



# St. Matthews, Kentucky Area History



## Your Jefferson County Schools

October 1963 to May 1966

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 7

OCTOBER, 1963

NUMBER 1



The Evening Meal at Valley High School—7th and 8th graders prepare to eat supper.

## A Record Enrollment: 63,237!

Enrollment increases are nothing new to Jefferson County schools. Over the past decade, more and more pupils have appeared and have been accepted as "normal" overloads. In fact, their approximate number can almost be estimated from the boom in suburban subdivisions.

**Suburban population increased 18% since the 1960 census, a recent study indicated.**

Over the past six years, annual pupil increases have been impressive — 3,413 - 3,919 - 3,266 - 3,303 - 4,268, and this year (at least to this point) 5,027. Think what it costs to teach, house, and transport this ever-growing number of children. There is now a record 63,237 youngsters in the 64 schools of Jefferson County.

### 6 Editions This Year

This publication will be issued six times during the school year — in October, November, January, March, April and May. Every effort will be made to have this publication sent home with the report cards.

**Please ask your youngster to secure a copy.**

## What The Cutbacks Mean

This first 1963-64 issue of **Your Jefferson County Schools** will present an overview of the cramped school system as seen in its opening months. Without attempting to dramatize every problem, an effort will be made to depict the financial squeeze and what this means to the school community.

Since the failure of the May 28th school-tax referendum, many cutbacks and adjustments have been made. Cutbacks, depriving children of a regular school day, can hardly be called economies.

### Morning, Noon, Night

Fern Creek and Valley High

Schools are on double sessions. On the elementary front, Okolona and Wilkerson are doing likewise. The use of church facilities kept Waller and Kerrick from double shifts.

Okolona is occupying church rooms and still has double sessions. Next year, the situation will spread. No new school buildings are scheduled for construction next year. One school was built this year.

More finances are needed, but the public registered an emphatic "No" at the May election; and only 40% of the eligible school-tax voters actually voted.

## That Rise In Assessment

*The recent rise in property tax assessments eliminated the necessity for teacher salary cuts, school bus fares, and other drastic measures. However, it only provided a budget with a balance of \$23,000, or 1/10 of one percent of the \$23 million dollar outlay.*

*The big problem of operating a growing school system remains. School money is inadequate for the job at hand, and, barring legislative action or a successful school-tax referendum, no relief is in sight.*

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## Double Sessions- Where Next?

Forty-five new schools have been completed in Jefferson County since 1952, and several hundred classrooms have also been added. Even so, one or more of the county schools have been on double sessions since 1955.

Overcrowding has necessitated the use of church rooms and other neighborhood buildings. For housing relief, high school pupils have been moved into elementary buildings and elementary children into high schools. Many arrangements and adaptations have been made.

Revenue from the Special Voted Building Fund tax is obligated and nothing is budgeted for classrooms next year. This school system recently experienced its largest pupil growth, over 5,000. With an increase of at least 4,000 pupils expected by September, 1964, which schools next face double sessions?

If you live in one of the following high school districts, the answer may be found in the appropriate paragraph.

### BUTLER HIGH

Built in 1954 for approximately 850 pupils, it opened with over 800. In 1955, it added 8 rooms and enrolled over 1100. By 1956, it had added a shop building and additional classrooms; then came over 1300 pupils. It had double sessions until an addition was completed. In 1957, another addition was built and 1800 pupils were counted.

In 1958, Pleasure Ridge Park and Fairdale High were built to relieve Butler and Valley. Eight hundred and ninety (890) enrolled at Pleasure Ridge Park the first year and, in 1959, another addition to Butler was built and over 2500 enrolled.

In 1960, its enrollment climbed to 2868 and membership for 1961 surpassed 3100. Western High, built for relief in 1961, enrolled over 900 its first year, but Butler still had 2500. In 1963, almost 2600 are enrolled and growth is still troublesome. Butler will return to double sessions by 1967, if present conditions continue.

### DURRETT HIGH

Built in 1954, its first membership was about 800. It housed only grades 7, 8 and 9 for the first three years. In 1956, the 7th grades were kept in the elementary schools for housing relief. By 1957, the first addition and the 10th grade were added. Enrollment then went to 1300 pupils.

Another addition was built and membership passed 1600 in 1958. In 1959, a final addition was completed and over 2100 pupils enrolled. In 1960, over 2300 were on hand and 2600 were there in 1961. Twenty-eight hundred (2800) youngsters were expected in 1962, however, Thomas Jefferson was built to relieve both Durrett and Southern.



THREE TO A LOCKER. School space is becoming more scarce, even in student lockers.

Durrett's growth is gradual and it should remain free of housing difficulties for a few years.

### EASTERN HIGH

Built in 1950, it had an original capacity of 1550 and enrolled 1540 the first year. Eastern was in serious trouble by 1953, just three years after its construction.

Waggener was built in 1954 for relief and opened with over 800 pupils. Eastern was back at capacity in 1955, so nine rooms were added in 1957. Enrollment then moved to 1800 and leveled off temporarily. It would have exceeded 2000 in 1961, if relief by Westport had not come.

With over 1800 now, it will have a definite housing problem soon. Relief will be required in 2 years; if not, double sessions are likely by 1966 or 1967. A site is available for relief at Jefferson-town.

### FAIRDALE HIGH

Built in 1958, Fairdale relieved Southern, Valley, and Butler. It had a capacity of approximately 1100. In 1960, it passed its capacity.

In 1961, it had an addition to its building and its first senior class, plus 1400 pupils. In 1962, its membership rose to 1426. By 1963, it moved to 1683 and can expect about 1800 in 1964. Double sessions are a real possibility next year.

## In Most Schools, A Familiar Story

### FERN CREEK HIGH

Its capacity was increased from 350 pupils to 600 in 1950, and to 1475 in 1953. Membership reached 1592 in 1956, and was estimated at 2000 in 1957.

Seneca was opened for relief in September, 1957. There are 2906 pupils now at Seneca and Fern Creek is again up to 1800. Double sessions are being held now and will continue until relief is provided. Sites are available for relief, but no construction money is on hand.

### THOMAS JEFFERSON HIGH

Built in 1962 for about 1000 pupils, it relieved Durrett, Southern and Seneca. In 1963, almost 1000 enrolled and, by 1964, its estimated membership will approach 1200 to 1300 youngsters. Double sessions are likely and no relief is in sight. The school will be enlarged when funds are available.

### PLEASURE RIDGE PARK HIGH

Built in 1958 with a capacity of 1200, it opened with almost 900 pupils. In 1959, membership exceeded 1300. In 1960, the first addition was constructed and membership climbed to 1700. In 1961, Western High relieved both Pleasure Ridge Park and Butler. But Pleasure Ridge Park still had almost 2000 pupils. Its first senior class also came in 1961.

In 1962, over 2100 pupils enrolled. In 1963, another addition and over 2400 pupils. In 1964, over 2500 pupils are expected and double sessions seem a certainty. No relief is in sight.

### SENECA

Built for 900 pupils in 1957, it enrolled almost 900 the first year. It was to relieve both Fern Creek and Eastern. Its first addition was built the following year and its membership rose to 1480.

In 1959, it increased to over 2000 pupils and, in 1960, a final addition was constructed for over 2500 membership. Newburg's 7th grade was kept at Newburg as a measure of relief.

In 1961, a small part of Seneca's district was transferred to Waggener. Both 7th and 8th grades were kept at Newburg for relief. In 1962, Thomas Jefferson was built and relieved Seneca. However, over 2600 remained at Seneca. In 1963, over 100 Seneca pupils are tuition-students at Atherton; even so, Seneca has exceeded 2900 pupils and is headed for trouble. Double sessions are possible in 1964. A site is available for construction when funds become available.

### SOUTHERN HIGH

Built in 1951, it opened with 1592 pupils. Its original capacity was 1700. It was in trouble by 1953 with membership of 1991.

Durrett was built in 1954 for relief and opened with over 800. Southern was back in trouble the very next year and was on double sessions in 1957.

Fairdale was built in 1958 for relief

and so was Thomas Jefferson in 1962. Back in trouble in 1963, Southern can expect double sessions in 1964. A site is available for relief on the Outer Loop. Construction money is not available.

### VALLEY HIGH

Original capacity was about 350 pupils. Numerous portables were added in early 1950's and capacity went to 1200. A large addition was constructed in 1953 and capacity was increased to 2400; membership went to 2400 in 1953.

Butler opened in 1954 for relief and now has 2576. Valley jumped to over 2900 in 1957 and then had double sessions. Pleasure Ridge Park and Fairdale were built in 1958 but growth kept Valley at capacity.

On double sessions again in 1962 and 1963, Valley will continue this way until relief is provided. A site is available south of Watson Lane, but no building money is available.

### WAGGENER HIGH

Built in 1954 for 850 pupils, it first enrolled 800. It remained a junior high for three years and, in 1956, it housed part of grades 7 and 8 at Greathouse and St. Matthews elementary schools. In 1957, it had its first addition and also the 10th grade. By 1958 — another addition, and a membership of 1900. In 1959, a third addition and the first graduation class amid 2400 pupils. In 1960, there were over 2600 pupils and overcrowding prevailed.

Westport, built in 1961, opened with almost 1000 pupils including a few from Eastern. In 1963, Waggener was over 2400 and at capacity. It will experience gradual growth and can expect housing-problems in the late sixties. Double sessions are a distinct possibility and no relief is in sight.

### WESTERN HIGH

Built in 1961 for about 1400 pupils, it opened with over 900. It relieved Butler and Pleasure Ridge Park. In 1962, its membership reached 1200 and it anticipated 1500 in 1963. It received an addition in 1963 and its membership increased to 1634. By 1964, it will have over 1800 pupils and

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its first senior class. No relief is expected and double sessions are a distinct possibility.

### WESTPORT HIGH

Built in 1961, it relieved Waggener and Eastern and had a capacity of 1300. It opened with almost 1000. In 1962, its membership reached 1400. By 1963, an addition was built and 1841 pupils enrolled. No senior class as yet. In 1964, the expected membership is almost 2300 and double sessions seem inevitable. Again, no relief is in sight.

### ELEMENTARY SCHOOLS

While attention here has been focused on the 13 high schools, it can be reported that a number of the 51 elementary schools also face the prospect of double sessions next year.



Kerrick School buses swing by Briargate Presbyterian Church for 2nd grade classes housed there. The use of this building prevented double sessions. Rent is nominal.



Okolona School trucks hot lunches to 2nd graders housed in space rented in the Okolona Baptist Church 2 miles away. Above, Mrs. James Owen, left, and Mrs. James Corbett unload the daily meal. At right, James Still has been served his lunch, and returns to his classroom to enjoy it.

## Subdivisions Mean Students And Growth

Over 5,000 additional pupils enrolled in the Jefferson County schools when classes began last month. This represents the greatest growth ever experienced in this system.

An average annual increase of over 4,000 per year has depleted the system's ability to finance adequate school construction. During the past two years, the building program has fallen short by 116 classrooms and Jefferson County will fall short by another 150 classrooms when schools open next September.

The tax rate for the general operation of the county schools has remained at \$1.50 per hundred dollars since 1948. During this same period, over 50,000 additional pupils have come into the county schools. With these facts in mind, it is almost unbelievable that the school system has survived as well as it has.

## A Look Into Our Future

Jefferson County is faced with the terrific task of housing and providing an educational program for approximately 20,000 additional pupils during the next six years. The fact that 10,000 of this increase will be in the high schools presents an almost insurmountable problem. This growth will require five new high schools with an approximate enrollment of 2,000 each, and, at prevailing construction rates will cost about \$10,000,000.

**This will be needed to house the high school population alone. This does not include the cost of additional sites.**

It is conservatively estimated that from seven to ten new elementary schools will also be necessary if double sessions are to be eliminated. **Regular sessions may become a thing of the past.**

According to the present rate of growth, Jefferson County schools will need to provide for over 80,000 pupils by September, 1969. If the growth continues as anticipated, 12 of the 13 high schools face double sessions within the next six-year period. Many elementary schools also face make-shifting and double sessions.

Interested citizens of Jefferson County should become well informed about the school picture.

**Contact your P.T.A. president or your school principal about the Committee of 15. This is an organization to be formed in each school for the purpose of research and problem-solving. If you wish to join, or work on a subcommittee, please contact your school.**

More will be learned about the Committees of 15 in the next edition of this paper.



Members of the Jefferson County Board of Education meet in open session on the fourth Monday evening of each month. The public is invited to these 7 P.M. meetings. Left to right, are Board Chairman Dr. Clyde T. Moore, Roy L. Miles, Owen O. Pillans, Aubrey W. Conway, and Garland S. Cochrane.

**Dollar Shortage  
—Pupil Overage**

To put the school problem into a better budgetary focus, a look should be taken at the local school-tax yield per pupil. The recent assessment rise in Jefferson County was indeed sufficient to balance the school budget. However, the assessment behind each pupil — an index for measuring local support — remains at an unrealistic figure.

The chart at right shows what the \$2.00 school-tax rate provided on the basis of annual assessments. The last column, on the right, indicates the local tax money received for each pupil.

**Enter Deductions**

In figuring the amount of local money going into the school fund, recognition should be taken of the money which does not reach the desired end. Here is where approximately 5% of the School-tax money goes:

Item	% Deduction
Uncollected Taxes	2.00
Exonerations — error in tax billing	0.20
Discounts — Early Tax Payment	1.76
Sheriff's Collection Fee	1.00
	4.96%

Note: 4.96% of the school-tax money amounts to \$730,736.

**TAX EVASIONS AND DELINQUENCIES:** Automobiles, trucks and tractors represent one of the largest sources of tax evasions and/or delinquencies and, in 1962, approximately 20% of these tax bills were unpaid. This resulted in lost revenue of almost \$125,000. Some of these bills will be collected eventually, but 25% must be paid for collection.

**Assessments Behind Each Pupil**

Year	Assessment	Membership-Pupils	Assessment Per Pupil*	\$2.00 School Tax Yield Per Pupil
1952-53	\$282,162,504	19,812	\$14,242	\$284.84
1955-56	387,539,501	31,656	12,672	253.44
1959-60	564,335,952	47,374	11,912	238.24
1962-63	674,564,135	58,385	11,571	231.42
1963-64	739,451,620	63,237	11,693	233.86

\*In 1951-52, the all-time high in assessable wealth per pupil was recorded at \$15,197. This amount today would provide \$303.94, a difference of \$70.88 from the present yield of \$233.86. Assessment increases have not kept pace with the pupil influx, hence, the financial pinch.



Superintendent Richard Van Hoose holds a press conference to report the system's financial plight. His remarks included the hope that the Kentucky General Assembly, opening in January, will provide a measure of assistance.

## Did You Know?

● Valley High is now on double sessions for the third time. All four high schools, west of Dixie Highway, face double sessions; three of them next year, 1964.

● Sixteen new schools have been constructed in the Dixie Highway area since 1953, 3 high schools and 13 elementary schools.

● When the present elementary school membership, with its anticipated growth, moves into high school within the next six years, five new high schools will be needed to house this number. This is the case if single sessions are to be kept.

● In the same period of time—the next six years—from seven to ten new elementary schools will also be needed to maintain single sessions throughout the county.

● All of the Special Voted Building Fund is presently obligated through 1972, at which time the building tax (50c) expires and all taxable property returns to the \$1.50 rate for school purposes.

● No new school sites will be purchased nor will any additional classrooms be constructed for next year. Four thousand additional pupils is a conservative estimate for 1964-65.

● Two elementary schools, Okolona and Wilkerson, are now on double sessions. Several others may be by next September.

● At least one of the Jefferson County schools has been on double sessions every year since 1955.

● The original Valley High School district now contains four high schools with a total enrollment of 9,800 pupils. All of these pupils attend a school located west of Dixie Highway.

*This means that over one-third of all high school pupils attend schools between the Dixie Highway and the Ohio River. Valley, Pleasure Ridge Park, Western and Butler are the four schools.*



The Evening Session heads for home; it's 8 P.M.

● When construction money becomes available, approximately 9 to 12 months will be needed to build the new schools. Immediate relief will not be possible.

● The increase in Jefferson County school enrollment this year (5,027) is more than the total membership in 85% of Kentucky's school districts.

● Since 1951, the voters of Jefferson County have four times defeated efforts to increase the school tax, three times for a real estate tax and once for an occupational tax. Ten years ago, the local tax rate yielded more dollars per pupil than the present.

● Over 8,000 building lots have been submitted to the Planning and Zoning Commission for Jefferson County, outside Louisville, since January 1, 1963. Two elementary school districts are scheduled to receive 1200 building lots each.

● Suburban areas of Jefferson County are adding population at a rate nine times that of Louisville, according to the City-County Health Department.

● School taxes on distilled spirits are not collected until the product is actually withdrawn from the warehouse. Distilled spirits can now be stored up to 20 years before its taxes must be paid. Prior to January 1, 1959, the time limit was fixed at eight years. The increase from 8 to 20 years means, in many instances, a longer wait for tax money.

Since 1958-59, the cumulative loss from distilled spirits revenue, tax-wise, has been two million dollars to the Jefferson County schools.

● The Jefferson County schools last year were forced to borrow money. These temporary loans cost over \$1000 in interest.

Contributors to this issue:

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# Your Jefferson County Schools

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## ACCREDITATION

*How it affects pupils, school staff and the community*

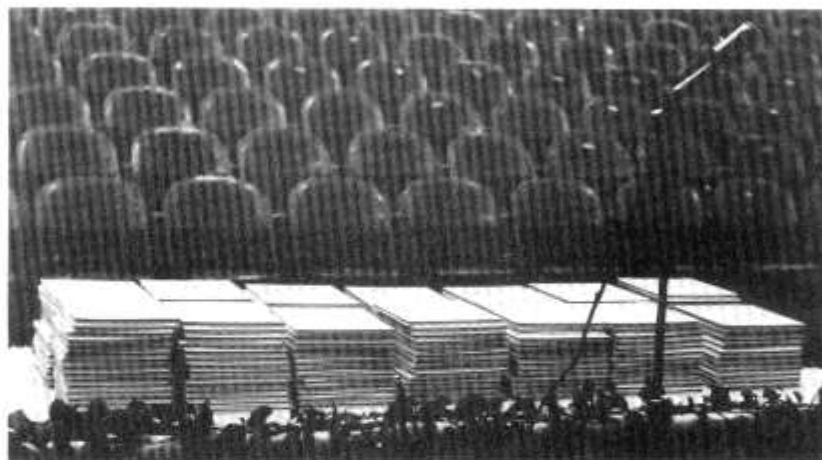
One of the basic purposes underlying accreditation is the improvement of instruction. Because of the limited number of youths entering higher education several decades ago, accreditation first dealt with the high school. No particular concern was evidenced for students who did not enter higher education. Actually, the colleges led the way to accreditation of the high schools. This was done to determine whether high school graduates would be eligible to enter these institutions.

There was some short-sightedness in this approach since the foundation for successful learning and achievement in high school, or in the college, is laid in the elementary school.

### Pressures

Mounting college enrollments, plus the increasing difficulty of gaining admission to the college of one's choice, have forced school boards and educators to lay emphasis on accreditation of secondary schools. It is assumed that accreditation some day will be on a system-wide basis; this will involve every school rather than the individual high schools. In fact, this very proposal recently came before the Southern Association and was voted down.

Thus, the establishment of standards for secondary schools



These are high school diplomas. Looking ahead, will they reflect graduations from accredited schools?

has been a gradual process and the establishment of standards for elementary schools has been and is currently an even more gradual process.

### Beginning in 1885

Historically, groups of colleges in various regions of the country began to organize around 1885. One problem calling for common action was the standardizing of college entrance requirements. Since the interests of secondary schools were involved, they were gradually drawn into the membership of the college associations.

One of the first steps taken by these associations was to set up a process of accreditation. A set of minimum standards was developed. Colleges and schools were inspected to see if they were satisfying these standards, and approved institutions were put on a so-called accreditation list.

Regional associations of colleges and secondary schools became accrediting associations.

### So Much And So Many

The first emphasis in standards was primarily quantitative. There had to be so many credits required for graduation, so many books in the library, so much money spent in this category and in that. There had to be so many degrees on the faculty. In other words, these quantities tended to become symbols for quality.

There has been a growing emphasis on quality and great strides have been made in this direction. However, the yardsticks of evaluation and accreditation are still more quantitative than qualitative. And it is doubtful whether the schools will ever be able to get away from quantitative measurements.

A school may be advised, warned or dropped from the list of accredited schools. This may be done for failure to conform satisfactorily to the standards, or for failure to show a reasonable amount of progress since a preceding report.

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The Southern Association

*Its Role and Program*

By Frank G. Dickey

Most of the countries of the world have ministries of education. These agencies exercise control over the various school units in their educational systems. In sharp contrast with this



Dr. Dickey

pattern, the United States government exercises little direct control over public schools and other educational units. Because of this fact

and the difference in educational support, there is opportunity for the schools to differ greatly in quality. In order that standards may be maintained, the procedure of accrediting has been developed.

Accreditation may be defined as the process of applying a "hallmark" or a stamp of quality to a school or institution. It signifies the level of excellence that the school has attained. It indicates that the school meets and maintains certain standards.

From its beginning in 1895, the basic purpose of the Southern Association of Colleges and Schools has been improvement in the quality of education in an eleven-stage region. The region includes Alabama, Florida, Georgia, KENTUCKY, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia.

Today, the school itself is actively involved in the accrediting process.

Long before it comes up for formal evaluation, a school seeking accreditation or re-accreditation embarks on an intensive and extensive self-study. Such a procedure is consistent with the idea of preserving and encouraging individuality and it is a learning experience for the school.

The association also serves as a protective force for schools and colleges against educationally and socially harmful pressures. This is a function which no other organization is equipped to handle as well.

**Outside Contract Needed**

Some persons have said that accreditation by state departments of education is sufficient;

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however, free institutions would soon smother in such an environment. Most of their communication and rapport with the outside world of intellect would be lost.

However, state accreditation can and does afford recognition of good institutions.

**Voluntary Principle**

The idea of voluntary accreditation represents one of the most potent and effective means of keeping our schools free and also of improving the quality of education.

Accreditation is a function which is socially useful. It is positive and constructive, and it protects the public interest in the arena of education.

*Dr. Dickey is executive director of the Southern Association of Colleges and Schools and former president of the University of Kentucky.*

As long as we have the courage and foresight to impose upon ourselves and upon our schools a real zeal for self-discipline, and as long as we demonstrate a high devotion to quality in our educational program, we can keep accrediting positive, constructive and socially useful.

The schools of Jefferson County will be stronger and will serve the citizens and society more effectively by virtue of their membership in the Southern Association of Colleges and Schools.

The Southern Association of Colleges and Schools has its offices at 795 Peachtree Street, N. E., Atlanta, Georgia. Its object is to improve education in the South. This is being done through exercise of leadership and through the promotion of cooperative efforts between schools, colleges and related agencies.



Accreditation is interested in education from the elementary through the college level.

# About The Kentucky Committee

About 2500 of the better high schools in eleven Southern states hold membership in the Southern Association. Almost all colleges and universities in the region are members. Recently, several dozen elementary schools



Dr. Morris Cierley, University of Kentucky, chairman of the Kentucky Committee of the Southern Association.

have been accredited and are now members. All membership is voluntary.

In Kentucky, thirty institutions of higher learning (including junior colleges) are accredited by the Association. Of the state's approximately 500 high schools, 132 are accredited; among them are ten Jefferson County and five Louisville schools. About a dozen private and parochial schools in the Louisville area are accredited.

### State Chairman

Each state covered by the Southern Association has a State Committee. In Kentucky, for seven years, the chairman of this group of twelve men has been Dr. Morris Cierley of the University of Kentucky. Dr. Cierley has been a principal of an accredited high school and is now Professor of Education and Chairman of the Division of Administration and Supervision at the University. This year he is Chairman of the Secondary Commission, one of the two principal divisions of the Southern Association.

Mr. Foster Sanders, Principal of Male High School, is a member of the State Committee. Others from the Jefferson County area who have served on the Committee are: T. T. Knight, Principal, Southern High School; Colonel N. E. Hodgin, Commandant, Kentucky Military Academy; Mr. Robert Clem, Principal, Shawnee High; and Mr. W. S. Milburn, formerly Principal of Male High and

president of the Association at one time.

### Improved Instruction

All schools seeking accreditation conduct self-studies in which the faculty spends about six months in a thorough examination of the school. Weaknesses are identified and plans are made to correct them. A committee of fifteen to thirty outstanding teachers, principals, superintendents, state department staff, and college personnel then visit the school.

The committee studies all aspects of the school and makes recommendations. If the committee finds that the school meets standards of the Association, the State Committee will recommend accreditation.

After accreditation, a school must continue to meet the standards of the Association, one of which is to "show a reasonable amount of progress" from year to year.

### From the Press

The following article appeared in The Sunday Ledger-Enquirer, Columbus, Georgia, May 19, 1963. It will further explain why accreditation is important.

*"In terms of education, one hears the word 'accreditation' more and more these days. But, unfortunately, it is one of those words which has baffled a large segment of the public for a long*

*time. The Southern Association of Colleges and Schools has set about to give the word meaning to tie in with its strengthened standards adopted in November, 1962.*

*"Most colleges and schools aspire to membership in the Association because this means in effect they have met minimum educational requirements set by the organization.*

*"Membership in the Southern Association is synonymous with accreditation. The Association is a voluntary, non-profit organization, representing the institutions which make up its membership and are accredited. Each year, since 1895, the Association has been improving education in the South.*

*"Accreditation, as applied to education, is the recognition given an institution which meets certain basic standards of achievement. The Association sets a minimum level of achievement for a school before it can be accepted into the family of approved institutions...."*

*"There have been those in recent months who have questioned the role of accrediting agencies, saying in effect political involvement is inevitable so long as public money is expended in the operation of schools and colleges. The issue, of course, is not so simple.*

*"Unless there had been maintained a system of minimum requirements among our schools and colleges, an educational jungle would exist today. There would have been such a wide variance in standards from college to college that students would have found an almost impossible situation. Each school or college would be on its own, setting its own goals, creating a patchwork of educational endeavor;*

*"The Southern Association works to coordinate efforts and standards in its eleven-state region. Therein lies its greatest value."*



One accreditation standard specifies the number of pupils per teacher. Others deal with the length of the school day and teacher certification.



Student council officers from Western High School pose an interesting question to the Jefferson County Board of Education. With double sessions imminent, the question is most timely. Shown here,

left to right: Bill Hughes, Jeannette Sexton, Linda Greenfield and Jimmy Rich.

## Kentucky Department Of Education Standards

A standard may range from "that which is established as a measure of quantity, value or quality" to "that which is a custom." In many instances, standards are backed up by penalties for those who do not conform. On the other hand, there is a "general consent" type of standards; those failing to conform in this area are not accepted by a certain group or association.

Accrediting agencies, too, work within a wide range of standards. Some standards have the power of law to back them up, with offenders suffering financial loss for non-compliance. In other cases the loss is the prestige that the endorsement of the accrediting agency can give to a school and to its community.

### Minimum Foundation Program

Standards of the Kentucky Department of Education cover a wide area. Many of these standards are found in the Minimum Foundation Program.

**When minimum standards are not met — and there is strong feeling that minimum standards will not permit an adequate instructional program — a financial loss to the schools will result.** A non-conforming school or school system usually offers less educational opportunity for children. As a consequence, the system loses both state money and prestige.

### Here's An Example

Personnel standards specify that all school administrators, supervisors and teachers must be certified by the State Department of Education before they can be employed. Certification is based upon professional preparation in college and graduate school, upon experience, and upon courses of study.

Once certified, an educator is placed into a salary schedule according to a rank determined by

the State Department. In addition, schedules of all school districts must be approved by the State Department of Education.

**No professional person is permitted to perform duties in a field, area, or subject for which he is not certified. Infraction of any one of these regulations can result in the loss of state funds.**

The Minimum Foundation Program prescribes that there will be state financial support to a school district on a system-wide basis of one teacher for every twenty-seven pupils in average daily attendance. The school district must provide an adequate, approved room for each twenty-seven pupils and a qualified teacher must be on hand. Financial loss is experienced by the school district exceeding this average class size.

**Administrative, Supervisory, and Instructional Specialist (ASIS) units of financial support are made available to the school district on the basis of one ASIS unit for each eight basic classroom units.** Certain positions in this category are required by the Foundation Program. When the required number of ASIS positions is not filled, the school program suffers both financial loss and the loss of special services that such an ASIS person could bring to the system.

### Other Requirements

Standards also specify minimum per capita expenditures for instructional materials, library books and supplies. Failure to comply with these standards hurts the instructional program in many ways.

**School buildings must meet the test of rigid standards. An educational plan of the proposed building must first be approved. The site must be adequate. The proposed building must satisfy requirements dealing with classroom size, lighting, safety, ventilation and construction materials.**

# Tests To Pass

Involved in accreditation by the Southern Association are 9 principles which embody 41 standards. These standards deal with everything from administration to experimental programs to improve the school.

In these areas the schools of Jefferson County meet required standards: administration and faculties, philosophy of program, meeting educational needs, and use of community resources. However, in areas requiring finances to provide greater quantitative measures, the Jefferson County schools are struggling to keep alive.

The annual influx of students, which greatly exceeds the proportionate rise in school-tax revenue, is creating a hardship and a hazard as far as accreditation is concerned.

## MAXIMUM TEACHER LOAD

There is one standard which requires a maximum teacher load of 750 pupils per week. A number of Jefferson County teachers exceed this and their schools will be advised, warned and possibly dropped from accreditation if these overloads persist. Budget-wise, there is no money available for additional teachers.

