group Four includes:

Language, grades 3-8.

Spelling, grades 3-8.

Composition, grades 7-12.

Literature, grades 7-12.

Art, grades 1-12.

Kentucky History, grade 7.

Government, grade 8.

This group will be adopted in 1964.



Here are Jefferson County educators who have participated in selections of textbooks. Books on the table are representative of the number to be examined by committee members. Left to right, are James Lam, Evelyn McDermott, O. M. Lassiter and Lula Hodge.

State Textbook Commission Compiles The Lists Of Books

Last month, the State Textbook Commission began compiling lists from which local school districts must adopt textbooks in 19 subjects. These books will be used in the 1963-67 period.

This year, books up for adoption are classified by law as Group One (the list appears on this page). Books in Group One make up about a fourth of the course of study in Grade One through Twelve. Since a one-fourth grouping is adopted each year, all texts receive study every four years.

From the lists drawn up by the State Commission, local districts, such as Jefferson County, have until April 1 to select the texts desired. After April 1, the Commission will make a selection for those districts not making their own.

There are nine members of this Commission and each serves a four-year term. Members are appointed by the State Board of Education upon the recommendation of the State Superintendent of Public Instruction.

At The Local Level

Locally, there are textbook committees from both the Louisville and Jefferson County school systems. These committees jointly evaluate each textbook to be adopted. After examination and evaluation, each committee reports to its respective Board of Education three textbook preferences.

The two superintendents, Louisville and Jefferson County, then meet to agree upon the adoption. Once the superintendents concur, the two School Boards are asked for their approval. Receiving this endorsement, the final selection list is sent to the State Board of Education for approval by the Superintendent of Public Instruction. The books are then acquired.

Your Jefferson County Schools

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NUMBER 3

TEACHING TRENDS

The Way To Effective Learning

Developments in teaching and subject matter are occurring fast. All must be evaluated. Teaching developments and trends arise from research and successful educational practices.

A healthy focus has been placed upon change — change underwritten by reliable and practical experimentation.

THE ALPHABET OF TRENDS

A few curriculum trends are set forth here in alphabetical order:

ARITHMETIC is being approached through several programs. The emphasis has been lifted from "doing problems" for the sake of completion. Basic understanding of structure and mathematical principle is now stressed. The interrelationship of arithmetic, geometry and algebra is shown as a logical and orderly system.

BIOLGY assumed a new posture in September, 1962, when five high schools in Jefferson County were equipped to teach a new and revolutionary course in the tenth grade. These students are no longer studying a biology text, memorizing details, and learning mere facts. They are being taught the scientific procedure of investigation and experimentation. They are receiving guidance as they conduct their own research. They are learning by discovering for themselves and by comparing their findings with those of established scientists.

CHEMISTRY has two new projects underway in Jefferson County: (1) The Chemical Bond Approach (CBA), and (2) The Chemical Educational Materials Study (CHEMS).

In CBA, a student is given an appreciation of chemistry by performing the functions characteristic of chemists. An experiment is designed which will shed light on a student-identified problem and the student carries out the experiment. **He arrives at a conclusion through an analysis of his own data.**

The CHEM study assumes that a student going into high school chemistry is aware of atoms and molecules, nuclei and electrons. As the course progresses, meaningful experiments are introduced. Youngsters learn about chemical reactions — their mechanisms, rates, products and energy release.

Both CBA and CHEMS are laboratory-centered.

DISTRIBUTIVE Education offers an invigorating view of salesmanship. Balancing classroom preparation with on-the-job experience, high school boys and girls learn salesmanship,

merchandise quality, business arithmetic and English.

ENGLISH continues to highlight its natural sequence — listening, speaking, reading, and writing. To this sequence has been added linguistics. Linguistics deals with the origin, structure, and changes of the mother tongue.

FOREIGN languages also follow a sequence. Since language is basically audio-lingual, foreign languages recognize that the written word comes from the spoken word. **First the ear, then the eye, and finally the pencil.**

MUSIC is departing from old-line factual teaching. More and more children are being encouraged to **discover** information for themselves.

Emerging is a trend of teaching all phases of the music program, usually reserved for upper grade children, to the primary grade children — but with different approaches.

The weaving of music into the activity fabric of the school has involved everyone.

PHYSICS has been strengthened by the Physical Science Study Committee. This is a group of college and high school physics teachers working to develop an improved beginning course.

Physics is presented as a **continuing process to understand the nature of the physical world.** A student learns that **time, space and matter cannot be separated.**

Topics progress from the simple and familiar to the more subtle ideas of modern atomic physics.



These Eastern High students are learning that math is in everything. Programmed learning in this trigonometry class enables each youngster to set his own pace. Miss Edith Wood is the teacher.

Action, Research, Experiments

The Jefferson County schools have consistently tried to plan and offer better programs of instruction. This effort involves both teachers and the curriculum. It also involves finance. Any experimentation or departure from routine requires an expenditure of both time and money. Such costs are well-spent.

Man's knowledge has doubled within past decades and a problem has arisen concerning what should be put in and what should be taken out of the public school curriculum.

Must Assess

Today, the curriculum attempts to provide experiences which will put students on their feet as thinkers and producers. To do this, an account must be taken of social, economic and related changes. An assessment must be made of the scene locally, statewide, nationally and even internationally.

Many people take part in this assessment—educators, parents, pupils, business, labor and other interested parties. Usually, the result ushers in a more meaningful curriculum for the student.

How's It Done?

Curriculum development evolves in many ways. In Jefferson County, the philosophy encourages the curriculum to be shaped and evaluated in the classroom. Here it is tested and studied in terms of community needs and purposes.



From Temple University in Philadelphia, Dr. Miriam Wilt came to meet with Jefferson County educators Katherine Schuler and James E. Farmer. Many teachers joined this trio for a discussion of Creativity.

Who evaluates the curriculum? Usually those qualified as to background and interest.

Periodically, a particular area in the curriculum becomes an area of countywide study. This may involve a large or a small number of schools. From this guiding group, a smaller committee will assume the responsibility for examining materials prepared by each interested school. A consultant is asked to pass upon the efforts of the schools and the committee so that a format for a new curriculum guide can be considered. The curriculum guide will serve as its name suggests — as a guide for classroom instruction.

After a consultant lends a helping hand, teachers, princi-

pals, and supervisors ready themselves for the next step.

Writing The Guide

This involves the actual writing of the curriculum guide. The writing is based upon: (1) successful teaching practices, (2) reliable trends in this particular field, (3) results of the testing program, and (4) valid research.

To keep abreast, educators must be active in professional affairs. Personnel from the Jefferson County schools visit other systems, attend various study conferences, and actively work with recognized authorities in the various subject fields. This constant searching must continue if good teaching and up-dated curricula are to prevail.

Here are curriculum guides which recently moved through the sequences described on this page.

New

- Anatomy and Physiology
- Library, Procedures and Use
- Library, Teachers' Manual
- Music
- Physical Fitness
- Primary Creative Seatwork
- Reading Improvement
- Reading Study Skills
- Transition Room
- World History

Advance Program

- Algebra
- English Addenda—9th grade
- English—10th grade
- Science—8th grade
- Spanish stories—9th and 10th grades

- Spelling—4th and 8th grades
- World History

Revised and Extended

- Core—7th grade
- Core—8th grade
- Elementary Science

Re-run

- The Levels
- FM Radio Time Schedule
- Primary Grades—1, 2, 3
- Intermediate Grades—4, 5, 6

Tests

- First Readiness
- Level 5
- Level 8
- Levels 11, 12, 13
- Levels 14, 15, 16
- Levels 17, 18, 19

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The Tools Of Learning Are Varied And Valuable

Tools of learning are more than equipment and supplies of instruction.

These tools involve skills and abilities which the student must use in doing his school work.

The acquisition of motor skills and factual knowledge, the formation or change of attitudes and habits of behavior represent an important aspect of learning. These assets serve as tools for the student.

Tools of learning consist of good study habits, the scientific attitude, inquisitiveness, methods of finding and analyzing data, good research technique, and the ability to think abstractly. These are tools that can, and must, be developed by every student.

Motivation Important

Each student should be so motivated by his teachers, parents, peers, and others that he will have the desire to constantly improve himself. Few are the students who cannot be shown

ways of improving their learning skills. The "thrill of the chase" holds just as true in the field of academic achievement as it does in hunting or in athletic activities. Success has a way of inspiring youngsters to further and higher efforts.

Self-Image

The learner approaches every situation with some concept of himself and his capabilities. This concept will have its roots in his past achievement, his maturity, and his desire to achieve success. Success in learning usually gives rise to a pleasant feeling which in turn enables further learning. Emotions and self-concepts based on emotions do affect learning. The learner needs a wholesome, healthy self-image if he is to do his best work.

Students must be able to determine what is of value in everyday life. Practicing correct responses, purposeful drill, careful observation, and using prac-



At Durrett, teacher Harvey Soehner and student Kay Beeler compare the "large" and the "small" for an on-looking class. The heart muscle is under observation.

tical approaches to practical situations are some ways that tools of learning are sharpened for further use. The learner must be able to make decisions concerning situations and people.

Good citizens are not born, they are educated. They are products of good environments.

Good Citizenship

Good citizenship involves respect for the law and legally constituted authorities. The rights of others also enter the picture. A good citizen will study the issues and reach an intelligent decision. This analysis is a tool gained from prior learning experiences.



Butler teacher Ronald Sabel points out certain features of a monkey brain. Janet Dittmore, left, and Janice Gray assist with this study in physiology.

Another Tool

Effective communication is essential if people are to live together in a rapidly changing and rather volatile world.

Self-Analysis Is A Skill Which Should Be Learned By All

The mirror-image of one's self is sometimes pleasing, sometimes displeasing. Most people have a good idea of what they really are and what they are capable of doing and becoming. However, everyone needs to learn how to analyze his abili-

ties, his talents, his desires, and his interests.

Everyone needs to learn how to examine himself for self-improvement purposes.

The term "tools of learning" means different things to different people. However, it seems

that the term properly refers to those intangible traits and skills that enable a person to become accomplished in his field of endeavor.

Once gained, the learning tools should be used for a lifetime.



Mrs. Ellmarie Karibo teaches Distributive Education at Butler High School. Stores throughout the community offer "on-job" experiences after school hours.



In a local store, Mrs. Karibo checks the cash register tape with Mrs. Yvonne Pavay, a Butler graduate now employed as a saleslady. Louise Dobson, currently a student, looks on.

Trends In Technical Education

The curriculum in technical education places emphasis on technical knowledge rather than manipulative skills. This new emphasis makes it essential that individuals be trained for job "clusters." This will permit people to be shifted from one job to another within the same broad technical cluster. Math and science concepts are highlighted within this cluster.

In developing and up-dating a curriculum in the technical field, attention is given to industrial in-service training. Engineers, craftsmen and technicians blend their talents with Jefferson County school personnel in setting up areas of instruction.

Electronics

Let's select a typical subject in vocational school and see how it is offered. Technical electronics can serve as an example.

This course includes laboratory experiences, oral and written expression, science, math and related skill areas. Individual differences are noted in the students and the teacher reacts accordingly.

A curriculum guide is followed. The guide is general and relative rather than absolute and restrictive. It points the way for instruction.

Distributive Education

Distributive Education is a work-study program in retail training for high school juniors and seniors. Under this plan, the student enrolls in the re-

quired high school courses such as English, social science and math. He then selects the Distributive Education course as an elective.

In addition to classroom instruction, the student must spend 540 hours at work in a retail or wholesale business.

Good Jobs Follow

This is the third year for Distributive Education in the Jefferson County schools. Each year has brought better working stations for the student, giving him more opportunity for a "good" full-time job after graduation.

This year, Kentucky has joined the Distributive Education Clubs of America which will enable qualified students to receive college scholarships, loans, and awards.

Business Education

There is strong indication that typing and shorthand are being taken by more and more students. Many of these young people use these skills in college and higher education. Others gain a foundation upon which they will market these same skills.

With automation, a more capable office worker will be needed for new routines and procedures.

Since a general education is offered in high school, it is now felt that advanced training in business education is needed upon graduation.

In Jefferson County, seventh and eighth graders are being encouraged to take typing during summer school. Lack of facilities during the regular year makes it necessary to offer this subject to upper classmen. Typing has become a tool subject for high school use.

Industrial Arts

This course is not intended to train a boy as a master craftsman. It poses experiences in many fields and offers a choice for future specialization. A youngster is acquainted with quality material and workmanship. In years to come, this knowledge will come in handy when home purchase and repairs are considered.

Most boys, entering Jefferson County high schools, are counseled into industrial art courses.

Home Economics

These subjects present basic and helpful information about homemaking. For those who will be rearing a family — buying household supplies and groceries — setting up housekeeping, home economics has distinct attractions.

With new appliances and new types of foods appearing every day, home economics attempts to place these innovations in the proper home setting.

The majority of girls, entering high school, are counseled into general courses of home economics.

Trends That Proved Successful

Although the following projects may not qualify as trends or experiments, they may be considered new approaches to the problem of improving the school program.

Transition Rooms

Transition rooms have been established in the elementary schools to meet the needs of slow readers. Children reading at least two years below expectancy are placed in these rooms. **Poor use of ability, illness, or little desire to learn are some of the factors causing a child to need extra help in reading.**

The program is centered on the needs of each pupil after a thorough diagnosis of his problems. Since the transition room has fewer pupils than a regular classroom, remedial reading instruction can be given on an individual basis. **Extra materials and equipment are furnished for multiple reading levels.** As reading deficiencies are corrected, the pupil moves back into a regular classroom.

After three years of Transition operation, it is evident that pupils are happier. **Their learning rate has increased.** With in-service training and guidance, teachers are developing a high degree of skill with slow learners.

The Levels Program

The Levels Program divides elementary school work into twenty parts rather than the traditional six parts (six years). The first and sixth years have four levels and each of the other years has three. When a level is completed, the pupil moves into the next. Progress is continuous and a pupil may move to another level at anytime. **Each pupil moves at his own rate. The rapid learner is not held back and the slow learner is not pressured.**



Communication with parents and teachers is a necessity. Making use of TV to answer questions from viewers are (left to right) Superintendent Richard Van Hoose, Ruth Dunn and Mae Dixon, supervisors, and James E. Farmer, assistant superintendent. Relaying questions are Mrs. Edith Hatfield, PTA Council president, and Downey Gray, Jr., School Board chairman.

On standardized tests, pupils score higher than they did in the traditional six-year program.

The program is under continuous study and revision is made as need dictates.

The Five Program Plan

The Five Program Plan also became operative three years ago. It may be explained as follows.

The **Advance** program is designed for the academically gifted pupils. These pupils have very high ability and are achieving two or more years above the national norms.

The **Superior** program provides for pupils whose ability and achievement falls between the academically gifted and the average. These people are one to two years above expectancy.

The **Regular** program serves pupils whose ability and achievement are considered average or normal.

The **Educable** program offers instruction for pupils who are not able to pursue the Regular program.

The **Trainable** program, for pupils unable to do academic work, is not operative due to finances.

Critical and continuous evaluation indicates that the Five Program Plan meets pupil needs more effectively than the traditional "one program". This is especially true for the rapid and slow learners.

Educational Television

Educational television in Jef-

erson County began in September, 1957, with closed circuit telecasts to three elementary schools. Next year, the program expanded to five elementary schools and the ten high schools then in operation. In its third year, the program served all elementary schools and all high schools in Jefferson County.

Careful and exhaustive testing has produced conclusive evidence that pupils in large TV classes do as well as — or better than — pupils in regular classes.

A survey made by the Research Department revealed that pupils, teachers and parents favor instruction by television.

Looking Toward Finance

During the first three years, educational television was financed almost completely by grants from the Ford Foundation. Classroom receiving equipment was financed partially by funds from the National Defense Education Act. ETV in Jefferson County has saved more than \$800,000 through more effective building utilization.

Other ETV advantages include:

- System-wide faculty meetings with the Superintendent.
- In-service training for teachers.
- Better lesson planning.
- Improved homebound instruction.



At Kennedy School, physical fitness is the order of the day. Demonstrating for Principal Mary Jo McGary are squatters Stephen Morris, left, and Larry Saul. Standing, left to right, are Kathy Carpenter and Nancy Estilow.

Parents and Teachers Contribute to Learning

Parents and teachers are realizing more and more the need for their joint efforts in setting the stage for learning. **This mutual effort is essential.** Persons dealing with the physical, emotional and related aspects of the learning process are convinced of one thing: **the complete child — all 24 hours of him — must be taken into consideration if his growth is to be evaluated.** Here growth includes both mental and physical aspects.

Parents can contribute to this growth process if they will reflect a positive attitude toward the teacher, the school, and the school experiences of the student.

Must Have Desire

As indicated on Page Three, motivation plays a very strong part in determining the child's accomplishments. The desire to learn must be encouraged constantly.

Parents and teachers agree that a child's physical health is an important factor in his school life. Parents provide great assistance in this respect when they notice and resolve frustration, anxiety and tensions.