Another standard requires that for mental and physical health, the teacher's schedule should include at least one free period for a planning period. Many Jefferson County teachers are engaged in instruction every period. The only remedy for this is additional money to employ additional teachers.

## MORE BOOKS NEEDED

Standards for library appropriations have just been changed by the Association. This change will require a greater outlay of funds. The following chart shows the amount of change:

Pupil Enrollment	Library Expenditure Standard	
	Old	New
500-1000	\$750 for first 500 and \$1.25 per pupil above that number.	\$1250 for first 500 and \$2.00 per pupil above that number.
1000 and over	\$1375 for first 1000 and 75 cents per pupil above that number.	\$2250 for first 1000 and \$1.00 per pupil above that number.

Example: Seneca with 2,923 pupils is now expected to spend \$4,173 for library books. Under the old standard, the figure would have been \$2817.25. The increase for just one high school amounts to \$1355.75.

The only remedy is additional money.

Actually, most of the Jefferson County High Schools need more space and reading room to meet Southern Association standards. Additional instructional materials are also needed to meet this criterion.

## Quality And Quantity

To satisfy quantitative as well as qualitative standards, it can be seen that the schools of Jefferson County are in trouble. Without increased financial support, they will soon fall below Southern Association standards and thereby risk the loss of accreditation.

Measures of quantity do not guarantee a quality program, it's true, but they do give an indication of local desire for a good educational program. Meeting such standards reflects the willingness of a community to support its schools.

## DOUBLE SESSIONS

Considerable concern has been felt about the danger to accreditation because of double-sessions. And it is true that the State Committee of the Southern Association looks unfavorably upon double-sessions. It should be known, however, that double-session schools are meeting same quantitative and qualitative standards as are the other Jefferson County high schools.

In view of this, it is hoped that the Southern Association will recognize double-sessions as a temporary measure brought about by what is hoped are temporary financial hardships.

On November 11, School Officials VanHoose, Farmer and Laukhuf met with representatives of the State Committee of the Southern Association at Lexington. The problem of double-sessions was discussed at length.

The Kentucky Committee decided to send a sub-committee here to visit the Fern Creek and Valley High Schools to better understand the situation. The visit was made during the week of November 18.

While the findings of this sub-committee have not been made public, parents in Jefferson County should be advised that the matter of double-sessions and accreditation is receiving immediate and continuous study.

It is hoped that full accreditation will be forthcoming for both the current double-session schools (Fern Creek and Valley) and that the same will apply to Westport and Western when they apply for accreditation next year.



Accreditation proposes a certain number of library books for each pupil. Herein lies a great difficulty for the Jefferson County Schools. As a student, Joy Beasey of Valley High School has need for a great deal of reference material.



Members of the Hawthorne Committee of Fifteen gather for an informal meeting. Seated, left to right: Mrs. Robert Tillett, Mrs. Virginia McMath, the school principal, Mrs. George Doyle, Mrs. Sam Marks, Mrs. Cedric Denny and Mrs. Lassiter Spurlock.

## Did You Know?

- Committees of Fifteen from many schools met with the Jefferson County Board of Education on Monday evening, November 25, 1963. Topics of discussion were many and so were the questions. With periodic meetings of this nature, better communications and understandings can be expected. More meetings are planned with this hope in mind.

- The Committee of Fifteen idea arose from the suggestions of many people — parents as well as teachers. The plan asks each school to organize a committee and to study its own as well as county-wide problems.

- Basically the Committee of Fifteen is to serve as a sounding board or a forum for the school community in matters of inquiry and expression. Membership consists of fifteen persons from the immediate area of the individual school district.

- The school principal and the PTA president are responsible for selecting the other committee members. Members may serve either a one-year or a two-year term.

- The pattern of membership selection was developed by PTA groups, the Jefferson County School Board and the leadership of local educational associations. Here is the make-up of a typical Committee of Fifteen:

- |                        |   |
|------------------------|---|
| School Principal       | Parents (6 — one from each grade)             |
| PTA President          | Local Minister (1)                            |
| PTA Publicity Chairman | Member — Civic or Community Organizations (2) |
|                        | Members at large (3)                          |

- After committee formation, these officers were elected: chairman, vice-chairman and recording secretary. These positions are not open to either the principal or PTA officers so that other leadership may be encouraged.

- Any person in the community is eligible for committee membership.

- The Committee itself is not structured as to projects, activities, or goals; essentially it will be self-directive. It will serve as a fact-gathering organization, with emphasis placed on learning the WHY's and WHEREFORE's.

- From the minutes submitted by the recording secretary of each committee, a central office coordinator will publish a committee digest in the form of a newsletter. The newsletter, in turn, will be distributed to all school committees and interested groups. This communication will serve as a periodic progress report.

- The Committee of Fifteen will serve its finest purpose when the school — or better the school system — is able to profit from the inquiry, study and conclusions of that group.

- It is hoped that many youngsters will benefit from this type of constructive thinking. The idea certainly is worthy of the effort.

**Contributors to this issue:**

Morris Cierley	Louis Laukhuf
Frank Dickey	Roy Twombly

# Your Jefferson County Schools

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## Reporting Pupil Progress

Via television, Superintendent Richard VanHoose addresses all school faculties on grades and grading. The gist of this telecast is presented on the first three pages of this issue.

*Two words closely associated with school are grades and grading. Recently Superintendent Richard Van Hoose directed a faculty telecast to the topic of grading. All school faculties of Jefferson County received the following message which appears, in part, on pages one, two and three.*

"Failure, passing, promotion, retention, drop-outs, graduation, honors and jobs are closely related to grades. And we teachers are the ones who confer these grades. We make out the report cards. We make out the tickets, so to speak.

"With grades we affect many lives in many different ways.

"Let us consider the value, the accuracy and the significance of the grades which we give to our pupils. In Jefferson County we have tried to establish and follow certain guidelines

for grading. One of these guidelines specifies that teachers are expected to make thorough case studies of their pupils. These studies should be made before the grades are given. A general knowledge of pupil background is essential. Grades cannot be given to a stranger. Any pupil — whose background is unknown — is a stranger.

"To a large degree, grades reflect the effectiveness of the learning process. In attempting to measure this learning process, we must rely on tests. But we must also take other factors into consideration — homework, participation in class activities and so forth. Tests, plus teacher judgments and evaluations, all help in determining grades."

### New Teachers and More Pupils

"With grades, we are trying to develop the pupil's ability to solve problems and master fundamentals. We are attempting to develop his ability to form and express ideas. We are trying to report his progress as accurately as is humanly possible.

"The annual number of new teachers and new pupils in Jefferson County somewhat complicates an observance of a common grading philosophy. I wish to share and review a few basic points with you. All of us should be following the same general pattern of pupil evaluation."

### A Matter of Judgment

"Grading is a matter of judgment — skilled judgment. This subjective type of judgment will probably prevail as long as one person attempts to evaluate another. Mindful of this, we must ever be concerned about our ability to 'grade' students. As our society becomes more complex and as it becomes more competitive, grading judgment means more and more to the student and to his future. Grades could make or break him.

"Grades can help to determine whether a youngster stays in school or drops out. The uneducated individual is assigned to the bottom of the economic pyramid. Then, too, there is automation which is wiping out jobs for the unskilled."

### Grades Can Guide

"With proper grouping, grades can point the way to a meaningful future. Grades can indicate which subjects and courses should be taken. They can underscore a youngster's abilities and aptitudes. They can help to show strengths and weaknesses. They can lead to careers and livelihoods."

### Lifetime of A, B, C's

"From the moment of first employment, a person will be evaluated and graded up to the time of his retirement. When earning a livelihood, a person's A, B, C's will stand for Advancements, Bonuses and Contentment. In adulthood, there is little room for D's, F's and unsatisfactory work."

### IN THIS ISSUE

- Page 1— Reporting Pupil Progress
- Pages 2 & 3— Grading and the Five Program Plan
- Page 4— Factors in Grading
- Page 5— The Report Card Committee
- Page 6— Did You Know?



Yetsuko Knieriem has received a report card every six weeks for the past six and one-half years. This month marks her thirty-ninth evaluation. Pictured, left, in 1957, is Yetsuko with her first-grade



teacher, Mrs. Hilda Snider. The seventh-grade photo, at right, shows her present teacher, Miss Suzanne Martin, explaining results of the recent reporting period.

## Grading And The Five Program Plan

*(Continued from Page 1)*

"We should always respect the student, his dignity and his worth. But we should be honest about his achievement. Youngsters who achieve far below grade level in the disciplines, or in the academic subjects, should receive recognition for their progress. However, this recognition should be in terms of words or statements, and not by the symbols A, B, and C. We must not mislead parents with letter grades based upon social progress rather than on actual academic achievement."

### GRADING AND GROUPING

"In Jefferson County it is difficult to separate grades and marks from our pupil groupings. It is our hope that the grouping program will enable a teacher to evaluate a pupil more accurately. This is one advantage of the Five Program Plan."

### THE EDUCABLE PROGRAM

"A report card will be used with these youngsters, it's true, but the space reserved for 'Remarks' should be used more liberally. There is a great need for parent conferences and steady communications."

### THE ADVANCE PROGRAM

"Here we have a curriculum with greater opportunity for research by the pupils. Here we give great encouragement to individual pursuits, creativity and experimentation. Pupils in this grouping should be at least two years above grade level. Students should be earning A's and B's. Occasionally a C might be

made. An advance student, consistently making C's and D's, after thorough case study, might need to be placed in a lower group."

### THE SUPERIOR PROGRAM

"Here we have a curriculum for pupils one year, or slightly more than one year, above grade level in achievement. This curriculum also encourages research, experimentation and creativity.

"Most grades should be A's and B's. However, we can expect a larger number of B's. We can also figure on a sprinkling of C's. A 'C' student, however, should be observed for indication of strain, frustration or apathy. He may belong in the Regular Program.

"Teachers should constantly try to determine the student's potential. Once an assessment has been made, every effort should be made to group, teach, grade and report accordingly."

### THE KARDEX

*The Kardex is a form containing pupil grades and test scores. Every year this form is up-dated. This record allows an organized and continuous method of keeping all grades and test scores.*

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## Grouping And Placement

Superintendent Van Hoose's television remarks are concluded on this page.

"In the Five Program Plan, we have an organizational procedure which gives each child an opportunity to achieve at his own rate. If he is reacting poorly in one program, another should be considered for his placement. Placement is the key. The child must be placed where he has a chance to succeed."

### THE REGULAR PROGRAM

"Our Regular Program has offerings designed for most students. Here, the extent of creativity, and the time for research and experimentation, must be adjusted to the need for drill and the learning of fundamentals.

"There will be some A's, a number of B's, many C's, some D's and some F's. Any youngster consistently earning D's and F's should be studied for placement with a slower group. He will probably have a better opportunity for success.

"A student consistently receiving A's should be moved to a faster group. This channel of movement allows placement both up and down the Five Program line."

### GROUPINGS WITHIN GROUPINGS

"To make additional provision for individual differences, special classifications have been made within the Regular Program. In the high school, there are these

## OVERVIEW

*"Reporting should not be overly pessimistic, it should leave some place for hope and for growth. By the same measure, reporting should not be falsely optimistic, it should not encourage pupils to aspire beyond a reasonable grasp."*



Plans for the present and future call for guidance. Here, at Fern Creek High School, Jim Stansbury, left, and Counselor George Yankey check Jim's cumulative school record. This look at academic performance was taken before subjects were chosen for the senior year.

groupings: R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub> and R<sub>4</sub>. Elementary grades have the transition room.

"High school pupils in the R<sub>1</sub> classification are slightly above grade expectancy in achievement. The R<sub>2</sub>'s are generally on grade level. If grouping has been successful with the R<sub>1</sub>'s and R<sub>2</sub>'s, there will be a few A's, some B's, many C's, some D's and a few F's. Students consistently earning D's and F's should be placed in a lower group after case studies. Students earning A's with ease should be moved up."

### THE R<sub>2</sub>'S AND R<sub>3</sub>'S

"What about the R<sub>3</sub> classification in grades 7 through 12? This cluster generally involves pupils whose achievement is below grade level.

"The R<sub>3</sub>'s will probably earn a few B's, some C's, many D's and some F's. If letter grades are inadequate to tell the whole story, and if the child seems defeated and confused, statements should be freely used on the report cards.

"Written statements should clarify pupil achievement in terms of the pupil's grades. Statements should also reveal

something of the youngster's potential in the subject disciplines.

"In grades 7-12, the R<sub>4</sub> grouping is designed for remediation. This grouping attempts to provide the student with the background necessary to achieve in the Regular Program. Carnegie units toward graduation are not given for remediation work. When a pupil achieves well enough to pursue the Regular Program of instruction, he then becomes eligible to receive a unit of credit toward graduation.

"With the R<sub>4</sub>'s, remediation work in the disciplines should be recorded as **satisfactory or unsatisfactory**. If a final letter grade of D or better is issued, a unit of credit will be granted toward graduation. However, A's, B's, C's, D's and F's may be used for conduct and other social situations."

### TRANSITION ROOM

"This is similar to the R<sub>4</sub> group in grades 7-12. The basic aim is to provide a background of fundamentals for achievement in the Regular Program.

"Generally, there will be few B's, some C's, many D's and some F's. Statements should be used freely on the report cards, especially for reading.

Teachers should explain to parents that children in the transition room are performing below grade level."



# Two-Way Flow Of Information

Grading and reporting to parents are not among the more pleasant duties of a teacher. However, pupil progress must be reported regularly and as accurately as possible. And today there is much more to be evaluated and there are more pupils to receive this evaluation.

Before 1900, grading was almost entirely subjective, that is, it depended solely upon the personal judgment of the teacher. Since then, the measurement of pupil performance has become more objective. Standardized tests have made grading more scientific and realistic. Nevertheless, it is still difficult for a teacher to put a complete evaluation of a pupil into a letter grade or into any other symbol.

Grades and marks mean different things to different people.

Here is an example: A grade will be received by a pupil; he looks at it and makes some sort of a decision with respect to "next time". His parents then see the grade and they react. Later on, another school or a college may be called upon to view the grade and note its significance. Finally, a potential employer will be attracted to the grade and will be guided accordingly.

A grade is to be taken seriously. With the passage of time, grades assume more importance.

## FACTORS IN GRADING

In determining a grade, a teacher must carefully evaluate the pupil from day to day. Attendance, homework, tests and performance must be taken into account. Then, there are these questions which must be answered by the teacher before the grade is decided:

- Does the pupil move from one classroom situation to another without wasting time?
- Does he begin work promptly and continue until time for stopping?
- Does he engage in meaningful activities with a minimum of supervision?
- Does he meet responsibilities promptly and carry out agreements?
- Does he intelligently follow plans and directions?
- Is he critical of his own activities?
- Does he seek advice in the interest of improvement?
- Does he react in a positive manner to constructive criticism?
- Does he use past experiences in meeting new problems?
- Does he stick to his work?

These questions represent some, but not all, of the considerations used in reporting pupil progress. However, grades determined on this basis make the report card a more meaningful instrument for parents and pupils alike. The report



The report card cannot tell the whole story; it is too limited in detail. However, parent-teacher conferences often provide the necessary link in school-home communication. Above, left, Mrs. Shirley Hughes, a teacher, discusses homework policies and test results with Mrs. Dick D. White, an interested parent.

card represents an attempt to report a pupil's success in achieving certain skills, fundamentals and values.

Education seeks to make desirable changes in pupil behavior; the report card reflects pupil progress toward this end.

## EDUCATION AND EARNING POWER

There exists a direct relation between a person's level of education and his earning power.

The man with a high school diploma will earn over \$217,000 between the ages of 25 and 65. Compared with men with less education this will amount to:

- \$109,000 more than the man with less than 8 years of school;
- \$70,000 more than the man with 8 years of school;
- \$36,000 more than the man with less than 12 years of school.

During those years which are considered the most productive, education's effect on earning power will be most noticeable. Income at this time will vary as much as \$6526 per year, or more than \$125 per week. Income will be:

- \$2860 for men with less than 8 years of school.
- \$4149 for men with 8 years of school.
- \$4718 for men with less than 12 years of school.
- \$5433 for men with 12 years of school.
- \$6366 for men with 1 to 3 years of college.
- \$9129 for men with 4 years of college.
- \$9386 for men with more than 4 years of college.

This underscores the importance of grades.

# Parents... *their role has new importance*

Parents who are interested in their child's welfare want to know how he is doing in school. In addition to a report on book learning, they want to know about such intangibles as social progress, work habits, and general attitudes. **Here the parents play an important role, for the child's attitude toward school and learning usually reflects their own.**

If parents are often critical of the school and the teacher, the child will soon find reason to complain. Too often a child is driven to a dislike for school, and may even develop mental and emotional blocks to learning, because of pressure from his parents to secure top grades in subject areas in which he may have only average or below average aptitude.

The child usually will accept a fair evaluation of his work, even if it is low, if he does not fear the anger and disappointment of a mother or father. In open disagreement between the parents and the school, the child is in the middle — and often helpless.

A positive parental attitude toward school generates a simi-

lar good feeling by the child. A parent should never belittle the teacher in the presence of the child. This will only worsen relationships. A talk with the teacher should be scheduled in the interest of the child.

### SIX WAYS OF REPORTING:

1. Percentage grades from 0 to 100 with some point such as 70 being the dividing line between passing and failing.
2. Letter grades such as A-B-C-D-F denoting bands of percentage grades.
3. Passing-failing (satisfactory — unsatisfactory).
4. Letters to parents.
5. Conferences with parents.
6. A checklist.

Jefferson County uses a combination of these methods.

### REPORT CARD COMMITTEE

This year the Jefferson County Board of Education and its staff are emphasizing better understandings through better communications. In this line of thinking, a study of the effectiveness of the present report card seemed to be needed.

The study will attempt to determine how well the report card communicates pupil progress to the parents and to the pupil. The committee will be concerned with the format and mechanics of the report form.

Plans call for a committee to be made up of four sub-committees: Primary, Intermediate, Junior High and Senior High. The membership of each sub-committee will consist of parents, teachers, a principal and a supervisor. In this manner, reporting instruments will be agreed upon and improved school-home communication should result. **The most difficult question to ponder in this work is how to answer — on the report card — this parental query: "How is my child doing in school?"**

### TWO POINTS

The teacher seeks to explain two things to parents: (1) How the student is doing in relation to his potential, and (2) How well he is doing in relation to grade level. To satisfy this objective, the report card should be supplemented by conferences involving the teacher and parents.



These parents are working with teachers, principals and supervisors to evaluate the present report card. Serving on four subcommittees — primary grades, intermediate grades, junior high, and senior high — this group will lend valuable assistance in the study of reporting

and report cards. Shown above, with Associate Superintendent O. M. Lassiter, are (left to right): Mesdames William Harris, Glen Henry, Edward Maxwell, J. M. Hicks, Raymond Seng, Horace Knight, Ira Banta, Robert Pope, Dick White, John Nolan and David Falk.

# Did You Know?

- Jefferson County has a grading policy. The policy provides that daily grades should make up two-thirds of the six weeks' grade with the final examination accounting for the remaining one-third.

- A cumulative record is kept for each one of Jefferson County's 63,306 pupils. This record contains information about progress in school, year by year.

- Annual studies have been made of grades given in the Jefferson County high schools. A 1963 review of final letter grades showed the following distribution:

Final letter grade	% of total grades
A	15.65
B	31.25
C	29.53
D	18.83
F	4.74

- Studies of the grading system focus attention upon the relationship between teaching and learning. The purpose of these studies is to see how well educational objectives are being met, as measured by grades.

- The present Report Card Committee will follow these guidelines in its work:

What purposes are marks supposed to serve?

Does the present report card need changing in any respect?

Are there better ways of evaluating pupil growth and development?

- The report card is only a six-week summary of pupil progress. Parent-teacher conferences should be arranged to bring the matter of pupil performance and evaluation into better focus.

- The expansion of knowledge is assuming such awesome pro-



Pictured is Mr. W. P. Conlon, manager of employment and training at General Electric's Appliance Park. Interviewing applicants, as he does, calls for a close look at report card transcripts and letter grades.

portions that two things are clear: No individual can hope to learn everything, and no school can hope to teach everything.

With this thought in mind, priorities will be set by the Jefferson County Board of Education as to what will be taught and what won't be taught. The main criterion will be: What skills and learnings will be of greatest use and value to the adult of the next decade?

- Within the framework of priorities, curriculum offerings will be as broad as possible to accommodate students of all abilities, interests, backgrounds and ambitions.

- Better subject matter, better teaching methods and better teaching tools all lie close at hand. However, it takes money to put new ideas and practices into operation. When the Jefferson County schools are able to afford these new ideas and practices, they will be incorporated into the instructional program.

- Grades reveal far less about a pupil than is commonly supposed. Hence, standardized test scores are used to supplement them whenever possible.

- A follow-up study of high school graduates is made annually by the Research Department. The study reveals that over half of the high school graduates go to college. Other graduates list employment, technical training, military service and matrimony as pursuits.

The follow-up study helps to appraise both the high school curriculum and the grading system.

- This year, Jefferson County has 49 classes for the educable mentally retarded (EMR) children — 32 in the elementary and 17 in the high school. There is need for more classes of this nature.

- Two classes for the trainable mentally retarded have been started at the old Kerrick School on the Dixie Highway.

- Two classes for neurologically impaired children have been started at Greathouse School.

- Two classes for the hard of hearing are conducted at Rangeland School. Older children in these classes attend Thomas Jefferson High School for part of the day.

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## Minimum Foundation Program

Most money for the Jefferson County schools comes from local sources, about 57% to be exact. A substantial amount of revenue — 41% — is received from the state of Kentucky. Only a small sum — 2% — is from federal sources.

This issue of *Your Jefferson County Schools* will touch upon state support as determined by the Minimum Foundation Program. The term "Foundation" is used because this state support serves as a base or foundation upon which the individual school district is to build its educational program.

The Foundation Program for Kentucky schools has resulted in significant advancements.

### How It Works

The Minimum Foundation Program, initiated a decade ago, is based upon this proposition:

The State will help local school districts finance a "minimum level" of education, provided the school districts make a required effort to raise local revenue.

Thus, a poor school district — provided it makes the required effort — will receive proportionately more help from the State than a wealthy district.

At present, to receive maximum State aid, a school district must locally raise the revenue that would be produced by a tax rate of \$1.10 per \$100 assessed valuation using a state-wide average assessment ratio (32.3%).

If a school district raises more money locally than the required minimum, it spends the money to go beyond the "minimum level" established by the State. This can mean smaller classes, better equipment, improved salaries and so forth.

### IN THIS ISSUE

- Page 1—Money From The State
- Page 2—The Foundation Program
- Page 3—Calculations
- Pages 4 & 5—The School Audit
- Page 6—Questions and Answers

## Intent and Purpose

Briefly stated, the Foundation Program provides for a minimum base of education for every child in the State regardless of where he lives. It represents an attempt to equalize educational opportunities.

The Foundation Program seeks to guarantee each child the following minimum services and facilities:

1. A competent, certified teacher, possessing at least a bachelor's degree, and one who has a membership of twenty-seven pupils per class.
2. A functionally designed school building which is healthful, safe from hazards, properly equipped, and located on a site adequate for playground and recreational facilities.
3. A minimum school term of 9¼ months.
4. Safe and serviceable transportation to and from school for all children not living within a reasonable walking distance of school.

5. Adequate educational materials such as textbooks, library books, audio-visual aids, maps, globes, and charts.

6. A curriculum guide based on the needs of the children through elementary schools, secondary schools, area schools, and institutions of higher learning.

In the past, Jefferson County has exceeded the minimum provisions of education as outlined by the State Foundation Program. Because of local ability to meet or exceed the minimum program in all areas, Jefferson County has been termed a Guarantee school district. As such, it received a flat allotment per pupil in average daily attendance.

Other school districts, called Foundation districts, received more per pupil because of their local financial conditions.



A basic aim of the Foundation Program is to provide a competent, certified teacher for each classroom. Mrs. Kathy Kneeder fills this role at Crums Lane School.

# How The Foundation Money Is Calculated For Schools

The calculation of Foundation Program money for the schools is done twice a year. The first calculation is called **Tentative** and is made in the summer — usually about August. The other, known as the **Final**, is made the following spring.

Because Jefferson County annually experiences heavy pupil growth, it usually receives more money when the **Final** calculation of the Foundation Program is made. Conversely, a school district, experiencing a decline in pupil population, will receive less money.

## 4 Major Items

There are four major items which determine the cost of the Foundation Program to the State and to the Local School District:

- (1) Instructional Salaries
- (2) Current Operating Expense
- (3) Capital Outlay
- (4) Transportation

Here are the particulars:

**Instructional Salaries** — this represents the teachers, principals, administrative and special instructional personnel necessary for the instructional program. The Foundation Program and the Kentucky Department of Education prescribe certification requirements for all school personnel. They also set the basis for determining the number of personnel, these being known as Classroom Units.

This year, Jefferson County's estimated final calculation for Instructional Salaries will amount to \$10,376,183.50, based on 2,558 classroom units.

**Current Operating Expenses** — this item provides for other expenses such as clerical, custodial and maintenance salaries. Also included are school supplies, tests, books, heat, light, and related costs. An allotment of \$900 per classroom unit is used for this purpose.

For 1963-64, Jefferson County's estimated final calculated amount will be \$2,302,200.

**Capital Outlay** — this refers to building construction and equipment. Jefferson County has spent far more than the State calculates in this category due to its tremendous building needs. The law earmarks \$600 per classroom unit.

It is estimated the final calculation for this category will amount to \$1,534,800.

**Transportation** — this category in the Program is the last to be entered in the cost calculation. Number of

pupils transported more than a mile, population density, and allowable cost per pupil (per day) are used to figure this cost.

This year, Jefferson County's final estimated calculation of Transportation expense amounts to \$788,350.75.

## Following the Formula

After the total cost to State and to the Local School District is made, it is then necessary to determine the share for the State and the share for Jefferson County.

Briefly, the State requires all districts to put up \$1.10 of local tax money assessed at approximately 32.3%. Since Jefferson County's assessment is above the State level, it must allocate \$1.02 of local tax money for the Foundation Program; this is estimated to be \$7,318,952.76 based on an adjusted assessment of approximately \$735,000,000.

It is now possible to calculate the Basic Foundation Program allotment

*Your*  
**Jefferson County Schools**

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Vol. 7      March, 1964      No. 4

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is published by  
THE JEFFERSON COUNTY  
BOARD OF EDUCATION  
3332 Newburg Road  
LOUISVILLE 18, KENTUCKY

Richard VanHoose .....Supt.  
Conrad Ott .....Editor

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for Jefferson County by adding the amounts in the preceding paragraphs:

Instructional Salaries	\$10,376,183.50
Current Operating Expenses	2,302,200.00
Capital Outlay	1,534,800.00
Transportation	788,350.75
<b>Total</b>	<b>\$15,001,534.25</b>
Less Local Tax Effort	7,318,952.76
<b>Basic Foundation Program Allotment</b>	<b>\$ 7,682,581.49</b>

## State Payments

The chart below shows the State aid that Jefferson County has received for the past eight years. Prior to 1955-56, payment was made on the per capita basis of all school age children (6-17 years) in the district. Since that time, payment has been made on the basis of average daily attendance in the schools of Jefferson County.

Here is the amount of state money received for each child in average daily attendance:

School Year	State Payment Per Child
1955-56.....	\$ 80.00
1956-57.....	80.00
1957-58.....	80.00
1958-59.....	80.00
1959-60.....	80.00
1960-61.....	120.00
1961-62.....	125.00
1962-63.....	125.00
1963-64.....	?



In Jefferson County, over 60% of the children ride the schoolbuses. The annual cost: approximately \$946,000.

The spread of subdivisions has made it difficult to accommodate the pupil increase. A shortage of 266 classrooms exists for 1964-65.



## Calculations

Jefferson County schools have always met or exceeded the Foundation Program in all areas. For this reason, they have been classed as a *Guarantee* district. This entitled the school system to receive \$125 per pupil in average daily attendance. However, heavy enrollment increases coupled with static assessable wealth behind each child have made a change. Jefferson County is losing its classification as a *Guarantee* district and will probably be placed in the ranks with the other Foundation Districts this year.

Of Kentucky's 204 school districts, all but 10 are Foundation Districts. Jefferson County was one of the 10 Guarantee Districts until 1963-64.

### Final Calculation — Jefferson County

1963-64 Estimated ADA*	59,041 Pupils @ \$125	\$7,380,125.00
1963-64 Bonus Units (Special Education and Vocational Units) 48.4 Units @ \$5,500		266,200.00
<b>Total Guarantee Allotment</b>		<b>\$7,646,325.00</b>
1963-64 Basic Foundation Program Allotment		7,682,581.49
<b>Difference</b>		<b>\$ 36,256.49**</b>

\* Average daily attendance

\*\*The difference is close enough to bring Jefferson County into the Foundation District class.