Guest Authors For This Edition

Robert Ackman	Margaret Kammerer
Christine Adams	Albin Lee
Mabel Bowen	Herb Lewis
Hugh Cassell	Jane Sanders
Leo Colyer	Katherine Schuler
Mae Dixon	Elizabeth Sweeney
Hattie Glenn	William P. Wright

Physical Health

Parents also aid the learning process when they ask themselves: **Is my child eating properly? Is he receiving the proper amount of rest? Does he have an opportunity for play and recreation? Is he receiving a sufficient amount of exercise?**

Testing Trends

The program of standardized testing in the Jefferson County Schools constitutes an effective pattern of checks and balances — checks and balances in evaluating the educational program. Results from the system-wide testing program indicate that the Levels and the Five Program Plan are sound educational practices. Test scores substantiate this point.

Not By Chance

The design of neither the mental ability nor the achievement testing is a matter of chance. **Purposes are formulated first. Decisions are reached regarding the function which each test is intended to perform.** Then the test design is developed which will best accomplish these purposes.

In addition to measurement of mental ability and achievement, pupils at the high school level are inventoried with respect to occupational and educational interests. **At an appropriate time when these interests have stabilized, pupils are inventoried for educational and occupational aptitude.**

Beginning with first grade readiness tests and extending through the senior high school measures, a pupil in Jefferson County has an integrated, planned, and cohesive program of measurement throughout his twelve years of school.

Your Jefferson County Schools

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LUNCH ... a vital part of each school day

Education is wasted upon a mind befogged with hunger and malnutrition. Heeding this truth, the national school lunch program has become the largest feeding business in the world. The Jefferson County School lunch program is no exception; it is the largest such operation in the state.

National School Lunch Act

The United States Government believed so much in the value of the school lunch that Congress wrote a bill signed by President Harry S. Truman. This was the National School Lunch Act which became law on June 4, 1946. The law authorized both cash and food assistance. Individual states were to coordinate the arrangement for participating school systems.

Cash assistance is given in the form of reimbursement to schools that meet certain qualifications for the aid. The prime qualification is the Type A lunch.

Food assistance is through the U. S. Department of Agriculture. In addition, the Agriculture Department makes available foods purchased to stabilize farm prices. This enables the school lunches to be served at a lower price.

The Type A Lunch

Type A lunch requirements:

1. One-half pint of fluid whole milk.



It's lunch time at Durrett High School. Here youngsters are moving through the line to enjoy a pleasant meal and break in a busy day.

2. Two ounces of lean meat, poultry or fish, or cheese, or one egg, or one-half cup of dried peas or beans, or four tablespoons of peanut butter.

3. Three-fourths cup of vegetables or fruits, or both.

4. One portion of whole grain or enriched bread; or cornbread, biscuits, muffins, rolls made of whole wheat or enriched flour.

5. Two teaspoons of butter or fortified margarine.

This pattern is based primarily upon the nutritional requirements for an elementary school child. High school students need larger servings.

36,000 Daily Lunches

In 1946, nineteen of the twenty-six Jefferson County school

lunchrooms began participation in the National School Lunch Program; 9 cents was received for each Type A lunch.

For the 60 lunch programs in 1962-63, reimbursement will begin at 3 cents. If the schools of the state serve more lunches than estimated, reimbursement will be decreased later in the year.

Overall Costs — Up

The cost of lunches to children has increased from 15 cents and 20 cents in 1946 to 25, 30 and 35 cents in 1962, due to higher costs.

In 1946, the average daily number of lunches served was about 9500. This year, it is averaging more than 36,000.

In 1946, Jefferson County lunchrooms employed about 100 women. In 1961-62, approximately 800 people were employed, both men and women.

Sharing Ideas

Every effort is made to offer a meaningful in-service program to lunchroom personnel. Activities include pre-school workshop, monthly meetings and area conferences.

A Good Daily Diet

In Jefferson County, educators have not been satisfied to provide lunch programs as a mere convenience. It is a firm belief that any aspect of school activity, involving so many students, should also be educational. This provides an excellent opportunity to teach about:

- the foods that make up a good daily diet;
- the effect of nutrition on health; and
- the results of poor eating habits.

Nutrition: The Biggest Bargain

Miss Virginia Wheeler, supervisor of the Jefferson County school lunch program, works with lunchroom managers, workers and principals. The object: good food properly prepared and attractively served.

In-Service Programs

In-service programs for school lunch personnel began in the early 1930's. In-service activities now include:

- A pre-school conference or a two-day workshop.
- Food preparation demonstrations.
- Nutrition lectures.
- Menu planning and recipes.
- Cost studies.
- Equipment demonstrations.
- Safety instructions.
- Personal relationships.

School lunch personnel have formed an affiliate of the American School Food Service Association.

Officers of the county Food Service Association are managers of their respective lunchrooms. Here is the present leadership:

President — Mrs. Margaret Beatty, Waggener.

Vice President — Mrs. Grace Adams, Thomas Jefferson.

Secretary — Mrs. Ruth Winburn, Schaffner.

Treasurer — Mrs. Dorothy Rennirt, Fairdale High.

Officers of the Jefferson County Food Service Association, left to right: Mrs. Margaret Beatty, president; Mrs. Ruth Winburn, secretary; Mrs. Dorothy Rennirt, treasurer; and Mrs. Grace Adams, vice president.



Southern High School principal T. T. Knight discusses cafeteria services with his lunchroom manager Ruth Reinbrecht and lunchroom supervisor Virginia Wheeler (Right). Southern is one of several schools serving breakfast to students, in addition to lunch.

Directors

District I — Mrs. Luella Sherard, Butler.

District II — Mrs. Ruth Thompson, Valley High.

District III — Mrs. Edna Henry, Okolona.

District IV — Mrs. Ella Smith, Fern Creek High.

District V — Mrs. Kathleen Short, Westport.

The most recent program of the association featured a panel discussion by members who attended the American School Food Service Convention at Cleveland, Ohio.

In each participating school, the principal administers the lunch program and is responsible for its overall operation.

All lunchroom employees must comply with regulations of the County Health Department. All new personnel must have a blood test. They must have a tuberculin test every other year.

Facts To Recall

The Jefferson County program is:

- **A good provider**
Over 6 million meals in 1961-62, each meeting 1/3 of the pupil's daily nutritional requirements.
- **A good customer**
Much food is bought locally as is much equipment and service.
- **A good teacher**
Nutrition education is provided to develop better food habits for a better life.
- **A good stabilizer of agricultural economy**
Large single consumer of surplus and price-supported items.
- **Non-profit**
The child himself receives maximum value of every dollar expended.

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Government Commodities And Reimbursements Help

Certain government commodities are distributed to schools participating in the National School Lunch Program. Each commodity is provided free, but delivery charges are made.

Some of the foods received during 1961-62 were: frozen hamburger, canned pork and gravy, frozen ground beef, frozen cut-up chicken, canned peas, canned peaches, grapefruit sections, apple slices, canned tomatoes, raisins, canned spinach, canned applesauce, canned apricots, and canned cherries.

Also from the government, certain food is received in order to widen market outlets for these products. The following commodities fall in this category: butter, American cheese, peanut butter, flour, corn meal, rice, dried milk, lard, fresh cranberries, rolled wheat, lamb, dried eggs, and frozen turkeys.

Menus and Recipes

Constant efforts are made to utilize commodities to the best advantage.

In addition to the efforts of the school lunch supervisor, the U. S. Department of Agriculture supplies recipes, menus and other aids to the school system.

State Contract

Lunch and milk contracts between the Kentucky Department of Education and the County Board of Education are renewed annually. This agreement channels the federal reimbursement from Washington.



Mr. C. E. Bevins

At Frankfort, the Division of School Lunch receives all monthly lunchroom reports and administers claims for reimbursement. Mr. C. E. Bevins is state director of the School Lunch Division.

Mr. Thomas Lewis is state director of commodity distribution.

Daily, monthly and annual commodity inventories are made by the schools and sent to the County Board.

Commodities are transferred from one school to another so that all allocations are used.

Facilities Important

In its building program, the Jefferson County Board of Education has provided modern, functional and attractive facilities for school kitchens and dining rooms. Of the 22 lunchrooms which began operations in the early 1930's, only four are still operating in their same kitchens. Only 16 of the 22 remain as present schools, and 12 of these have new kitchens and dining rooms. Looking at the present 60 school lunchrooms, all have new cafeteria units except the four mentioned above.

Special Milk Program

Since 1954, the Department of Agriculture has operated a special milk program. This to increase the consumption of fluid whole milk by children.

To encourage consumption, the Department has established a system of reimbursement payments.

Depends On Cost

The special milk program includes all milk sold in excess of the 1/2 pint on the lunch. Reimbursement is made for this milk. Rate of reimbursement will depend upon the cost of milk to



At Fern Creek High School, rolls are being prepared by lunchroom workers Evelyn Zehnder (nearest camera), Reecie McGruder and Ruby Gibson. Flour from the government enabled this preparation. Mrs. Ella Smith is the lunchroom manager.

school.

A charge of 2 cents is made to each pupil for one or more 1/2 pints of milk sold under the special program. A school can only realize 1/2 cent profit on each 1/2 pint of milk sold under this provision.

Administration

The Special Milk Program is administered by the United States Department of Agriculture through the Kentucky Department of Education.

Value To Schools

Monetary value of these free commodities and their delivery costs to the schools:

Free Commodity	Number of Units or Cases (1961-62)	Total Value To County	Value Per Case	Delivery Charge To School
Dried Milk	683	\$ 7,376.40	\$10.80	per case \$.50
Cheese	2456	33,156.00	13.50	per case .40
Frozen turkeys	3771	64,065.00	19.50	per carton .60
Frozen ground beef	2209	53,016.00	24.00	per carton .60
Canned peas	1670	8,767.50	5.25	per case .50
Butter	4587	95,409.00	20.80	per case .40
Peaches	2047	14,329.00	7.00	per case .50

As Two Principals Look At It

How does the lunch program fit into the overall plans of an elementary school? Here's the opinion of Miss Bertha Trunnell, Kenwood principal and veteran educator.

From my own experience, I have seen that the lunch program plays an important role in the school curriculum. To be successful, however, it should have meaning to students, teachers, parents and community.

The lunch period can be a time of real enjoyment. Conversation and good fellowship, within the boundaries of good manners, should be accepted procedure. Learning to properly use knives, forks, spoons and napkins, along with clean hands and faces, are definite goals.

Many of us need to be resold occasionally on the potential of the lunch program as a laboratory for learning. It can supplement classroom instruction in a range of subjects. For example, a nest of measuring cups can give life to fractions. Division and multiplication can be seen in every recipe. Lunchroom bookkeeping can show excellent problems in fundamental arithmetic.

Just By Looking

A teacher can enrich his science program by a class visit to the lunchroom. Here, students will really see "science in action". They will observe wheels, pulleys, switches and levers in many uses. They will see water in its three stages.

As for social studies, children can observe lunchroom personnel as they work together. They can see where the food comes from, how it is prepared, how it is served, and how sanitation is involved.

Cooperative activities promote understandings. Teachers and students should be encouraged to occasionally share the responsibility for menu planning.

Colorful bulletin boards add to lunch appeal.



Another good lunch at Okolona School. Left to right, enjoying the meal are Martin Davidson, Yolanda Goodin and Maurice Payne.

Students can assist lunchroom managers in the use of these boards for nutritional news. Cheerful colors, flowers and growing plants are assets which can arise from student-teacher participation.

Cheery smiles and pleasant voices behind the counter can bring a feeling of security in a young child.

A great need today is for Motivation — motivation to eat the right kinds and the proper amounts of food. Nutrition should be approached in terms which interest children. A good lunch program will be directed toward better diets and food habits for all concerned.

In The High School

What about older youngsters and the lunchroom? Here's the seasoned reaction of V. M. Brucchieri, Westport High School principal.

The school lunchroom is a natural as a classroom laboratory. It's a place where study units about nutrition and manners can be put into practice. After studying health habits in the classroom, youngsters can follow through by washing their hands before going into the lunchroom. This particular habit is one needing constant reinforcement.

The lunchroom is a place where a teacher can observe a student in a different kind of situation. What role does the youngster assume here? Is he cooperative with fellow students? Does he take his place in line? Does he show basic manners? Does he accept his part of the responsibility to leave a clean table for the next person? Does he take his lunch tray back where it belongs? These questions may seem minor but they sometimes serve as an indication of a behavior pattern.

The lunchroom may be the only real relaxing part of a student's school day. He can eat in quiet meditation or he can chat with fellow students; it is his option to do either or both.

A Balanced Meal

Let's not overlook the possibility that the lunchroom might be the place where the student gets his first warm, adequate meal of the day, or maybe for the whole day. Some students actually look forward to eating a good substantial meal in the lunchroom. Their anticipation serves as a real challenge to us.

Needed — High Morale

If morale in the lunchroom staff is good, you can look for a good program.

Lunchroom people must have a great deal of energy. Without energy, can you picture them cooking for 2500 students, serving for 1½ hours non-stop, and then cleaning up?

The Lunch Menu

Each daily menu must be built upon the Type A pattern. Lunchroom managers usually plan their menus a month in advance. Menu plans are sent to the supervisor's office monthly. There, menus are either approved or strengthened by the supervisor.

In observing the Type A lunch, a la carte items are not recommended for sale in the Jefferson County lunchrooms.

At Schaffner School

Students sometimes plan menus as a classroom activity. This activity may be a class project with the teacher and the lunchroom manager, or it may be a committee involving several rooms or grades.

Here's an example: A fifth grade class at Schaffner Elementary recently planned a menu with Mrs. Ruth Winburn, the lunchroom manager.

Cooperative menu planning has been an established practice in this school for a number of years.

A typical menu, planned by a class, was served in October, 1962:

Type A Pattern	Children's Menu
milk	milk
protein	roast beef
vegetables	washed potatoes
or	green beans
fruits	carrot sticks
bread and butter	bread and butter
other	cherry cobbler

The lunch was well-received; its cost was a quarter for pupils and thirty cents for teachers. From federal reimbursement, the school received three cents



At an in-service workshop, a salad preparation is demonstrated by (left to right) Mrs. Rosemary Writsel, Hikes lunchroom manager, and Mrs. Hannah Mather, coordinator of the county program.

for each pupil lunch, making a total income of twenty-eight cents. Schools are not reimbursed for adult lunches so teachers pay five cents more than children.

Over 500 pupils were served at Schaffner on the day of this meal, this number was over 80% of the student body.

Mrs. Winburn, the manager, feels that menus should be planned in advance. Planning enables proper time for preparation and for securing needed foods.

At Thomas Jefferson High

A seasonal lunch was recently served at the Thomas Jefferson High School. It consisted of turkey, dressing, gravy, sweet potatoes, buttered peas, orange-cranberry relish, celery curl, school-made hot rolls, butter and apple icebox pudding.

Type A	Jefferson High Lunch
milk	milk
protein	baked turkey*
vegetable	buttered peas*
and	orange-cranberry relish*
fruits	celery curl
bread and butter	hot rolls and butter*
Other—dessert	apple icebox pudding

*Indicates government commodities

At Fairdale High

Mrs. Dorothy Rennirt, lunchroom manager at Fairdale High School, exerts special effort to serve a good lunch and to encourage pupil participation. To make the program educational, Mrs. Rennirt is constantly confronted with this problem:

Is it better to serve something that the pupils like, so more will participate — or should they be served something more nutritional?

After all, they must have the proper food.

This question can be a headache and heartache to the lunchroom manager. However, the answer appears to be a balance involving the Type A lunch pattern and classroom promotion. Classroom promotion can do much to sell the lunchroom program.

Commodity Value Is Up

Year	Value of Commodities Received	No. of Units	No. of Shipments
1952-53	\$106,742.10	6,245	16
1955-56	223,514.73	16,678	37
1958-59	255,103.68	22,134	41
1959-60	291,394.60	27,696	44
1960-61	317,928.50	25,713	49
1961-62	492,999.95	45,913	74

Keeping Records Is Important, Too

From an accounting basis, revenue for the school lunch program comes from two sources. From the sale of lunches and milk, money is collected daily and deposited in a special lunchroom account. In addition, a claim is prepared monthly on the State. This claim will bring a reimbursement for lunches and milk served under the National School Lunch Program.

Federal regulations provide for approval of lunch and milk prices charged children and adults. Reimbursement is determined by such factors as participation in the lunch program, the local school district's ability to pay, and the size of the system.

All government reimbursements are received by the State Board of Education and then sent to the local school districts.

During the 1961-62 school year, Jefferson County lunchrooms received over two million dollars from the sale of lunches and milk plus the reimbursement from the National School Lunch Program. With an increased enrollment in 1962-63, the figure should exceed \$2,500,000.

Records and Audits

The record-keeping system is prescribed by the State.

Records are reviewed annually by an audit committee which is approved by the Jefferson County Board of Education.

A copy of the examination report is forwarded to the local superintendent while another is kept at the school.

Economy Is Essential

Close attention must be given to the financial operation of the school lunch program. The following expenditure formula is recommended on the basis of both experience and necessity:

Lunchroom Expenditure	Percent Range Budget
Food (excluding government donated foods)	60%-65%
Labor	25%-33%
Other (non-food items, repair, replacement and paper supplies)	3%-10%

Just as it is necessary for a family to have a "nest egg" to ease over its rough spots, so it is with the school lunch operation. For safe measure, a reserve is developed in the amount of one month's income.