### COMPARISON OF EXPENDITURES PER PUPIL — BY BUDGET FUNCTIONS (1) Jefferson County School (Budget) Versus National Cost of Education Index (Estimated) (2)

	1963-64 (Dollars)		Jefferson County ± Index National
Budget Functions	Jefferson County	National Index	
Instruction	\$245.06	\$275.75	—30.69
Operation	24.65	35.20	—10.55
Transportation	14.94	15.70	—0.76
Maintenance	7.35	12.00	—4.65
Administration	6.35	14.10	—7.75
Fixed Charges	3.77	12.35	—8.58
Attendance, Health & Other Services	1.42	2.30	—0.88
<b>TOTAL CURRENT EXPENDITURES</b>	<b>\$303.54</b>	<b>\$367.40</b>	<b>—63.86</b>
Capital Outlay & Debt Service	62.43	47.00	+15.43
<b>TOTAL EXPENDITURES</b>	<b>\$365.97</b>	<b>\$414.40</b>	<b>—48.43</b>

(1) Based on Pupils in Average Daily Membership

(2) National Index Estimates — School Management Magazine — January, 1964 Issue.

Christen, Brown & Rufer  
 Certified Public Accountants  
 Louisville 3, Kentucky  
 October 17, 1963

Jefferson County Board of Education  
 Louisville 18, Kentucky  
 Gentlemen:

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.

We have examined the records of the General Fund, Special Voted Building Fund Tax Account, Summer School Program Account, and Adult Education Program of the Jefferson County Board of Education for the year ended June 30, 1963. 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.

During the year under review, the district participated in a pilot accounting system with the State Board of Education utilizing "below the line accounting". The difference brought about by this system is that non-budgetary transactions are segregated from regular budget items of receipts and disbursements. These are shown as "advancements, refunds and transfers" on the accompanying statements. The reason for the amounts not being equal in the statements is due to partially completed transactions at the beginning and close of the accounting periods.

In our opinion, the accompanying statements of receipts and disbursements for the General Fund, Special Voted Building Fund Tax Account, Summer School Program Account, and Adult Education Program present fairly the transactions of the Jefferson County Board of Education for the year ended June 30, 1963, and the results of its operations for the year then ended in conformity with generally accepted accounting principles applied consistent with prior years, except as stated heretofore.

Christen, Brown & Rufer

# Here's An Audit Of Our Books

## GENERAL FUND CASH RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED JUNE 30, 1963

CASH BALANCE, JULY 1, 1962		\$ 443,932.49*
RECEIPTS:		
Revenue from Local Taxes (Exclusive of Special Voted Levy)	\$ 9,689,827.54	
Tuition Paid by Individuals and School Districts	41,823.70	
Other Revenue from Local Sources	306,264.65	
Foundation Program Fund	7,761,544.94	
Other State Aid	46,195.85	
Federal Aid Through the State (Public Law 864)	77,344.96	
Revenue from Federal Sources (Public Law 874)	307,802.00	
Sale of Property and Insurance Recovery	14,814.10	
Total Receipts	<u>\$18,245,617.74</u>	
Advancements, Refunds and Transfers	7,076,090.72	25,321,708.46
		<u>\$ 25,765,640.95</u>
DISBURSEMENTS:		
Administration	\$ 382,348.84	
Instruction	14,174,878.09**	
Attendance and Health Service	80,035.22	
Pupil Transportation Service	858,891.13	
Operation of Plant	1,481,660.81	
Maintenance of Plant	417,610.21	
Fixed Charges	107,794.12	
Capital Outlay	299,777.11	
Debt Service	304,504.76	
Total Disbursements	<u>\$18,107,500.29</u>	
Advancements, Refunds and Transfers	7,162,188.99	25,269,689.28
		<u>\$ 495,951.67</u>
CASH BALANCE, JUNE 30, 1963		\$ 495,951.67

(\*)The beginning balance is subject to increase in the amount of \$691,980.00 due to a June 1962 check from State Treasurer being lost in the mail. A duplicate check was received by the Board on August 22, 1962.

(\*\*)Of total Instruction expenditures, \$178,872.26 was paid to the Kentuckiana Educational Television Council. This provided for 96,097 children enrolled in various television classes.

**SPECIAL VOTED BUILDING FUND TAX ACCOUNT  
CASH RECEIPTS AND DISBURSEMENTS  
FOR THE YEAR ENDED JUNE 30, 1963**

CASH BALANCE, JULY 1, 1962		\$ 855,412.48
RECEIPTS:		
Revenue from Taxes	\$3,225,129.30	
Revenue from Public Law 864 (Title III)	17,734.56	
Sale of Property	100,801.50	
Interest from Investments	17,873.50	
Other Revenue Receipts	629.63	
Total Receipts	<u>\$3,362,168.49</u>	
Advancements, Refunds and Transfers	2,857,126.50	6,219,294.99
		<u>\$7,074,707.47</u>
DISBURSEMENTS:		
Capital Outlay	\$1,128,466.11	
Debt Service	2,602,375.28	
Total Disbursements	<u>\$3,730,841.39</u>	
Advancements, Refunds and Transfers	2,861,576.50	\$6,592,417.89
CASH BALANCE, JUNE 30, 1963		\$ 482,289.58

**SUMMER SCHOOL PROGRAM ACCOUNT  
CASH RECEIPTS AND DISBURSEMENTS  
FOR THE YEAR ENDED JUNE 30, 1963**

CASH BALANCE, JULY 1, 1962		\$39,293.70
Additional Receipts for 1962 Summer School Program		1,741.60
		<u>\$41,035.30</u>
DISBURSEMENTS:		
Salaries	\$28,500.34	
Operational Expenses	847.64	
Refunds	308.00	29,655.98
Cash Balance from 1962 Summer School Program		<u>\$11,379.32</u>
1963 Summer School Program:		
RECEIPTS:		
Secondary Tuition	\$59,304.71	
Elementary Tuition	16,743.35	
Summer Band	2,590.50	
Summer Lunchroom	6,420.82	85,059.38
		<u>\$96,438.70</u>
DISBURSEMENTS (Through June 30, 1963):		
Salaries	\$ 2,740.00	
Operational Expenses	1,296.23	
Refunds	1,907.89	5,944.12
CASH BALANCE, JUNE 30, 1963		<u>\$90,494.58</u>

**ADULT EDUCATION PROGRAM  
CASH RECEIPTS AND DISBURSEMENTS  
FOR THE YEAR ENDED JUNE 30, 1963**

RECEIPTS:		
Registration Fees		\$13,277.34
DISBURSEMENTS:		
Salaries	\$8,187.75	
Operating Expenses	669.38	
Refunds	220.00	
Total Disbursements		<u>9,077.13</u>
CASH BALANCE, JUNE 30, 1963		\$ 4,200.21



# Questions And Answers

• **Why not charge pupils for school bus transportation?**

Present laws states that all elementary school children — grades 1 through 8 — must be transported if they live a mile or more from the school. High school youngsters may be transported at the discretion of the School Board.

A proposed program for bus fares has been considered for high school pupils from time to time. However, since Jefferson County will be a Foundation Program district, the bus fare revenue would be deducted from the Foundation Program allotment. Thus, a gain on one side would be offset by a corresponding reduction on the other.

• **How much money does the State derive from sales tax revenue?**

When first levied, it was estimated that \$87 million dollars would be collected from this tax. However, when the sales tax became effective, a 40% reduction was made in the personal income tax. This left a net of \$67,000,000.

Because of this new revenue source, the State raised its per pupil payment — in average daily attendance — from \$80 to \$125 in Jefferson County.

• **Can money be saved by employing fewer teachers and increasing the number of pupils per teacher?**

The Foundation Program Law requires that a specified number of teachers must be employed for a given number of pupils (1 teacher — 27 pupils). Failure to maintain this ratio results in a reduction of state funds. The School Board considered the possibility of hiring fewer teachers and learned that the schools would lose \$200,000 in Foundation funds by failing to observe the specified ratio (1 teacher — 27 pupils).

• **What will Jefferson County gain by becoming a Foundation Program district?**

Approximately 60¢ per pupil — overall, this will amount to \$36,256.49.

• **To receive maximum State aid, a school district must locally raise revenue equal to that produced by a tax rate of \$1.10 per \$100 assessed valuation. Why was \$1.10 chosen as the tax rate?**

The General Assembly — upon the advice of the State Department of Education — determined the \$1.10 tax rate as one qualifying factor for the



Mitchell Nasser, standing, is chairman of the Stivers School's Committee of Fifteen. The Committee gathered recently at his home and heard a timely report about school growth and needed finances.

Foundation Program. The tax rate is based upon a statewide assessment ratio, currently 32.3%. \$1.10 was selected because the state could fully finance the Foundation Program only if local school districts made this reasonable effort.

• **Do all school districts levy the \$1.10 tax rate as required by the Foundation Program?**

Varying assessment ratios — from school district to school district — cause the local tax rates to rise or fall accordingly. School districts — below the statewide assessment ratio — are required to use a tax rate higher than \$1.10. There is one school district which must levy \$1.65 — rather than \$1.10 — because of its low assessments. Failure to levy this particular tax rate will result in a partial withholding of Foundation Program funds to that district.

On the other hand, school districts meeting or exceeding the state assessment ratio (32.3%) may use an amount less than \$1.10 to qualify for the Foundation Program.

• **What is meant by "leeway" money?**

Leeway money refers to the difference between the state-required tax

rate and the local school tax rate. The additional money is used to provide services and facilities above minimum state requirements.

• **Does Jefferson County receive free textbooks?**

Yes, it receives free texts from the State Department of Education. The number of books received in 1963 — under the free textbook law — was 126,881. The cost — \$217,819.36.

• **What schools face double sessions in September?**

Unless additional money is obtained, 14 of the 63 schools will have split shifts in 1964-65.

Here are the elementary schools affected: First grades at Filson, Indian Trail, Kenwood, Kerrick, Okolona, Smyrna and Wilkerson. The second grade as well as the first will be on double sessions at Wilkerson.

On the tentative list are first grades at Rangeland, Rockford Lane and Waller.

**High Schools** — All grades at Fairdale, Fern Creek, Thomas Jefferson, Pleasure Ridge Park, Valley, Western and Westport. Double sessions are a possibility at Southern.

Contributor To This Issue  
Ernest Grayson

# Your Jefferson County Schools

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

VOLUME 7

APRIL, 1964

NUMBER 5

## September - What Will It Bring?

It can safely be said that the schools of Jefferson County are underfinanced. It also can be said that the schools are beginning to slip. Here is a dangerous cause and effect relationship which casts a shadow over every child in the system.

The public schools represent the only governmental agency which is required to seek an increase in its funds by way of a referendum.

### Community Responsibility

What can be done when school money runs low? Where or to whom does the Board of Education turn for help?

Education is not a fund-raising organization, nor is it a public relations agency. As constituted by law, schools are mainly concerned with teaching and learning, a full-time matter that leaves little time for anything else.

The Jefferson County Board of Education has been forced to divert its energies to the frantic search for more school dollars. Time must be devoted to a solution of the money problem if the schools are to survive in a meaningful way.

#### IN THIS ISSUE

- Page 1—Double Sessions To Increase
- Page 2—Housing Recommendations for 1964-65
- Page 3—Merger Study
- Page 4—Building Needs
- Page 5—First Phase of Action
- Page 6—Where Money Is Needed



Pre-registration of next September's first grade class indicates another bumper increase. A number of first graders will be placed on double sessions.

### What About September?

This issue of *Your Jefferson County Schools* will portray the school situation as it will probably develop in September, 1964. The housing outlook is not encouraging and operational funds will continue to be hard-pressed. Money is desperately needed for school construction and general operation. **Approximately 4,600 additional pupils will push the school family to 67,875. Present enrollment is 63,250.**

The State of Kentucky will provide funds for a modest increase in teachers' salaries. However, no such funds were set aside for other school personnel — clerical, maintenance, custodial, operational and so forth. Heavy turnover will doubtless continue in these supportive positions where salaries are already too low.

The critical need is for more buildings and for money to carry on the school program for more and more pupils.

### Pupil Growth vs. Dollar Growth

Comment is often made that past tax increases should be able to hold the line. These increases did hold the line for a time. But there is an annual pupil increase in the system and the assessable wealth behind each pupil has not kept pace with the phenomenal enrollment growth.

On the two-dollar property-tax base, the system has grown from 23,000 children to 63,250. Present revenue from this tax base — static since 1952 — is dangerously inadequate.

### Where From Here?

If local support is not soon forthcoming in a more realistic measure, the schools of this community will continue to slip and school morale will deteriorate. Youngsters going to school on double sessions and youngsters being taught by personnel on a non-competitive salary schedule are indeed in jeopardy.

# To House The Increase, These Recommendations Have Been Made

## Fern Creek Elementary

The overflow can be housed again in 1964 in the high school building as a result of double sessions there. Three or possibly four rooms will be needed.

## Filson

It is believed that double sessions for the first grade will be the best way to provide for the overcrowding.

## Hikes

Available space at Goldsmith and Melbourne Heights will make it possible to keep Hikes off double sessions. Therefore, a transfer of a part of the present district to these neighboring schools is considered the best solution.

## Indian Trail

Double sessions for the first grade seem to be the only solution. All other known possibilities have been explored without success.

## Kenwood

Kenwood will be two or three rooms short of meeting its needs. Double sessions for the first grade seem to be the best way to provide for housing at this time.

## Kerrick

It seems at this time that Kerrick will continue to use rooms in the nearby church, if available. Double sessions are in store for the first grade.

## Mill Creek

The use of large classes by television and one or two rooms in the nearby church should provide for the overflow in September.

## Okolona

It will be necessary to continue the use of church rooms, if they are available next year. However, this provision will not be enough, as it now appears. It is recommended that the first grade, and possibly the second grade, be put on double sessions.

## Rangeland

This school is in trouble for the first time, and double sessions may be necessary for the first grade. A recommendation will be made in the near future.

## Rockford Lane

Double sessions may be necessary for the first grade. However, if rooms are available at Western, they will be used in preference to double sessions.

## Sanders

Double sessions are a possibility here and study is now underway to determine the extent of the problem.



In a number of instances, school sites are ready and waiting.

## Smyrna

At this time there seems to be no other way to provide for the overflow except to double session the first grade.

## Waller

It may be possible to get by another year by again using the nearby church. However, there is serious doubt about this provision and further study will be needed before a final solution is reached.

## Wilder

To prevent double sessions, a part of the district will be transferred to Chenoweth. To provide for this change, it will be necessary to change a portion of the Chenoweth district to Stivers where there is available space.

## Wilkerson

This situation has been checked carefully and there seems to be no way to prevent double sessions in the first and second grades.

As this paper goes to press, late figures indicate trouble — and possible double sessions — at these elementary schools:

Bates	Kennedy
Fairdale	South Park
Gilmore Lane	

## Fairdale High School

All known possibilities have been explored and it appears at this time that double sessions will offer the best solution for housing the expected membership of almost 1900. This is about 300 more than the school can house with a regular program. An additional 18 rooms will be needed by September if revenue becomes available from state or local sources.

## Fern Creek High School

Double sessions must be continued to house approximately 1900 students. The normal capacity of the building is about 1475. At least 17 additional classrooms will be needed to prevent double sessions next year.

## Thomas Jefferson High School

Without additional revenue for the expansion, double sessions seem to be the only solution. Jefferson's expected membership of about 1400 will be 400 more than can be housed in the present building. Approximately 28 classrooms will be needed when the school has its first senior class in September, 1965.

## Pleasure Ridge Park High School

All possibilities have been explored and no solution to the overcrowding is known at this time except double sessions. The school will have about 400 pupils over capacity and will be approximately 16 classrooms short in September.

(Continued on Page 3)



Opened in September, 1963, the Jane Hite School was the last school to be constructed. Despite enrollment growth, no funds for new buildings are on hand.

## School Boards Joining To Study Merger

The Louisville and Jefferson County Boards of Education, following a series of meetings in which solutions to their common problems have been sought, have instructed their Superintendents to bring up to date the 1958 school merger study. This study formed the basis of a plan to merge the two school systems a few years ago. The two Superintendents have been asked to submit their updated findings as soon as possible.

### Cooperative Effort

In order to work toward merging the two systems, the administrative staffs have been asked

to bring these plans to the two Boards for their approval:

- Optimum use for both school systems of all school facilities in their fringe areas
- Locations of new schools in both systems
- A combined data processing office
- The joint employment of a curriculum consultant for the purpose of improving instruction in both systems
- Unified purchasing
- Common warehousing
- Operation of one maintenance garage

### Your Jefferson County Schools

Vol. 7 April, 1964 No. 5

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## Recommendations

(Continued from Page 2)

### Seneca High School

Present studies indicate that Seneca can get by next year without double sessions. However, unforeseen growth could alter present estimates and plans. Some overflow may be housed in the Goldsmith Elementary School.

### Southern High School

The staff is presently working on plans with the architect's office and with the State Department of Education to prevent double sessions. If these plans can be carried out, and if they are approved by the State Department of Education, Southern may avoid double sessions.

### Valley High School

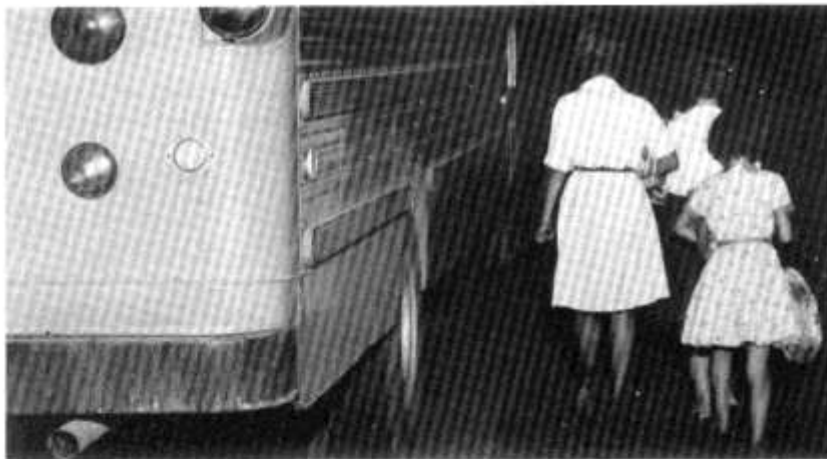
Double sessions must be continued to house an expected 3500 to 3600 pupils. The estimated membership for next year is over 1200 more than the normal capacity of the building. It would require approximately 48 additional rooms to reduce this school to its normal capacity.

### Western High School

Western will have almost 300 more pupils than can be housed on a single session — short about 18 classrooms. It appears that no other housing arrangements can be reached other than double sessions.

### Westport High School

Double sessions appear to be the only answer since the school will have almost 500 more pupils than it can house. An addition of at least 19 classrooms is needed if a single session is to be maintained.



In 1964-65 — as in 1963-64 — transportation will extend from early morning to late evening.

**RECOMMENDED ELEMENTARY CONSTRUCTION PROGRAM**  
1964-1969

Location	Relief (Schools)	Grades Housed 1-6	Capacity 750	Approx. Cost \$675,000
Lower Hunters Trace	Kerrick	Greenwood	Crums Lane	Sanders
St. Andrews Church Road	Auburndale	Kenwood	Waller	
Coral Ridge	Fairdale	South Park		
Fern Creek	Fern Creek	Bates	Smyrna	
Blue Lick Road	Okolona	Filson	Smyrna	
Lower River Road Area	Wilkerson	Dixie	Watson-Medora	
Jeffersontown	Jeffersontown	Kennedy		
Brownsboro Road Area	Wilder	Zachary Taylor		
LaGrange Road	Zachary Taylor	Lyndon	Middletown	
Huntsinger Lane Area	Hikes			
<b>SUB TOTAL</b>				<b>\$6,750,000</b>

**RECOMMENDED HIGH SCHOOL CONSTRUCTION PROGRAM**  
1964-1969

Location	Relief (Schools)	Grades Housed	Capacity	Approx. Cost
Shipley Lane West of Dixie Highway	Valley High	7-9 (1st Phase)	1000-1200	\$1,850,000.00
Old Six Mile Lane	Fern Creek Eastern Seneca	7-9 (1st Phase)	900-1000	1,850,000.00
Outer Loop at Smyrna Road	Southern Fairdale Fern Creek	7-9 (1st Phase)	900-1000	1,850,000.00
Westport (addition)	Westport	7-12 (Last Phase)	500	250,000.00
Western (addition)	Western	7-12 (Last Phase)	500	250,000.00
Fairdale (addition)	Fairdale	7-12 (Last Phase)	500	250,000.00
Thomas Jefferson (addition)	Thomas Jefferson	7-12 (2nd Phase)	1000-1200	500,000.00
St. Andrews Church Road	Pl. Ridge Pk. Western Butler	7-9 (1st Phase)	900-1000	1,850,000.00
Brownsboro Road Herr Lane Area	Westport Waggener	7-9	800-900	1,750,000.00
Shelbyville Road Hurstbourne Lane Area	Westport Eastern Waggener	7-9	800-900	1,750,000.00
<b>TOTAL</b>				<b>\$12,150,000.00</b>

**High School Construction**

This building phase would extend for five or six years. Such a phase would house approximately 8,000 additional pupils in six new high schools and four additions.

Western and Westport would be provided adequate space for their six-year programs.

A need for five new high schools in the next six years has been recommended. However, it appears that it may be impossible to do the entire job with five schools.

To relieve Westport—a fast-growing district—with one school in its present district will not offer the necessary relief. A large part of Westport's membership is located south and west of the school.

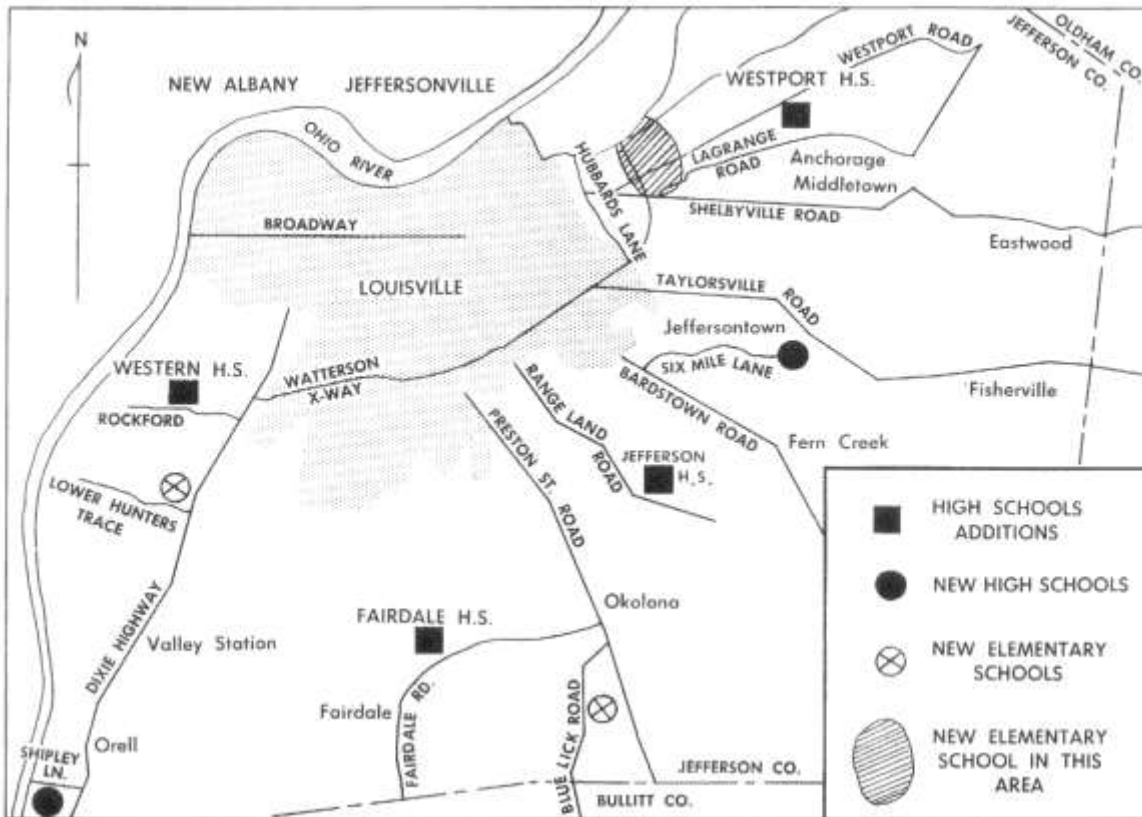
It is proposed that two junior highs be located to the northwest and southeast of Westport High. A junior high to the northwest could offer adequate relief and also help Waggener, when needed. A second junior high could be located to the southeast and could eventually help both Eastern and Waggener.

**Across The County**

The building projects as recommended do not solve all problems. For example, if a new junior high is constructed south of Valley in 1965 with a capacity of 900 to 1,000, it will not be able to house its anticipated membership through the six-year period. An addition would be needed. This will apply to other projects.

Sites are available for three of the proposed high schools. No specific location has been determined for the St. Andrews Church Road area or for the two schools in the eastern part of the county. It seems quite important that the needed sites be located and held for school use.

The high school construction recommended here, and property needed, bears an estimated cost of 12.7 million dollars.



Map Showing First Phase of Construction

# There are plans for the money

If a school tax were to be passed, here are some of the things that would immediately happen.

Construction-wise, there would be this activity:

- 2 high schools
- 4 additions to existing high schools
- 4 elementary schools

Beyond this, plans would be readied for at least six other schools. The tax would set into motion a flurry of construction needed to catch up with accumulated classroom shortages. The existing backlog of construction grows worse with every enrollment increase.

### Bonds For Buildings

Need calls for an additional 4 million dollars for the 1964-65 school year. A portion of this amount would allow an issuance

of 6.5 million dollars in school construction bonds. Specifically, these bonds would finance:

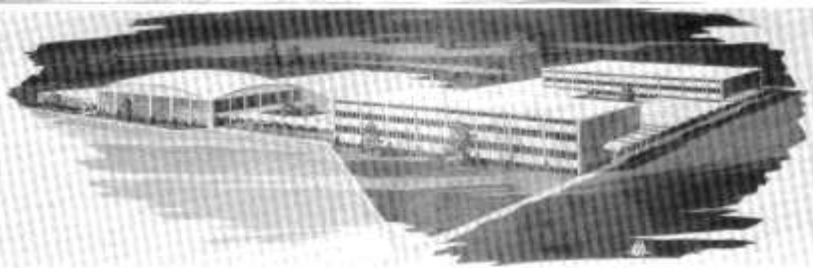
- 19-room addition at Westport High School
- 18-room addition at Western High School
- 18-room addition at Fairdale High School
- 28-room addition at Thomas Jefferson High School
- 4 elementary schools at these probable locations
  - Bluelick Road southwest of Okolona
  - Lower Hunters Trace Road
  - One of three East End sites
  - The site of the fourth school is now being determined

The two new high schools would relieve overcrowding at Fern Creek and Valley High Schools, now on double sessions. The elementary schools would relieve crowding at Kerrick, Okolona, Wilder and Zachary Taylor schools. In this regard, about 17,000 pupils are facing double sessions next fall.

While one construction phase was in progress, six more schools would be planned. These would relieve crowding at Pleasure Ridge Park and Southern high schools, and at Filson, Jefferson-town, Kenwood, Smyrna and Wilkerson elementary schools. An addition would also be planned at Thomas Jefferson High School.

Capital outlay would be the biggest item of expenditure, should a school proposal meet with voter approval.

# Your Jefferson County Schools:



Already prepared, school plans await the "go" signal.

## How An Additional 50 Cents Tax Would Be Used

Each penny of an additional tax levy would generate about \$76,500 for the school system. Overall, about \$3.8 million dollars would be received. This estimate is based upon a 30 million dollar increase in the present assessment of \$735 million dollars.

Here is how each penny of the additional 50 cents would be budgeted:

Capital Outlay	31.3c
Instruction	5.5c
Debt Service	3.4c
Fixed Charges	3.4c
Maintenance	2.8c
Operation	1.2c
Transportation	.7c
Administration	.7c
<b>Total</b>	<b>49.0c</b>

Needs and Necessary Expenditures of the Jefferson County Board of Education — Based Upon an additional fifty cents tax increase

	Amount
<b>CAPITAL OUTLAY*</b>	
1. Sites for new schools and improvements to present sites	\$648,000
2. Buildings, additions and remodeling	
• one elementary school (cash payment)	\$650,000
• remodeling of old schools	328,000
	978,000
3. Classroom equipment and furniture (this includes provisions for new schools and replacement)	671,000
4. School buses and operational service equipment	99,000
<b>Total</b>	<b>\$2,396,000</b>

\*These figures are for 1964-65; in subsequent years, Capital Outlay expenditures will vary according to the progress of our building program.

### INSTRUCTION

1. Counselors — 10 personnel at \$3400	\$ 34,000
(Note: The Foundation Program allots \$4300 for these personnel and Jefferson County must add the difference to reach their annual salary of \$7700. Counselors are employed on an 11-month basis.)	
2. One school psychologist for the testing program	8,000
3. School Librarians	
(a) elementary personnel—24 X \$1700—see note	\$ 40,800
(b) high school personnel—25 x \$1700 see note	42,500
(c) clerical personnel—59 X \$2000	118,000

(Note: Items A and B are calculated on the basis of \$4300 from the Minimum Foundation Program. Jefferson County must add the difference to reach their annual salary of \$6000. Librarians are employed on a 9 1/4 month basis. The average teacher's salary is \$5500.)

1. Adequate substitute teacher services	10,000
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5. School clerks and classroom aides—Minimum salary to be elevated by 10% from present \$1250	44,000
6. Restoration of budget cuts—books and instructional materials	125,919
<b>Total</b>	<b>\$423,219</b>

### DEBT SERVICE

This amount will provide for six months' principal and interest on 6.5 million dollars school construction bonds. These bonds will be retired in twenty years

The following year, and for 19 1/2 years thereafter, the principal and interest on these 20-year bonds will be \$532,000.