Bid Buying

Jefferson County is observing a state and national trend in large scale buying. Prior to September, 1960, there was no county-wide pur-

Guest Writers For This Issue

V. M. Brucchieri	Hannah Mather
E. C. Grayson	Bertha Trunnell
Virginia Wheeler	



Here's the five-point pattern of a Type A lunch shown by Loretta Watson, Bobby Yochum and Roy Wathen. These younger eaters attend Okolona School.

chasing program although cost studies had been made to aid schools in wise purchasing.

In September, 1960, Jefferson County undertook a program of bid purchasing. Initial bids included paper goods and some staple items. In August, 1961, additional products were added to the invitational bids — bread, canned pineapple and fruit cocktail. This year, canned vegetables will be added to the bid list.

Several other school systems in the state are issuing bids on similar products. Jefferson County, along with these systems, is exploring an initial phase of a promising operation.

Noting variations in price and quality, Jefferson County is attempting to secure the best available quality for the best possible price.

There is much to be learned in this can-cutting and bid-buying process. It is necessary for lunchroom managers to become aware of drained weight, color, amount of liquid, and count in their processed foods. Actual contents should be compared with item specifications.

By Actual Count

Can-cutting was performed on seven items now under contract. Comparison involved prices and contents of canned foods — of equal specifications — from different vendors.

Thanks to can-cutting and close observation, here are specific savings on a few items bought on bids:

Bread — a savings of .05 per loaf over previous years.

Green beans — a saving of .13 per number 10 can.

Spinach — a saving of .085 per number 10 can.

Pineapple — a saving of .218 per number 10 can.

As a result of thoughtful large scale buying, it is hoped that the student's food dollar can be stretched to buy both quality and quantity.

It is known that the school lunch program has strengthened not only the nutritive status of youth but also his scholastic accomplishment.

Your Jefferson County Schools

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NUMBER 5

You Must Decide

The Future Of Your Schools

How long have you lived in this community — five years — ten years — fifteen?

Chances are that you've been here long enough to notice and be affected by its many changes. Long-time residents and visitors agree upon the amazing growth that has reshaped Jefferson County. The community just isn't the same. On viewing the oft-seen sign "Here We Grow Again", one is compelled to sigh, "And How!"

Your Jefferson County Schools have been in the thick of this growth change. Teachers and buildings alike have been engulfed by the surge of unprecedented pupil increase.

At the present time, we're literally "on the ropes". New families — large families — "move-in" families — fewer drop-outs — all these factors are splitting the educational accommodation at its seams.

STILL THEY COME

Current birth statistics promise no relief. A higher school enrollment will manifest itself each and every year for some time to come. Each new subdivision compounds the problem and lessens the possibilities of immediate solution. Progress has come face to face with a rather ominous deterrent — money or, rather, the lack of it.

"Show-down" is the theme of this issue. Your Jefferson County Schools have again reached the showdown stage. In previous showdowns, the schools have emerged for the better — thanks to a special voted building tax and the Kentucky sales tax.

Now, once again, because of growth, the school system has

More And More Students To Teach



Youngsters in an age of "show-down."

its educational back to the wall — the wall of cutbacks and curtailments. This is not dramatics, this is fact.

This presents an overview of the problems besetting your county schools. It also proposes solutions to these problems.

Time For Leadership

Why do we ask you to read this issue? Because the time has approached when friends and patrons of this school system must express themselves and extend leadership — leadership to the community. Without leadership and substantial

community support, this school system — Jefferson County — will lose its preeminence on the educational scene.

Danger To Careers

Loss of preeminence to the state's largest school system will endanger the careers of each and every youngster now enrolled in its 65 schools. Actually, there is no reason why Jefferson County should slip to a substandard program of education.

To help put the school problem into clear and community focus, please read on.

Overview Of Problems, Programs And Plans

In the late 1940's, the Jefferson County Board of Education realized that two major school problems were imminent.

The first problem dealt with finance and capital outlay needs. This concern revolved about a building program needed to house a rapidly-expanding pupil enrollment.

The second problem involved a more sophisticated task — one of upgrading and developing a program of education for the 1950's and 60's. This also was related to matters of finance.

What's The Five Program Plan?

Essentially the Five Program Plan attempts to meet the needs of all youngsters; a program is planned for different ability groupings. Here's how it works.

The Advance Program is designed to help bright boys and girls more nearly realize their academic potential. Having been identified through teacher recommendation, individual testing, and group achievement testing, the youngsters are expected to progress more rapidly than others in the normal school program.

The Superior Program has a curriculum designed for pupils who are one year, or slightly more than one year, above the national norm in achievement. The pupil's rate of achievement will determine the amount of time available for creativity, re-

search, and exploration.

The Regular Program is for students achieving the expected level for the particular age and capability. Even though subject fundamentals are stressed, there are offered, as time allows, opportunities for creativity, research, and exploration.

The Educable Program offers instruction for pupils who are not able to pursue the Regular Program.

Emphasis is placed on reading, writing, and numbers.

The Trainable Program for pupils unable to do academic work, is not operative due to a lack of finances. A program of this nature — classrooms, teachers and materials — would require approximately \$610,000 for initial operation.

Your Jefferson County Schools

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 Conrad OttEditor

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Evaluations

Within a short period of time, it became increasingly evident that the Five Program Plan had become surprisingly effective. There were several indications of this success. Comments and reactions of the pupils and parents themselves were most favorable. School attendance improved and the number of drop-outs decreased.

However, to scientifically determine how well the Five Program Plan was working, a series of checks and balances was devised. These checks and balances involved standardized tests designed to show academic progress locally with national comparisons. For example, in Jefferson County, pupil intelligence is checked in the first, third, fifth, seventh, and ninth grades. This is an effort to see if the individual is making the most of his ability and capacity.

Achievement tests are given to elementary youngsters to determine their overall progress. The following pages will show something of the standardized testing program of the Jefferson County Schools.



The Jefferson School Board meets at least twice monthly with Superintendent Richard Van Hoose (standing). Board members, seated left to right, are Roy Miles (vice chairman), Dr. Clyde Moore (chairman), Downey Gray, Jr., Garland Cochrane, and Aubrey Conway.

The number of high school graduates entering college has increased from 33.50 percent in 1957 to 52.76 percent in 1961.

Drop-outs have declined from a rate of 3.07 percent in 1957-58 to 1.71 percent in 1961-62.

Encouraging Results From Tests

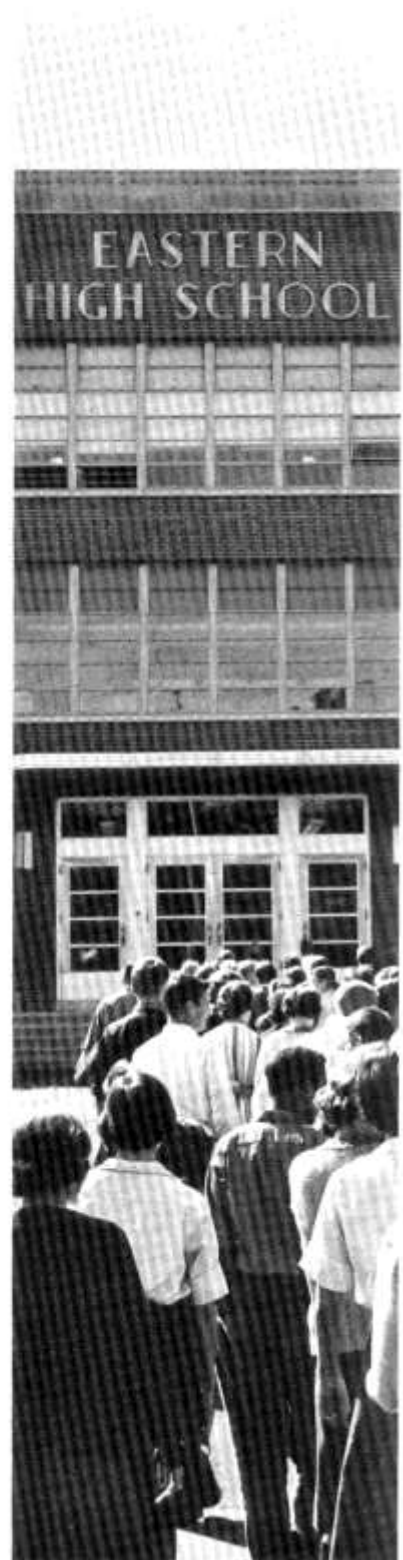
Here is the standardized testing program of the Jefferson County Schools for 1961-62. Results from some of these tests appear on the following pages.

<u>Level</u>	<u>TEST</u>	<u>Number Tested</u>
1, 2, 3, 4	Jefferson County Schools Readiness Test..... Row Peterson Reading Achievement Test* Kuhlmann-Anderson Intelligence Test, Form A	6053
5, 6, 7	Row Peterson Reading Achievement Test*.....	5293
8, 9, 10	Stanford Reading Test Kuhlmann-Anderson Intelligence Test, Form C Row Peterson Reading Achievement Test*	5187
11, 12, 13	Row Peterson Reading Achievement Test*..... California Arithmetic Test	4990
14, 15, 16	Row Peterson Reading Achievement Test*..... California Arithmetic Test** Kuhlmann-Anderson Intelligence Test, Form E Stanford Achievement Test, Complete	4869
17, 18, 19, 20	Stanford Achievement Test, Complete Battery.. Row Peterson Reading Achievement Test* California Arithmetic Test**	4155
<u>Grade</u>		
7	California Arithmetic Test California Test of Mental Maturity	4521
8	California Arithmetic Test Stanford Achievement Test, Complete Battery Orleans Algebra Prognosis	4379
9	Kuder Preference Record Otis Mental Ability Test	4969
10	Iowa Tests of Educational Development.....	3803
11	California Vocational Aptitude	2406
12	College Qualifications Tests	2093
Total Number Tested		52,718

*If needed.

**In selected schools.

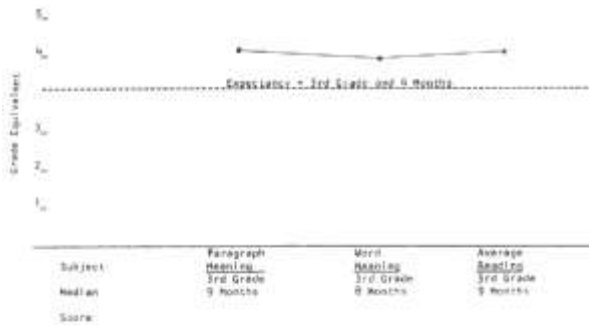
Each year, the School Board and staff study the test results in order that an accurate assessment can be made of pupil progress. The following exhibits will be of interest to you.



Test results show our youngsters doing well.

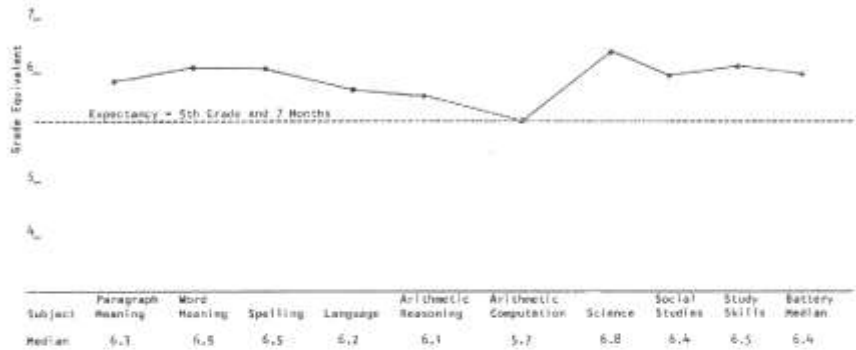
Third Grade

The Stanford Reading Test of the third grade which was taken in 1961-62. The third grade class was expected to score third grade and four months. However, the third grade class of Jefferson County exceeded this score 3.9, 3.8, and 3.9 in the fields of paragraph meaning, word meaning, and average reading. Jefferson County third grade (chart at left) was approximately one-half year above the national norm.



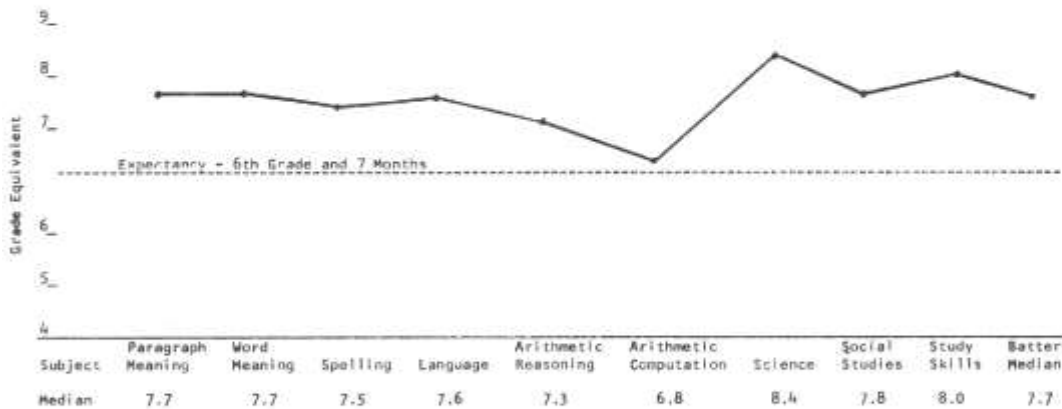
Fifth Grade

Let's look at the Fifth Grade (at right) and see how these boys and girls scored on their Stanford Achievement Tests. Here it can be seen that the expectancy was 5th grade and 7 months. In all areas, except one, the 5th grade students were ABOVE the national norm. In the one exception, achievement was ON the national level.



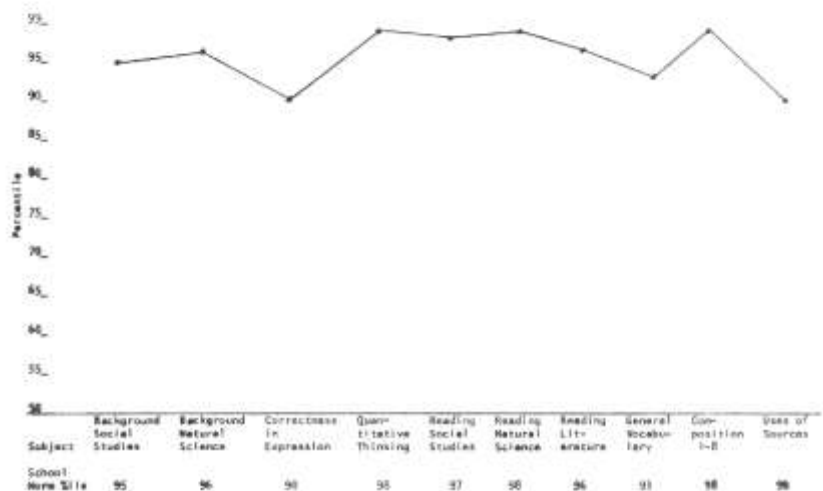
6th Grade

How did the Sixth Grade make out in the Stanford Achievement Tests? As this exhibit (at left) will show, the expectancy for this particular test was 6th grade and 7 months. In all areas measured, sixth graders in Jefferson County exceeded the national norm.

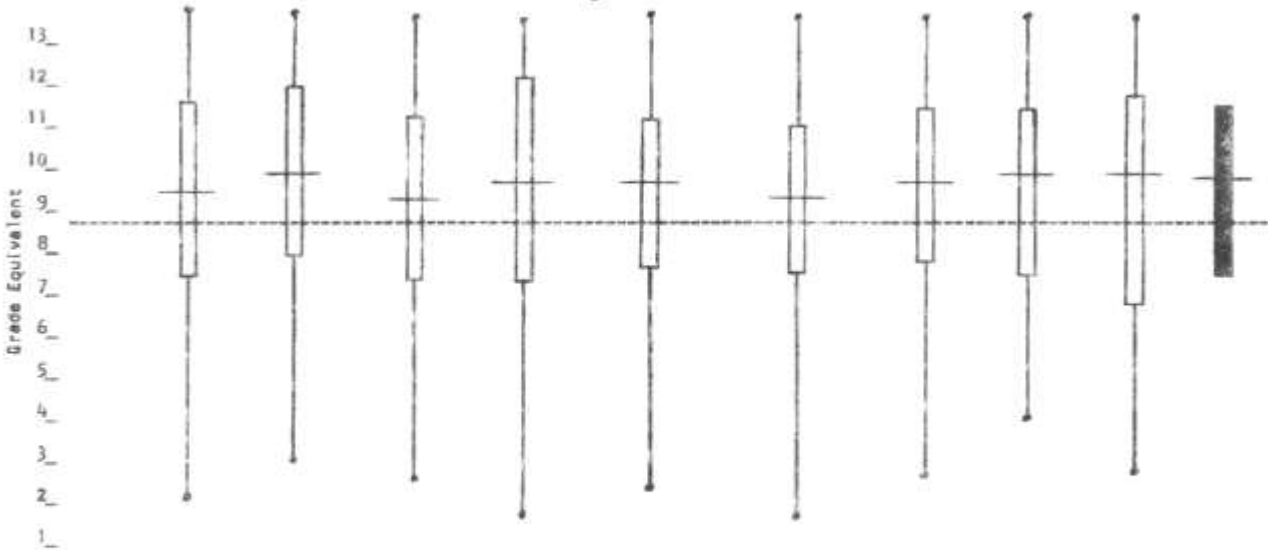


The Tenth Grade

In the Tenth Grade, the Iowa Tests of Educational Development were used. This sophomore class scored very high — in the 90 percentile — in all areas tested. Areas tested will be found at the bottom of the exhibit at right.