This bonding ability will relieve double sessions by the construction of:

- 2 high schools
- 4 additions to existing high schools
- 1 elementary schools

<b>Total</b>	<b>\$261,000</b>
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### FIXED CHARGES

1. Social security—matching contribution for increased salaries and additional personnel	\$ 10,000
2. Contingencies—minimum budget balance	250,000
<b>Total</b>	<b>\$260,000</b>

### MAINTENANCE

1. Personnel—3% salary increase	\$ 6,700
2. Restoration of summer maintenance program	51,000
3. Contractual maintenance (black-top repairs, rewiring, tuck pointing and roof repairs)	156,000
<b>Total</b>	<b>\$213,700</b>

### OPERATION

1. Custodians, plant engineers and other staff—3% salary increase	\$ 25,500
2. Custodian trainees—13 personnel	33,800
3. Two additional truck drivers and one security patrolman	10,000
4. Supplies and operational expense	24,500
<b>Total</b>	<b>\$ 93,800</b>

### TRANSPORTATION

1. School bus drivers—3% salary increase	\$ 28,000
2. Additional drivers—10 personnel	12,000
3. Operational expenses—county-owned buses (gasoline, tires, repairs and insurance)	12,000
<b>Total</b>	<b>\$ 52,000</b>

### ADMINISTRATION

1. 3 personnel for needed services	\$ 25,000
2. Normal increment for personnel	10,000
3. Clerks and secretaries—Minimum salary to be elevated by 10% to \$2400	10,000
4. Restoration of curtailed contractual services	5,600
<b>Total</b>	<b>\$ 50,600</b>

<b>GRAND TOTAL</b>	<b>\$3,750,319</b>
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# Your Jefferson County Schools

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VOLUME 7

MAY, 1964

NUMBER 6

## Questions

## And Answers

# About Your Schools

As a school system grows, so does the number of questions about its operation and its many activities.

In an attempt to answer some of the more frequently asked questions, this issue of **Your Jefferson County Schools** carries approximately 100 queries and replies. The questions were gathered from many sources.

For ease of reference and location, questions have been grouped into these alphabetical categories:

- Administration
- Business Affairs
- Curriculum
- Double Sessions
- Expenditures

- Five Program Plan
- Levels Program
- Lunch Program
- Merger
- Parents
- Taxes
- Teachers
- TV Instruction
- Transportation

It is quite apparent that comprehensive answers could not be given to all questions posed. However, an essence of explanation is contained in each reply. If additional information is desired about any question, the reader should contact his school principal or the Jefferson County Board of Education.

## Administration

Industry has been going through an austere program for the past few years, but what has the County Board done to reduce administrative expenses?

There have been no administrative staff additions in the past three years, although some 12,000 students have been added to the rolls.

Wouldn't it be feasible to add a professional Public Relations person to the Board staff? If not — why not?

It would be feasible and desirable to add a Public Relations person to the Board staff. The cost has been the deterrent thus far.

Who selects men, other than the elected Board, and hires those employed by the Board — especially in Administration?

Administrative personnel must meet all standards and qualifications established by the State Department of Education. The local Board of Education appoints the Superintendent who in turn selects all other employees directly or by delegated authority.

How can one school have so many materials to work with and others so few?

The School Board's appropriation is comparable in all schools. The difference may rest upon the fees in the schools or the help received by the PTA. This latter varies to a considerable degree.



Has the 6-3-3 system ever been considered by the Jefferson County Schools?

Various organizational patterns have been studied and considered by the Jefferson County Schools. In fact, a pilot plan is now in operation at three high schools. However, this involves the 6-2-4 plan which resulted from a study of parents and educators approximately three years ago.

The 6-6 plan evolved from a thorough study which was made in the late forties by a survey team from Peabody College, Nashville, Tennessee.

Where do I get an immunization

certificate for my child? What inoculations are required?

Immunization certificates may be secured from your physician. Kentucky law requires immunization against diphtheria, tetanus, poliomyelitis and smallpox for all elementary pupils entering school in the 1964-65 school year. All high school pupils entering a Jefferson County school for the first time, except seventh graders from a Jefferson County elementary school, must be immunized according to the above law. Questions should be directed to the Louisville and Jefferson County Board of Health.

(Continued on page 2)



**Business Affairs**

**What is Public Law 874 and how does it affect our school budget? Is there any percentage taken out before it reaches the Board?**

Public Law 874 is a form of federal aid to education. It provides approximately 2% of the budget. Nothing is taken out of this fund before it reaches the Board.

**What one main factor has contributed most to the bad or poor financial condition of our school system?**

Increased enrollment of pupils.  
**Why are different fees requested in different schools?**

Different fees are requested in various schools because the needs are different. All schools are required to supply a list of needs to the parents. This should correspond with the fees charged.

**Why not save money by eliminating TV classes and elaborate buildings — with air-conditioning, swimming pools, football stadiums, and the like?**

The use of educational television has helped keep several schools from double sessions, reduced the need for many additional teachers, and saved the Board of Education a considerable amount of money. The cost of school construction has been far below the national average. Jefferson County's building cost is less than that of all other southeastern states.

The three air-conditioned schools are for year-round school and will eventually pay for themselves in savings to the Board. The per-pupil cost of one of these at \$1700 may be compared to the cost of other schools in Kentucky outside Jefferson County up to \$4000 per pupil.

**Administration (Continued)**

**Why do children living in the city have to go to county schools? Are boundaries set by law and how can they be changed?**

Boundary lines between county and independent school districts are established by law. The process of change is provided in this law, KRS 160.045.

**Will the secondary schools ever be separated into entirely distinct junior and senior sections?**

This would require a complete reorganization of the program of education and facilities. Naturally, it would involve a tremendous expense and outlay for new buildings. This would not be possible within the near future since the schools do not have the finances to house its present membership.

**Is it feasible to operate the schools on a 12-month basis?**

Twelve-month schools are feasible if you disregard what may happen to boys and girls who move in and out of the school system. A twelve-month program can be administered within a school or system from the adminis-

trative aspect without a great amount of difficulty. When the parents and the community are willing to adjust to the terrific changes made necessary, the schools will be willing to administer such a program.

**Why not extend the school year, allowing children to finish their schooling earlier?**

Extending or lengthening a school term would not allow pupils to finish their schooling earlier. Standards involving school time and length of terms are determined by the State Department of Education and the Southern Association of Colleges and Secondary Schools.

**Why is the public relations between the Board and Community so poor? It is so hard to get information and expressions to the extent that it affects parents' interest.**

Several factors may contribute to the relations which may exist between the school system and the general public. One of the significant factors involves the rapid growth which the county and the school system has undergone in the past decade. Actually, for over ten years, the school membership has averaged over 4,000 new pupils per year. This has meant thousands of new parents per year. The task of keeping them informed without professional assistance has been more than a growing school system could do.

**Why can't the girls in junior and senior highs have some sort of partitions for showering and dressing?**

There is great need to build as economically as possible. Individual shower and dressing booths are more expensive than gang showers. All high schools have at least one individual showering and dressing facility in each girls' dressing room.

**Why isn't it more feasible and economical to add to present school facilities instead of building new educational plants?**



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It is feasible to add rooms to an existing building, and this has been done in numerous instances. It is not always as economical. However, a school can get too large for its most efficient operation. To enlarge many of the county schools beyond their present capacity would be a mistake and would result in inefficient and uneconomical operation.

**Why does the Jefferson County Board of Education give all of its architectural work to one firm. If it is because they do the work for a reduced fee, why not give others the opportunity to do the same?**

Also, it is said that many of the schools are so alike that the architects do very little work on plans for new schools. They change the name of the school on the drawing, use the same tracings over and over and collect full fees for each plan.

The selection of an architect is the responsibility of the Board of Education. Several years ago, when the present architectural firm was selected, the thought was far removed that the building program would boom as it did in the 1950's. The longer the School Board used its architectural firm, the more valuable the firm became. The staff was able to make the best use of its time with one firm especially when several schools were being built at one time. In one year, seven schools were opened; the time saved by working with one architect was significant.

The five per cent (5%) architectural fee includes new construction, all remodeling, engineering and site approval. The economy in using one architect is certainly important. The use of one architectural firm somewhat parallels the use of one family doctor. The family doctor, through regular practice with a family, comes to know more about that family and can render services accordingly. So it is with one architect in a school system.

In using one architect, Jefferson County has led the nation in construction economy. Economy has been developed through research and experimentation.

Some schools may be similar in design, but no two are alike. Each new school incorporates the latest advancements in construction materials, design, equipment and utility.

## Curriculum

**On what basis will students be selected to attend the County Vocational Schools?**

Application for entrance in the Area Vocational School should be made directly to the school now located at Valley Station, and soon to be re-located at Jeffersontown. This school is operated by the State Department of Education and is not a part of the County system.

**Will the County schools have a Kindergarten in the future?**

This is a desirable goal when money is available.

**What is being done to improve the quality of education?**

1. The best teachers, for the salary we pay, are employed.
2. In-service training for teachers is provided.
3. Available funds are used to provide instructional equipment, materials and supplies.
4. There are continuous curriculum developments.
5. Supervisory services are provided.

**Why can't some of the frills be left out and more time be spent on the three R's?**

There is very little agreement as to what constitutes frills. To some, art, music, history, political science, economics, science, business education, and other courses are frills. Others consider these courses basic to a good general education. Scores on standardized tests show that the average scores for Jefferson County are above National norms. This would indicate that the three R's are not being neglected.

**Could not some part of the school day be set apart for parent-teacher conferences?**

To qualify for state funds the school day must be six hours (except for first grade) with 175 teaching days per year. A penalty would be assessed if children were dismissed for part of the day and the time given to parent-teacher conferences. Such conferences are encouraged to take place after school hours by appointment.

**Should not junior high boys have the benefit of a man to counsel them when in the seventh and eighth grades?**

Yes. Most of our schools have a man for this purpose and all schools will have such persons when finances permit.

**How do our students compare with the national norm?**

System-wise, the average or median scores of our students on standardized tests is above national norms.

**Why can't our elementary schools have trained Physical Education Personnel to carry out a planned PE program?**

There is not sufficient money to pay the costs.

**Please explain the policy of grading in the elementary school. Shouldn't this be more flexible than for secondary schools?**

Grading is the responsibility of the teacher. Since all teachers are different, grades mean different things to different teachers. Generally, the pupil's grade is determined by the quality of his daily classroom work, by test scores, by teacher appraisal of his work, by his ability and willingness to work independently and do more than the assignment.

**What does it mean to graduate from an accredited high school?**

The student's diploma is recognized and accepted anywhere in the country. Any college or university will accept without question a transcript of the student's high school credits.

This does not necessarily mean that the student will be admitted to the college since each college has its own entrance requirements.



## Double Sessions

**Tuesday, Thursday and Saturday for a second session.**

**Also, what about Federal Aid for a 12-month school program?**

Yes. The staggered session has been considered. Investigation indicated that this would cause more disruption of family life and routine than would the double sessions. Families with children on both sessions would not even have Saturdays together. Four hours would have to be added to each of the three days suggested, making a minimum of a ten hour day. If this were not done, school would have to run through the summer, interfering with both summer school and family vacations.

There is no Federal Aid for a 12-month school program.

**Will the Board be able to get qualified teachers if double sessions continue?**

It is doubtful. Married teachers with children in the home want to be at home to prepare the evening meal and put the little ones to bed. They are not willing to teach until 8:00 P.M. Some of the older teachers do not like to return home after dark. There will be trouble staffing double session schools.

**Why not use gyms as classrooms to relieve some overcrowding?**

Gyms have been used in many instances to relieve overcrowding in the elementary schools. High school gyms are not used because physical education classes, required by law, must be conducted in the gyms. In many elementary schools, the all-purpose rooms, art, music rooms, stages, and some libraries have been converted into classrooms.

**Why can't some of the older schools, operating under capacity, be used to relieve the double session situation at some of the more crowded schools?**

There were practically no empty rooms in the schools this year. Every room was used where it was practical, feasible and economical to transport children from other areas or by changing boundary lines.

**What schools will be on double sessions next year?**

High schools — Fairdale, Fern Creek, Thomas Jefferson, Pleasure Ridge Park, Valley, Western and Westport.

Elementary schools — Bates, Fairdale, Filson, Gilmore Lane, Indian Trail, Kennedy, Kenwood, Kerrick, Okolona, Rangeland, Sanders, Smyrna, South Park and Wilkerson.

More schools are in housing trouble.

**Other than upsetting the family routine, are double sessions harmful to the child? Also, do first grade children get as much from double sessions as they do when they have a full day at school?**

About the same caliber instruction can be provided for both sessions. Obviously, the program has to be curtailed to some degree; but it is felt that the program for the first graders is not hurt as much as would be in the case for the higher grades.

**Has the School Board considered a staggered school session with a longer school year as opposed to double sessions in high schools? This is referring to Monday, Wednesday and Friday classes for one session and**

## EXPENDITURES

**Are athletics and band activities self-supporting? If not completely so, how much of school funds is allocated?**

The athletic program is practically self-supporting. Salary increment for coaching is provided, however.

\$300.00 per school is allocated for repair of band instruments. Instruments for new schools are provided up to \$1500.00 for the first year.

**Some people would like a more detailed account of how the tax dollar is spent. Please explain just where the school dollar goes.**

The school tax dollar goes into ten budget functions required by State law. Board records are public and the budget, as well as a complete CPA audit, are published through several sources of information including the newspaper.

**Are the Administrative costs excessive?**

Jefferson County spends \$6.35 per pupil as compared to a National Average of \$14.10.

**How much is spent yearly per child in our school system?**

Total per pupil costs are \$365.97. National average is \$414.40.

**Are the costs of education rising?**

Yes, on both national and local levels. Here are annual percentage increases for the past three years in Current Expenses — excluding Capital Outlay and Debt Services:

	National Estimates	Jefferson County
1960-61 over 1959-60	+8.30%	+23.37%
1961-62 over 1960-61	+8.61	+9.70
1962-63 over 1961-62	+7.79	+8.14

These estimates are from annual Research Reports of the National Education Association.

**Isn't there an excessive amount of money spent on TV, testing, music and other non-essential items?**

TV has saved money for Jefferson County. The amount of money budgeted for testing, grades 1-12, for the 1963-64 school year is \$18,071.65. Fifty percent of this was reimbursed by the government. This does not appear to be excessive.

Apparently, most people do not consider music as non-essential. In school systems across the nation, music is a part of the program of general education.

### Five Program Plan

**What is the levels program? How is it like and different from the grades and the Continuous Progress Program? How successful are Levels? Please explain it all.**

Formerly, the work of the elementary school was divided into six parts or grades, and the child was expected to do one grade each year. If he failed at the end of the year, he repeated the entire year's work. In the levels program, the work of the elementary school is divided into 20 parts or levels, with the child expected to do four levels the first year and then three levels per year. Thus, a child cannot now fail and have to repeat an entire year's work. In other words, it is Continuous Progress. It would seem that the levels program offers an advantage over the six-year program, and is successful, as the work to be covered has not decreased but in some instances has increased.

**Could the children in the slow-achieving groups have levels tests which are geared to their ability to achieve instead of having tests designed for average and above average students?**



In many cases the slow-achieving child can learn what other children learn; it just takes him longer to do it. Too often they do little because we expect them to do only a little. The levels test is only one of several factors considered in moving a child to the next level.

**Why isn't the levels system uniform throughout the entire school system?**

The levels program is uniform throughout the system. There is only one program, but the program is implemented in each individual school. Since principals are not alike and since teachers are different, the program is not carried on exactly the same in all schools. Each school setting is necessarily different.

**What method is used in grouping the children in the present levels program?**

It is the responsibility of the principal to group the children into classes of approximately 30 pupils. Generally, pupils assigned to a particular level are grouped together. To some extent, numbers control grouping. For example, if a school has 45 pupils assigned to level 10, obviously about 15 of them must be assigned to a room that has pupils in another level (either 9 or 11).

**Please briefly outline the Five Program Plan. Is it working?**

Each of the five programs is designed to meet the needs of a particular group of pupils.

1. The ADVANCE program — for the gifted pupils.
2. The SUPERIOR program — for the group of pupils between the gifted and the regular or average.
3. The REGULAR program — the program that was formerly offered to all pupils.
4. The EDUCABLE program — for pupils with limited academic ability.

5. The TRAINABLE program — for pupils who have no ability to achieve academically.

The Five Program Plan is working very well. Each program is under continuous study and evaluation, and changes are being made where needed.

**Why is more money spent per pupil in the Advance class than in the Regular class?**

Special programs usually involve a higher expenditure because of provisions for marked pupil differences. Sight-saving, trainable, educable and perceptually-handicapped programs require additional money due to the type of youngster being taught. So

it is with the Advance Program.

To establish a setting both challenging and satisfying to the rapid learner, a modest increase in per pupil expenditure has been made and can be justified on this basis.

**Why group children by rooms instead of within the room? With Advance, EMR, and Transition rooms, the extremes have been eliminated, thus seemingly making it possible to group the rest within the room.**

Pupils must be grouped by rooms on some basis to facilitate instruction. With the extremes of Advance, EMR, and Transition pupils removed, grouping within the classroom takes care of the rest.



## The Lunch Program

What is the organizational set-up of the lunchrooms? Why don't they buy by central purchasing? Where does the money come from?



Each school operates and manages its lunchroom program with Central Office supervision. Most buying is done by each school; however, in recent years, most of the buying is being done on County-wide bidding. The principal and lunchroom manager are directly responsible for the operation. The money comes from students and others buying lunches, plus Federal Aid.

**Why do some schools charge more for lunches than do others?**

As of March 30, 1964, all 13 high schools charge 35 cents per lunch. Of the 48 elementary schools; seventeen (17) charge 30 cents, twenty-five (25) charge 25 cents and six (6) have reduced the charge from 35 to 30 cents in the last few months. The final decision as to the amount each school charges for lunch to students rests with each principal as an administrative function. Principals base their decisions upon a number of reasons. The financial operation of the lunchroom involves cost of labor, cost of food and non-edible items, cost of replacement and maintenance of equipment, and purchase of new and more adequate equipment (not replacement). It also includes the skill the manager uses in watching cost of food preparation, in use of commodities, in detection of waste of time in operation, in waste of food and left overs, and in intangible leaks in management. In addition to the preceding factors, principals find that low or high student participation and number of free lunches served will influence their decision. The key to the success of the lunchroom program lies within the realm of the lunchroom manager, under the leadership of the principal.

## Merger

**Would merger save an appreciable amount of money?**

No, it would not. It would cost approximately one million dollars to equal salaries in the two systems. There are other costs to be met, in addition.

**What are the possibilities of merger, and when?**

Merger is a definite possibility and the two school boards are presently cooperating in a study of such a consolidation. Certain inequities must be resolved.

**Has there ever been a study in any depth of merger possibilities?**

Yes, merger has been studied since 1950. In 1958, the school boards agreed to merge on the condition that the 1960 State Legislature pass several proposals. The legislation failed and that merger effort died.

**What would be the principal advantages and disadvantages of a merger?**

The chief advantage might be the coordination of efforts and full utility of all facilities. The main disadvantage might be the cost to adequately and efficiently run a school system of over 120,000 pupils. This entire matter is being reviewed by the two School Boards at the present time. The public will be kept informed as matters develop.

## Parents

**How can a parent be of service to his school?**

There are many ways:

- a. Seek the facts about school matters
- b. Be sympathetic toward school problems
- c. Relay facts to friends and associates
- d. Become active and exert leadership in school activities
- e. Work for increased school support

**Parents of children making extremely slow progress (particularly reading in the elementary grades) often ask: "How may I help my child?"**

- First, schedule a good physical examination — eyes, ears and general health.
- Read stories to him.
- Make a game of reading, learn new words.
- Above all — don't pressure the child to read and don't punish him when he fails.



## The Vital Problem of Adequate Taxes

**What other avenues of taxation have been explored besides property taxes for supporting schools?**

Occupational taxes, car, truck and driver's licenses, and a local sales tax are a few areas which have been explored.

**Is there any hope of legislative taxation help for the schools in the near future?**

There is always hope. However, the legislature does not meet again until 1966 except on call for special session by the Governor.

**Are we to get more equalized tax assessments? If so, when?**

The present law (KRS 132.690) provides for equalizing assessments during 2nd year of the term of the County Tax Assessor. This was accomplished in 1962.

**Please briefly explain the school tax laws.**

The law states that taxes must be voted by referendum other than those specifically mentioned in statutes. This applies specifically to property tax or occupational tax. The tax rate ceiling in both instances is set by present law.

**Why is property tax thought to be the more logical revenue for schools instead of an occupational tax?**

Traditionally, property tax has been a major source of revenue for schools. Federal government does not use it, state takes very little of it. It is relegated largely to local government.

**Why no additional occupational taxes rather than an increased property tax?**

The law provides a limit of 1/2%. This would produce only about \$2

million dollars which is only half the amount necessary to do the job. It would take a 1% occupational tax (twice the legal limit) to bring in adequate revenue.

**What are alternatives to taxes in the schools' financial problems?**

More curtailment of the educational program.

**Why don't the schools get more money from the sales tax?**

Sales tax is not earmarked. School aid is paid from General Fund which includes sales tax, income tax, property tax and others.

This is all based upon the Theory of Equalization to the extent that Jefferson County does not receive in

return the amount paid in.

**Why cannot our school system get a percentage of the present occupational tax?**

This is specifically earmarked for County or City government.

**Why are we so short on school money when so many new houses are being built, assessed and taxed as people move into the county?**

The average assessment on each home in Jefferson County is approximately \$5,000. This yields \$100 in local tax revenue — we need approximately \$230 local tax revenue per house, just to keep up with present expenditures. Homes with more than one child add to the problem.

## Teachers

**Are teachers paid for days they do not teach?**

No. Teachers have only four paid holidays during the school year of 186 days: Labor Day, Thanksgiving, Christmas and New Year's Day.

**Why can't we get teachers who are trained and interested in teaching Special Education classes?**

In order to be certified to teach Special Education classes, teachers must have certain specified courses. Since they must return to college for these courses, this is expensive. Not all teachers are temperamentally suited to work with children in Special Education classes, and teachers have a choice as to their preparation and teaching field.

**Why aren't all teachers required to be trained in the new math approach?**

This is a matter for Department

of Certification (State Department of Education) and the colleges to determine.

**Why aren't elementary teachers given any "breaks" during the school day?**

To give elementary teachers a "break" during the school day would require extra teachers and there is no money for extra teachers at this time. However, a study is now being made to resolve this problem, if at all possible.

**Is the money and the time spent on supervision and in-service training justified?**

No teacher knows all there is to know about his subject or the teaching of it. Doctors, ministers, lawyers seem to believe it is important to continue learning by attending conferences and workshops. Obviously teachers have the same need.

## TV Instruction In Your Schools

### Are all classes required to have ETV instruction?

No. TV is not offered in many subjects. In subject areas in which it is offered, and where scheduling permits, students are required to take these subjects unless there is a good reason to the contrary. The reading courses are optional with the teacher.

### Is it wise to give seventh graders TV Math when they are making the big change from elementary to secondary?

Yes. There is an adjustment period, but most students adapt very readily. Also this is the logical place for them to be introduced to the newer mathematics since they have not had it before. Achievement results indicate that they do well. Beginning in 1965, the newer mathematics will be introduced in the 1st through the 6th grades, then even better results may be expected.

### Why Spanish on TV?

- Spanish is offered by TV because the cost and availability of sufficient teachers are prohibitive any other way.

- Children's aptitude for acquiring the ability to speak a language is greatest in the younger years.

- Younger children are less inhibited in learning a language than older children.

- The future will bring many job opportunities for those who speak foreign languages.

### Is TV teaching beneficial enough to justify its cost?

Yes. Indications, based on standardized achievement tests, plus teacher and pupil opinions, reveal TV teaching to be highly justifiable.

### Do children learn as well from TV teaching as from regular classes?

Test results from the elementary schools of Jefferson County, when compared with tests from traditional schools of similar standing, showed television schools in the lead as far as subjects taught.

### Is TV teaching effective for slow learning children?

It depends on how the teacher is able to adapt the lesson to the slow learner. In many cases, the slow achiever learns better through seeing and hearing than by reading.

### Is TV teaching here to stay?

Apparently it is. Results are very favorable throughout the country as well as in Jefferson County. It is growing rapidly throughout the country, from a few stations a few years ago to 85 stations presently. Closed circuit operations are also increasing, numbering well over 300. State networks and regional networks are also developing.



### Why do you put a large number of average students in a TV math class and only a few good students with a regular teacher?

The TV mathematics is pitched primarily for the large average group. It could be pitched for the very fast moving group, but it could not serve large numbers that way. Achievement records indicate the groups served by TV are making excellent progress and acquire a very good background for high school mathematics.

### Why can't there be TV lessons geared for the slow/average learners? It seems that present ones are for fast moving groups.

The TV lessons themselves are geared for the average and slightly above average learner. The classroom teacher can adjust in the follow-up to the level of her group. Clarification, simplification, repetition and drill help the slow groups in the follow-up. On the other hand, the teacher of average and above average learners can extend the lesson in accordance with ability levels through discussion, reports, problem solving, application of principles taught, making generalizations, drawing conclusions, etc.

### What is the total yearly operating cost of ETV?

The total yearly cost of the television program including administration, technical operation, production, and in-service training for teachers and printed materials for teachers and printed materials for increasing the efficiency of teaching generally, was \$194,716.47, according to the latest auditor's report, June 30, 1963. Jefferson County's portion of this amount was \$160,838.48, since Jefferson County is the largest user of the services. On the other hand, through the use of large classes, Jefferson County saved over \$250,000 after paying televisions costs. The TV operation itself including engineering, manning, and running the equipment was \$32,476.22. Jefferson Coun-

ty's part of that cost was \$26,851.76. The per pupil cost by subjects ranges from \$.77 to \$7.06 depending upon the amount of television time utilized and the number participating in a given course.

### How many children are being serviced by ETV?

Students participating in Kentuckiana are ..... 46,888

Students participating in Jefferson County ..... 32,185

\*Total participation by subjects in Kentuckiana area ..... 120,563

\*Total participation by subjects in Jefferson County ..... 95,784

\*Total participation by subjects is greater than the total number of children involved because some children take more than one subject.

### What plans are being made to expand TV programs? Especially German, Russian and the like.

The only changes for next year in the TV program are to have Art once weekly in the 4th and 6th grades instead of twice. Art will be added to the program once weekly in the 3rd and 5th grades. Physical education will be added every other week in the 3rd and 4th grades.

### How do educators feel about TV instruction?

There are varying opinions among educators. Most of them, who have used it, approve its use and think it has a great future in education. Locally, in a questionnaire to teachers, the following points seem significant:

Teachers say that the scope and sequence of learning is better, that there is in-service training value to the teacher, better use of materials and equipment, and that the learning situation in general is better.

### What is the comparison of TV tests with the same tests before TV teaching came into practice?

The following are the comparisons available:

In 1957, science in the fifth grade (before television) scored 2 months below normal expectancy. In 1961 and 1962 (the last years for which there are television scores on science), the score was 1 year and 1 month above expectancy.

In 1959-60, the 8th grade scored 6 months above expectancy without television, and in 1960-61, the 8th grade, with television, scored 10 months above expectancy.

These are the only score comparisons available at the present time.

# Transportation

**How much money will be spent on school bus transportation this year?**

For 1963-64 the total cost will be about \$946,000.00 or about \$23.00 per student transported.

**Why is bus transportation denied children who live more than a mile from school?**

There is nothing magic about a "mile" relative to school bus transportation. Many thousands of the boys and girls living more than a mile from school are not transported by school buses. The state law provides that transportation shall be provided for pupils living beyond a reasonable walking distance. Walking conditions, traffic volume, traffic control and other factors are considered in determining non-transportation areas.

**Is it unlawful to transport private school children at public expense?**

Private school pupils are not transported in Jefferson County at the expense of the school tax-dollar. The Fiscal Court provides for the transportation to private schools in Jefferson County.

**Isn't there a state law which prohibits children from riding standing in a school bus?**

There is no state law which prohibits pupils from standing on school buses. Twenty-five per cent of the rated capacity of the bus is considered a normal overload by most school systems.

**What can be done about the behavior on some of the school buses, particularly some of the high school buses?**

Pupils are expected to conduct themselves properly on buses the same as in the classroom. Drivers are instructed to report all misconduct to the principal and appropriate action will be taken. Pupils are frequently denied the privilege of riding because of improper conduct.

**Could the Board eliminate the cost of transportation, or at least a part of it?**

The Board of Education cannot eliminate transportation because of state law governing grades 1-8. The Minimum Foundation Law would penalize the system if it were to eliminate grades 9-12 from transportation.



## TV Instruction

**What is the operating cost for a TV hour?**

The cost of operating TV per hour ranges from \$30.00 to \$60.00 depending upon the complexity of the production.

**What is the cost of a taped program?**

A taped program, which can be erased, costs about \$10.00 more per hour than a live program. If the tape is stored for future use, the tape itself costs \$200.00 per hour. It can be played back about 100 times, however; and the cost is justified over

a long period of time. Taping also involves teacher rights and copyrights both of which can be expensive. It is difficult to estimate his expense.

**What are the qualifications of a TV aide? What authority over a student does a TV aide have?**

In general, the age range for aides is from 25-60. Most of them are married, all are in good health. Most of them are high school graduates, and several have had college training. A TV aide has no authority over a pupil.