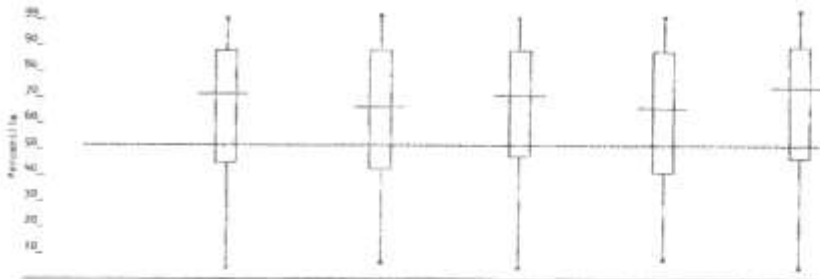
The Eighth Grade



Subject	Paragraph Meaning	Word Meaning	Spelling	Language	Arithmetic Reasoning	Arithmetic Computation	Science	Social Studies	Study Skills	Battery Median
3rd Quarter	11.0	11.1	10.8	11.5	10.8	10.6	10.9	10.9	11.1	10.9
Median	9.3	9.7	9.0	9.4	9.4	9.0	9.4	9.5	9.5	9.4
1st Quarter	7.6	7.9	7.5	7.5	7.8	7.6	7.8	7.5	6.9	7.6

Moving up to the Eighth Grade and making use once more of the Stanford Achievement Test, it can be seen that the expectancy for this group was 8th grade and 7 months. Here, too, the eighth grade median of Jefferson County exceeded the national norm.

The 12th Grade



Subject	Verbal	Numeric	Science	Social Studies	Total
3rd Quarter	88	88	88	87	89
Median	71	67	71	67	73
1st Quarter	45	41	46	42	46

The Twelfth Grade of 1961-62 was one of those measured; results shown here were taken from the College Qualification Test. Note that the 50 percentile is the generally accepted norm for this test. It can be seen that the median or mid-score of Jefferson County seniors exceeded the national median. This would indicate that the senior class was well-prepared for higher education.



Roll Call Of School Construction

Elementary Schools New Buildings

Audubon	\$435,000
Bashford Manor	516,000
Bates	451,000
Chenoweth	427,000
Crums Lane	608,000
Dixie	542,000
Filson	522,000
Gilmore	476,000
Goldsmith	536,000
Greenwood	665,000
Hawthorne	433,000
Indian Trail	520,000
Kennedy	467,000
Kerrick	556,000
Medora	495,000
Newburg	940,000
Rangeland	637,000
Rockford Lane	470,000
Sanders	634,000
Schaffner	508,000
Shyroek	567,000
Smyrna	583,000
South Park	476,000
Stivers	386,000
St. Matthews	451,000
Stonestreet	551,000
Waller	428,000
Watson Lane	758,000
Wilder	575,000
Wilkerson	572,000
Zachary Taylor	544,000

Secondary Schools New Buildings

Butler	\$2,208,000
Durrett	1,938,000
Fairdale	1,643,000
Pleasure Ridge	1,673,000
Seneca	2,173,000
Jefferson	1,784,000
Waggener	1,908,000
Western	1,753,000
Westport	1,788,000

Administration Building \$869,000

ADDITIONS

Elementary Schools

Hikes	\$ 46,000
Lyndon	120,000
Melbourn Hts.	103,000
Middletown	338,000
Valley	650,000

Secondary Schools

Eastern	\$ 490,000
Fern Creek	1,252,000
Southern	340,000
Valley	1,957,000

Building Tax Obligated

In accomplishing the foregoing construction program, the Special Voted Building Tax, passed in 1952, has been obligated. No more money from this tax will be forthcoming except when new assessments are added to the tax rolls.

To make matters worse, only limited amounts can be taken from the general fund budget for building purposes. The general budget is currently hard-pressed to provide services other than those of school construction.

So Jefferson County now has:

- (1) an obligated building tax,
- (2) the same general school tax since 1947,
- (3) unpredictable property assessment, and
- (4) more and more pupils.

Looking Ahead

To house the ever-increasing number of pupils in Jefferson County, the following building program should be observed. Adequate revenue, however, is not available to meet all of this schedule.

1963-64

- Kennedy School—4 rooms
- Middletown School (new)—20 rooms
- Pleasure Ridge High School—12 rooms
- Smyrna School—4 rooms
- Stonestreet School—4 rooms
- Western High School — 10 rooms
- Westport High School — 10 rooms
- Wilder School—4 rooms

1964-65

Schools Needing Relief

- Fern Creek Elementary
- Fern Creek High
- Hikes
- Indian Trail
- Jeffersontown
- Kerrick
- Mill Creek
- Okolona
- Pleasure Ridge High

- Seneca High
- Smyrna
- Southern High
- Valley High
- Waller
- Watson Lane
- Westport High
- Wilder
- Zachary Taylor

1965-66

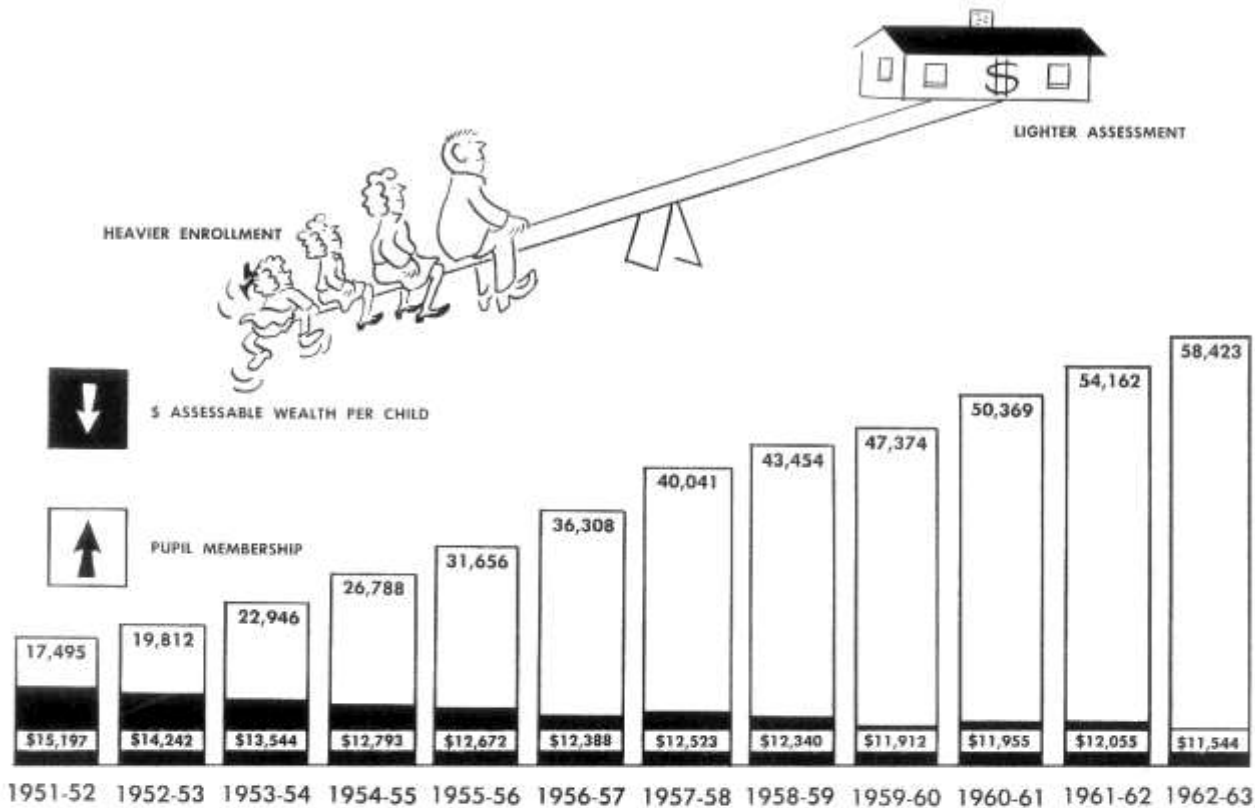
- Crums Lane
- Eastern High
- Fairdale Elementary
- Fairdale High
- Gilmore Lane
- Medora
- Rangeland
- Sanders
- Thomas Jefferson
- Wilder
- Wilkerson

Matter Of Assessment

Assessable wealth in Jefferson County is subject to general school tax of \$1.50. Just as currency is backed by gold, so is the education of our children backed by assessment. The chart on Page 7 will show a rather alarming development along these lines.



Pupil Membership And Assessable Wealth Behind Each Child
1951 Through 1962-63



Despite Fifty New School Buildings

Many of you will recall that the residents of Jefferson County favorably voted a Special Voted Building Tax in November, 1952. This tax — fifty cents — was added to the existing school-tax levy of one dollar and fifty cents. The total school tax was then and is now two dollars on every one hundred dollars' assessed value of property. With the additional fifty cents for school building purposes, the following construction schedule was planned and completed. The list is rather impressive.

BOX SCORE OF THE 1952 BUILDING TAX

New Buildings	Number	Construction Cost
Elementary Schools	32	\$17,181,000
Secondary Schools	9	16,928,000
Administration	1	869,000
TOTAL NEW	42	\$34,978,000
Additions		
Elementary Schools	5	\$ 1,257,000
Secondary Schools	4	4,039,000
TOTAL ADDITIONS	9	\$ 5,296,000
Total Buildings		
Elementary Schools	37	\$18,438,000
Secondary Schools	13	20,967,000
Administration	1	869,000
TOTAL CONSTRUCTION	51	\$40,274,000

How's This For Growth?

This little tally of personnel and facilities will show the scope of the challenge:

	1951-52	1962-63	Estimated 1965-66
Pupils	17,495	58,423	67,300
Classroom Teachers	635	2,173	2,690
School Buildings	32	65	77
School Buses	120	288	321

As you can see, Jefferson County is certainly not the school system that it was eleven years ago. Nor will it be the same system three years from now. Look at those figures estimated for 1965-66!

The pupil-growth factor shows no sign of leveling-off.

More Teachers — More Classrooms

Look again at the 1965-66 column; 2,690 teachers will be needed to staff the instructional corps.

Twelve (12) more buildings will be needed in the next three years.

Thirty-three additional buses will be needed by 1965-66.

We Are Sure Of More Pupils - - But What About The Schools They Must Have?



A Closer Look At An Acute Problem

Year	Assessment	Membership— Pupils	Assessment Per Pupil	\$1.50 General Fund Tax Yield Per Pupil
1951-52	\$266,147,608	17,495	\$15,197	\$227.96
1955-56	387,539,501	31,656	12,672	190.08
1959-60	564,335,952	47,374	11,912	178.68
1962-63	674,426,653	58,423	11,544	173.16

To learn how much school money can be obtained from the Assessment Per Pupil, multiply the \$1.50 general fund tax by this figure. In 1951-52, for example, \$15,197 assessable wealth per pupil yielded \$227.96 for that one child. This money came from local or Jefferson County taxes.

Today — Take A Look!

Where are we today with this assessable wealth per pupil? Well, once more multiply the \$1.50 school tax by the assessment per pupil — \$11,544. We now have a local tax yield of \$173.16 per pupil compared with \$227.96 in 1951-52.

The assessable wealth per pupil has dropped and continues to lessen in both the general and the building funds.

This, in essence, is the study in contrast — pupil enrollment soars while assessable wealth slips.

Revenue Sources

By percentages, here are the sources of revenue for the Jefferson County Schools.

	1959-60	1960-61	1961-62	Estimated 1962-63
Local	70.23%	57.17%	57.00%	57.20%
State	28.40%	41.13%	41.47%	41.29%
Federal	1.37%	1.70%	1.53%	1.51%
	100.00%	100.00%	100.00%	100.00%

State Aid

The sales tax has meant more money for the Jefferson County School — there's no doubt about it. In 1951-52, each pupil in average daily membership received \$50.29 from state sources. In 1962-63, each pupil will receive approximately \$112.34. This is quite an increase, to be sure. However, a whopping increase of 40,928 pupils during the eleven-year interval just about neutralized any "bonanza" or windfall element of state aid. So has inflation.

Looking at the pupil expenditure figure for comparable school districts, Jefferson County has yet to meet this average. This year, for example, the national expenditure per pupil, excluding school construction, is estimated at \$343.33. In Jefferson County, it will be \$300.85.

This lag has been the case all along, even with help from the sales tax.

Projection Of Property Tax From Residences

Market Value	Assessment Ratio	Assessable Value	Maximum Rate*	Maximum Revenue
\$14,300	35%	\$ 5,000 (Average)	\$2.00	\$100.00
\$28,600	35%	\$10,000	\$2.00	\$200.00
\$42,900	35%	\$15,000	\$2.00	\$300.00
\$57,200	35%	\$20,000	\$2.00	\$400.00

Remember — It cost \$378.82 to educate one pupil this year

The Tax Rate

The projection at left is based on the General Fund tax rate of \$1.50 per \$100 of assessable property. Special Voted Building Fund tax rate (earmarked for Buildings, Equipment and payment of School Construction Revenue Bonds) is \$0.50 per \$100 of assessable property.

What It Means

For example, in 1962-63, under the current budget function of Instruction (at right), an amount of fourteen million dollars has been allocated. This amount, divided by the pupil enrollment of 58,423, shows that \$243.16 will be spent on each child for instructional services alone. For Operation, the amount per pupil will be \$24.25 while transportation shows \$14.45. In all, eight areas of expenditure are provided for the pupil population.

The Current Budget

This budget presents the proposed expenditures per pupil for 1962-63. Each budget function or area is set forth as is the dollars and cents cost per pupil.

58,423 PUPILS

Budget Functions	Expenditures	Cost Per Pupil
Instruction	\$14,206,247.00	\$243.16
Operation	1,416,900.00	24.25
Transportation	843,995.00	14.45
Maintenance	454,119.00	7.77
Administration	398,710.00	6.82
Fixed Charges	175,979.00	3.01
Attendance, Health and Other Services.....	81,276.00	1.39
TOTAL EXPENDITURES	\$17,577,226.00	\$300.85
Capital Outlay and Debt Service.....	4,555,012.00	77.97
GRAND TOTAL	\$22,132,238.00	\$378.82
NEEDED	\$26,166,671.00	\$447.88

Compare The Budget With Better Plans

The current budget (above) may be compared with a budget which was proposed for 1962-63, but which was cut back due to insufficient funds. This proposed budget called for expenditures of \$24,457,139. The Cost Per Pupil total would have been \$418.62.

A realistic budget needed by a school system of this size — 58,423 pupils — and in line with what comparable school systems are spending for the current year would provide for expenditures of \$26,166,671. This would mean a Cost Per Pupil of \$447.88.

Remember: Jefferson County planned for \$418.62 per pupil and was forced to adopt \$378.82.

TO CATCH UP: At the present time, Jefferson County needs approximately 4 million dollars to provide the necessary school services for its boys and girls. Four million dollars would bring the per pupil expenditure to \$447.88. This increment amounts to \$69.06 per pupil and would underwrite a good school program.

By 1965-66, it is expected that the school system will require expenditures of \$33,208,688 — a Cost Per Pupil of \$493.44.

Expenditure Per Pupil

A national survey recently showed that school systems comparable in size to Jefferson County are spending \$343.33 per pupil; Jefferson County is spending \$300.85. Neither figure — national nor local — includes the money spent for capital outlay and debt service (building construction).

District	Pupil Enrollment	General Fund Tax Rate Per \$100	Assessment Ratio	Tax Rate Adjusted To Jefferson County's 35% Assessment
Wichita, Kansas	55,788	\$10.76	15%	\$4.62
Dayton, Ohio	54,010	3.68	50%	5.26
Norfolk, Virginia	55,078	3.00	48%	4.11
Jefferson County	58,423	1.50	35%	1.50
New Albany, Indiana.....	10,128	3.41	33.3%	3.24
Jeffersonville, Indiana	4,222	3.46	34.0%	3.36



Growing . . . Growing . . . Growing



In the exhibit below, it will be noted, in item 2b, that the required tax rate for an additional four million dollars now will be two dollars and fifty-nine cents. The present tax rate is two dollars. The needed increase amounts to fifty-nine cents.

Looking ahead to 1965-66, the required tax rate would be two dollars and fifty-one cents. This increase would provide an additional seven million dollars.