# Your Jefferson County Schools

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

VOLUME 8

OCTOBER, 1964

NUMBER 1

## HELP NEEDED SEPTEMBER ENROLLMENT — 66,235



The schools of Jefferson County have reached another high in September enrollment — 66,235 pupils. This number represents an increase of 3,200 more children than in May. Enrollment will mount throughout the year; in the past, it always has.

Despite comment about a declining birthrate, school enrollment figures continue to climb. In fact, live birth registrations for Jefferson County — excluding Louisville — indicate first grade enrollments of at least 6000 annually for the next six years. This number does not include move-ins and parochial children.

Looking ahead, enrollment growth will continue to be a problem in the schools of Jefferson County. It shows no sign of easing.

### More Double Sessions

Lack of money to build additional classrooms has resulted in double sessions. This condition now exists in 18 schools — 11 elementary and 7 high schools. The number of children on double sessions has jumped from 5800 in 1963-64 to approximately 17,240 this year. Next year,

*Why double sessions? The answer's simple: a shortage of 200 classrooms and a 4000 (average) increase of pupils for the past five years. All this, and no construction money.*

this figure will be even higher unless money for classrooms is voted November 3.

To take care of present crowded conditions—plus anticipated growth for the next 5 years — these buildings should be constructed:

- 6 high schools
- 4 high school additions
- 10 elementary schools

This is a minimum figure and is subject to change — upward.

### Enter HELP

Disturbed by the school problem, a group of interested citizens decided to take action and HELP was thus born. HELP stands for *Help Educate Louisville for Progress*.

Enlisting patrons from both City and County school districts, HELP is now taking the school story throughout the community. The results of this campaigning are encouraging. Endorsements of support have come from many sources and more people are rallying to the cause every day. By November 3, HELP hopes to resolve the finan-

cial plight which is now undermining local public education. HELP realizes that there is more at stake than schools. Jobs are at stake — retail business is at stake — and property values are at stake. These are facts which can no longer be ignored.

Your vote "for" better schools will end double sessions and build more classrooms. HELP asks for nothing more than a first-class school program for Louisville and Jefferson County. The children deserve no less.

#### IN THIS ISSUE

- Page 1—HELP Needed
- Page 2—Truth About Schools
- Page 3—See What It Costs
- Page 4—Ballot Wording

*HELP needs donations and volunteer workers. If you wish to assist, phone 584-1241. Your cooperation will be appreciated.*



# THE TRUTH ABOUT OUR SCHOOLS

Here are the facts from HELP



Mike Nasser, left, and George Underhill, right, present the true story about the Jefferson County Schools.

## The TRUTH reflects a desperate need

By MIKE NASSER,  
County Coordinator for HELP

This year, two new high schools, four new high school additions and four new elementary schools would have been required to relieve double sessions. Four additional high schools and six additional elementary schools must be built to handle the anticipated growth during the next five years.

More books and library personnel are needed to secure accreditation of our elementary schools.

Additional teachers and counselors are essential to help those physically or mentally handicapped children from becoming drop-outs.

The best teachers cannot be recruited and retained because the salary schedule is not competitive with neighboring school districts.

The TRUTH is that our school money cannot be stretched any further. Jefferson County spends \$63 per child less

each year than the average for the entire nation, and about \$125 less than Indianapolis or Cincinnati. Jefferson County administrative cost per child is \$6.35 compared with the national average of \$14.10. In all other pupil-cost areas such as Instruction, Operation and Maintenance, Jefferson County's costs are lower than the national average. The point here is that our schools are not given enough money to conduct a high quality educational program.

The TRUTH is that good schools are an important asset to the community and all of its citizens, GOOD SCHOOLS:

- (1) Help make our children competitive in their bid for college or for jobs in industry.
- (2) Attract new industries which not only create more jobs but help shoulder the tax burden (industries pay property tax, too!).
- (3) Are an important measure of a community's growth, stability, and desire for progress.

Jefferson County cannot afford to have anything less than a first class school system; without this asset, the entire community will suffer.

HELP is a volunteer organization of citizens formed to explain these facts to all citizens in this area. It is HELP's firm belief that people who know the facts will favor good schools, and will support the school referendum which seeks less than 75 cents a week from the average household. This is a small sum compared to the benefits which the community will receive in return.

### Paying the Piper

Let's take a brief look at school finances, learning first where the money comes from and then see how it is spent.

It should be remembered that Jefferson County has two general types of income: The General Fund, used for day-to-day operation of the school system, and the Building Fund, earmarked specifically and exclusively for construction.

#### 1963-64 GENERAL FUND BUDGET REVENUE

Local Sources	Dollars	
	Total	Per Pupil
A. General Property Tax	\$9,187,540	145.08
B. Franchise Tax	647,281	10.22
C. Whiskey Tax	553,883	8.75
D. Bank Shares Tax	32,370	.51
E. Other Revenue	285,000	4.50
State Sources		
A. Minimum Foundation Program	7,683,438	121.33
B. Other	45,000	.71
Federal Sources	291,736	4.61
Balance from June 1963	495,951	7.83
<b>Total Budget</b>	<b>\$19,222,222</b>	<b>303.54</b>

The General Property Tax, based on a rate of \$1.50 per \$100 assessed value, includes revenue from residential and industrial property. Residential property (homes and cars) contributes about 60% of the \$9-million plus shown above while industrial property taxes bring in the other 40%. The Franchise Tax, levied at the \$1.50 rate, applies to such public service companies as utilities, buses, truck lines, etc. In the Other Revenue category is income from investments, paid tuition, rental of school property etc.

Funds received from the Minimum Foundation Program represent Jefferson County's share of State sales tax receipts, and no appreciable increase is expected from this source.

### Now, let's look at the Building Fund

#### 1963-64 SPECIAL VOTED BUILDING FUND REVENUE

Local Sources		
A. General Property Tax	\$3,062,520	
B. Franchise Tax	215,740	
C. Whiskey Tax	184,672	
D. Other Revenue	8,000	
State Sources		
Federal Sources	0	
Balance from June 1963	482,289	
<b>Total Budget</b>	<b>\$3,953,243</b>	

Revenue from this Fund, based on a tax rate of 50c per \$100 assessed value, can be spent only for school buildings and equipment. Last year, this special tax brought in \$3,953,243; however, none of it was available for new construction. This tax money went toward the retirement of \$40-million worth of bonds which financed construction of 42 new schools and 9 additions since 1952.

And remember this last fact: after 42 new schools and 9 additions in the last 12 years, there is still an insufficient number of classrooms. There is not enough money to build additional rooms.

### Your Jefferson County Schools

Vol. 8 October, 1964 No. 1

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Richard Van Hoose .....Supt.  
Conrad Ott .....Editor

Published six times each year and distributed to each family.



**For facts and information, call  
HELP headquarters  
584-1241**

**MORE MONEY'S THE ANSWER**

Our schools are asking for an additional tax of three-tenths of one per cent tax on wages and net profits plus thirty-two cents per \$100 assessed property value.

This tax in the County will yield approximately \$3,700,000 per year and would cost the average household (based on average income of \$7,500 and average assessed property value of \$5,000) \$38.32 per year (less than 75¢ per week!)

**HOW THIS MONEY WILL BE USED**

**The additional money will be used as follows:**

School Construction (Capital outlay and debt service)	\$2,607,000
Counselors and Other Instructional Personnel, Books and Supplies	423,000
Maintenance of schools	213,600
Fixed Charges	
Insurance, Social Security, contingencies	260,000
Operation of schools	93,800
Transportation	52,000
Administration	50,600
<b>TOTAL</b>	<b>\$3,700,000</b>

**Double Sessions Will Not End Immediately**

Let's assume that School Support Referendum is approved by voters this November. When will school construction start? How much longer will we have double-session schools?

**Here's what the plans are:**

If the referendum is successful, construction of new high school and elementary school buildings and additions will begin almost immediately. It is firmly believed that a construction program can be underway within approximately two months after the votes are counted.

The first construction will be directed to relieve the most critical over-crowded areas in the high schools. Soon thereafter, construction would be directed at relieving double sessions in the elementary schools.

Approximately 75% of the double-session schools would be relieved within ONE YEAR after the construction program begins. It must be understood that this is an estimate, and since construction is so far behind at the present time, and since enrollment is increasing at such a terrific rate, this estimate could be in error. But every effort will be made to accomplish this, barring unforeseen work stoppages and similar circumstances.

It is hoped, within two years, all present double-session schools would be relieved; however, we quickly point out that due to growth patterns in Jefferson County, double sessions can break out in other sections before relief measures can be taken.

Compute your own additional tax, see how little it actually is

**"SEE WHAT IT COSTS"**

TABLE FOR COMPUTING AMOUNT OF ADDITIONAL TAXES PROPOSED FOR SCHOOLS\*  
Property Tax (.32c per \$100)

Full Market Value	Assessed Value (38%)	Tax Per Year	Tax Per Month
\$ 6,000	\$ 2,280	\$ 7.30	\$ .61
10,000	3,800	12.16	1.01
11,000	4,180	13.39	1.12
12,000	4,560	14.60	1.22
13,000	4,940	15.82	1.32
14,000	5,320	17.03	1.42
15,000	5,700	18.25	1.52
16,000	6,080	19.46	1.62
18,000	6,840	21.89	1.82
20,000	7,600	24.32	2.03
22,000	8,360	26.75	2.23
24,000	9,120	29.19	2.43
25,000	9,500	30.40	2.53
30,000	11,400	36.48	3.04
40,000	15,200	48.64	4.05

Occupational License Tax (3/10%)\*\*

Occupational Income	Tax Per Year	Tax Per Month
\$ 3,000	\$ 9.00	\$ .75
5,000	15.00	1.25
5,500	16.50	1.38
6,000	18.00	1.50
6,500	19.50	1.63
7,000	21.00	1.75
7,500	22.50	1.88
8,000	24.00	2.00
9,000	27.00	2.25
10,000	30.00	2.50
11,000	33.00	2.75
12,000	36.00	3.00
13,000	39.00	3.25
14,000	42.00	3.50
15,000	45.00	3.75
20,000	60.00	5.00

\*How to figure your tax: Find the full market value of your property and then find your occupational income. Move across the columns to determine the amount of additional tax. Add the two taxes to get the total.

The average family — living in a house with a full market value of \$13,000 (assessed value of \$4,940) and having a yearly income of \$7,500 — will pay a total of \$38.32 per year. This amounts to \$3.20 per month or about 74 cents per week.

\*\*Social Security and pension benefits are not subject to the occupational license tax.

More and more subdivisions mean more and more pupils



THE NOVEMBER 3rd REFERENDUM

Here's The Wording

In submitting the question to the voters and in giving the public notice thereof, the Fiscal Court of Jefferson County, Kentucky will be requested to direct that the question to be printed upon the ballots and to be placed upon the voting machines shall be substantially as follows:

Are you for or against both of the following combined tax authorizations for public school purposes: (a) levying in the Jefferson County School District each year an additional general ad valorem property tax at a rate not exceeding 32c on each \$100.00 of property subject to local taxation in said district as authorized by KRS 157.440, and also (b) imposing an annual license fee on any business, trade, occupation or profession at a rate not to exceed 3/10ths of 1% of wages and net profits from activities conducted in said school district, as authorized under KRS 160.531?

For   
(Yes)

Against   
(No)

QUESTIONS AND ANSWERS

Who — other than HELP — is backing the school tax?

Every day, more clubs and organizations declare in behalf of the school tax. Local political parties have also pledged support. Everyone seems to share the feeling that a community — if it is to remain attractive — cannot afford poor schools.

Doesn't sales-tax money help the schools?

Yes, it does — but it can't do the whole job for a growing school system. All school systems in the state benefit from the sales tax and educational progress has obviously been made throughout the Commonwealth. However, the pupil growth problem in Jefferson County has been so great that it has outstripped the increase in state aid. More local aid is needed to eliminate double sessions and related problems.

How does Jefferson County's expenditures per pupil compare with school systems of similar size?

1963-64 Expenditures Per Pupil	
Jefferson County .....	\$297
National Average .....	367
Indianapolis .....	427
Cincinnati .....	430

How was Jefferson County's \$297 per pupil spent?

1963-64 Expenditures Per Pupil		
	Jefferson County	National Average
Administration .....	\$ 7.52	\$ 14.10
Instruction .....	241.19	275.75
Health & Other .....	.03	2.30
Operation .....	23.88	35.20
Maintenance .....	6.59	12.00
Fixed Charges .....	3.44	12.35
Transportation .....	14.51	15.70
Total .....	\$297.16	\$367.40

Speaking of needing more classrooms, how has school-building money been spent in the past?

	% Pupil Membership of Entire County	% School Construction Cost of Entire County
<b>School District #1</b> (Area north of and including Shelbyville Road — also, St. Matthews)	16.45	14.38
<b>School District #2</b> (Area between Shelbyville Road — Bardstown Road)	16.53	17.61
<b>School District #3</b> (Area between Bardstown Road — Preston Highway)	18.29	19.30
<b>School District #4</b> (Area between Preston Highway to Dixie Highway)	22.66	22.89
<b>School District #5</b> (Area west of and including Dixie Highway)	26.07	25.82
	100.00	100.00

## Your Jefferson County Schools:

# Your Jefferson County Schools

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

VOLUME 8

DECEMBER, 1964

NUMBER 2

## HERE'S AN AUDIT OF OUR BOOKS



YEAGER, FORD & WARREN  
CERTIFIED PUBLIC ACCOUNTANTS  
KENTUCKY HOME LIFE BUILDING  
LOUISVILLE 2

October 25, 1964

### Jefferson County Board of Education

We have examined the records of the General Fund, Special Voted Building Fund Tax Account, Summer School Program Account, and Adult Education Program of the Jefferson County Board of Education for the year ended June 30, 1964. 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 submitted under separate cover.

During the year under review, the district participated in a pilot accounting system with the State Board of Education utilizing "below the line accounting". The difference brought about by the system is that non-budgetary transactions are segregated from regular budget items of receipts and disbursements. These are shown as "advancements, refunds and transfers" on the accompanying statements. The amounts do not agree in the statements due to partially completed transactions at the beginning and close of the accounting periods.

In our opinion, the accompanying statements of receipts and disbursements for the General Fund, Special Voted Building Fund Tax Account, Summer School Program Account and Adult Education Program present fairly the transactions of the Jefferson County Board of Education for the year ended June 30, 1964, and the results of its operations for the year then ended in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

*Yeager, Ford and Warren*  
Certified Public Accountants

## GENERAL FUND CASH RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED JUNE 30, 1964

CASH BALANCE, JULY 1, 1963 \$ 495,952

**RECEIPTS**

Revenue from local taxes — exclusive of special voted levy.....	\$10,657,248
Tuition paid by individuals and school districts.....	42,002
Other revenue from local sources.....	316,035
Foundation Program Fund.....	7,871,595
Other state aid.....	36,454
Federal Aid through the state — Public Law 864.....	60,665
Revenue from Federal sources — Public Law 874.....	287,211
Sale of property and insurance recovery.....	17,595

**TOTAL RECEIPTS..... 19,288,805**

Advancements, refunds and transfers..... 31,758,125

**TOTAL CASH AVAILABLE..... \$32,254,077**

**DISBURSEMENTS**

Administration.....	\$ 387,315
Instruction.....	15,229,822
Attendance and health service.....	88,704
Pupil transportation service.....	915,475
Operation of plant.....	1,507,536
Maintenance of plant.....	415,684
Fixed charges.....	216,972
Debt service.....	3,550

**TOTAL DISBURSEMENTS..... 18,765,058**

Advancements, refunds and transfers..... 31,219,668

**CASH BALANCE, JUNE 30, 1964..... 1,034,409**

*Your  
Jefferson County Schools*

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<b>SPECIAL VOTED BUILDING FUND TAX ACCOUNT</b>		
<b>CASH RECEIPTS AND DISBURSEMENTS</b>		
<b>FOR THE YEAR ENDED JUNE 30, 1964</b>		
CASH BALANCE, JULY 1, 1963		\$ 482,290
<b>RECEIPTS</b>		
Revenue from taxes.....	\$ 3,545,759	
Revenue from Public Law 864.....	52,943	
Interest on investments.....	22,196	
Sale of property.....	2,408	
Other revenue receipts.....	5,430	
<b>TOTAL RECEIPTS.....</b>	<b>3,628,736</b>	
Advancements, refunds and transfers.....	3,423,642	7,052,378
<b>TOTAL CASH AVAILABLE.....</b>		<b>7,534,668</b>
<b>DISBURSEMENTS</b>		
Capital outlay.....	570,568	
Debt service.....	3,166,149	
<b>TOTAL DISBURSEMENTS.....</b>	<b>3,736,717</b>	
Advancements, refunds and transfers.....	3,418,497	7,155,214
CASH BALANCE, JUNE 30, 1964.....		<u><u>379,454</u></u>

<b>SUMMER SCHOOL PROGRAM ACCOUNT</b>		
<b>CASH RECEIPTS AND DISBURSEMENTS</b>		
<b>FOR THE YEAR ENDED JUNE 30, 1964</b>		
CASH BALANCE, JULY 1, 1963		\$ 90,494
<b>ADDITIONAL FROM 1963 SUMMER SCHOOL PROGRAM</b>		
<b>RECEIPTS</b>		
Secondary tuition.....	\$ 2,667	
Elementary tuition.....	575	
Summer lunchroom.....	7,703	
Summer band.....	2,580	13,525
<b>TOTAL CASH AVAILABLE.....</b>		<b>\$104,019</b>
<b>DISBURSEMENTS</b>		
Salaries.....	58,707	
Operational expenses.....	12,351	
Refunds.....	1,907	72,965
CASH BALANCE FROM 1963 SUMMER SCHOOL PROGRAM		<u>31,054</u>
<b>1964 SUMMER SCHOOL PROGRAM</b>		
<b>RECEIPTS</b>		
Secondary tuition.....	68,112	
Elementary tuition.....	30,997	
Summer lunchroom.....	7,508	
Summer band.....	3,053	109,670
<b>TOTAL CASH AVAILABLE.....</b>		<b>\$140,724</b>
<b>DISBURSEMENTS</b>		
Salaries.....	42,047	
Operational expenses.....	5,302	
Refunds.....	4,459	51,808
CASH BALANCE, JUNE 30, 1964.....		<u><u>88,916</u></u>

<b>ADULT EDUCATION PROGRAM</b>		
<b>CASH RECEIPTS AND DISBURSEMENTS</b>		
<b>FOR THE YEAR ENDED JUNE 30, 1964</b>		
CASH BALANCE, JULY 1, 1963		\$ 4,200
<b>RECEIPTS</b>		
Registration fees.....		68,422
<b>TOTAL CASH AVAILABLE.....</b>		<b>72,622</b>
<b>DISBURSEMENTS</b>		
Salaries.....	47,454	
Operational expenses.....	11,970	
Refunds.....	2,920	62,344
CASH BALANCE, JUNE 30, 1964.....		<u><u>10,278</u></u>



**NOVEMBER REFERENDUM—HOW IT FARED BY SCHOOLS**

ELEMENTARY SCHOOL AREAS (**)	(1) 1964 SCHOOL TAX VOTE			% FOR of TOTAL VOTE	EACH AREA PREVIOUS SCHOOL TAX VOTE		
	FOR	Against	TOTAL VOTE		(2) 1963	(3) % FOR 1956	(4) 1955
Auburndale	855	1,238	2,093	40.85	28.00	40.93	31.14
Audubon	1,437	2,691	4,128	34.81	16.43	32.99	31.43
Bashford Manor	1,299	1,388	2,687	48.34	27.73	42.78	33.01
Bates	386	792	1,178	32.77	14.77	33.33	15.72
Camp Taylor	803	1,618	2,421	33.17	17.07	49.40	36.22
Cane Run	903	2,063	2,966	30.45	15.96	33.97	29.98
Chenoweth	3,103	1,645	4,748	65.35	38.49	57.85	58.67
Crums Lane	597	1,180	1,777	33.60	12.77	23.66	13.03
Dixie	539	754	1,293	41.69	27.78	47.01	22.22
Fairdale	355	939	1,294	27.43	15.52	31.97	20.74
Fern Creek	1,020	1,273	2,293	44.48	25.88	44.32	25.34
Filson	689	1,036	1,725	39.94	21.36	40.25	28.94
Gilmore Lane	657	1,179	1,836	35.78	22.05	34.30	33.82
Goldsmith	1,720	1,629	3,349	51.36	31.16	34.77	29.86
Greathouse	2,252	2,176	4,428	50.86	27.39	43.16	45.61
Greenwood	518	945	1,463	35.41	22.09	40.51	22.73
Hawthorne	2,096	2,175	4,271	49.08	29.11	43.04	41.90
Hikes	1,171	1,354	2,525	46.38	26.20	49.73	36.50
Hite	877	1,236	2,113	41.50	28.31	48.22	28.96
Indian Trail	577	940	1,517	38.04	18.31	34.91	19.54
Jeffersontown	1,119	1,405	2,524	44.33	16.38	33.51	24.31
Kennedy	1,211	988	2,199	55.07	28.43	48.02	38.97
Kenwood	567	1,161	1,728	32.81	18.99	34.03	27.59
Kerrick	594	1,283	1,877	31.65	15.91	37.01	32.56
Lyndon	1,258	1,074	2,332	53.95	29.83	45.27	41.94
Medora	422	603	1,025	41.17	25.00	48.01	23.32
Melbourne Heights	1,541	1,387	2,928	52.63	30.82	51.56	28.43
Middletown	678	469	1,147	59.11	28.31	48.22	28.96
Mill Creek	1,089	2,435	3,524	30.90	14.22	36.80	20.77
Newburg	387	197	584	66.27	48.82	35.29	45.45
Okolona	878	1,588	2,466	35.60	15.56	32.42	19.93
Rangeland	498	632	1,130	44.07	23.73	37.50	24.50
Rockford Lane	377	593	970	38.87	17.80	36.13	30.70
St. Matthews	1,324	1,052	2,376	55.72	28.50	48.24	47.99
Sanders	194	312	506	38.34	17.66	31.53	23.01
Schaffner	695	1,278	1,973	35.23	14.58	22.71	22.72
Shryock	1,332	966	2,298	57.96	35.21	54.03	44.97
Smyrna	1,290	2,045	3,335	38.68	23.23	40.34	23.03
Stivers	2,074	1,283	3,357	61.78	34.43	49.10	49.95
Stonestreet	858	1,292	2,150	39.91	21.97	39.19	19.77
Zachary Taylor	1,739	811	2,550	68.20	44.48	35.05	40.75
Valley	596	759	1,355	43.99	21.75	48.10	39.80
Waller	508	979	1,487	34.16	16.09	33.05	20.77
Watson Lane	334	536	870	38.39	25.07	39.40	22.06
Wilder	1,748	854	2,602	67.18	41.16	51.41	49.86
Wilkerson	798	1,148	1,946	41.01	22.44	38.83	31.23
<b>TOTAL AREAS</b>	<b>46,618</b>	<b>56,699</b>	<b>103,317</b>	<b>45.12</b>	<b>25.21</b>	<b>42.04</b>	<b>34.44</b>

(\*\*) Excludes Joshua B. Everett, Ormsby Village and South Park schools.  
 (1) 1964 vote based on Property and Occupational Tax — General Election — November  
 (2) 1963 vote based on Property Tax — Primary Election — May  
 (3) 1956 vote based on Occupational Tax — Special Election — July  
 (4) 1955 vote based on Property Tax — General Election — November

# Your Jefferson County Schools

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

VOLUME 8

MARCH, 1965

NUMBER 3

## THE SOUND OF MUSIC FILLS THE AIR



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 all county orchestra and, to the right, the all county band. This was the scene at the 1961 Music Festival.

The sixth annual Jefferson County Music Festival will be presented at Freedom Hall on March 29 and 30, 1965. Four nationally recognized clinician-conductors will be among the many guests in attendance at this event.

The Festival has, in both participants and attendance each year it has been presented, offered new records in both. Last year about 5100 students took part in the two day festival, which was viewed by approximately 10,000 patrons. This year, the event is expected to be even bigger and better.

JCS festival coordinators are Lucille Couch, vocal music supervisor, and Carl Raible, instrumental music supervisor. Members of the Jefferson County Administrator's Club will serve as Hosts and Hostesses, while students from JCS system will act as ushers.

### INSTRUMENTAL NIGHT

The first night of the festival, as in the past, will again be devoted to the respective performing instrumental groups of the Jefferson County high schools. Each school band will perform as an individual school unit, also four orchestras will be featured.

Each unit, through the guidance of their directors, picks the selection they prefer to perform, these numbers are molded into the program.

These units being in actuality, the bands and orchestras of JCS system do all their rehearsing for their portion of this two-hour program at their respective schools. This is the only time during the school year that each performing group has the opportunity to hear other schools, and likewise be heard by all. Even though there is no competition involved, the students are very concerned about their performance before their peers.

### A FESTIVAL OF CHORAL AND INSTRUMENTAL MUSIC

The second night of the Festival will feature, the selected All-County Band of 120 and Orchestra of 90 performing youngsters, under the direction of nationally known guest conductors.

Co-feature of this evening's program will be the performance of the Massed Organizations, including the Junior High School Girl's Chorus, Junior High Mixed Voices, Senior High Girl's Chorus and the Senior High Mixed Chorus.

## Jefferson County High School Music Festival Past History

Performance is one of the rewarding experiences in a music education program. For five years Jefferson County Schools have presented an evening of choral and instrumental music at Freedom Hall. This is a culmination of class activities combined into one Festival, at which all Jefferson County High schools participate.

The first, was held on April 4 and 5, 1960 in Freedom Hall and featured approximately 2300 students. The 1965 version will include some 5,500 students. Each year the Festival has increased in pupil participation . . . 3,472 in 1961, 3,600 in 1962, 4,000 in 1963, and 5,100 in 1964.

The Jefferson County Music Festival Committee has invited many nationally known guest conductors to present the program to JCS patrons. Included in these were: Dr. Earl Willhoite (Fred Waring Enterprises), John Maharg (Choral Department, Eastern Illinois State University), Dr. C. B. Hunt, Jr. (Head of the Division of Music, George Peabody College, Nashville, Tennessee), John Paynter (Northwestern University, Evanston, Illinois), Willis Becket (Cincinnati Conservatory of Music), Miss Phylliss Irwin (Columbia University), Dr. Ferris E. Ohl (Director of the Heidelberg Concert Choir), and Dr. Jack Sacher, Jr. (Asst. Professor at Montclair State College). Dr. Sacher is appearing this year.



Mrs. Margaret L. Kammerer, former JCS music supervisor, going over a Festival musical score with Miss Lucille Couch (left) and Carl Raible, 1965 Festival Coordinators.



## INTRODUCING OUR GUEST CONDUCTORS

Each year nationally recognized clinician-conductors spend two days with the students and teachers of the Jefferson County School system in preparing the county-wide selected groups for the festival.

This year, conducting the county-wide band of 119 musicians, will be Al G. Wright. Dr. Michael J. Semanitzky will direct the 90 member orchestra.

The guest choral conductors this year are Dr. Jack Sacher, Jr., who will lead the Junior High chorus, and George F. Krueger, who will handle the Senior High School choral group.

Al G. Wright, Professor and Head of the Department of Bands at Purdue University, has a background of more than twenty years of experience directing Junior High, Senior High and University Bands. Wright served for fourteen years as Director at Miami Senior High School (Florida). He came to Purdue as Director of University Bands in 1954.

He is presently serving as President of the National Band Association and is Past-President of the National Interscholastic Music Activities Commission, The Florida Music Educators Association, and both the Florida Orchestra and Band Associations.

During Wright's tenure at Purdue University, the Band Department has grown rapidly. Presently, more than 400 Purdue University students perform in nine different band organizations.

He is the author of several textbooks and numerous professional magazine articles. Wright is Marching Band Editor for the INSTRUMENTALIST magazine and his writings in the field of Music Education are nationally known. He is the author of the marching band text "The Show Band".

Dr. Michael J. Semanitzky is associate professor of music and director of orchestras at Butler University, Indianapolis, Indiana.



DR. MICHAEL J. SEMANITZKY

Dr. Semanitzky has conducted the Knoxville All-City Elementary and the Tennessee All-State Orchestras, as well as the Indianapolis All-City, and last year our All-Jefferson County Orchestra.

He holds degrees from both Yale and Columbia Universities. Included in his professional accomplishments are: choir directorships in a number of churches; choral instructorships in both high school and several colleges and universities and director of several city professional string groups.

Dr. Jack Sacher, Jr. is an Assistant Professor at Montclair State College, plus an Instructor at Teachers College, Columbia University.



DR. JACK SACHER, JR.

Dr. Sacher received his A.B. cum laude from Middlebury College, Vermont, his masters from Columbia University, and just last spring added his doctorate, also, from Columbia University.

Among his writings is an article, "The Changing Voice" published in American Choral Foundation Journal, December 1963. He also has edited an encyclopedia titled "Music A to Z" (paperback, Grosset & Dunlap). He has been guest conductor of choruses in several Eastern cities.

As a Staff Sergeant in the 160th Infantry Regiment, he served 14 months in Korea.

George F. Krueger, professor of choral music at Indiana University is known from coast to coast for his work in conducting choral groups. He has conducted an estimated 200,000 persons in festival choruses in 25 of the 50 states.



GEORGE F. KRUEGER

He received his Bachelor of Music degree from Ithaca College in 1930, and the Cleveland Institute of Music awarded him a Master of Music degree in 1938.

He came to I. U. in 1948, and under his chairmanship the Choral department of the School of Music has grown from three organizations in 1948 to nine distinctive choral groups at present.