Property Taxes

Increase in Rate (Assessment Ratio to remain at 34.7%)

1. Present and Estimated Assessment Data:

	1962-63	1965-66
a. Assessment	\$674,426,655	\$776,911,200
b. Tax Rate (Maximum)	2.00	2.00
<hr/>		
c. Revenue	\$ 13,488,533	\$ 15,538,224

2. Required Increase

a. Assessment	\$674,426,655	\$776,911,200
→ b. Required Tax Rate	2.588	2.507
<hr/>		
c. Total Revenue	\$ 17,454,162	\$ 19,477,164
d. Less Revenue from Property Taxes at \$2.00 Maximum Rate.....	13,488,533	15,538,224
e. Additional Revenue from Increase in Tax Rate	3,965,629	3,938,940
f. Add Foundation Program Revenue for Growth in Pupil Population.....	70,000	1,046,500
g. Add Property Tax Revenue due to Growth in Assessments.....	—0—	2,049,691
<hr/>		
Total Additional Revenue.....	\$ 4,035,629	\$ 7,035,131

Support Solicited

As indicated in this issue, approximately four million dollars is needed **now** to keep the school program from slipping. From all signs and indications, the most feasible source of this revenue is Property Tax. After considering such sources as a Vehicle License Tax, a Property Assessment Increase, an Occupational License Tax, and an Extended Building Fund Tax, the Property Tax **appears to be the most logical and immediate avenue of approach at this time.**

As members of this school community, your sustaining support will be appreciated.

It is the hope of the Jefferson County Board of Education that you will raise questions you may now have about the school program and the money needed to finance it.

Only a common understanding of the facts will enable a joint plan of action.

Your Jefferson County Schools

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

VOLUME 6

FEBRUARY, 1963

NUMBER 6

Johnny Outgrows His Schools, Too

By George Walsh
Chairman, Committee For
Sustaining Progress

My son Knobby has reached that age when he seems to grow a foot a month. He gets a new pair of school pants and before the new has worn off, Janie is letting out the cuffs. A few more weeks go by and those pants are climbing up above his ankles again. Before it seems possible — and whether I'm happy about it or not — I'm out buying him a new pair of pants that fit.



George Walsh

How many of you have gone through the same experience?

Our Jefferson County School System is going through it right now. For fifteen years our schools have been simply "outgrowin' their britches"! The time has come when such housewifely arts as "letting out the cuffs" and "piecing the seams" will no longer serve. Johnny needs a bigger pair of pants and we have no choice but to go out and get them for him — by providing more tax revenues for more new schools and more new teachers. It's as simple as that.

The January issue of "Your Jefferson County Schools" detailed the "Show-down" facing us.

How can YOU help in this "Show-down"?

Become fully informed about school needs and

IN THIS ISSUE

- Page 1 Statement by Committee Chairman
- Pages 2-5 The Justification
- Page 6 Possible Consequences
- Page 7 A Moonlight School
- Page 8 The Audit

tax facts and see that your friends and neighbors are as fully informed.

The residents of half the counties in Kentucky spend a higher share of their individual income on education through local taxes than do the people of Jefferson County.

You've heard other people say: "The property tax rate is already too high."

Two dozen Kentucky School Districts have higher "true" school tax rates on property than does the Jefferson County School District.

(This information is available in a January, 1963 report prepared by the College of Education at the University of Kentucky.)

The people you know should be made aware of this.

You may also help by stepping forward when the call comes for volunteers to work in the coming campaign.

And, vote YES on May 28 on the School Tax Referendum.



The Committee For Sustaining Progress. Seated, from left, Mrs. E. R. Tully, Mrs. Robert Winder, Mrs. K. T. Robinson, Mrs. Marvin Livingood, Mrs. A. F. Rosenberger. Standing, from left, James

Johns, Allen Dewart, Paul Bates, Jerome Berman, George Hill. Not in picture, Dr. Carl Abner, Lewis Conn, William Gladden, Dr. Gerald Greenfield, Rev. D. E. Jones.

This Is Where The Money Will Go

Description	Budget 1962-63 Based on \$2.00	Budget 1963-64 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)	%
Instruction	\$14,206,246	\$16,055,340		\$1,849,094	
Attendance, Health and Other Charges	81,276	102,987	This	21,711	39.59
Capital Outlay and Debt Service	1,647,234	2,938,225	Use Is Explained	1,290,991	
Operation	2,907,779	3,789,700	On	881,921	45.98
Transportation	1,416,900	1,599,422	The	182,522	3.86
Maintenance	843,995	891,963	Following	47,968	1.02
Administration	454,119	574,563	Pages	120,444	2.55
Fixed Charges	398,710	457,191		58,481	1.24
TOTAL	175,979	447,979		272,000	5.76
TOTAL	\$22,132,238	\$26,857,370		*\$4,725,132	100.00

*Includes Growth in Assessment and State Aid

Your
Jefferson County Schools

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Richard Van HooseSupt.
Conrad OttEditor

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to each family.*



... And Here's How It Breaks Down

Description	Budget 1962-63 Based on \$2.00	Budget 1963-64 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)
INSTRUCTION				
Principals & Supervisors	\$ 832,724	\$ 909,710	• 1 additional elem. principal • 1 additional supervisor • 2 additional asst. principals • Normal salary increment • 3% salary raise—average	\$ 76,986
All Teachers	11,454,369	12,940,435	• Maintain average pupil-teacher ratio of 27.3 to 1 • 3% salary raise—average • Normal salary increment (\$100)	1,486,066
Counselors Librarians Psychological and Testing Services	651,776	815,760	• Adequate services • Pupil-Counselor ratio of 500 to 1 • 3% salary raise—average	163,984
Substitute Teachers	220,676	230,853	Restoration of professional leave	10,177
Clerks & Classroom Aides	416,166	475,244	• Elevate salary minimum by 10%	59,078
Transfer Tuition	36,088	36,088	None required, based on present circumstances	None
In-Service Training and Workshops	7,800	8,800	Extended Services	1,000
• Audio-Visual Materials • Library Supplies • Library Books	164,313	173,475	Extended Services	9,162
Tests and Teaching Supplies	121,790	132,458	Extended Services	10,668
Supplementary Books	60,028	68,280	Extended Services	8,252
• Television • School Office Supplies • Study Guides • Diplomas • Travel Expense • Miscellaneous	240,516	264,237	Extended Services	23,721
ATTENDANCE	81,276	102,987	Extended Services	21,711
TOTAL	\$14,287,522	\$16,158,327		\$ 1,870,805

Your Jefferson County Schools:

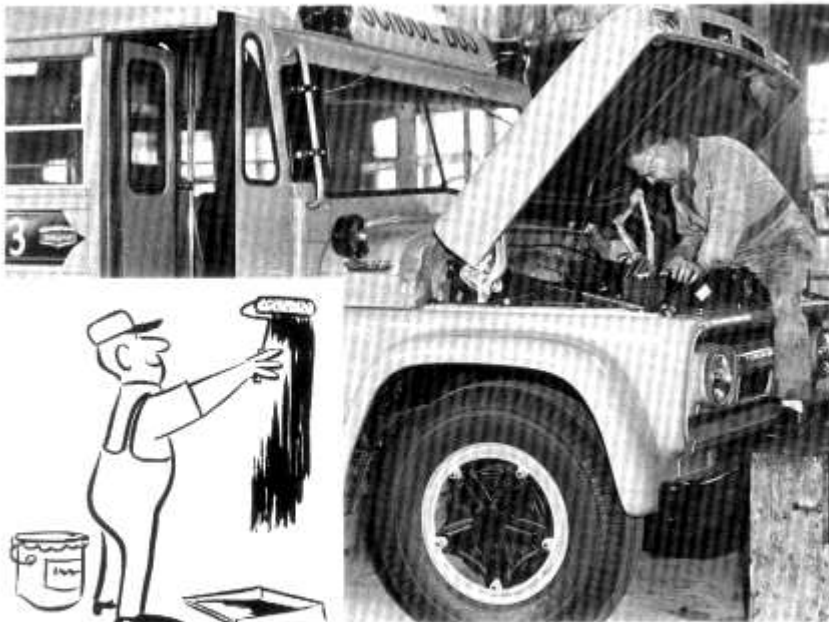
Description	Budget 1962-63 Based on \$2.00	Budget 1963-64 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)
CAPITAL OUTLAY New Sites, Additions and Improvements	\$ 295,000	\$ 584,000	Site Acquisition for an expanded building program	\$ 289,000
Buildings, Additions and Remodeling	802,642	1,097,692	New buildings, additions, remodeling and alterations	295,050
Classroom Equipment and Furniture • Instruction • Lunchroom • Library Books	431,438	1,045,442	Equipping new buildings and replacing old equipment Needed books to meet accreditation standards	614,004
Transportation— Maintenance & Operational Equipment	118,154	211,091	Purchase of needed school buses and service vehicles	92,937
TOTAL	\$1,647,234	\$2,938,225		\$1,290,991

Description	Budget 1962-63 Based on \$2.00	Budget 1962-63 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)
DEBT SERVICE Principal and Interest on School Building Bonds	\$2,907,779	\$3,789,700	• 7 million dollars in school building con- struction bonds • Normal In- crease—debt services schedule	\$881,921



Description	Budget 1962-63 Based on \$2.00	Budget 1963-64 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)
OPERATION				
Custodians, School Plant Engineers and Other Staff	\$ 826,080	\$ 964,452	• 3% Salary Increase—Average • 2 additional truck drivers • 1 security patrolman	\$ 128,372
Contractual Services • Laundry Service • Guard Service • Volunteer Fire Departments	10,520	11,500	Additional contractual services	980
• Heat • Utilities • Custodial Supplies	573,000	625,890	Normal Increase	52,890
Travel and Miscellaneous Expense	7,300	7,580	Normal Increase	280
TOTAL	\$1,416,900	\$1,599,422		\$185,522

Your Jefferson County Schools:



Description	Budget 1962-63 Based on \$2.00	Budget 1963-64 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)
TRANSPORTATION				
Personnel	\$159,206	\$188,087	Additional bus drivers 3% Salary Increase—Average	\$28,881
Contractual Bus Services	625,289	628,376	3% Salary Increase for reduced number of contract buses	3,087
County-Owned Bus Operational Expense				
• Gasoline & Lubricants				
• Tires & Tubes				
• Repair Parts				
• Maintenance of Vehicles by Private Garages				
• Rent				
• Insurance	57,500	72,500	Increase—more County-owned buses	15,000
Other Costs of Pupil Transportation	2,000	3,000	Normal increase	1,000
TOTAL	\$843,995	\$891,963		\$47,968

Description	Budget 1962-63 Based on \$2.00	Budget 1963-64 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)
MAINTENANCE				
Maintenance Workers	\$207,221	\$223,512	Normal increment and average 3% salary increase	\$16,291
Contractual Services for				
• Buildings				
• Grounds				
• Equipment	84,705	174,658	Additional contract maintenance for deferred needs	89,953
Maintenance Supplies	151,943	165,643	Normal increase	13,700
Travel, Office and Miscellaneous Expenses	10,250	10,750	Normal increase	500
TOTAL	\$454,119	\$574,563		\$120,444

Your Jefferson County Schools:

Description	Budget 1962-63 Based on \$2.00	Budget 1963-64 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)
ADMINISTRATION • Superintendent • Assistant Superintendents • Board Attorney • Administrative Staff • School Board Members Per Diem	\$202,338	\$212,437	Normal increment—Salary Schedule	\$10,099
Clerks and Secretaries	129,980	173,820	• Raise beginning annual salary to \$2640 • 7 Clerical personnel • Normal salary increment for present staff	43,840
Contractual Services— Legal Fees, Auditing Services	13,050	14,000	Normal increase	950
• Printing • Publishing • Supplies • Professional Library • Miscellaneous	53,342	56,934	Normal increase	3,592
TOTAL	\$398,710	\$457,191		\$58,481



Description	Budget 1962-63 Based on \$2.00	Budget 1963-64 Based on \$2.60	Use of Additional Money	Difference Between 1962-63 Budget (\$2.00) and 1963-64 Budget (\$2.60)
FIXED CHARGES				
Social Security	\$ 52,500	\$ 68,000	Provision for matching contribution due to 3% salary increase	\$ 15,500
Insurance and Machine Rentals	71,500	128,000	Renewal of 3-year policies and continuance of Workmen's Compensation Insurance	56,500
Contingencies	51,979	251,979	Maintenance of a bare minimum budget balance	200,000
TOTAL	\$175,979	\$447,979		\$272,000

If The 60 Cents Tax Fails To Pass, What Then?



Superintendent Richard Van Hoose uses a chart which graphically illustrates the locations of Jefferson County's 13 secondary and 52 elementary schools.

Some of the possible consequences can be readily foreseen, others cannot. However, for a certainty, here are several of the more immediate dangers to our school program.

INSTRUCTION

1. An additional 3 to 5 pupils per teacher which would lose our accreditation. Credits and grades would not be accepted by accredited educational institutions.
2. Good teachers would be hard to retain and even harder to employ. A career staff cannot be secured without attractive compensation.
3. Discontinued:
 - library books and materials.
 - laboratory equipment.
 - instructional materials and

supplies.

4. In the high schools, the number of pupils per counselor would increase from 611 to 711, up a 100.
5. An increased load for the supervisory staff would develop — a loss of state funds would then occur since minimum supervisory requirements could not be met.
6. Appropriations of the National Defense Education Act would be lost since local funds would not be available for matching purposes — instructional supplies and equipment would not be forthcoming as in the past.
7. The Five Program Plan would be curtailed to the extent

that deserving children would not be provided needed services.

8. The in-service training program for teachers would be dropped — the present upgrading of classroom instruction would be greatly handicapped.

CAPITAL OUTLAY

1. School sites could not be purchased — a delay here means increased land costs later.
2. Improvement of present school sites would cease — no blacktopping of school play areas and parking facilities.
3. Reduced remodeling and construction of school building additions — a real need neglected.
4. Cutbacks in purchase of school equipment and furniture — a real hindrance.
5. Cutbacks in the purchase of service equipment — maintenance tools and equipment could not be bought when needed.

DEBT SERVICE

Inability to finance needed construction through issuance of school building bonds — this means double sessions, overcrowding and inadequate facilities.

FIXED CHARGES

Insufficient balance for emergencies — a dangerously low contingency fund.

OPERATION

Curtailement of custodial services — reduced housekeeping efficiency.

MAINTENANCE

Reduction of maintenance services — costly deferment of maintenance projects — 32 personnel are presently holding the line for 65 schools and the danger of break-downs and deteriorations is all too possible.

ADMINISTRATION

Increased overload for present administrative staff — inability to secure and obtain complete clerical personnel on present pay schedule.

TRANSPORTATION

No improvement in transportation services — no additional services for public and non-public pupils.



Moonlight School

A Report by the student staff
of the Valley Hi-Lites

Once upon a time in rural Kentucky there was a system known as "Moonlight Schools." This was a long time ago. The term "Moonlight School" is appropriate now, however, for Valley High School's seventh grades presently on double sessions. Half of these young people come to school on the 7:00 A.M. to 12:30 P.M. shift; others begin classes at 12:30 P.M. and leave for home at 5:45 P.M.

From November through January, these two groups were called "Moonlighters"; they either came to school in the dark or left for home in the dark.

The Hi-Lites staff of Valley High School recently polled the seventh-grade class to learn their general thinking about the double session problem.

"We're always left out of everything — I don't like it at all," seemed to be the general consensus. Most seventh graders complained of insufficient time for extra-curricular activi-

ties. A large number mentioned that they did not have enough time with their families.

The underclassmen added that, because of the odd hours, an unnecessary hardship was imposed on their parents — mothers, especially. Some seventh graders remarked that they were unable to eat with their families on school days.

Practically all students complained of being unable to participate in clubs and related activities. A vocal majority indicated that they didn't have enough time to "chum" with their friends and participate in general school activities. Everyone felt rushed and short-changed.

A most serious problem is the failure of double-session pupils to receive classes in physical education and music. Boys and girls are unable to participate in organized sports. Many said they would like a classroom to claim as their very own — presently they feel like school orphans.

In the fall of 1963, Valley's total enrollment will increase from 200 to 250. This increase will be in store for the next several years. Thus, it becomes evident that by the fall of 1966 — only three years hence — the total enrollment will approach 4,000.

This estimate is based on pupils already in Valley's feeder schools and does not provide for new pupils who may come from new subdivisions. Double sessions cannot be relieved with an outlook of this nature!

This survey and article shows a problem which may spread to other schools. This cramping merits relief and relief can be forthcoming from the citizens of this community.

FACTS RELATED TO VALLEY'S ENROLLMENT

1962-63 enrollment	2900
1962-63 graduates	190
	2710
7th graders entering Valley in 1963 (estimated).....	590
Enrollment: 1963-64.....	3300
1964-65.....	3500
1965-66.....	3700
1966-67.....	3900

Your Jefferson County Schools:



CHRISTEN, BROWN & RUFER
 Certified Public Accountants
 December 10, 1962

Jefferson County Board of Education
 3392 Newburg Road
 Louisville 18, Kentucky

At the request of the Jefferson County Board of Education, we have prepared the accompanying condensed cover statements from our complete Report of Audit submitted under separate cover statements for the year ended June 30, 1962. We have examined the records of the General Fund, Special Voted Building Fund Tax Account, and Summer School Program Account of the Jefferson County Tax Account, and have generally accepted auditing standards and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying statements of receipts and disbursements for the General Fund, Special Voted Building Fund Tax Account, and Summer School Program Account present fairly the transactions of the Jefferson County Board of Education for the year ended June 30, 1962, and the results of its operations for the year then ended in conformity with generally accepted accounting principles.