Professor Krueger now directs the University Singers, after 15 years with Indiana's well traveled "Singing Hoosiers and Hoosier Queens". Tours to the Orient and to Europe and numerous tours in this country brought unique acclaim to the versatile group of singers.

In 1958, Professor Krueger was awarded the "Leather Medal" given annually to the faculty member who has made the most outstanding contribution to the University.

### CONTRIBUTORS

- Margaret Kammerer
- Lucille Couch
- Jane Thomas
- Carl Raible
- Kenneth Lam

Your  
Jefferson County Schools

Vol. 8 March 1965 No. 3

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## MUSIC FESTIVAL CHORAL STEERING COMMITTEE IN ACTION



Planning for the 1965 Jefferson County Music Festival, members of the choral steering committee include: (left to right) Frances Gibson (Durrett), Julian Dorsey (Seneca), Shirley Wilkinson (Waggener), Martha Jay (Fern Creek), Lucille Couch (coordinator), Bernice Ely (Waggener), Norma Homes (Western), Albin Whitworth (Butler), Jim Strause (Westport) and Stewart Williams (Seneca).

Several meetings were required by the Festival Choral Steering Committee. They assumed the responsibility of many decisions regarding this annual event.

Among the problems this committee faces are those of locating places

for rehearsal of the high school choral groups, approving selection of music, developing requirements for student participation, selecting accompanists, planning decorations and determining the size of the various choral groups.

# PROGRAM

MONDAY, MARCH 29, 1965

Fanfare (13 trumpets) .....	Composed by R. B. Griffith
The Pledge of Allegiance .....	James E. Farmer, Assistant Superintendent
The Star Spangled Banner (massed) .....	Arr. & Cond. by Carl Raible, Inst. Supervisor
Invocation .....	John Ramsey, Assistant Superintendent
Greetings (and Introductions of Guest Conductors) .....	Richard Van Hoose, Superintendent

## A FESTIVAL OF INSTRUMENTAL MUSIC

<b>Thomas Jefferson Band</b> .....	Robert Bischof, Director
Overture Militaire .....	Haydn-Skornicka
<b>Valley Band</b> .....	Melaine Wood, Director
A Festival Prelude .....	Alfred Reed
<b>Westport Band</b> .....	Edward Barret, Director
Marche Hongroise .....	Berlioz-L. Smith
<b>Seneca Orchestra</b> .....	Harold Wich, Director
Serenade (Eine Kleine Nachtmisik) .....	Mozart-Clark
<b>Waggener Band</b> .....	Martha Thomson, Director
Overture Eroica .....	Beethoven-Skornicka
<b>Pleasure Ridge Park Band</b> .....	Arnold Seligman, Director
Tamerlane .....	F. Erickson
<b>Durrett Band</b> .....	Delbert Hoon, Director
March Militaire Francaise .....	Saint Saens-M. Lake
<b>Westport Orchestra</b> .....	Edward Barret, Director
Minuetto (Sym. No. 5) Original .....	Schubert
<b>Western Band</b> .....	John Sommers, Director
Suite in F .....	Holst
<b>Seneca Band</b> .....	Harold Wich, Director
Theme from Lawrence of Arabia and Timpat (Solo Tympany-Marvin Weinberger) .....	Jarva-Reed Leist
<b>Fairdale Band</b> .....	Ralph Westmoreland, Director
Sea Portrait .....	La Gassey
<b>Western Orchestra</b> .....	John Sommers, Director
Music Man Selection .....	Willson-Herfurth
<b>Butler Band</b> .....	Donald Stilts, Director
New York Suite .....	Col. M. Azzolina
<b>Fern Creek Band</b> .....	Thomas Walker, Director
Colorama .....	DeRose-Beeler
<b>Eastern Band</b> .....	Dexter Marsh, Director
Finale from "The Black Maskars Suite" .....	Roger Sessions
<b>Waggener Orchestra</b> .....	Eleanor Ritchie, Director
Fair in Fair (Official Song of the 1964-1965 New York World's Fair) .....	Richard Rodgers
<b>Southern Band</b> .....	Marvin Ambs, Director
Themes from Offenbach .....	Arr. C. Johnson
<b>Massed Finale</b> .....	Carl Raible, Director
The Klaxon March .....	Fillmore

# A Festival



THE SENIOR HIGH GIRLS' CHORUS OF O.V. High Schools. Dr. Jack Sacher an instructor School Girls' Chorus, and Junior High Mixed music at Indiana University will guide the Sen.

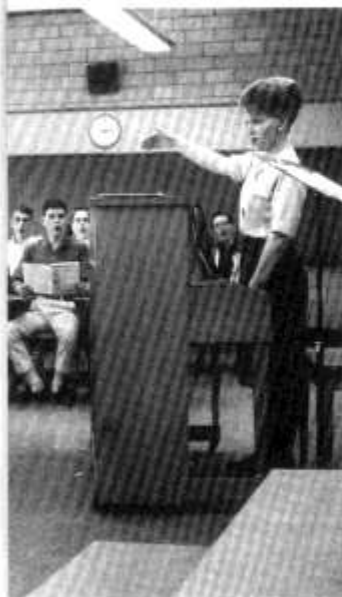


Mixed Chorus of 10th and 11th graders at Festival. Miss Mary H. Romine makes a point.

# of Music



representing the thirteen Jefferson County schools. The University will direct the Junior High group, George F. Krueger, professor of choral music, will direct the Girls' Chorus and Mixed Chorus.



High School rehearsing for coming Music

## PROGRAM TUESDAY, MARCH 30, 1965

Fanfare .....	Brass All County Band
Pledge of Allegiance .....	O. M. Lassiter, Associate Superintendent
Star Spangled Banner .....	Miss Lucille Couch, Vocal Supervisor
Invocation .....	Louis Laukhuf, Associate Superintendent
Greetings .....	Richard Van Hoose, Superintendent

### A Festival of Choral and Instrumental Music

#### ALL COUNTY ORGANIZATIONS MASSED CHORAL ORGANIZATIONS JACK SACHER, Conductor

Let My Soul Rise in Song .....	Rhea
--------------------------------	------

#### JUNIOR HIGH SCHOOL GIRLS', CHORUS

JACK SACHER, Conductor	
MARY HELEN ROMINE, Accompanist Teacher, Southern High School	
May Day Carol .....	Taylor
Orpheus With His Lute .....	German
Solfeggio .....	Maxwell

#### ORCHESTRA

MICHAEL J. SEMANITZKY, Conductor	
Overture and Allegro from "La Sultain Suite" .....	Couperin-Milhaud
Paul Bunyan Suite .....	Bergsma
The Girl I Left Behind Me .....	L. Anderson
Great Gate of Kiev .....	Moussorgsky-Reibold

#### JUNIOR HIGH MIXED VOICES

JACK SACHER, Conductor	
Unto Thee O Lord .....	Aulbach
I Know a Young Maiden .....	Lassus-Hirt
Festival Chime — Welsh Melody .....	Arr. Holst

#### SENIOR HIGH GIRLS' CHORUS

GEORGE KRUEGER, Conductor	
MR. JOE KLINE, Accompanist Student, Seneca High School	
An Evening Scene .....	Newbury
O Domine Jesu Christe .....	Palestrina-Harris
The Merry Month of May .....	Wilkinson

#### BAND

AL G. WRIGHT, Conductor	
La Oreja de Oro — Pasodoble .....	San Miguel
Elsa's Procession to the Cathedral .....	Wagner-Cailliet
Americana Overture — for band .....	Jenkins
Fandango .....	Perkins-Werle

#### SENIOR HIGH MIXED CHORUS

GEORGE KRUEGER, Conductor	
On God and Not on Human Trust .....	Pachelbel-Lundquist
Roots and Leaves .....	Williams
(Senior High Boys)	
Yellow Bird .....	Luboff-Frank
O Clap Your Hands .....	Trued

#### MASSED ORGANIZATIONS

GEORGE KRUEGER, Conductor	
To Music (Festival Finale) .....	Davenport-Walters

## Early History of Jefferson County Music Program

The development of the Music Education program in the Jefferson County Schools covers a period of forty-four years. From 1920-1929, the program was sponsored and financed by the Parent-Teacher Associations in twenty-four schools.

In 1929, music instruction evolved into a county-wide program under the supervision of the Jefferson County Board of Education, providing musical opportunities for 6,921 students in sixty-two schools.

During the period of 1929-1942, the enrollment of the county schools increased from 6,921 to 9,970. In this period there was a definite swing to emphasis over to large, county wide, perfected choruses. Also noted during this period is the fact that high school music was still in its infancy.

From 1942 to 1947, the trend was toward county wide programs replacing those of the school district nature. As the passing of time institutes many changes, the program in the JCS system reflected this, and during the period of 1947-1951, found the individual school programs replacing county wide programs.

The greatly increased enrollment and the elimination of most small schools offered a favorable beginning for local school spring programs in preference to the former district programs. Music did not become substantial in the high schools, until the students who had acquired a musical background from the elementary schools began to enter them.

The participation in State Music Contests, sponsored by the University of Kentucky reached its peak in the JCS system in 1959. Changes and stipulations were made in the program which prompted the music supervisors in Jefferson County to make a study of the reactions of principals and music personnel to these changes. Since our high schools had grown so large, too small percentage of our own large performing groups no longer held the interest and so they withdrew from these contests.

Prior to this movement, however, Jefferson County had attained its envied record of receiving quite a number of superior ratings each year. The State Choruses, Bands, and Orchestras could only use a limited number of ten to twenty students from a high school. For this reason, among others, it was decided best to provide a Music Festival program just for the Jefferson County Public Schools.

The last County wide Music Festival was presented in the Jefferson County Armory on April 24, 1942. It featured the Elementary schools mass chorus groups, special glee clubs, the Prestonia School Band, and a mass orchestra. The theme of the Festival was "American Unity Through Music", and was under the direction and leadership of the late Helen McBride, and now retired Margaret Kammerer.

## ELEMENTARY MUSIC VIA TELEVISION



Third graders at Audubon receiving music instruction via Educational Television. Mrs. Edna Burkbank is the receiving teacher. Mrs. Virginia West is the ETV Music Instructor.

As the Jefferson County Schools expanded through the years, it became increasingly evident that the music program through itinerant teachers would not be possible on the scale it was once used. Radio and television were explored as mediums through which to give assistance to the classroom. It was decided that the work in the first, fourth and sixth grades would be given by radio, and that of the third and fifth would receive television assistance.

Both the third and fifth grades receive two twenty-minute telecasts weekly. The study guide for the course was worked out cooperatively by the on-camera teacher, music supervisors from all participating school systems, Jefferson County itinerant music teachers, and a class-

room teacher. The course of study embraces the basic specifics of music as well as a singing program. The on-camera teacher formulates daily lesson plans which are sent to the classroom teachers. These plans contain the content of the daily lessons; vocabulary to be emphasized, materials needed, and suggestions for the classroom teachers. Periodically, committees meet to evaluate feedback information and to suggest changes which need to be made. On the basis of these changes the music program has become progressively better each year.

Using a specialist in music on television assures each child the advantage of the specialist plus what the classroom teacher can do. This continued on page 6

## CURRENT MUSIC CURRICULUM

### Choral and General Music

Every student in the Elementary school is given an opportunity to participate in music. There are twenty-one itinerant music teachers working in fifty schools. The students have experiences in singing, listening, rhythm activities, creativity, music appreciation and the use of informal music instruments.

Eighteen FM lessons prepared by music teachers are available for grades one, two, four and six. Grades three and five are taught via T.V. twice each week, by a special music teacher.

All students in grade seven participate in music. This may be either a chorus or general music class. Those electing to be in a chorus, are also recommended by the elementary music teacher.

Chorus 8 is not required, but a short audition is necessary, if the student has had no previous choral training. There are choruses in grades 9 through 12 for those of little, or no experience and those capable of difficult a cappella singing.

Membership in a course in Theory and Appreciation is open to the musically talented, as well as, the general student. This course includes music literature, history, for basic theory and current events pertaining to music.

### The Instrumental Music Program

In the JCS system elementary pupils can begin instrumental music in the 4th grade. The kinds of classes vary with the needs and demands of the local situation. In the beginning elementary stages where possible, the students are grouped by instrument or family of instruments, until they gain some proficiency, and can be scheduled in larger ensemble groups.

Since the elementary students usually receive only one 30-45 minute lesson per week, effort is made to group in this manner. However, because of scheduling problems this cannot always be done, and a more heterogeneous grouping results.

At the junior and senior high school level these students can continue their instrumental development, and have many opportunities for ensemble experience of various types. The experiences lead to a culmination, such as this festival, and the many fine programs performed by the respective musical organizations of Jefferson County. Then too, the experiences sometimes lead to a profession in music, such as a player or teacher, or both.

The entire instrumental program is operated by 24 instrumental teachers and one supervisor. Ten of the teachers are elementary itinerant, serving five elementary schools each. This is usually done on a one-day, per week basis. Each of the JCS system high schools have one instrumental teacher to handle the total program. The one exception, Waggener High School, which has a full-time, plus a part-time instrumental teacher.

## MUSIC CORRELATES MANY SUBJECTS

Music has a place of its own in our school curriculum, but in the process of teaching music we often find ourselves teaching many other subjects and concepts.

A folk song is best taught when we provide some background material about the country or folk of its origin. Music correlates readily with **Social Studies** because it reflects the **people, geography, climate and mood** of a country or place. **Languages and language arts** can easily be taught through music. In teaching the basic rhythmic beats of music, we find ourselves teaching **arithmetic**. **Science** is taught in music by using science songs, recordings and by exploring the science of sound and musical pitch or tone. **Health and safety** are other phases of our curriculum which can be taught while we are teaching music. Finally, such basic things as **patriotism, cooperation, good manners and respect** for others are taught as we teach music.

Yes, music can stand on its own merit, but can be a usable stepping-stone to other subjects.

## Elementary Music Via Television

continued from page 5

plan also gives in-service growth to the classroom teacher as she participates along with the children, as she participates in in-service workshops, and as she benefits from visits of the on-camera teacher to her classroom.

The on-camera teacher helps with the in-service training problems of classroom teachers, attends county-wide music clinics for music teachers, participated recently in a music workshop at the University of Kentucky, attends national conventions and will give a live television lesson to music teachers of the audio-visual section of the southern division of the Music Educator's National Conference meeting in Louisville this year.

Television brings to the classroom such talents as those of Robert Whitney of the Louisville Orchestra, specialists in various areas of music, unusual guests performances such as the recent visit of the Guatemala Marimba Band.

These programs are received by 409 classes in 7 school systems.

## All County Band and Orchestra Pick by Audition

The All County Band, 120 members strong and the All County Orchestra, 90 members strong are picked each year from among the more than 1200 performing instrumentalists throughout the county. Usually about one-third (400 students) audition for the 200 plus positions.

The auditing committees are made up entirely of County Instrumental teachers. These panels of judges, usually two or three persons on a committee, are for the most part judging their major instruments.

The actual auditioning takes place on Saturday, usually about 6 weeks before the Festival. This year the auditions were held at Thomas Jefferson High School Saturday, February 13 from 9 a.m. to 4 p.m.

Following the audition the committees then make up the various sections of the band and orchestra, and the students are notified and receive the music to be performed within 10 days.

The students then have approximately three weeks to prepare their own parts before the first rehearsal, which this year was held on Sunday, March 14. Another rehearsal followed on March 21, both of these being conducted by the teachers themselves. Then on Sunday, March 28 these two groups will be rehearsed by the guest conductors Dr. Semanitzky and Mr. Wright. On Monday, March 29 the entire school day is used for rehearsal of these groups, as well as an in-service clinical observation day for the teachers, that are assigned to help. Tuesday, March 30 is devoted mostly to putting the band and orchestra together with the choruses in the massed numbers, and working out sound and amplification problems in Freedom Hall.

All of this preparation and much more, is then culminated with the Tuesday night performance of the four all county groups. The entire program usually runs approximately one hour and forty-five minutes. Attendance has been from 9,000 to 11,000.



Durrett High School 8th Grade Choral group going to Freedom Hall for Music Festival rehearsal. Mrs. Frances Gibson is the choral music teacher.

## CHORAL GROUPS... "HAVE VOICES, WILL TRAVEL"

Intensive planning goes into the staging of the massed choral numbers. Elements of travel via school bus, bringing lunches to practice sessions, and memorizing of all songs to be presented... are just a few of the obstacles to be overcome.

Youngsters will qualify for selection in one of the four choruses... Junior high school girls', Junior high school mixed, Senior high school girls' and Senior high school mixed... "Have Voices Will Travel", on Monday and Tuesday, March 29 and 30.

The Junior high school chorus rehearsals are set for Freedom Hall, while the Senior high school choral groups travel from all points in the JCS system to the Western gymnas-

ium for their practice sessions.

All choral groups joined at Freedom Hall on Tuesday, March 30, under the direction of the guest conductors for their final briefings.

Members of the choruses meet strict dress requirements. Girls in choruses are dressed in solid pastel shades of dresses of any type; may be a school dress of cotton, etc. No stripes, bright red, plaid, checks or flowered materials; can be white. Hose, but no socks. The boys... white shirts; dark, four-in-hand ties; dark trousers, but no blue jeans.

As in previous Festivals, the youngsters who qualify to participate in this event will enjoy a very interesting, memorable and rare musical experience.

## MAKING MUSIC SERIES

Students in Jefferson County are afforded an opportunity each year to attend a series of concerts of the internationally known Louisville Orchestra, under the direction of Mr. Robert Whitney.

These concerts began over twenty years ago. This year 6182 elementary students are attending the Making Music Series and 565 the high school programs. Many high school students attend the regular afternoon concert series.

# Your Jefferson County Schools:

# Your Jefferson County Schools

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## STUDENT PUBLICATIONS—CREATIVE WRITING



"The best use of a journal is to print the largest practical amount of important truth — truth which tends to make mankind wiser, and thus happier" . . .  
— Horace Greeley

### Jefferson County Public Schools Newspaper & Yearbook Staffs (Sponsors)

SCHOOL	NAME	SCHOOL NEWSPAPER EDITOR	SPONSOR	NAME	SCHOOL YEAR-BOOK EDITOR	SPONSOR
Butler High School Bears	"The Inkspot"	Janice Kidd	Mrs. Marjoreen Lindsey	"The Den"	Billie Bennett Robynn Mercer	Mr. William Griffin
Durrett High School Demons	"The Delineator"	Yvonne Peay Marsha Williams	Mrs. Martha Ellison	"Blue And Gold"	Roxie Sparks Ed Pippin	Mrs. Martha Ellison
Eastern High School Eagles	"The Eagle"	Nancy Schoenbackler	Miss Carol Horn	"The Talon"	Diane Meyer	Mrs. Charlene McDevitt
Fairdale High School Bulldogs	"The Spectator"	Judi Leep	Mr. C. C. Kinnison	"The Bulldog"	June Benz	Mrs. Wilhelmine Leek
Fern Creek High School Tigers	"The Tiger Gazette"	Bob Boone	Mrs. Edwina Yates	"The Tiger"	Claire Laukhuf	Mrs. Eva Sudduth
Thomas Jefferson High Patriots	"The Declaration"	Janet Dunn	Miss Mary A. Wood	"The Patriot"	Penny Alsip	Miss Sherry Watkins
Pleasure Ridge Park Panthers	"Paw Print"	Darrell Rice Sue Land	Mr. R. C. Andrews	"The Panther"	Jean Hill	Mrs. Frances Jones
Seneca High School Redskins	"The Sentinel"	Velma Brown	Mrs. Dorothy Worthy	"The Arrow"	Mark Berlin	Mrs. Mildred Kraft
Southern High School Trojans	"The Southwind"	Sandra Soderberg	Mr. E. E. Montgomery	"The Southerner"	Karen Myers	Mr. Charles Schifler
Valley High School Vikings	"Hi-Lites"	David Gibson Paul Thornhill	Mrs. Laura Taylor	"The Viking"	Angela Smith Paul Thornhill	Mrs. Laura Taylor
Waggener High School Wildcats	"Chit-Chat"	Steve Johnson	Mrs. Katherine Kirwin	"The Lair"	Greg Albright	Mrs. Janice Spear
Western High School Warriors	"The Sword"	Sharon King Gary Miller	Mr. Harry Weber	"The Shield"	Jim Rich	Mr. Ellison Tubb
Westport High School Warhawks	"The War Cry"	Sarah Caskey	Mrs. Constance Cameron	"Aerie"	Gathy Stigletz	Mrs. Mary Hash
Newburg Jr. High School Tigers	"Newburg Tiger Gazette"	Carter Hines Julius Prince	Mrs. Jennie H. Williams			



Mrs. Vivian Wygal, sponsor of the Stiver's Elementary School newspaper "The Inkwell", goes over last minute plans for the next issue with Kathy Brewer, editor of the publication.

## School Publications

**School Newspapers** . . . effectively written, designed, and distributed can perform important communication functions. Such informative resources reflect the daily life of the school and keep readers informed of classroom activities, scholastic honors, extracurricular events, alumni news, and pupil opinions on controversial questions.

Publications can contribute to pupil and patron pride in schools. They can increase respect for education by giving educational services the recognition and the prestige that description in print implies. Publications can help build morale and esprit de corps.

Surveys show that they are read by nearly three-quarters of the parents when brought home by the pupils, and that parents rely upon them for announcements of Parent-Teacher

Association meetings and student events. Also, parents are interested in reports of faculty changes, lists of pupils on the honor roll, what their children are doing in classes, and explanation of special services in guidance, health, and remedial instruction.

Many school alumni take a corresponding interest in these publications, while school board members, administrators, and teachers read them carefully.

**Yearbooks** . . . Yearbooks are published by the senior high school graduating classes. These yearbooks contain pictures of those who are graduating, class sponsors, administrative staff and various student organizations.

Perhaps more than any other school publication — yearbooks provide a context which pupils interpret and remember their schooling. For years they help adults recall school experiences with satisfaction and pride.

The fact that yearbooks are kept for years indicates that large amounts of creative work have made them highly effective. Observation reveals that they are continually becoming more dignified and durable.

**Literary Magazines** . . . Literary magazines are published in four Jef-

erson County Schools. Their purposes are to recognize good literary achievement and to stimulate interest in creative writing.

Although literary magazines have small circulation, they do bring their readers into contact with the fine quality of written work which pupils do under teacher instruction.

**Special Publications** . . . Handbooks . . . Several high schools in the JCS system publish special handbooks, information guides and "Buzz" books. Most JCS system special publications deal with items of parental interest such as the following:

- General rules of that individual school
- PTA calendar
- Teaching staff information
- School hours
- School policies
- Curriculum
- Lunch
- Transportation
- Clubs and organizations
- Athletics

Such publications clarify ways teachers, patrons, and pupils can work together. The growing demand for handbooks is indicative of increased popular interest in public education and the desire of parents to know more about schools and how they can work to improve them.

## PUTTING OUT THE SCHOOL PAPER

"Mirror, mirror on the Wall" . . . The school newspaper may not be any wall, but it does give students and adults who look into it an image of school life and its activities. Just how fair that image will be depends on the importance the school administration attaches to the school paper, the background and education of the adviser, and most important, the work of the staff . . . so states Helen Morganti, public relations director, and high school journalism teacher, Lead, South Dakota, Public Schools in her excellent story, published in the March issue of the NEA Journal.

## Easter

The Bunny is funny.  
He said, "Come in, Friend.  
These eggs to you I send."

Eddie Knox  
Grade 2  
Chenoweth

### IN THIS ISSUE

- Student Publications
- Student Creative Writing

### Your Jefferson County Schools

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### ED'S NOTE:

*This is the first creative writing issue of "Your Jefferson County Schools" which features samples of student creativity at all grade levels.*

*In the JCS, teachers are concerned with developing creativity in the students. The samples reprinted here are a tribute to the teachers, as well as demonstrating the perceptiveness and writing ability of today's young people.*



Typical school newspaper staff in planning session on ad layouts. Business manager Marcus Burke goes over the figures with Susan Campbell and Sherry Hayes (seated) of the Chit-Chat (Waggener).

## English At Its Best . . . Student Journalism

Student journalism in the Jefferson County high schools is English at its best. Purposeful, dynamic, it accomplishes the basic aim of English instruction . . . proficiency in all of the language arts: reading, writing, speaking and listening. In addition it helps young people achieve worthwhile personal philosophies.

Approximately 365 students in 14 schools are in the process of learning how to produce the school newspapers, yearbooks, and handbooks. The successful management of these small "businesses" involved policy-making, budgets and finance, personnel, accounting and billing, and the entire scope of the business routine.

These young people plan and carry out promotional ideas, talks over the school inter-com to the student body, installation programs, and conduct special events, such as dances and other school affairs—all of which involve public speaking and a high standard of social behavior.

It enables them to judge with some discrimination between good and bad

and propaganda, and to differentiate between the relevant and the irrelevant, the true and the false.

Writing is purposeful and functional. Creativity, originality, and self-expression are called for, as the student journalist writes to inform, to influence, or to entertain with his stories, editorials, features and advertisements.

The rules of grammar, spelling, punctuation, and rhetoric are an integral part of journalism. Accuracy is of supreme importance; and, since a journalist writes only what he knows in his heart to be true, journalism students must verify facts by using the library references and by going to the primary source of information.

Journalism in the JCS system, correlated as it is with student publications, provides an unique experience in the discovery, exploration, and development of the teen-ager's interests, needs, and abilities.



Sixth graders Stephen Swan, Adele Gleaves, Mark Perelmutter and Ruby Robinson glance over their "Toon's Times", school newspaper with their teacher Mrs. Madeline Toon and Principal James Hicks of Hawthorne.

## What Publications Can Do

The National School Public Relations Association (NSPRA) summarizes school publication purposes as follows:

- For the Superintendent of Schools the purpose of a publication may be largely to provide information:

- ... To give the Board of Education a review of the progress of the school system as a whole.

- ... To inform parents of some phase of school life so as to anticipate their questions and to enlist their interests.

- ... To reach the general public with information which will help them to be intelligent and friendly supporters of the school program.

- ... To give the community a factual, historical, record of its school.

- For school purposes it may be to give information such as:

- ... To seek approval of the school systems general program.

- ... To defend schools against unfair criticisms.

- ... To provide citizens with the facts and arguments which may lead to a favorable action.

- ... To outline emerging trends upon which there needs to be thought and discussions.

## MY COUNTRY

I think I am lucky —  
To have such a country as mine,  
A country where land and people are divine.

They work, they play in harmony —  
Sharing each others memory  
If you are a foreigner you should come

To the land of the brave and free —  
We work together, we live together,  
As no other land could be.  
So won't you come and visit our land —

We'll extend to you a welcome hand.  
A hand that means friendship, loyalty, and help.

The land of the brave and the free.  
Carletta Bell  
Grade 6 — Age 11  
Newburg School

## Spring

Feel the quickly falling night,  
The steady breeze that blows,  
Watch the pretty birds in flight  
And the river flow.

The bees fly to and from the comb  
With nectar they have brought  
But followed by persuers  
They are caught and taken home.

Spring's my favorite season  
Every hour of the day.

But remember Mother Nature  
In sleep, or work, or play.

P.S. Mrs. Schweinbeck has given me 3 skimpy paragraphs to write what a guy could write a book about. Maybe I'll get another chance sometime.

Tyler Wold  
Age 11 — Grade 6  
Chenoweth Elementary



## The Mystery Submarine at Hollow Beach

Sandy fumbled for sunglasses in the hamper and snapped off the transistor radio. The air, suddenly emptied of sound, was now heavy with silence, enclosing the lone figure on the sand, extending in waves of stillness to the sunlit, shimmering sky.

Even the cool blueness of the water was quiet — no ripples, no breeze. Sandy stood up slowly. There was no point in waiting any longer, he would go home and wait until tomorrow to continue his search.

The search had begun when Sandy had discovered a print of diving gear on the sand along the beach.

No one ever visited the beach for swimming, because the water was infested with sharks. Sandy discovered the print with his close friend, Michael Dent, while they were playing along the beach. After that, they looked out toward the ocean. To their surprise, there was the top of a submarine submerging about a mile out. That night, Sandy talked to his Dad about it. He worked at a naval base on the coast of Florida. His father said there were not any submarines in the United States' coast limit at the time.

The next day, Sandy met Mike at the shore. They decided to explore a lake hidden from sight by a high sand bank. When they had first found it, there wasn't anything very interesting.

But since then, there had been a loud tapping noise coming from the area, but not much attention was paid to it. When Sandy and Mike got to the lake, they saw the same submarine they had seen a few days ago!

Sandy got ready to dive after the submarine, only to see a hungry looking shark swimming about! But it was too late, for Sandy had been so determined to find out what kind of submarine it was, he couldn't stop! As he plunged into the water, he, the shark and the submarine disappeared before Mike's eyes. Mike thought of following Sandy, but he knew it wasn't any use with a strange submarine and a hungry shark in the water. So Mike rushed home to get help.

Meanwhile, down in the now dangerous water with its shark and submarine, the terrified Sandy was swimming to shore after almost being hit by the submarine and eaten by the shark. Sandy and Mike tried to convince their parents about the submarine, but they thought it was a joke.

During that time, the submarine's crew made a lot of maps. Sandy and Mike once again saw the sub. This time their dog, Trigger, was with them. As Mike and Sandy walked along the beach, suddenly they heard a splash behind them that sounded like something breaking through the water. As they turned around, they saw Trigger barking at the submarine. On the deck, Sandy saw his next door neighbor, D. Ruthledge. Knowing he had been discovered, he jumped down the hatch and gave the order to submerge. Up until now, everything had gone smoothly for him. But as the submarine started to submerge, Sandy's father arrived on the scene. The first terrifying thing that caught his eye was the submerging submarine with an open hatch. In his haste to submerge, D. Ruthledge forgot to close the hatch. He tried to regain the hatch, but the intruding water slapped against the floor, knocking him out.