CHRISTEN, BROWN & RUFER
 Certified Public Accountants

GENERAL FUND Cash Receipts and Disbursements For the Year Ended June 30, 1962

CASH BALANCE, JULY 1, 1961		\$ 1,791,996.02
RECEIPTS:		
Revenue from Local Taxes (Exclusive of Special Voted Levies)	\$12,313,350.01	
Tuition Paid by Individuals and School Districts	33,179.43	
Foundation Program Fund	5,896,560.71	
School Lunch Program	343,219.29	
Other State and Federal Aid	247,117.70	
Revenue from Public Law #74	261,564.00	
Rent from School Facilities	32,000.52	
Interest from Investments	26,413.64	
All Other Sources	313,640.48	
		\$9,517,645.38
Total Cash Available		21,309,640.40
DISBURSEMENTS:		
Administration	\$ 370,875.28	
Instruction	12,752,755.80	
Attendance and Health Service	81,500.40	
Fuel Transportation Service	813,521.74	
Operations of Plant	1,313,988.66	
Maintenance of Plant	444,628.38	
Fixed Charges	396,480.20	
Community Services	355,086.60	
Transfer Tuition	15,704.37	
Capital Outlay	970,018.99	
Debt Service	3,342,278.34	
		20,865,707.91
CASH BALANCE, JUNE 30, 1962		\$ 443,932.49*

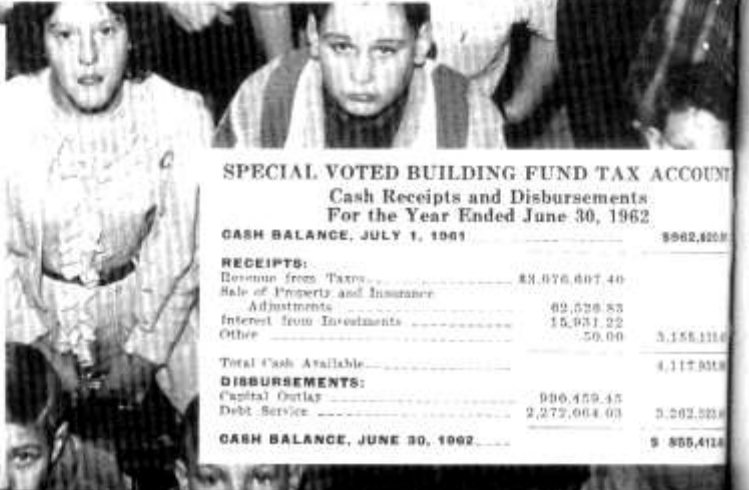
(* Subject to increase in amount of \$691,950.00 due to check from State Treasurer being lost in mail. A duplicate check was received by the Board on August 22, 1962, after filing a written statement indicating that the check was lost and if later received it would be returned to the State Treasurer. This amount was included in accounts receivable at June 30, 1962.

SUMMER SCHOOL PROGRAM ACCOUNT Cash Receipts and Disbursements For the Year Ended June 30, 1962

CASH BALANCE, JULY 1, 1961		\$ 24,743.47
Additional Funds Transferred from General Fund for Collections of 1961 Summer School Program		2,401.16
		\$27,234.67
DISBURSEMENTS:		
Salaries	\$22,822.38	
Operational Expense	510.50	
Refunds	130.71	
		23,522.89
Cash Balance from 1961 Summer School Program		3,711.68
1962 Summer School Program:		
RECEIPTS:		
Transfers from General Fund for Collections of 1962 Summer School Tuition		55,215.15
		58,926.83
DISBURSEMENTS:		
Salaries	\$18,535.06	
Operational Expense	120.07	
Refunds	959.00	
		19,633.13
CASH BALANCE, JUNE 30, 1962		\$39,293.70

SPECIAL VOTED BUILDING FUND TAX ACCOUNT Cash Receipts and Disbursements For the Year Ended June 30, 1962

CASH BALANCE, JULY 1, 1961		\$962,620.88
RECEIPTS:		
Revenue from Taxes	\$3,976,607.40	
Sale of Property and Insurance		
Adjustments	62,528.83	
Interest from Investments	15,931.22	
Other	50.00	
		3,155,118.45
Total Cash Available		4,117,739.33
DISBURSEMENTS:		
Capital Outlay	906,459.45	
Debt Service	2,272,004.03	
		3,202,033.48
CASH BALANCE, JUNE 30, 1962		\$ 915,705.85



Your Jefferson County Schools

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

VOLUME 6

MARCH, 1963

NUMBER 7

Full Lives Can Be Lived--Safely

Since its introduction almost forty years ago, Safety Education has made an important contribution: A marked reduction of traffic accidents among elementary schoolchildren and fewer automobile accidents among high school youth who completed the driver education course.

Accidents remain the foremost cause of death among school-age youngsters. Home and traffic accidents claim most lives but drownings and fire casualties are high.

No Simple Matter

Since human error probably is responsible for 85% of all accidents, education for safe living seems to be the best approach for minimizing them. This belief has been strengthened by the safety records of the schools.

Safety Education helps boys and girls make safe adjustments to their environments and acquaints students with hazards of daily living and enables youngsters to make the right decisions.

The heart of the safety program is classroom instruction with the teacher guiding and organizing the proper learning experiences.

The Board of Education provides safe buildings and grounds



The safety patrol receives supervision from school and police personnel. Safety Supervisor Virginia Wheeler and Police Officer J. W. Ahmann discuss procedures with Patrol Officers Charles Hodges, Kenwood School, and Don West, Auburndale.

and school personnel maintain an environment free of hazards.

A wealth of excellent material is provided by the National Safety Council, the Louisville Safety Council, the Louisville Automobile Club, and public and civic agencies.

Student Accidents

In 1961-62, there were 1588 pupil accidents — at home and at school — reported to the Jefferson County schools.

The Jefferson County schools began this accident-reporting system in 1937. Cooperation was effected with the National Safety Council.

Accidents which cause students to lose a half-day or more of school or require physician services are reported.

In examining student accidents, this school system has been able to prepare studies designed to develop safety consciousness. This awareness by the pupil grows as he progresses through the grades.

An individual's education is a waste unless he lives to enjoy its benefits.

Miss Virginia Wheeler, Safety Supervisor for the Jefferson County Schools said: "A good school safety program provides safe environment, safety instruction, and safety activities. All school personnel and departments must cooperate for the prevention of injury and for the conservation of lives."

In This Issue



- Page 1 Safety Education in the Jefferson County Schools
- Page 2 The Little Red Car — And Where It Went
- Page 3 Viewpoints—Col. Thomas Holsclaw, Jefferson County Police—Estel Hack, Louisville Safety Council
- Page 4 Civil Defense
- Page 5 School Bus Safety
- Page 6 The National Safety Honor Roll

This issue is green in recognition of the Green Cross For Safety — Emblem of the National Safety Council.

The Little Red Car -- And Where It Went

By Dixie A. Tharp
Third Grade Teacher
Mill Creek School

The hero of our story, the little red car, provides the horsepower behind a highly-integrated safety program at Mill Creek School.

Directly or indirectly, it has been part of art, social studies, English, geography, math, and reading classes. It has been used to teach bike, bus, vacation, home and traffic safety.

And it has certainly come a long way from the refrigerator packing box that once it was.

The teacher has taken every opportunity to capitalize on the children's enthusiasm, turning the little car into an important learning experience.

A Teaching Machine

Qualifying as a teaching machine of sorts, the red car has a long history of valuable contributions to safety education. Some of the ways in which it has been used:

- To get to school, most pupils ride school buses, approaching Mill Creek via U. S. Highway 31W, a busy four-lane road. Ideas on bus safety were proposed and posters were made to illustrate them. The school safety patrol came to talk about safety.

- As new words were added to third-grade vocabularies, pupils discovered that they were "pe-



A teaching machine on wheels is Mill Creek's little red car. Mrs. Dixie Tharp, the teacher, points out a traffic signal for Judy Motter and Barton Nally. Thoughtful Tim (rear of car) approves all evidences of safety awareness; he has another face for disapproval.

destrians." A miniature traffic light used with the car emphasized proper walking and crossing habits. Youngsters, dressed in red and green shirts, identified themselves as the "Stop and Go Twins." Parents helped to map safe routes to school.

- The little red car has been a valuable aid in helping children to understand their own responsibilities when playing near traffic.

- One eight-year-old even organized a neighborhood safety club with his playmates . . . "to teach them to do what is right."

- When the arithmetic lessons concerned circles, rectangles, squares, and triangles, it was convenient to call attention to road signs as examples. The pupils learned to identify all of them. One parent reported that while driving on an expressway, he was sharply reprimanded by his nine-year-old son: "Slow down, Daddy. There's a yellow diamond-shaped sign ahead."

- Since hand signals are as important on a bicycle as in a car, learning them led quite nat-

urally to the bike safety phase of the little red car program.

- Children made a survey of the number of bicycles owned by Mill Creek pupils. Booklets on tips for the safe driver were distributed.

- Thoughtful Tim, a two-faced character long a part of the school safety program, was an excellent helper with the red car. There are two versions of Thoughtful Tim. A smiling face means good safety habits; an embarrassed red face means that someone has been careless. The third grade worked hard to keep Tim smiling.

- Since there was no special time set aside to teach safety, it was interwoven with every activity.

Safety Habits Improved

Parents reported that safety habits of their children had greatly improved. When children related class discussions on home safety and the little red car lessons in safe driving, parents themselves became more safety conscious.

Your
Jefferson County Schools

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Richard Van HooseSupt.
Conrad OttEditor

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to each family.

Children in the Jefferson County Schools may purchase insurance under the terms of a student accident policy. The cost — \$1.50 per school year.

During 1961-62, a total of \$38,232.39 was paid for 1,089 claims. The average claim was \$35.11. Of the total pupil population of 54,162 (last year), 27,460 boys and girls were insured — or 50.7%.



Col. Thomas Holsclaw

Two Leaders Speak Out On Safety



Estel Hack

Safely Takes Cooperation . . .

*By Estel Hack
Executive Vice President
Louisville Safety Council*

The accident problem is a community problem and it requires a community-wide, cooperative effort to solve it. One fine example of this cooperation has been the manner in which the Jefferson County School System and the Louisville

Safety Council have worked together for the safety of schoolchildren.

Programs for safety have been many, varied, and unusually successful. The record will show that they have contributed immeasurably to an improved safety record. It is certainly our practice to work together; only in this way will we keep our youngsters safe in a growing community.

. . . But It Always Pays

*By Col. Thomas Holsclaw
Jefferson County Police*

It has not been too long ago when school entrances had neither a school guard nor a schoolboy patrol. In days gone by, it was likely that a car, passing a loading or unloading school bus, would proceed without warning or citation from the proper authorities. Have times changed? You know that they have. And all for greater school safety.

Today, with heavier traffic and accelerated movement throughout the community, school guards, safety patrols, and police cruisers are a necessity. These services guarantee pupil safety as it is known today.

We are apt to take these protective measures for granted.

The school safety patrol did not happen by chance — your educators helped to materialize this safety factor. The school traffic guard, by the same token, does not magically appear at the

proper time each morning and afternoon — your police authorities see to this. Your police authorities also see that school buses are kept under surveillance lest violators spoil an enviable safety record.

The foregoing provisions have been developed through the thought and planning of the Jefferson County Board of Education, the personnel of its school system, and the Jefferson County Police Department.

Often, and pleasantly so, the County Police Department is called upon for safety talks at assembly programs and organizational assistance with schoolboy patrols.

As police officers, we are keenly aware of the abiding interest shown by Jefferson County educators in the total safety program. After all, school safety embraces the classroom, the building itself, the playground, and transportation to and from school. It is our intention to

assist with this overall program to the best of our operational ability.

Case in point: Police officers are present at many athletic events to control traffic and maintain order. A vigilant patrolling of highways before and after competitive events has been proved a prudent measure.

Despite the cooperative efforts of school and police personnel, something still may be lacking in this safety program. What might this be? Possibly your cooperation as a parent. You must do your part to teach your children to be safety conscious. As a rule, those who think Safety, live safely.

As a parent, you have a responsibility to create a safety-awareness in your son or daughter. With this advantage from home, your Police Department will be aided in one of its more responsible obligations — the safety of all youngsters.

Jefferson County Classification (1961-62)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	All Grades
Total Accidents	66	69	67	102	85	99	169	207	206	147	126	156	1,588
Days Lost	233½	97½	110	122½	174½	108	130½	114	160½	84	99½	96½	1,497
Enrollment	6,120	5,411	5,340	5,200	5,118	4,979	4,674	4,323	5,119	3,838	2,410	2,123	54,162

Civil Defense

Schools accept the responsibility of providing for the safety and well-being of pupils. This program has been planned, with PTA assistance, to care for the immediate safety of children, whether threatened by enemy attack or by other dangers.

Plans have been made, in case of an alert warning, for youngsters to stay at school, to remain at school until called for, or to comply with an alternate plan specified in writing by the parents.

A second aspect of the school's contribution to civil defense is its educational program. Civil defense has a logical place in the school curriculum. Factual explanations are given regarding methods of enemy attack, survival techniques applicable in various types of emergencies, and defense systems, both military and civil.

The relationship between world politics and survival is interpreted in terms of Jefferson County, today and tomorrow.

A third aspect is the school's role in relation to the community as a whole — its community coordination and service program. Parents are aware of the school's plan for taking care of their children, and the ways in which they can be most helpful.



The Jefferson County PTA Council directs a special effort toward Civil Defense. Mrs. James Pounds, Civil Defense chairman (left), works with Miss Virginia Wheeler (right), safety supervisor for the schools, in bringing the program to parents, teachers and youth. Here, a group of mothers learn about "Medical Self Help Training."

For over a decade, plans have been made and updated concerning the school's role in emergency feedings and auxiliary housing.

The schools of Jefferson County have long been scheduled for use in other emergency operations, such as inoculations. A definite procedure for cooperation with other agencies is an integral part of the school readiness picture.

Civil defense in the schools aims directly at the preservation of lives. Specific training is directed toward preparation for defense in case of attack. Civil defense skills will always be of value in terms of natural disaster.



According to the National Fire Prevention Association, more than 12,000 people died from fires last year, 3,400 of them school-age children.

The Jefferson County schools annually participate in Fire Prevention Week in October. However, every week must be a fire prevention week,

What About Fire?

so fire drills are conducted at least monthly. This observance meets the state regulation.

School personnel are given special instructions in fire prevention and control.

(Below, Fairdale High School conducts a fire drill.)



11,000 Miles A Day

Almost 36,000 students are transported daily to the schools of Jefferson County. This does not include the 5700 parochial pupils who also ride the school buses. Pupil passengers travel to and from school on 289 school buses. This daily transportation log approaches 11,000 miles, an equivalent span of cross-continent and return.

This means that about 60% of all students enrolled in the Jefferson County schools—58,423—are transported on buses owned or contracted by the Board of Education. The per cent of the school budget set aside for transportation, \$843,995 or 4.7% of all expenditures, makes it a big and costly business.

Safety is a prime factor in the operation of this passenger fleet, for more reasons than one.

To Keep 'Em Rolling

As school transportation has grown, so has the attention given to the responsibilities of pupil conveyance. All buses in school service have met or will soon meet these standards of the Kentucky School Bus Specifications, revised in November,

1962. Here's the safety checklist for school buses:

Physical Examination: Prior to the school year, all drivers must have a physical examination by a physician. By direction of the Jefferson County Board of Education, all drivers, over 55 years of age, submit to a physical examination at midyear. This is in addition to the initial examination at the beginning of the school year.

Insurance: The entire fleet is covered by ample insurance — a million dollar liability per bus per accident.

Safety Meetings: Annually, during July and August, general briefing periods are attended by all drivers. At specified intervals, safety sessions are conducted throughout the school year. Insurance companies offer the services of safety engineers and consultants.

Local Police: A working relationship exists with the County Police. Shively and City Police also share their services.

State Inspection: In 1962, the Kentucky State Police, aided by members of the Jefferson County Police, inspected all vehicles in the Jefferson County school bus fleet. This recent service has been used on two occasions.

Mechanical Inspection Report: Each bus driver is required to submit, at the beginning of each school month, a mechanical inspection report signed by a competent mechanic. This indicates monthly that the vehicle has been certified as safe.

Stop Changes and Routing: To com-



This bus stop-arm has 2 red flashing lights for better signaling. Transportation Director C. D. Stout discusses the feature with school-bus drivers Inez Long, and Ronald Henneous.

pensate and care for changes in traffic conditions, some bus stops need to be changed occasionally. Recommendations of the local police, observations of Transportation Supervisors, and telephone calls from parents serve as guides in changing routings and stops.

Red Flashing Lights: The alternately flashing red lights mounted at the top of the bus, both front and rear, have been improved. The angle of vision and intensity of the light has increased. The use of a sealed-beam light, instead of a bulb and reflector, will greatly aid the motoring public.

Stop Arm: Changed to an 18-inch octagonal size. The shape and color is a replica of the stop sign used in Highway Traffic Engineering. Also, two 4-inch alternating red flashing lights have been added.

Cross-View Mirror: Jefferson County requires that a cross-view mirror be installed on the front of the bus so that the smallest child can be seen as he crosses, in front of the bus.

Rear Vision Mirror: A 30 x 6-inch interior rear view mirror replaces the smaller 4 x 12-inch size.

Laminated Safety Glass: All glass openings have laminated safety glass. The 1963 Kentucky Specification insures that this plastic reinforced safety glass will be installed in all openings.

Step Treads: For several years steps of school buses have had white nosing on abrasive rubber treads. The white nosing can be changed to yellow, increasing visibility.

Fire Extinguisher: A new, dry-powder type will be used.



At Fairdale High School, first aid is practiced by Paul Taylor's 8th grade core class. Standing (left to right): Mr. Taylor, Steve Kane and Doug Baker. Serving as victim is Steve Ware.



Auburndale and Kenwood Schools cooperate in a successful community project — Safety. Examining an award from the National Safety Council are: (seated, left to right) Miss Bertha Trunnell, Kenwood principal; Mrs. Dan Schroerlucke, Jr., Kenwood PTA president; and Mrs. Abbie Wuest, Auburndale principal. Standing, left to right: R. J. Burwell and I. B. Cramer of the Iroquois Civic Club and R. F. Bowen, Safety Director of the Louisville Automobile Club.

National Safety Honor Roll

The National School Safety Honor Roll is an annual recognition given by the National Safety Council to schools exerting exceptional safety effort. Requirements to qualify become more difficult each year.

These won awards:

1961-62 School Year

12th Year Award — Auburn-dale, Kenwood.

11th Year Award — Fern Creek Elementary.

10th Year Award — Fairdale Elementary, Jeffersontown, Medora, Mill Creek, Newburg, Okolona, Prestonia, Stivers.

9th Year Award — Eastern High, Fern Creek High, Great-house, Hawthorne, Hikes, Lyndon, Melbourne Heights, Middletown.

8th Year Award — Audubon, Chenoweth, Durrett High, Kerrick, Rockford Lane, Valley Elementary, Valley High, Waller.

Other schools qualified for awards of lesser time lengths; the newer schools are in this category.

Use of ETV

In June, 1962, the County Board, in cooperation with the Louisville Fire Department, provided a special telecast on the safe operation of power lawnmowers.

Nine high schools reported that 2,202 students and 17 adults

saw the program.

The use of WFPK-TV also has enlarged the scope of safety messages.

One example was the use of a bicycle film. Another was a telecast concerned with safety in lunchrooms, kitchens, buildings and physical plants.

Driver Education

The Board of Education added Driver Education to its curriculum in 1948. Students in the program increased from 294 the first year to 645 last year. Due to the tightness of the present school budget, the program has been dropped from the regular curriculum and offered, for \$20 tuition, after school hours.



"How many of these road signs do you know?" asks Driver Education teacher Bernard Solomon. These three students at Pleasure Ridge Park High School — Linda Faust, Todd Daugherty and Ray Hunt — knew all eight.

Safety Patrol

In 1922, the Chicago Motor Club officially sponsored a school safety patrol. Since then, millions of boys and girls have contributed time and services toward guarding the lives of their schoolmates.

These guidelines serve as Standard Rules for School Safety Patrols:

- To instruct, direct, and control students in crossing streets and highways, at or near schools.
- To assist teachers and parents in the instruction of school children in safe pedestrian practices.
- To assist schoolbus drivers with the safe conveyance of pupil passengers, especially loading and unloading.

Patrols are not charged with the responsibility of directing vehicular traffic nor are they allowed to do so.

Principals, teachers, and students select patrol members on the basis of high standards of merit and citizenship.

Student Safety Council

Participation is basic to safety. The Student Safety Council is composed of representatives from each class in the school. With faculty sponsors, these youngsters study and attempt to solve school safety problems. Both elementary and high schools have such councils.

Your Jefferson County Schools

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What You Should Know About Summer School

The summer months can be long if plans aren't made for their best use.

Recreation and relaxation are certainly important, but how much of this diversion is needed or is beneficial for today's youngsters? Nationwide studies have come up with some interesting answers.

Youngsters Are Bored

These studies show that several daily hours — for 6 or 7 summer weeks—enable students to retain and even strengthen study and work skills. The long summer lay-off actually works to a disadvantage for some children. As one local youngster put it, "I just about lose my 'book-touch' during the summer." Said another, "The first couple of weeks were fun—loafing around, you know. But after that, things really got dull."

The Jefferson County Board of Education started summer sessions in 1960. The first phase was conducted for high school students; the elementary program was begun a year later.

The summer school program has grown from 519 pupils (1960) to 1,827 in 1962. This summer, the enrollment is expected to exceed 3,000.

Why are more and more students going to summer school? Have they all failed courses during the regular term? Is it make-up work that draws this



growing group?

From studies made annually by the Research Department, several answers can be given to the preceding questions.

- In the high school, 60% of the pupils have been coming for courses which are not "make-up" credits. These students have either been taking subjects for enrichment purposes or for convenience of regular term schedulings.

- Personal improvement courses attract many boys and girls. These include typing, shorthand, public speaking, developmental and speed reading.

- In the elementary program, 73% of the children completed their assigned levels and 97% felt that summer school had really helped them.

- According to survey results, 98% of the parents indicated that the summer school program had given the help that they had expected.

- A poll of both elementary and high school students — in the 1962 program — revealed that over 90% felt that the summer school had definitely helped them. They were pleased with their own progress. They liked the smaller classes and the advantages of fewer pupils per teacher.

The 1963 Program

This summer, three elementary and three high schools will participate in the program. Kerrick, Indian Trail and St. Matthews will form the elementary circuit while Western, Thomas Jefferson, and Westport will offer their air-conditioned facilities.

In This Issue

Page 1	About Summer School
Page 2	Elementary Program
Page 3	High School Offerings
Page 4	Registration Details
Page 5	Transportation
Page 6	Physical Fitness and Driver Education



Mrs. Virginia Kuhn can spend more time with pupils since classes will be smaller.

Elementary Summer School

During the summer of 1963, elementary students again will have the opportunity to attend summer school. The Jefferson County program will provide for Remediation, Re-enforcement, and Enrichment.

Remediation and Re-enforcement programs in arithmetic and reading will follow the same standards as the regular school. Progress in reading levels will be determined, to a large degree, by the student himself and by the length of the respective levels. In the summer school program last year, most students completed the levels to which they were assigned.

Evaluation of student progress will be the responsibility of the summer school teacher and principal.

Registration

Parents should talk with their teacher and the principal regarding the summer school program before registering the youngster. **Students should register with their regular school principal — from May 20 through May 31.**

Late registration will be at Kerrick, St. Matthews, and Indian Trail Schools on June 12, 13 and 14. A late registration fee of \$4 will be necessary after May 31.

If the child is registered between May 20 and May 31, his records will be available for the first day of summer school.

Enrichment

An enrichment program for students who have mastered the skills of their expectancy level will center on the library, literature, dramatization, and creative writing. Creative art and music will also be included.

Summer Staff

Summer schools will be staffed with teachers, librarians, and principals from the Jefferson County School System. Classes will be small enough to permit individual attention.

Elementary Summer Schools

Indian Trail Elementary
3709 Indian Trail
Louisville 13, Kentucky
WO 9-0341

Kerrick Elementary
2210 Upper Hunters Trace Road
Louisville 16, Kentucky
447-4111

St. Matthews Elementary
601 Browns Lane
Louisville 7, Kentucky
TW 5-4010

Summer School Facts

Cost	\$25 for both elementary and secondary pupils	
Term	Elementary School — 6 weeks — June 17 to July 26 (3 hours — 15 minutes — 8:30 A.M.-11:45 A.M.) High School — 7 weeks — June 10 to July 26 (4 hours daily — 8:15 A.M.-12:15 P.M.)	
Locations	Elementary Indian Trail Kerrick St. Matthews	High School Thomas Jefferson Western Westport
Staff	Faculties of both elementary and high schools will be selected by the Superintendent from the regular teaching staff.	
Transportation	High School — \$8.50 for 7 weeks. Elementary School — \$7.50 for 6 weeks. Buses will load and discharge pupils at commuting centers or cluster stations.	
Books	Texts currently used in the Jefferson County Schools will be used in summer school.	
Fees	Fees for supplies and materials will be comparable to those charged during the regular school term.	

Your

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Chemistry will be one of many Summer School courses.

High School Offerings

A limited listing of high school offerings is presented on this page. Any bona fide high school course will be offered if there is sufficient interest and demand on the part of students. A glance at the list will show that there will be countless opportunities offered for the benefit of high school students.

Adults, and out-of-school youth, are invited to participate in the summer program.

The New Dimension

Too often summer school has been considered primarily as an opportunity to make up work. This is a concept of the horse and buggy days. Although summer school still provides this opportunity, and children are urged to take advantage of it, there is a new concept which has developed in recent years. This concept encourages youngsters to enjoy courses in new fields — fields which may develop broader interests and greater depths of understanding.

Last summer, there were more students pursuing new and additional courses than youngsters repeating a failed subject. This is a new dimension.

During the regular school year, there are courses which youngsters cannot work into their regular schedules. Summer school provides the opportunity to follow these interests. Here are a number of popular courses:

- Creative writing
- Public speaking
- Personal use typing
- Notehand
- Developmental and speed reading
- Physical fitness
- Driver education
- Sewing

Courses To Be Offered

Course	No. Weeks	Unit Credit
English I, II, III or IV	7	1
Creative Writing	7 (2 hrs. a day)	½
Public Speaking	7 (2 hrs. a day)	½
Latin I or II	7	1
French I or II	7	1
Spanish I or II	7	1
7th or 8th Grade Science	3½	0
7th or 8th Grade Arithmetic	7	0
7th or 8th Grade Core	7	0
General Mathematics (9th Gr. only)	7	1
Algebra I or II	7	1
Plane Geometry	7	1
Solid Geometry	3½	½
Trigonometry	3½	½
General Science	7	1
Biology	7	1
Chemistry (Lab. fee \$2.00)	7	1
Physics	7	1
Personal Use Typing (Lab. fee \$1.50)	3½	½
Typing I or II (Lab. fee \$3.00)	7	1
Notehand	3½	½
Shorthand I or II	7	1
Civics	7	1
World History	7	1
World Geography	7	1
American History	7	1
Problems of Democracy	7	1
Driver Education	3½	½
Corrective Reading	7	0
Developmental and Speed Reading	7 (2 hrs. a day)	0
Mechanical Drawing	7	1
General Art I or II (Lab. fee \$2.50)	7	1
Physical Fitness	7 (2 hrs. a day)	0
Health	3½	½
Physical Education	7 (2 hrs. a day)	½
Health and Physical Education	7	1
Sewing	7	1

An Opportunity For Re-enforcement

If a better background and foundation is needed for a particular course, summer school is the time for this strengthening. If a subject has been passed by a scant margin, this uncomfortable feeling can be eased by "another go" at it. Summer school allows concentration on a weak subject.

Speech Therapy

There are many high-school youngsters bothered by speech difficulties. Many of these difficulties can be corrected. While it is recommended that corrective effort be made early in life, it is recognized that many teen-agers can yet be helped. **These pupils should be encouraged to obtain help from the speech therapy course during the summer.**

Although the three elementary schools will serve as centers for speech therapy classes, high school students are also urged to enroll. Students will be given 30-minute sessions daily, in groups of three. They will be comparable in age and problem difficulty. Qualified therapists will serve as teachers.

Since sessions will last only 30 minutes, parents must furnish transportation for the students. **Preschoolers and elementary children will also be enrolled and instructed (separately) at the elementary centers.** The cost will be \$25.

Registration Details

The Jefferson County Summer Schools will be open to local and non-resident students (public, parochial, and private). Tuition for both elementary and high school will be \$25.00 with these exceptions in the high school's curriculum:

Creative Writing	\$12.50
Public Speaking	\$12.50
Personal Use Typing	\$12.50
Notehand	\$12.50
Health	\$12.50
Physical Education	\$12.50
7th or 8th Grade Science	\$12.50
Physical Fitness	\$15.00



Speech Therapy - Elementary And High School



Mrs. Rosalce Herman will work with youngsters in 30-minute sessions.

All registration will close in the high schools on May 31. Before May 31, the following schedule will be followed in the high schools. Certain days have been set aside at the schools for convenience of registration. Note the registration schedule for your summer school location.

WESTPORT SUMMER SCHOOL

8100 Westport Road

- May 24, 27—Eastern
- May 22, 23—Waggener
- May 28, 29, 31—Westport

THOMAS JEFFERSON SUMMER SCHOOL

4401 Rangeland Road

- May 22, 23—Fern Creek
- May 24, 27—Southern
- May 28—Newburg
- May 28, 29—Durrett
- May 29, 31—Seneca
- May 29, 31—Thomas Jefferson

WESTERN SUMMER SCHOOL

2501 Rockford Lane

- May 22—Fairdale
- May 23—Pleasure Ridge Park
- May 24, 27—Butler
- May 28, 29—Valley
- May 31—Western

After May 31, registrations will remain closed until Friday, June 7, and Saturday, June 8. On those two days, late registration will take place at Western, Westport, and Thomas Jefferson High Schools.

The Plans For Transportation

Schoolbus transportation will be available with services comparable with past summers. Tentative routes, following last year's pattern, will be modified for the needs of the first day.

After the first day, routes will be set to accommodate as many students as possible.

It will not be possible, of course, to establish bus stops for every child at every home; however, efforts will be made to extend transportation to all. Lo-

cation of students will be the major factor in determining the route. Until all students are registered, final plans cannot be made for complete service.

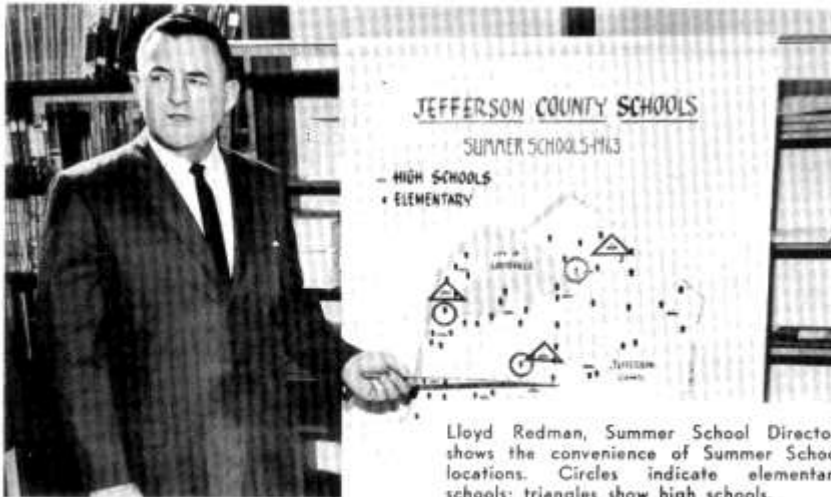
Noting the three elementary and the three high school locations, it is anticipated that the length of time, on the bus, will be lessened for the students.

THE COST: Cost of summer school transportation will be

\$8.50 for the high school session and \$7.50 for the elementary.

Tentative routes for opening day will be sent to each elementary and high school so that "first day" routes will be known. Of necessity, it will be necessary to alter routes after the first day.

For further information, call your school principal or the School Transportation Director (459-3311).



Lloyd Redman, Summer School Director, shows the convenience of Summer School locations. Circles indicate elementary schools; triangles show high schools.

Summer Library Services

This summer, as in the past, a number of elementary school libraries will be open for community use. In addition to this service, the public library branches in Eastern and Southern High Schools will be open.

Approximately 15 elementary schools participate in the elementary library program and the number is growing. Check your school to see if such a program is being offered.



Physical Fitness

An innovation will be offered during the 1963 summer school.

Everyone is aware of the national concern about physical fitness. In response to this interest, a physical fitness program will be offered in the summer high schools. This will be a special course.

This will not be an ordinary physical education program. It will be geared to the needs of high school students. The program will consist of isometrics, lateral movement, tumbling, weight lifting, and basic exercises endorsed by the President's Physical Fitness Committee.

The course will be designed as a body-conditioner. As such, it will seek to improve physical strength, endurance, flexibility, and organic efficiency. Students, enrolling in the class, must present a written approval from a physician.

Program Geared For High School Students



Teacher Harold Andrews (right) leads a class in physical fitness.

Ninth Grade Students May Take P. E. For Credit

Here's another "first."

Students will be able to take ninth grade health and physical education for a credit toward graduation. This unit is required for graduation in the state of Kentucky. It is generally recommended that the course be taken during the ninth grade.

Frequently, it has been difficult to work this particular course into the schedule of cer-

tain students — especially those wishing to pursue a full academic course. These young people are usually interested in participating in one of the fine arts courses scheduled at the same time as the health and physical education class.

The person who wants to begin his foreign language in the ninth grade, and who must take English, algebra, or mathe-

tics, and a science, has found it impossible to participate in the band or instrumental programs, or in choral work, because of the health and physical education requirement.