Meanwhile Sandy, Mike and Sandy's father watched helplessly, the submarine, D. Ruthledge, and the entire crew go down. The only thing that remained was the rushing water entering the sub.

Later, the U. S. Government notified the boys and their parents that D. Ruthledge was a Cuban spy dressed as a Cuban rebel, who wanted to enter the U. S. After setting up things at the beach, a submarine was brought to him for mapping the Florida Coast for an invasion.

But D. Ruthledge had been punished, for there wasn't anything left, but the bulb, bulb coming from the sub.

**Fred Schmidt**  
6th Grade  
Fern Creek Grade School

## Limericks

There was a cop named O'Roark  
The sissiest cop in New York,  
From a mouse in the night,  
He would run away in fright,  
That stupid cop named O'Roark.

**Charles Danison**

There was a young girl named Sally,  
Who lived way down in the valley.

It started to rain,  
She didn't have a drain,  
So now Sally's floating in the alley.

**Connie Peak**

There was a young man from Spain  
Who always forgot his name,

When he went to a party,  
He was a bit tardy,  
So out he was kicked in the rain.

**Jennifer Morris**

Help, murder, police,  
My wife fell into the grease,  
I laughed so hard,

I fell in the lard,  
Help, murder, police,

**Michael Waddell**

There was a young lady from Maine,  
Who lived on a passenger train.

The train went toot,  
And she put on her boot,  
And it happened again and again.

**Larry Totten**

6th Grade  
Greenwood Elementary

## Hawaii

Hawaii is a lovely place,  
Where flowers bloom and children sing.

Hawaii is a place where everyone would like to go,  
Whether they are old or whether they are young.

But someday, someday,  
I wish to go and stay for a long, long time.

**Diane Overall**  
Grade 6 — Age 12  
Newburg School

## Our Home

Our home is not so very big,  
But lots of garden space to dig.  
There's fun, work, play, and cheer,  
And to all of us it's very dear.  
It isn't the pictures that hang on the walls,

Oh, but in our home we have a ball.  
It is warm, friendly and bright,  
Really beautiful to see such a sight.  
By evening — when the sun has gone down,

There's not one sound,  
But in the morning,  
Our hearts are all filled with gladness,  
Sometimes there is sadness.  
Oh, but I'm glad our home is a home and not a house.

**Debra Redfern**  
Grade 6  
Alice Waller Elementary School

## Army

I like to play army.  
It is fun playing army.  
I have won twenty-nine wars,  
I have fought my brother and my friends.

The play wars are not real.

**Keith Rauehle**  
Age 6 — Grade 1  
Gilmore Lane Elementary School



H.T. '65

## Grandpa

He was a rugged looking man about middle age with fine features. His light-blue eyes were like windows to his heart because it showed all of his emotions. His large thin nose set off his tired face with lips that were searching for words. His unshaven beard was turning gray and his dark well groomed hair was becoming shabby and turning thin and gray. His worn wrinkled face showed that he at one time had a hard life and his worn, skillful but gentle hands were always there to comfort and to give help. He seemed to love everything and tried to do everything. He was a hard man to keep down, always trying to please his family. He was a man with a few hobbies and activities he liked to do.

Of course this is Grandpa.

Aaron Dunaway  
Seneca

## Grandmother

There was a mist of tears in her eyes when they told her, but no real sobbing. I'm sure, in fact I know, that the pang of emptiness for the man, with whom she had spent fifty-two years of her life, was felt much deeper than anyone could know or even suspect. She just turned to her three grown children, now with families of their own, and tried to comfort them. This is the unselfish, personal strength of my grandmother.

My grandmother, or Nanan as her family calls her, is a wonderful person. Of course, she's old-fashioned, but in a modern way. Like all grandmothers she's a fabulous cook and her lentil soup or snickerdoodles will never be matched. I'm not sure where my grandmother finds her strength, but I have a good idea. She reads the Bible every day and there isn't much she couldn't tell you about it.

I just wish everyone had the opportunity to meet and talk with her because meeting my grandmother is an enriching experience.

Kathy Ruhl  
Seneca



LEA TOPMILLER

## A Crazy Mixed-Up Affair

As we took our seats behind third base, I shook with excitement. This was to be my very first baseball game, and I had looked forward to it for weeks.

As it was about time for the game to get underway, I heard some of the fans yelling, "Three blind mice." Maybe it was just because the grass was too tall, but all I saw were three men in dark blue suits.

The first batter came up to the plate. As he swung and missed the first ball, the coach yelled, "Choke the bat!" It seemed kind of silly to get mad at the bat just because it didn't hit the ball.

About the third inning, the game became really exciting. Then as one of the players rounded third, the coach yelled, "Go home, go home!" I suppose he was being thrown out of the game as a few minutes before he had stolen a base!

In the seventh inning the score was tied. Then I heard the crack of the bat and someone yelled, "The Sox have a run in!" I didn't think this was special as my Mom's nylons have runs in them all the time!

Then at the end of the eighth inning someone yelled, "Slide, slide!" and I did. I stepped on someone's ice cream and slid under the stands. Dad had figured I had had enough for one day, so we left. I must say baseball is surely a crazy, mixed-up affair!

Jeff Givan  
Grade 5  
Lyndon School

## A Friend

Friends are wonderful things to have, whether they be small or whether they be large.

But either way they are, they are still good to have.

A friend is almost like a brother or sister.

They climb trees with you, make candy and do many other things.

Friends help you in many different ways,

So hold on to them and you will get along fine in life.

Diane Overall  
Grade 6—Age 12  
Newburg School

## Professor Bobolink And Gatorsauros

One day the Professor went to catch the Gatorsauros. A Gatorsauros is an alligator and a dinosaur put together. It has two heads and two tails.

He wanted to get it for the zoo. It was very big. He had to go to the jungle to get it. When he was in the jungle he went to a hill for a lookout.

He heard a sound on the other side but it was only monkeys. But when he got to the top of the hill he saw it, the Gatorsauros. It was bigger than he thought.

He used a lasso and caught it. Now you can see it at the zoo. And the Professor.

Charles Frasher  
Grade 3  
Indian Trail School

## Inauguration Day

It was the 36th President's inauguration day.

And all the crowd was feeling gay. The people came from far and near. The President's speech to hear.

There was a parade with marchers and bands.

It made Lyndon clap his hands.

On White House grounds

While "Him" was free,

The nation's beagle ran

A squirrel up a tree.

When day was over and dark was here

It was time for the dancers to appear.

Ladybird, with her hair piled high,

Lyndon, in tux and bow tie;

They danced to the tune of "After the Ball".

The American eagle watched over all.

Kathy Giffen  
Grade 6

Alex R. Kennedy School

## King Of The Kites

When the winds come sailing by

They take my kite into the sky.

When my kite is sailing high

The King, The King of the Kites am I.

Flying, flying through the air

Flying along without a care.

The King of the Kites am I

When my kite is flying high.

You too can be the king

If your kite has a long enough string.

Tim Bartoo  
Grade 4  
Zachary Taylor Elementary



M.T. '65

## "Terror Of The Block"

I thought it was going to be a beautiful, pleasant day for reading a book on the front porch. But I caught a glimpse of something zooming around the corner. As I heard the sound of the zoom tricycle, I knew it could be no one else except Jim Doe, the brother of the ever so popular John Doe. I knew my day was ruined when this brown headed, knuckle headed, pug nosed, big mouth kid strolled up and sat down beside me. He was very clean if you could ignore his orange pants and purple shirt on which layer on layer of mud was caked. His hands looked as if he had been making mud pies and his mouth eating them. I asked him why his hair was so black. He replied very cautiously that the charcoal grill had accidentally turned over on him, emptying the fine grains of charcoal all over him. I also asked him to remove his corpse from the grounds. So he promptly did.

He climbed onto his tricycle. He was probably going to amuse himself by breaking some electric meters with his father's hammer or running up someone's water bill by turning on the outdoor faucet while they are away. This is why we call him, "The Terror of the Block."

Kenny Crain  
Seneca

## A CHARACTER SKETCH

He stood looking down on the clear blue water of the lake from a high, overhanging ledge. The wind blew his long black hair into his eyes. With his hand he brushed it away, and stepping backwards, turned and looked up into the giant fir trees that stretched for miles.

Large for his youthful face, the boy had the physique of a man. His head rested on broad shoulders that seemed to burst through the deerskin shirt. He wore the traditional trapper's boots into which thick mackinaw trousers were tucked. His dark blue eyes, reflecting the agelessness of the forest, were both stern and kindly. They showed none of the hurt which might have lingered after the loss of his parents to a forest fire when he was only twelve. There was more of the softness of the wild doe or the quietness of the unmolested forest.

After his parents died, he continued to live in the forest. He was a part of that which he loved and understood. His friends were the animals of the forest. He loved to move quietly through the forest stalking the wild buck or the dangerous grizzly. There was no sense of urgency to his life.

He moved as quietly as his thoughts to a moss covered rock looking down upon the lake. In the deep, quiet calm of the water he found a kindred spirit. It reminded him of the three-day old fawn he had carried to the safety of his cabin. In the darkness of the forest skirting the water's edge, he felt the mysteries of nature. The disappearing sky and water of the horizon was to him the vast, unending universe. All was a part of his uncluttered way of life.

As the shadows lengthened and stretched further into the lake, the Indian boy quietly rose and blended into the seclusion of the forest.

Doug Carrington  
Westport



LEA TOPMILLER

## My Trip To Mars

One day my family and I went on a vacation. When it was nighttime we went to a hotel and went to sleep. Then it all happened! I had a dream.

I dreamed that I stepped into a rocket ship. The rocket flight was to Mars. It took the rocket three years and twenty-four days to get to Mars.

Then I saw THEM. Millions of them. They were some very funny creatures. They had green hair, 4,000 legs, 100 arms, 2,000 ears, 18,000 eyes, and 84 mouths. Then I saw their trees. They were as big as one hundred Empire State Buildings on top of each other. The colors of the trees were purple, blue, red, orange, yellow, black and pink. I was so frightened that I couldn't move.

I tried to turn and run for my life, but one of the creatures stopped me. The one who stopped me could speak English. He said that all of the people were friendly. We began to play and we had so much fun that I did not

want to leave. But finally I had to go. I had stayed on Mars for four years. I got back into the rocket ship, and as I was saying goodbye to all my friends, the rocket started off.

The rocket bumped along on the way back to earth. And I never forgot my trip to Mars.

John Mark Miller  
Grade 3—Age 9  
Schaffner School

## Sounds In The Classroom

There are many different sounds in the classroom. When you first come in you hear the ringing of the bell, feet shuffling on the floor, children whispering to each other. You hear the commands of the teacher. Mr. Pennington's voice on the intercom. People go to sharpen their pencils. Sometimes someone coughs or sneezes. These are some of the many sounds we hear every morning in the classroom.

Sharon Cook  
Grade 4  
Cane Run Elementary

## Spring

It's beginning to look a lot like spring,  
Everywhere you go,  
Flowers blooming,  
Children swinging,  
Everyone on the go,  
People talking and walking,  
The parks will be filled with joy,  
Yes, it's beginning to look a lot like  
spring,  
Everywhere you go.

Lea Green  
Grade 2  
Zachary Taylor

## Snowflakes Are Falling

Snowflakes are falling from the sky,  
Like little parachutes from way up  
high.  
When they hit your sleeve they melt  
out of sight.  
Snow covers houses and barns at  
night.  
When the sun comes up  
All the snowflakes melt right up.

Edward Rupp  
Grade 3  
O. J. Stivers Elementary

# Your Jefferson County Schools

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NUMBER 5

## Distributive Education . . . What Is It?

Distributive Education, commonly referred to as DE, identifies a program of instruction. DE students learn and earn in the program by spending part of the day in class and part of the day on the job.

The cooperative program is not designed to develop distributive specialists, but rather to provide balanced, comprehensive, instructional programs in all areas of distribution and marketing; to aid in improving techniques of distribution, and to help the student develop and understand the social and economic responsibilities of those engaged in distribution.

As the term implies, distribution is the spreading or scattering of goods from the place they are grown or manufactured to the place they are sold. Persons involved in distribution are those who get the products from the place they originate and place them in the hands of the consumer; they are the store buyers, stock personnel, transportation people, salesman, and myriad others necessary to the trade.

Distributive Education provides training for teenagers while they are still in high school, allowing them to be partially or wholly self-supporting during this very important period.

The student is supervised on the job both by the Distributive Education teacher and employer. He is rated for his work on the job, just as he is in the classroom.

## Distributive Education Offered on State-Wide Basis

The D.E. program in the state continues to increase in enrollment and participation among the secondary schools of the commonwealth.

In 1963-64 school year there were twenty-five programs with an enrollment of 751 students. The current school year reveals that thirty-three cooperative group programs, and 993 pupils are participating. This represents an increase of 19% over the past year.

By 1965-66 school year, D.E. programs over the state are expected to jump to an enrollment of over 1300 students, operating out of 45 high school centers, and with an average enrollment per program of thirty students.

Organized D.E. programs are being conducted in the following school systems: Ashland, Paris, Bowling Green, Lexington, Louisville, JEFFERSON COUNTY, Corbin, Harlan, Danville, Franklin, Glasgow, Hazard, Hopkinsville, Madisonville, Mt. Sterling, Owensboro, Paducah, Somerset, Russellville and Whitesburg.

## How The Program Is Implemented In Jefferson County

In the JCS system, Distributive Education is a part of the regular secondary level program. D.E. is offered as an elective course in the regular curriculum and has the following basic criteria:

- \* Student must be sixteen years of age and a junior or senior.
- \* Student should have at least an average scholastic standing . . . he/she should have a good attendance record . . . he/she should be able to produce good character references . . . have a pleasing personality and appearance, and must have indicated a vocational interest.
- \* Student must complete at least 540 hours of successful employment during the school year. This averages about 15 hours per week. He/She must be employed within the limits of the Federal and State employment laws. The student must be employed at a work station approved by the Distributive Education Coordinator.
- \* The program must enroll no less than fifteen students and no more than 40 students during the current school year to be approved by the State Department

of Education, Division of Vocational Education.

- \* The teacher of the Distributive Education program must be employed for a term at least equal to that of the other members of the high school faculty (Jefferson County D.E. teachers are employed for one extra month per school year). The D.E. teacher must be a properly certified person who has worked in distributive occupations for at least three years.

The program is financed by the Federal, State and local funds. Under the George-Barden Act of 1946, Federal aid is available to states for the purpose of training workers in distributive occupations, including retail store employees.

Federal funds are allotted to the states in proportion to population and must be augmented by State and local funds. As the program has developed in Kentucky, provision is made for both part-time day classes and evening classes.

Out of the thirty-three programs presently operating in the state of Kentucky, the JCS system currently has programs in the following schools: Butler, Durrett, Fairdale, Southern, Valley and Western.



Dr. Harry Sparks, Supt. of Public Instruction, speaks to the recent DECA convention held in Louisville, Kentucky.

## TEACHER IS A SPECIALIZED INDIVIDUAL

The Distributive Education teacher-coordinator is engaged in many activities. These activities call on him to be a combination of business education teacher, guidance counselor, personnel manager, and adult educator. In addition to this, he must perform duties required of all regular staff members.

The Jefferson County School System in conjunction with the Certification Division of the State Department of Education sets forth the following standards:

**BASIC EDUCATION:** Graduate of a four year college or university.

**PROFESSIONAL DISTRIBUTIVE EDUCATION:**

Completion of sixteen hours of college credit in distributive education. These courses include Principles and Philosophy of Vocational Education, Teaching Methods in Vocational Education and Trade Analysis. In addition to the required degree and required subjects necessary for certification, the DE teacher is required to attend a two-week in service training program at the University of Kentucky each summer in order to be currently informed of program changes.

**WORK EXPERIENCE:**

The Distributive Education teacher is required to furnish written proof that they have been employed for three years as a successful employee in one or more distributive occupations—this, of course, must not include any teaching experience.



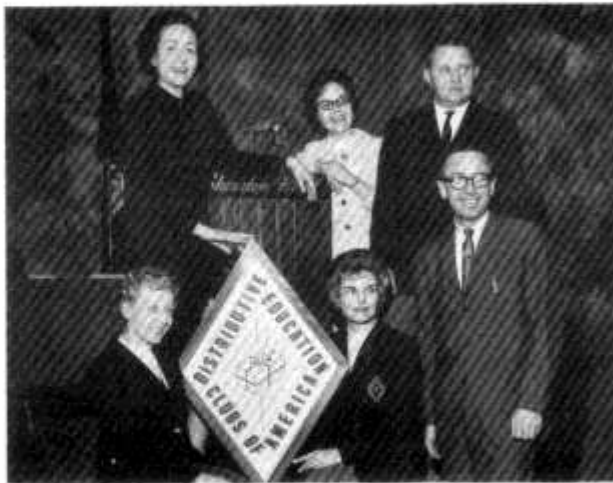
Southern High School DE student Mike Searcy is working as a check-out clerk at the Winn-Dixie Food Mart in the Indian Trail Shopping Center.

## Advisory Committee Assists In DE Training Standards

In May, 1962 the first Jefferson County Distributive Education Advisory Committee was organized with approximately twenty-five guests present. These invited guests included two advisory members from each Jefferson County School participating in the DE program, administrative personnel and the Distributive Education teachers.

This lay group is still active and meets at least one time per school year with teachers and administrators. Out of these meetings have already come many ideas that the DE teachers in the Jefferson County system are presently using in their classrooms.

The foremost function of this committee is to stimulate learning and to provide learning experiences. This committee serves to bridge the interests of the business community and the school. Service of this nature will help to achieve conditions which will, above all, be of benefit to the student.



JCS Distributive Education teachers in attendance at the recent DECA Convention in Louisville. Back (left to right) . . . Helen Cloutier (Southern), Rita Duane (Western), and Bill Anderson (Valley). Front row (l. to r.) . . . Doris Vogt (Durrett), Ree Karibo (Butler) and Virgil Blair (Fairdale).

## DECA Emblem

### Symbolizes Four Points

The emblem is diamond-shaped with the words "Distributive Education Clubs of America" surrounding a wrapped package. The four diamond points symbolize:

- \* Vocational Understanding
- \* Civic Consciousness
- \* Social Intelligence
- \* Leadership Development

The wrapped package symbolizes the close cooperation of student, teacher, parent, and merchant in assisting DE students to acquire a well-rounded education.



### CONTRIBUTORS

- William Anderson
- Virgil Blair
- Helen Cloutier
- Rita Duane
- Ree Karibo
- Robert M. Talbott
- Doris Vogt

### Your Jefferson County Schools

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Linda Keene, Western High School, is shown using sign machine while at work at Arian's.

**DECA Organized In 1947;  
Kentucky Charter Member**

The first Interstate Conference of Distributive Education was held in Memphis, Tennessee, April, 1947. The second National Leadership Conference was in 1948 at St. Louis, Missouri, at which time a constitution was adopted along with the official name.

Seventeen charter member states were involved, one of which was Kentucky. Since there was a limited number of high schools who offered distributive education as a course of study in their curriculum, it was decided that a state organization would be developed. It was also decided not to affiliate with the national organization until more students in high school could be involved.

In 1962 a meeting of twenty-five distributive education teacher-coordinators was held at the University of Kentucky, under the leadership of Dr. W. Maurice Baker, teacher-trainer of distributive education at that institution. It was decided by the majority that the time was right to establish affiliation with a national organization.

It is interesting to point out the fact that, in 1947, the membership was 800 pupils, while in 1964 the membership was established at more than 36,000 students. The number of state associations affiliated with this national youth movement has increased to 46 plus Puerto Rico in 1964. The growth and development of DECA has been rapid. Many interested educators and business organizations have given their advice, their cooperation, and their support. Past growth and plans for the future give every indication that DECA is destined to become one of the leading youth organizations of our time.



"STUDENT OF THE YEAR" . . . Alma J. Viator, senior, Valley High School chosen at the State Leadership Conference. Alma is past state DECA President and will represent Kentucky in the "Student of Year" contest at the National Convention. A 3.7 student, Alma plans to attend college next year.

**Jefferson County Participants Win State Honors**

Approximately 750 students from 33 high schools attended the Third Annual Distributive Education Clubs of Kentucky Convention held in Louisville, March 30.

Trophies and an opportunity to represent the state in national competition went to the following Jefferson County DE students:

**Advertising** — Sandy Hancock, Butler High School

**Job Interview** — Judy Carol Hatchett, Durrett High School

**Window Display**—Rita Oliver, Butler High School

**Merchandise Manual** — James Ward, Butler High School

Alma Viator of Valley High School, past president of the Kentucky Association of Distributive Education Clubs of America, was named "DECA Student of the Year".

Another JCS student, Vernon Leach of Butler High School, was elected first vice-president of DECA for the coming year.



The Butler High School Distributive Education Class membership won four state DECA honors at the recent Leadership Conference. (Left to right) Harold Leach was elected a first Vice-President; Sandra Hancock, 1st Place in Advertising Layout; and Jimmy Ward, 1st Place-Merchandise Manual. The other BHS winner, Rita Oliver, is pictured on this page.

**DE Students Comprise  
Local DECA Organization**

Distributive Education students make up the local DECA Chapter. Each Chapter elects its own student officers and the DE Teacher-coordinator serves as Chapter Advisor. All Chapters within a state comprise a State Association of DECA, which is under the leadership of the State DECA Advisor.

The club is regarded as a useful supplement to the two other phases of the total instructional program. It affords the student leadership development in an environment which is student-dominated. The club program serves to help interpret the instructional program to businessmen, faculty, parents, and other students.

The club is organized by and for class members, and is to those class members what a civic or professional organiza-

tional is to a group of business men. It is through the club organization that students have the greatest opportunity to develop leadership and organizational ability, practice good citizenship traits, and develop "esprit de corps". Through the contests and awards program, class members have a chance to compete with others in using what they have learned in the instructional program.



Butler High School 1st place winner in the Window Display Contest is Rita Oliver.

## WHAT IS THE FUTURE IN DISTRIBUTIVE EDUCATION?

With the tremendous expansion of all types of marketing organizations, facilities have grown faster than the population. DE instruction and DECA activity constantly emphasize America's system of competition and private enterprise. Self-help among students is the rule rather than the exception, and DECA leaders give constant encouragement to continued education.

In a recent study of DE graduates, it was revealed that less than 1% were unemployed at a time when 14% of the youth in the same age group were unemployed in other fields.

Many businesses favor hiring DE students because of their interest in the job, and their related school study of that particular business. Many leaders in business and government have praised DECA for its civic-related activities.

Longevity is common today because distributive organizations have provided many fringe benefits for the employee with programs of retirement, employee stock, purchase privileges, insurance coverage, paid vacations, etc.

It is now anticipated that 26,000,000 young people will be entering the labor market during this decade. During the previous decade, there were only 7,500,000 young people who entered the labor market. This is one reason why the DE program is so extremely important. Competition promises to be keen in all areas of employment in the next decade.



Valley High School senior Charlotte Meredith plans to attend college next year. Distributive Education means valuable work experience, responsibility, and a working knowledge of the retailing and merchandising field. With DE experience behind her, she will be better prepared to find a job that will help her to defray college expenses.



State Winner in the Job Interview Contest, Judy Carol Hatchett of Durrett High School, is First Vice-President of the Durrett DECA Club.

### DE For The Student Who Plans on Entering College

DE students meet the graduation requirements and do receive a high school diploma. DE credits are accepted by most colleges and universities as elective credits. DE students entering college can profitably pursue careers in marketing, management, personnel, salesmanship, advertising, insurance, private business, teaching and many other related occupations.

One well-known fact: if you do not have the proper education at the right time, climbing the ladder of success becomes a very lengthy and difficult task. To shorten this task, one must be prepared. Business personnel want not only well-trained people, but educated ones.

Many large companies will offer college opportunities to students, work them in management-training programs, or stress the importance of correspondence courses in the distributive field.

The leader in merchandising and marketing tomorrow will gain valuable experiences in his Distributive Education courses in secondary schools.



In the words of Kenny Woods, a senior DE student at Durrett High School, "DE has helped me to understand the motives of retailing and the opportunities for success offered in this field." Kenny, who is now 18, plans to major in Business Administration at Murray.

### D.E. Seniors Gain Employment

In a 1963 study of DE seniors, 525 graduated (305 boys and 220 girls). 198 (107 boys and 91 girls) secured jobs for which they trained. Forty-two seniors were employed in jobs related to their high school DE training.

One outstanding statistic pointed out that 46% of the graduated seniors were employed six months after graduation in jobs for which they trained while participating in their local DE program. In six months after graduation, only 11 students of 525 who were graduated and available for employment, were **unemployed**. This represents a fraction more than .02 per cent who were unemployed. Eight boys and three girls made up this .02 per cent.



Carolyn Nalley of the Fairdale DECA Club is employed at the Indian Trail W. T. Grant Company store. Carolyn is secretary of the DECA organization at Fairdale High School.

# Your Jefferson County Schools

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## Public Law 874 Covers Federally Affected Areas

The purpose of Public Law 874 is to provide financial assistance for those local educational agencies upon which the United States has placed financial burdens determined under the formulae of the Act by reason of the fact that:

1. The revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the United States;
2. Such agencies provide education for pupils residing on Federal property with a parent either employed on Federal property or on active duty in the uniformed services;
3. Such agencies provide education for pupils residing on Federal property;
4. Such agencies provide education for pupils whose parents are employed on Federal Property; or
5. There has been an increase in the number of pupils in average daily attendance as a direct result of the activities of the United States.

In other words, Federal properties do not pay school taxes, therefore, the government has the Jefferson County Board of Education count the children whose parent or parents work on Federal Property. The Government reimburses the Board of Education for the school taxes their properties don't pay. Approximately \$100.00 per student. Last year the Jefferson County Board received \$287,211 from the Government on its PL 874 students.



Mr. Everett Hancock, Assoc. Supt. administers Federal Aid Projects for JCS system.

## FEDERAL AID TO EDUCATION



Thousands of JCS youngsters enjoy a hot lunch daily as a result of certain government commodities being distributed to our schools, all of which participate in the National School Lunch Program.

## NDEA Provides Boom To Talented

The purpose of the National Defense Education Act of 1958 was "to provide substantial assistance in various forms to individuals, and to States and their subdivisions, in order to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States. The NDEA Act (Public Law 864) authorized one billion dollars in Federal Aid over a four year period. The Act is designed to find and encourage talent among our school children, improve ways and means of teaching, and further knowledge.

The chronology of the various changes in the Act:

September 2, 1958 . . . The NDEA Act of 1958 became law, effective through June 30, 1962.

October 3, 1961 . . . NDEA was extended through June 30, 1964.

December 18, 1963 . . . The Act was extended through June 30, 1965.

October 16, 1964 . . . NDEA was extended through June 30, 1968.

The National Defense Education Act of 1958 has 10 titles: They are:

- I. General Provisions.
- II. Loans to Colleges and to Universities (students)
- III. Funds for strengthening sci-

Continued on Page 6

## FEDERAL LUNCHROOM PROGRAM OFFERS AID

The Jefferson County School system operates lunchrooms in all of its schools. Each lunchroom is self-supporting, controlled by the administrative staff of that school, and operated independently from the other county school lunchrooms.

A special supervisor and coordinator, working with the Assistant Superintendent for Instruction, supervise the program.

The Jefferson County Schools participate in the National School Lunch Program. Our lunchrooms serve the Type "A" plate lunch which consists of milk, meat, a vegetable, and/or fruit with bread and butter. The JCS system participates in the National Special Milk Program which pays to the schools a subsidy of four cents (4¢) on each bottle of milk sold.

As we go to press the 1964-65 school year figures were incomplete, however, the 1963-64 school year figures revealed there were 7,118,400 school lunches served, 6,906,803 were paid, while 211,597 were given free to children of impoverished families. The above totals represent a daily average of 41,147, of which, 39,924 were paid, while 1,223 were free.

### RESOURCE CREDITS

- American Education
- Christian Science Monitor
- Kentucky Education News





Mrs. Ruth Wagner, right, who served as Director of the Head Start Program this summer, checks program center locations with Mrs. Marie Doyle, newly appointed Administrative Assistant.

## PROJECT HEAD START

The Office of Economic Opportunity's Project Head Start was prepared for the purpose of assisting in financing summer Children Development Centers for pre-schoolers of limited opportunity who will enter First Grade this fall.

Project Head Start offered resources with which communities may develop an eight week program for pre-school children designed to prepare them to meet the challenges of school and to learn to succeed rather than fail. The program was designed to prepare the disadvantaged children so they can hold their own with others when formal schooling starts in the fall.

Head Start Programs were financed by the Office of Economic Opportunity up to 90% of their cost. The 10% local share of costs is absorbed by providing space, equipment, utilities and personal services.

### CONTRIBUTORS

Mrs. Ruth Wagner  
Mr. Donald C. Schumacher

Your  
Jefferson County Schools

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Jefferson County had an enrollment of 531 with 26 teachers in 13 well-equipped centers. These qualified teachers were assisted by neighborhood aides, volunteer aides and Neighborhood Youth Corps students.