Now, with the new ruling by the Jefferson County Board of Education that ninth grade health and physical education will be offered for credit during the summer school, these difficulties can be eliminated. Students successfully completing the eighth grade at the end of the 1962-63 school year, and planning to register in the ninth grade in September, are eligible to pursue this course for graduation credit.

Separate classes will be held for boys and girls under competent health and physical education teachers.

Make-up courses, for those who may have failed health or physical education during the regular school term, will also be offered.

Driver Education

Driver education in the nation's high schools has been recognized as a potent force against the growing problem of automobile accidents. With an increase in cars and automotive power, and in the population itself, the traffic problem tends to become more complex. Accidents meantime have become more numerous and losses more staggering.

Statistics show that youngsters, successfully completing this course, have fewer accidents and better records of safe driving than those without the course. Insurance companies, mindful of these statistics, offer an approximate 20% reduction in premium to young people passing the course. This recognition is a benefit of driver education apart from safety.

Driver Education is another course which students find difficult to work into the daily schedule during the regular school year. Summer school provides the opportunity.

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They Learn By Night

Why Adults Go To High School

Adult education is one of the most promising and important movements in education today. Across the country, nine million American adults are presently in a more or less formal learning activity. An estimated three million are learning through programs sponsored by their local public schools. Jefferson County, pleased to be counted in this number, conducts evening classes for adults wishing to complete high school or to pursue special courses of personal interest.

STARTED LAST FEBRUARY

On February 4, an 18-week course of twice-weekly classes opened at Durrett High School. Demand was so great that additional classes were added there two weeks later. Classes also were opened at Valley High School. Approximately 700 people attend night classes at the two schools in an effort to qualify for high school equivalency certificates.

EQUIVALENCY CERTIFICATE

When a person completes the 18-week course, he then takes a screening test given by the County Board of Education. If he passes, the Board recommends to the University of Louisville that he be given the General Educational Development Test. If he masters this test, he is issued a HIGH SCHOOL EQUIVALENCY CERTIFICATE.

Tuition for the 18-week course is twenty-five dollars. All classes are to be self-sustaining in that tuition pays for instruction, utilities and necessary charges.

NEXT CLASS

At right, evening students at Durrett change classes at the 8 p.m. bell.

SPECIAL INTEREST CLASSES

In addition, both Durrett and Valley have special classes for adults who have finished high school but want to further their education. These courses include woodworking, sewing, ceramics, oil painting, shorthand and typing, among others. In response to demand, others can and will be added, but these too must be self-sustaining.

UNTIL JUNE 14

The adult program, which began last February 4, will close June 14. Classes meet four hours per week on Mondays and Thursdays from 7 P.M. to 9 P.M. Looking toward next fall, any high school course will be offered for which there is a sufficient demand. A class of 15 is necessary before a course can be offered.

WHY GO BACK?

Not everyone goes back to school for such reasons as job advancement or home improvement. Many simply want to

In This Issue

- Page 1 Adult Education—They Learn By Night.
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learn new things. Others find the classes to be fun and relaxing. They meet new people, take part in stimulating discussions and learn new arts, hobbies, and crafts. A wide range of courses can be provided in this area.

Adult education, more popular today than ever, can truly be a wide, wide world. If you are interested in this program, telephone the Jefferson County Board of Education (459-3310) and ask for the Adult Education Office.



Adult Education Is Different

Adult education is different from school as some would remember it. Once this is understood, a person has taken the first step toward successful adult learning.

Adult education is a part-time activity. An evening student develops his study habits into and around his daily life — earning a living, bringing up a family, taking part in community life.

In the Jefferson County program, the average student age is 35. The adult enrollment is varied yet representative of the community. Quite naturally, the classroom atmosphere is different from the regular school program.

It comes as a jolt to some adult students when they have a teacher younger than they are.

Though young, the teacher has been selected on the basis of his knowledge and maturity. His classroom experience will make him an effective educator.

WHAT ELSE IS DIFFERENT?

- Learning is up to the individual student. He is not "nagged" to do outside studying and reading as he might have been in earlier years. Everyone is on his own!

- The class itself may be very informal. With years of living experience behind each class member, a person can learn from fellow students as well as from the teacher. Comments and questions reflect a great deal of practical knowledge and maturity.

ADULTS CAN LEARN

Many adults say, "I'm too old to learn new ways of doing

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things" or "I can't memorize things the way I did when I was a kid." Some people honestly think this way—but they are wrong. Research has discovered some interesting facts about adult learners. Read below.



Superintendent Richard Van Hoose assists with the first adult registration. Time and Place: Durrett High School, February 4, 1963.

Some Adult Facts

Fact One: Contrary to popular opinion, the mind does not deteriorate with age. Some time ago, a group of 50-year-olds were given the same intelligence test they had taken 31 years before. They made higher scores in every part of the test except the part on arithmetical reasoning.

Fact Two: Adults are able to do "fast memorizing" more efficiently than young children. They are better at short-term memorizing than youngsters are. Children are better in retaining facts for longer periods.

Fact Three: Adult learners have a great advantage over youngsters: their years of experience in living.

Fact Four: Adults can learn more efficiently because they have stronger reasons for learning. That's because they have a strong practical motive, a desire for a better job, or a desire to solve family or personal problems.

Age in itself is relatively unimportant as a barrier to learning. Age is no excuse!

A Closer Look At An Evening School Student

The adult education program in Jefferson County will have far-reaching effects upon the community.

Last February 4, the first classes were begun; now almost seven hundred people are taking advantage of the opportunity. The Jefferson County Board of Education had been aware of the need for adult education for a number of years; indeed, the 1960 United States Census showed approximately 200,000 adults in Jefferson County with an eighth grade education or less. The Census also indicated five thousand people with no formal education whatsoever.

COUNSELING HELPFUL

At the County Board, the Adult Education Office makes an effort to counsel personally, or by phone, with the individuals interested in the evening program. A significant obstacle for adults to overcome is their tendency to underestimate themselves. It has been proved that older persons, through their occupations and experiences in the business world, have accomplished much in educating themselves. Formal instruction is all that they need.

In its first program, the Jefferson County Board of Education encouraged adults to register for the general education course. This involved people working toward the high school equivalency certificate. Adult reaction was so receptive to this opportunity that other courses were offered such as Business English, commercial courses, woodshop, and art.

With the first evening term past its mid-point, adult interest in the program remains high. Their enthusiasm is apparent and genuine.

PROPER PLACEMENT

Last February, the first two evening sessions were devoted to



Adult School Principal Lloyd Redman counsels with E. P. White on courses. Mr. White is the author of five books and departmental manager of engineering service for a company.

testing each student to see where he should be started in the program. After ten weeks' work, these elder pupils have progressed beyond all expectations. This progress has been verified through testing and will re-assert itself when the final screening test is given.

EVENING CLASS OF '63

Age in the adult education program extends from twenty years to sixty-five, with the average age around thirty-five. Many husbands and wives have both enrolled. There is also a father-son combination. One pupil has written five books and edits a periodical.

The range in occupations: housewife to businessman. Enrolled are city and county policemen along with real estate agents, secretaries, foremen and representatives from many occupations.

WANTED — KNOWLEDGE

The most perceptible trait observed by the adult education faculty is the students' eagerness to learn. This confirms the need for the program and lends encouragement to an expansion of the program. Thought is being given to the opening of additional adult centers in September, 1963, for the fall term.

DO THEY LIKE SCHOOL?

Many adults react by saying,

"This is the greatest stride that the County Board has taken in years".

One man in his mid-fifties said, "I've prayed for a program such as this for fifteen years."

Several young men, in their early twenties, were quoted as saying that they had dropped out of school at an early age to marry; now, a program such as this will make possible a brighter future for their families and themselves. They've "another chance," to use their own words.

One mother said that her two high school sons were "very eager to help" her with homework.

WATCH IT GROW!

The Jefferson County Board of Education in conjunction with the State Department of Education inaugurated this particular program. The State Department of Education has said that the Jefferson County program will have a tremendous effect on the development of other adult programs.

From the National Education Association in Washington, D. C., a field representative carefully evaluated and enthusiastically approved the program.

Next fall, several thousand students are expected in the evening program. The program can and will grow as more people learn of its purpose and scope of offerings.

Three Types Of Classes

The Adult Education Program offered by the Jefferson County Board of Education represents three types of classes:

CREDIT COURSES

To be eligible to graduate from a Jefferson County high school, a student must complete 18 Carnegie units.

Persons within a few units of qualifying for graduation are urged to take courses for credit—complete the 18 required units—and earn a high school diploma. The reward, other than self-improvement, could lead directly to a better employment position.

REFRESHER COURSES

This program is designed for adults who have not completed their high school education. Courses in this area provide an opportunity to earn a high school equivalency certificate. This is not a high school diploma, but it is frequently accepted by business or industry in lieu of it.

A screening test is given to each person to determine his strengths, weaknesses, general development and knowledge.

PREPARATION FOR TEST

Adults attend classes two nights a week—two hours a night—for eighteen weeks. Areas of work are English, mathematics, science, and social studies.

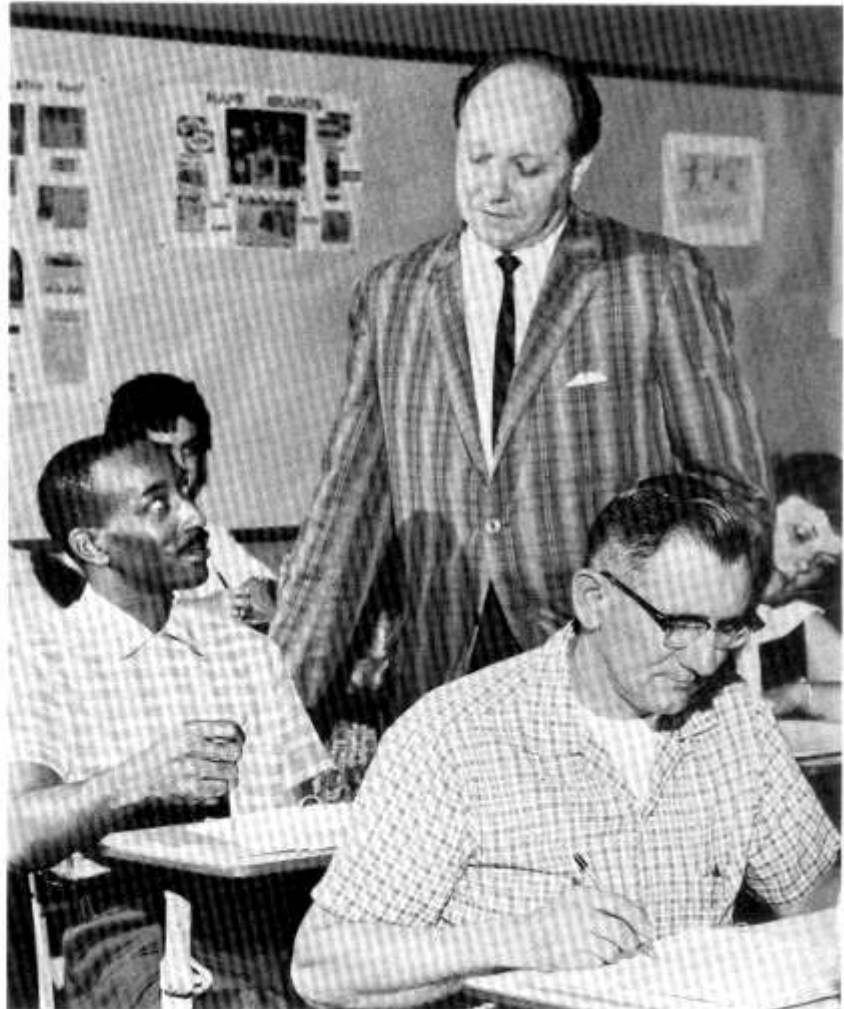
At the end of the eighteen weeks, an achievement test will be given. A certain score qualifies the student to take the General Education Development Test. When the student passes the G.E.D. test, the Board of Education will issue a High School Equivalency Certificate.

SPECIAL INTERESTS

These classes are for persons wishing to pursue a hobby or talent. Any group of fifteen persons can have class instruction provided in their particular area.

These courses are non-credit and meet ten consecutive Mondays. Arts, crafts, music, sewing, and related interests fall within this category.

In The Classroom . . .



Teacher Albert Ware checks math progress with John R. Williams, left, and Ross O. Ramsey.

. . . And On The Job



Mr. Ramsey operates his own service station.



Mr. Williams at work in an industrial plant.

The Reaction To The Program Has Been Fast And Favorable

Adult education in Jefferson County has "come of age." Actually it began many years ago with the Smith-Hughes Act which provided agriculture and home economics courses for adults. Night classes in adult home economics continue to be offered at several high schools.

Vocational education for adults started October, 1953, when the Jefferson County Vocational School was established at Valley High School. Courses offered were auto mechanics, drafting, and electricity. In August, 1956, the enrollment was approximately 100.

Since 1956, under the direction of Mr. Robert Ackman, the program has expanded. In February, 1963, an enrollment of 540 was recorded.

Off-campus vocational courses include practical nursing, sheet metal, machinery, cabinet making, carpentry, plumbing, distributive education, and fire training.

NEW VOCATIONAL SCHOOL

A new vocational school at Jeffersontown, built and operated by the State Department of Education, is expected to open in the summer of 1964.

The school will be an asset to the adults of the community, but will not fulfill the need for adult education.

COMMUNITY INTEREST

Community interest in more adult education opportunities

has risen. Local industries have strongly endorsed the program sponsored by the County Board.

The Valley Women's Club, the Valley Community Council, the Okolona Women's Club, PTA members from Thomas Jefferson and Durrett High Schools all have actively promoted this program. Ministers have encouraged their church membership to take advantage of the program. Press and radio have responded generously.

Leadership

Forrest Esham, Director of General Adult Education, Kentucky State Department of Education has said, "The Jefferson County Board of Education has instituted leadership in a program which will bring about the fulfillment of adult education in Kentucky."

Another recent visitor, who also gave assistance and encouragement to the program, was Dr. Roy Minnis of Washington, D. C. Dr. Minnis is the official representative of the National Association of Public School Adult Education.



Mrs. Janice Jones finds her class responsive.

TIMES HAVE CHANGED

Today industry needs manpower on a much higher technical and educational plane than 25 years ago. The unskilled or unlearned cannot compete with a bulldozer, a computer, or a highly automated plant.

This suggests that adults without a sound general education, and the skills and will for further learning, are in serious trouble. It is for these people that the adult education program in Jefferson County was established.



These students have returned to school with a definite purpose in mind. Garland Miller stands before his class.

How To Continue Learning

Learning need not and should not stop when classroom days are past. Learning keeps a person young, lively, and interesting. Learning keeps one from stagnating — from growing old before his time.

During the summer months ahead, what can be done to promote learning? To keep on one's "mental toes" in general, here are a few choice tips for adult learning.

- Make the TV set a "center of learning." Place a table near it on which there is a pencil, paper, dictionary and atlas for use. Check the offerings on WFPK-TV (Channel 15) and the other television channels. Choose the best programs for viewing.

- Don't forget the learning that comes to you via radio, both FM and AM.

- Read at least one book of non-fiction a month.

- Read the newspaper with an eye to learning. Read the editorial page and the political columnists with care. You don't have to agree with them, but you will learn from them.

- Read at least one news magazine and one magazine of commentary. You can't get it all from your newspaper.

- Send for reading matter published by associations, organizations, and the local, state, or national government. Ask the Government Printing Office (Washington 25, D. C.) to mail their regular listings of new publications.

- Listen to educational records.

- Listen to topnotch speakers.

- Change the pictures on the walls—the library has framed works of art for lending purposes.

The more a person does, the more he learns. Keep current.

AND DON'T FORGET

As you continue learning, you may want to take an adult education course. If so, here's how to decide on the right course.

Whether you want one course, or are planning a complete program of adult education for yourself, don't decide hastily. **Talk to the Adult Education Office at the County Board of Education before making your final decision on what courses to take.** You'll receive helpful and skilled guidance from this source.

TALENT AND CREATIVE ABILITY

Why do women do needlepoint? Why do men want basement workshops? Why are thousands raising flowers? Possibly no greater potential exists than the dormant artistic and inventive talents of adults. As it grows and involves more people, the Jefferson County Adult Program hopes to encourage the release of these unusual, and many times unused, inventive powers. Since class size is relatively small and since pupil interest is exceedingly high, the Adult Program may be able

to recognize and develop latent talents and abilities. Creativity can certainly be aroused and released under these circumstances.

SAID MERLIN TO ARTHUR

The satisfactions of learning can compensate for many sorrows. Remember what Merlin said to King Arthur in T. H. White's The Once and Future King: "The best thing for being sad is to learn something. That is the only thing that never fails. You may grow and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may see the world devastated by evil lunatics, or know your honor trampled in the sewer of baser minds. There is only one thing for it then—to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you."

Adult Education heeds the advice of the astute Merlin.



Problem solving is nothing new to Thomas W. Hoagland, left, and Henry G. Baugh. These students, 56 and 58 respectively, intently pursue their courses of study.