There were five classes at Gilmore Lane, four at Newburg, three at Rockford Lane, two at Fairdale, South Park, Valley Elementary and Hite. One class, or center, was in the following schools: Bashford Manor, Rangeland, Zachary Taylor, Jeffersonstown, Lyndon and Sanders. The minimum number in these classes was 19 and the maximum 22. This is above the specified number of 15 minimum and 20 maximum. The children were in school four hours. With the exception of Newburg School, the children were bussed into the school nearest them.

Each class had a Neighborhood Teacher's Aide. She was chosen as competent to perform tasks and assume responsibilities, was a resident of the neighborhood, and characterized by the economic and cultural qualities of the group to be served and should show potential for being aided in improving her own social and economic status. This assistant was paid and worked daily.

The Volunteer gave of her services and stayed at least one week with the class. She generally had experiences with the young child and had the ability, personality and skill to work with the underprivileged child.

The N.Y.C. students assisted in clerical duties, but often worked directly with the teacher and aides.

The Head Start program dealt with the whole child. This means

health, social services and educational activities. One important contribution Head Start made to the children was through sound nutritional practices observed in the planning of food service.

The Health Services included dental, vision, hearing and speech tests, all immunization required to enter school, T.B. and hemoglobin screenings and a complete physical examination. There will be an evaluation and followup on each case, with referrals when necessary.

Educational Activities strive to motivate the whole child to face life creatively. The curriculum was made up of all the experiences which the center made possible for its children. There were many things to work with which stimulated exploration, creation, organization, questioning, verbalization, and physical skills. In the flexible scheduling there was a period of activity when children chose what they will do and with whom they will play in a self-directed pattern. Free time was balanced by teacher-directed activities such as painting, a science project or making icing. Then the children took on a group look. They eat, listen, sing, play rhythms, and evaluate. Outdoor play and rest are also essential to the program. Children are given experiences to help them to grow emotionally, socially, mentally and physically.

Teachers in Centers have found that explicit directions and rules must be firmly stated and followed from the beginning.

Focus is on the parent as well as the child. There are planned activities for adults which should help the parents deal with general and specific problems of making a home for a family and bringing up children.

Social services provided include family enrichment and recreation programs and social case aide counselling. These services are provided by the Neighborhood Child Development Centers.

An ultimate goal of the program is to help both the child and his family to a greater confidence, self-respect, and dignity.

Mrs. Ruth H. Wagner, teacher at Zachary Taylor Elementary School served as Director of the Head Start program. Assisting Mrs. Wagner with the program paper work was Mrs. Virginia Harned.

## NEIGHBORHOOD YOUTH CORPS PROVIDES WORK-EXPERIENCES

The Economic Opportunity Act of 1964 under Title I, establishes work training projects program.

There are three parts under Title I-Youth Programs. **Part A**-establishes a Job Corps within the Office of Economic Opportunity with responsibility for administering a program of education, work experience and vocational training for youths aged 16-21. Two kinds of programs are envisaged: Conservation camps providing useful work and basic education; and residential training centers providing basic education and job training programs to increase employability.

**Part B**-authorizes the Director to enter into agreements with State and local governments or non-profit agencies to pay part of the costs of part- or full-time employment for young men and women aged 16 through 21 to enable them to resume or continue their education or to increase their employability. This part of the program will be administered by the Department of Labor.

**Part C**-authorizes the Director to enter into agreements with institutions of higher learning to pay part of the costs of part-time employment for under-graduate, graduate, or professional students from low-income families in order to enable them to pursue of study at such institutions. This part of the program will be administered by the Department of Health, Education, and Welfare.

Richard VanHoose, Superintendent of Schools, is authorized to sign contracts for the Jefferson County Board of Education. Donald C. Schumacher will serve as the Project Director. Schumacher has an A.B. degree. He is a retired colonel from the U.S. Air Force, and has worked with Red Cross organizations. The Jefferson County Board of Education is an elected body under Kentucky State Statutes and is a non-taxable agency.

The JCS established a work-training committee (Screening) in each school having students eligible for enrollment in the NYC program to determine the eligibility of the students for this program. This committee is also responsible for hearing grievances, disciplinary, and discipline problems. This committee will recruit potential enrollees by contacts with teachers, counselors, pupil personnel, and outside agencies, churches, and local physicians.

Enrollees are paid \$1.25 per hour for actual hours worked. Wages are paid by check at a semi-monthly periods. There will be 1,102 enrollees employed from September 5 through June 5, 1966, and 480 enrollees employed from June 5, 1965 through June 30, 1966.

The extension to the current project will start September 5, 1965 and extend through June 30, 1966. Enrollees presently working in current project will, if eligible, continue working through term of the extension. Phasing out of the project will begin, if project isn't further extended, on June 27, 1966 and all enrollees terminated by June 30, 1966.

The enrollees who work during the regular school year will average approximately 15 hours for pay per week. The enrollees who worked during the summer averaged approximately 24 hours for pay per week. One-fifth of the enrollees' time was devoted to orientation or job training and counseling.

Types of work include clerical, custodial, library, lunchroom, maintenance, monitors, audio visual, some tutoring, teacher aides and elementary.

Schools participating in the program include: Seneca, Eastern, PRP, Southern, Western, Durrett, Fairdale, Butler, Thos. Jefferson, Fern Creek, Westport, Waggener, Valley, and Newburg.



JCS Youth Corps youngsters in action.

## Federal Aid in Jefferson County

Federal Aid is not new. The Land Ordinance of 1785, the Northwest Ordinance of 1787 and the Land Grant College Acts are prime examples.

To cite more recent examples would be to include the School Lunch Program (1948), the National Defense Education Act which became effective September 2, 1958, and now has been extended three times, with the existing law extension carrying over through June 30, 1968. Public Law 874 covers federally affected areas, and the JCS system has been involved in this program since 1952. The most recent program along with those mentioned above will be discussed elsewhere in this edition.

The NEA Legislative Commission at a meeting in Chicago, Illinois, on April 6, 1964, adopted the following legislative program concerning Federal Aid:

### 1. General Federal Support of Education

The basic responsibility for the financial support of public education rests with the states and is under the operational authority of local school districts. Since early in our history, there has been a consensus that the Federal Government also shares in this responsibility. Steadily increasing enrollments, rising educational costs, and expanding needs of society make it imperative that the federal financial share in the support of public education, currently about five percent of the total, be increased substantially.

The Commission recognized the following long-standing basic principles that should be embodied in general federal support legislation:

A. General federal support funds should be allocated without federal control to state school authorities to be commingled with state public school funds.

B. Distribution of federal funds within states should permit the same administrative discretion as for state public school funds.

C. Federal funds for education should be expanded for public education only and administered by state and local public education agencies.

D. Allocation of federal funds to the states should be based on a formula that is equitable, understandable, and practical in administration.



Mrs. Pat Mattingly, standing, and Mrs. Judy Gordon, right, go over work materials with N.Y.C. worker, Jeanette Adams (Butler). Jeanette is working in the Research department helping to catalog and compile past Board of Education minutes.

**THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (PUBLIC LAW 89-10)**

**PURPOSES OF THE ACT . . .**

The purpose of the new law, which authorizes more than \$1,300,000,000 in Federal funds to be channeled into the Nation's classrooms, is to:

- \*Strengthen elementary and secondary school programs for educationally deprived children in low income areas.
- \*Provide additional school library resources, textbooks, and other instructional materials.
- \*Finance supplementary educational centers and services.
- \*Broaden areas of cooperative research.
- \*Strengthen State departments of education.

**ALLOTTED FUNDS BY TITLES . . . ESTIMATED FOR KENTUCKY AND NATION**

<b>Title I:</b> Education of children of Low-income families . . . . .	\$28,215,150.
<b>Title II:</b> School Library Resources, Textbooks and Other Instructional materials . . . . .	\$1,549,486.
<b>Title III:</b> Supplementary Educational Centers and Services . . . . .	\$1,687,506.
<b>Title IV:</b> Education research and training . . . . .	Law provides not state-by allocation.
<b>Title V:</b> Strengthening state departments of education . . . . .	\$351,893.
Here are the funds as earmarked nationally:	
<b>Title I</b> . . . . .	\$1,060,000,000
<b>Title II</b> . . . . .	\$1,000,000,000
<b>Title III</b> . . . . .	\$1,000,000,000
<b>Title IV</b> . . . . .	\$ 100,000,000
	(over five years)
<b>Title V</b> . . . . .	\$ 25,000,000

**Title I . . . Financial assistance to local educational agencies for special educational programs in areas having high concentrations of children of low-income families.**

This title authorizes approximately \$1,060,000,000 to help local school districts broaden and strengthen public school programs where there are concentrations of educationally disadvantaged children. The money could be used to hire additional staff, construct facilities, acquire equipment, etc.

The amount each school district would get would depend on two factors:

- (1) The average annual current expenditure per school child in the entire State.
- (2) The numbers of school-age children in the district from families with annual incomes of less than \$2,000 and those in families receiving more than \$2,000 annually from the program of Aid To Families with Dependent Children.



**TITLE II — School Library Resources, Textbooks and other Instructional Materials.**

One-half the first, multiplied by the second, would be the amount for which a local district would be eligible. For Jefferson County this amount would be \$2,268,300 where 10 per cent of the children are in the eligibility category but the school population is very large.

The authorization under this section of the law to each county is based on a figure of \$150 per eligible child (50 per cent of the average state expenditure per child).

Kentucky estimates show that there are 188,101 children (5-17 years of age) who come from these low-income families. This is approximately 24 per cent of all children in that age range in the state.

**Title II . . . School library resources, textbooks, and other instructional materials.**

This title authorizes the allotment of \$100,000,000 to States for school library resources, textbooks, and other instructional materials. Materials could include books, periodicals, documents, magnetic tapes, phonograph records, and other printed and published materials.

Allotments would be made on the basis of the number of children enrolled in the public and nonpublic elementary and secondary schools within the State.

Kentucky's share is estimated to be \$1,549,486. There is no provision in this section of the law for allocating this money to local school systems. Rather, each state is expected to develop its own plans for the most effective use of these funds.

The plans must be submitted to the U.S. Office of Education for approval. The selection of books and other instructional materials will be the responsibility of the state and the local educational district.

**Title III . . . Supplementary educational centers and services**

This section of Public Law 89-10 authorizes \$100 million over a period of five years. Its purpose is to provide special personnel, equipment, and other costly educational services not normally available to school systems.

The program would serve three basic functions:

- (1) To improve education by enabling a community to provide services not now available to the children who live there,
- (2) to raise the quality of educational services already offered, and
- (3) to stimulate and assist in the development and establishment of exemplary elementary and secondary school educational programs to serve as models for regular school programs.

A State's allocation would be based on a formula taking into account both the school-age population and the total population of the entire State. Grants, however, would be made to local educational agencies by the Commissioner after review and recommendation by the State.

Kentucky's share of this authorization for the coming year will be \$1,687,506.

**Title IV: Educational research and training**

Title IV amends the Cooperative Research Act of 1954 to authorize \$100,000,000 over the next five years for the construction of national and regional research facilities. This part of the law provides no state-by-state allocation of federal funds.

Programs would be generally centered in areas of population concentration where an adequate operating staff may be assembled, but laboratory activities would extend throughout the country.

**Continued on Page 6**

## How Federal Aid to Schools Works

In signing the Elementary and Secondary Education Act of 1965, President Johnson said: "No law I have signed or will ever sign means more to the future of America". Commissioner of Education Francis Keppel was asked why he feels it's so important.

He stated, "The bill deals with three fundamental questions in one piece of legislation." "FIRST, this legislation focuses the largest part of the funds on the education of children from what can roughly be described as disadvantaged homes. It follows the generally agreed to premise that the education that has been provided for such children in all parts of the country is not adequate and does not give them an equal chance in the competitive society in which we live. The fact that the bill allocates over a billion dollars for education focused on these children is rightly described by the President as an extremely important factor in our society.

THE SECOND PART of the bill is designed to improve the quality of the educational operation through the same route that has worked so well in agriculture, the Defense department, and in medicine—namely, the conscious application of research and development techniques and their diffusion to all children. This simply has not been done in education on a scale remotely related to the size of the education operation in our kind of society. It would be hard to add up from private sources including the foundations, plus federal and state money used for research and development a dollar amount that equals more than one quarter of 1 per cent of the annual \$35 billion a year expenditure for education.

THE THIRD POINT . . . is that the entire bill is designed to keep and strengthen the instruments of decentralization for the actual management of the schools. This is not just making a polite speech about how important it is to keep federal bureaucrats from deciding who is teaching what and where. This is putting money where our talk has been.

**To what extent does this mean that the federal government is enlarging its role in cooperation with our schools nationally?**

The federal government is clearly enlarging its role in the sense that federal taxing power is being used to provide a larger proportion of the total cost of the elementary and secondary schools. But to keep this in perspective one should remember that the nation's school systems spend \$23 billion a year on the elementary and secondary schools. This bill authorizes \$1.3 billion in federal aid.

There are many people in this country who are genuinely disturbed that the schools which have so long been essentially a local function now are becoming part of the machine of the federal government in Washington.

Direct federal management of any school is eliminated in this bill. The federal government is explicitly kept out of the appointment of teachers, the decision on what textbooks are going to be used, or what books are going into the library, and out of any issue having to do with teacher's salaries, and out of any decision as to what curriculums should be followed.

**Are you allowed to concern yourself whether the state spends the money, from your point of view, well or not well?**

The states are required — and this is for the benefit of Congress as well as of all interested citizens — to submit reports on what they have been doing annually, and to provide evidences of the result of the outcome of their plans. But this is, after all, for the purpose of meeting the congressmen's need of deciding what they are going to do next.

**Could you describe for the benefit of Americans who haven't had this kind of thing come into their experience, what the conditions are in a typical school low in the economic level, which is going to be helped by this bill?**

Let us imagine two kinds of situations. A child in an elementary school in a city. The odds are a good deal better than even that the building is old. It hasn't been fixed up much. Some of the money could be used to refurbish it and make it a more pleasant place. The child should have — probably for the first time in his life — new textbooks that are his.

The number of children in his classroom very soon ought to be smaller. Special help should be provided in reading, so that it is as natural as breathing.

Now suppose we go to the boy or girl in the 10th and 11th grade in a small rural high school. Remember, we've got 25,000 high schools in the United States, and there are thousands of them that are quite small in number of students. This means, for sheer reasons of economy, a limited number of teachers, and therefore the possibility of limitations in some of the sciences or the humanities. I can imagine that there could be rotating teachers; there could be science mobiles, just as the bookmobiles are normal these days. Such a science lab could be made available one or two days a week.

**What are several ways for private school students to share in federal assistance according to this bill?**

For at least a hundred years there has been cooperation between public and private institutions for learning without apparently, endangering the First Amendment. This Act will have the effect of increasing cooperation in a host of programs such as dual enrollment, supplementary centers, and special programs. If you ask whether the new act is likely to end in the public schools teaching religion or fuzzing the present line-up . . . the answer is NO.



Lonnie Benford (Seneca) discusses his mail room duties with the Director of the JCS Neighborhood Youth Corps project, Donald C. Schumacher.

**What about textbooks? The language of the bill was changed to make it possible to lend public school textbooks to nonpublic schools. Does that get around the state laws which prohibit distributing public school textbooks to nonpublic schools?**

The way the law is written no . . . there are three things worth noting. Number one, that the textbook must be owned by a public body. Number two, that whatever the book is, it must be a book used in the public school system. Number three, the law is clearly written so that either a state department or education or any other state instrumentality, such as the library board, may be assigned by the state the responsibility of distributing these textbooks.

**The federal government is increasing its spending on education. Is there a big need for more adequate funding at the local level?**

In point of fact, the public school systems themselves have been increasing their annual expenditure at a rate not far from that by local and state taxation. There is more publicity about the new money because it will come from the federal government. But there will continue to be even greater need for increased financial support in the local communities. The new money does not replace local funds. There is also a little-publicized incentive plan under which additional federal assistance under Title I will be given during the second and third years of the act to local school districts which increased their per pupil expenditures more than 5 percent.

**Title VI of the Civil Rights Act of 1964 provides for withholding of federal funds from programs in which racial discrimination still exists. Where do we now stand on this phase?**

A general statement of policy was issued recently calling for complete desegregation of elementary and secondary school systems by the fall of 1967, with a first step of integration of at least four grades to be taken by the fall of 1965. In some special cases, two grades might be accepted as a first step.

## NDEA Provides Boom To Talented

Continued from Page 1

ence, mathematics, and modern foreign language instruction.

- IV. National defense fellowships.
- V. Guidance, Counseling, and testing.
- VI. Language development.
- VII. Research and experimentation in educational media.
- VIII. Area vocational education programs.
- IX. Science information service.
- X. Improvement of statistical services of state educational agencies.

Provisions of this Act were, and still are administered by the U.S. Office of Education, except for Title IX, which established a special service in the National Science Foundation. The Kentucky Department of Education was assigned the responsibility of preparing a state plan for use of the funds allotted to Kentucky under this Act.

Each school district was allocated tentative amounts for expenditures based on pupil enrollment. During the 1959-60 school year, the Jefferson County Board of Education budgeted \$9,000 for testing and guidance under provisions of Title V. In addition, \$210,000 was set aside for instructional supplies and equipment and remodeling of laboratories under Title III. The Jefferson County Board received an reimbursement of \$114,000 during that fiscal year.

When the NDEA Act was extended in October, 1964, principal changes included:

- ... Added history, civics, geography, English, and reading to the subjects eligible for participation.
- ... Increased the annual authorization for grants to State educational agencies for the acquisition of equipment and for minor remodeling from \$61,000,000 to \$79,200,000, beginning in fiscal year 1965.
- ... Increased the annual authorization for grants to State educational agencies for the expansion or improvement of supervisory or related services and administration of State plans from \$5 million to \$10 million beginning in fiscal year 1965.
- ... Increase the minimum annual State allotment for supervisory and related services and administration of the State plan from \$20,000 to \$50,000 beginning in fiscal year 1965.

These are all changes under Title III . . . Funds for strengthening science, mathematics, and modern foreign language instruction.



TITLE III — Supplementary Educational Centers and Services.

## Public Law 89-10

Continued from Page 4

Four modest and necessarily incomplete forerunners of the proposed regional laboratories are now operating under the Office of Education's Research and Development Program.

- ... Pittsburgh-providing programs of individualized instruction based on capacity rather than age.
- ... University of Oregon-is studying the structure of school-community relations.
- ... University of Wisconsin-researchers, scholars and teachers are working as a team on the central problems of learning.
- ... Harvard-is concerning itself with problems presented by psychological and cultural differences among school children.

Present tentative plans call for as many as eight such regional laboratories to be planned, under construction, or built by the end of next year.

### Title V: Strengthening State departments of education

This title authorizes \$25,000,000 (\$351,893 for Kentucky) for the development, improvement, or expansion of a variety of programs and projects designed to improve the effectiveness of operations of State departments of education.

These funds could be used for such activities and projects as: educational planning on a state-wide basis; the identification of educational problems and needs; the evaluation of educational programs, the recording, collecting, processing, analyzing, interpreting, storing, retrieving, and reporting of educational data; and the publication and distribution of curriculum materials, such as new curriculum ideas, procedures, or organizations.

Under this title would also come the improvement of teacher preparation, train individuals to serve State and local educational agencies; and provide consultative and technical assistance in special areas of educational need.

## Local Federal Properties Eligible Under Public Law 874

1. Armed Forces (Anyone overseas or in service transferred from Federal properties eligible under Public Law 874, whose family remain in Jefferson County.)
2. Bowman Field Federal Aviation Agency: Aviation Safety District Communications and Control Tower; Louisville, Ky. Weather Bureau.
3. Federal Building (Courts & Custom House). (Do not count postal employees): 601 W. Broadway, Louisville, Ky.
4. Fort Knox (Civilian Employees & Military): Fort Knox, Ky.
5. Fort Campbell (Civilian Employees & Military): Fort Campbell, Ky.
6. Indiana Arsenal (Good Year, Dupont, etc.): Charlestown, Ind.
7. Jeffersonville Quartermaster Depot (U. S. Census, District Engineers and General Service Administration): Jeffersonville, Ind.
8. Louisville District Engineers: 830 W. Broadway, Louisville, Ky.
9. McAlpine Dam (Ohio River Lock & Dam #41): Louisville, Ky.
10. U. S. Naval Ordnance Plant: Southside Drive, Louisville, Ky.
11. Nichols General Hospital: Manslick Road, Louisville, Ky.
12. Standiford Field, Federal Aviation Agency, Airways Technical District Office #2, Control Tower, U. S. Weather Bureau, Air National Guard—Shewmaker Field: Louisville, Ky.
13. Veterans Administration Building: 1405 W. Broadway, Louisville, Ky.
14. Veterans Administration Hospital (Employees only): Zorn Avenue, Louisville, Ky.
15. U. S. Missile Base: Dillsboro, Ind.
16. Markland Dam: Vevay, Indiana.
17. Tennessee Valley Authority (Paradise Steam Plant): Paradise, Kentucky.
18. Madison Proving Grounds: Madison, Indiana.

# Your Jefferson County Schools

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

VOLUME 8

NOVEMBER, 1965

NUMBER 7

## AMERICAN EDUCATION WEEK - "INVEST IN LEARNING"

### School Leaders Comment On AEW In Jefferson County

**MR. AUBREY CONWAY**  
Chairman, Board of Education



Mr. Aubrey Conway

To use a quotation from Ben Franklin, 'An investment in knowledge always pays the best interest'. This is certainly true in our modern day society. Where public schools are adequately maintained, the public themselves reap the rewards of their investment — with dividends.

"Educational investments in the past decade have been impressive; but as we observe AEW with its theme "Invest in Learning", the fact remains that a tremendous amount remains to be done."

"An educated citizenry with the best interests of its children at heart can do much to revive the spirit of education."

**MRS. RONALD WATSON**  
President of the Jefferson Council of PTA



Mrs. Ronald Watson

"Representing one of the co-sponsoring organizations of AEW, it is a privilege for me to have the opportunity to participate in a program that has as its purpose that of helping to inform our Jefferson County school patrons about their schools."

"With the combined efforts of educators, students, and the community, learning can be an attractive investment for all."

**MR. MIKE NASSER**  
Jefferson County Vice Chairman, HELP Committee



Mr. Mike Nasser

"An investment in learning is an investment in the future — of our children, the community and our country."

"An investment in learning pays in more and better jobs for our young people, both trained leaders for our government and industry and a more competitive position in our battle against communism."

"An investment in learning takes not only money, but our active participation in school affairs. This involves becoming familiar with our school system — its objectives, practices and problems; and the working cooperatively to achieve further excellence in all phases of our educational program."

### Public Invited To Visit Schools During American Education Week

"Invest in Learning" is the theme being observed in the Jefferson County schools, and throughout the nation, during American Education Week (AEW), November 7-13.

All parents are invited to visit the schools and attend classes or assemblies that the various Jefferson County schools have scheduled. Details on what programs are planned by the individual schools may be obtained by phoning that school office.

Mr. Richard VanHoose, Superintendent, stressed "that the opportunity to know your schools and see how your investment in learning is serving this community is always a worthy objective". He added, "The investor in learning, Mr. and Mrs. America, has a responsibility not only to know what is being accomplished now . . . they must be mindful of their role in planning for the future".

"Parent visits to the schools, seeing little and big children at work, watching teachers skillfully deal with them and seeing first hand the orderliness of the total operation will help teachers and other school employees to feel that their efforts are appreciated," he added.

Plan now to visit your school — American Education Week — November 7-13, 1965.

**NEXT MONTH**  
A Financial Report  
To School Patrons

### Education is an Investment

Going to school and being in business for yourself are very much alike. Everything done depends on YOU! As a businessman, you work hard to make the most of your opportunities; thus for your efforts, your business reflects a profit. However, if you show very little motivation, it, in turn, reveals poor results; poor results equal little or no profits. Remember the adage . . . "You only get out of something what you put in it". The same is true in education.

In these highly technical times, jobs for people who do not have specialized training are growing fewer by the day. It is always the less specialized personnel who first suffer the effects of a work slow-down or stoppage.

Motivation now, while the opportunity presents itself, is the key to success in your studies. If you achieve success from your class work, your chances for receiving scholarships are excellent. Receiving these scholarships can save hundreds of dollars in preparing for your career.

From the National Education Association comes this little test. It is entitled "How Skillful a Student Are You?" Take this test to find out

Continued on page 4

#### 80,133 YOUNG PEOPLE PROJECTED FOR COLLEGE BY 1975

The following chart depicts the number of young people (18-21 years) of college age who will seek admittance to college during the next decade. Three neighboring states are also listed for comparison purposes:

State	18 - 21 Year Olds			Projected College Enrollment			Est. % of Increase 1965 — 1975
	1965	1970	1975	1965	1970	1975	
Tennessee	260,255	290,802	297,965	99,938	133,478	159,113	59%
West Va.	103,849	113,704	100,367	40,397	52,759	54,098	34%
Indiana	301,695	370,520	420,046	132,746	181,555	226,825	71%
<b>KENTUCKY</b>	<b>189,992</b>	<b>205,436</b>	<b>188,106</b>	<b>61,937</b>	<b>77,244</b>	<b>80,133</b>	<b>29%</b>

The big question that comes to mind in this coming decade is . . . will we invest in learning by planning ahead to provide for expansion of facilities, funds, and teachers to serve this growing population group?



### To strengthen moral and spiritual values

The men who signed our Declaration of Independence believed deeply in the spiritual values as our reason for being. This nation or any nation is only as strong as the people who comprise it. If the moral fiber of the people is strong, then the nation will be strong. However, this fiber will retain its strength only as long as we follow worthwhile standards of living.

Today our country stands before the world mirror reflecting the spiritual values that our fore-fathers believed worthy of sacrifice. If our children of today are to realize their heritage, they, too, must have spiritual values by which to live.

Strong character has its roots in fine, true spiritual and moral values. When we live those values, we live with character. Character furnishes the standard for behavior.

Character is the guide to the choices children will make in the future. It is the means by which they determine whether those choices are worthy and wise. Character is the steading force when temptations come.

Investing in learning is an investment to strengthen our moral and spiritual values. The purpose of education is preparation for life, and this preparation must include both values and qualities.

Spiritual and moral values taught to a child from infancy on, coupled with the qualities that correctly express them, give him strength of character, nobility of purpose, and the only sure basis for deep and lasting happiness.

None can say for another how the teaching shall be done. It comes to individuals in different ways at different times.

It is not easy to establish a system of values in a complex world where rapid change means rapidly changing values. But neither can we hope to

wait until everything settles down before attempting to instill values in children, for stability is not foreseeable now and a valueless populace would surely create chaos in the next generation.



### To Cultivate . . . The Intellect

The reasoning behind increased education for all is the preservation of the accomplishments of the past while instructing for accomplishment in the future. Mankind need not start anew each time it seeks to advance. In today's world, where knowledge is increasing at an ever faster pace and where accomplishments in progress are made so rapidly, it is difficult to imagine what would happen if we were suddenly deprived of history's accumulated knowledge.

One realizes the importance of education when it is seen as the preserver of civilization. From instruction in the knowledge amassed to date, the student gains not only a base upon which to build, but also the ability to select and refine, which we may call rationality.

The cultivation of the intellect, when achieved by large numbers of persons in a society, is of great benefit to society as a whole. But it is also an investment in personal improvement. It leads to an appreciation of past accomplishments, which also equips the individual with the discrimination to appreciate current achievements.

In Alfred North Whitehead's book, "The Aims of Education", he states the central aim of education:

"A merely well-informed man is the most useless bore on God's earth. . . . What education has to impart is an intimate sense for the power of ideas, for the beauty of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it . . ."

The really useful training yields a comprehension of a few general principles with a thorough grounding in the way they apply to a variety of concrete details. Your learning is useless to you till you have lost your textbooks, burnt your lecture notes, and forgotten the minutiae which you learnt by heart for your examination."

This is the age of the mind, the age of invention and betterment of mankind through progress made by reaching mental milestones. Not very long ago, man improved his condition through hard, physical labor. Revolutions in technology are now making physical work obsolete. Proof of this fact is the steady decline in manual jobs and the increasing need for skilled, white-collar, and professional persons.

Among the benefits of a cultivated intellect are the ability to adapt to a changing world, to have vision and to be creative. These are the central purposes of education.



### To Enhance . . . Personal Fulfillment

Personal fulfillment in a complete individual is inevitably the sum of the many parts of education and a natural result of education.

Personal fulfillment is a benefit that makes education a special sort of investment. Most investments require that the capital be put away, untouched, until the investment matures. Not so in education. It yields returns in personal fulfillment immediately and just by virtue of the investment's being made.

The investment in education continues to yield personal fulfillment throughout life, for once his basic formal education is complete, a person cannot help building upon it with each new experience, thus enriching both his experiences and his education at every stage of his life.

Here in Jefferson County, the recent growth in adult education programs is an indication that education must continue throughout life. The rate of change in our world is so rapid that one must continue to build upon basic education to achieve fulfillment.

Education not only brings personal fulfillment at any stage of life, it also brings it forward in any phase of life.

A person who is educated is more apt to have and hold a job that is rewarding to him, not only in terms of money but in terms of the value of the job to society.

At the beginning of the twentieth century, the working man still labored an average of 70 hours a week. In the future, we can look for the work week to number 35 or even 25 hours. One mathematician predicts that by 1990, 2 percent of our population will be able to produce all the goods and services that the other 98 percent can possibly consume.

Ernest Havemann, an economist, estimates that there will be 600 billion more hours of leisure available to Americans in the year 2000 than there were in 1950.

At one time, a man spent his life working at his trade or craft from sun up to sun down, deriving self-fulfillment from the completion of his product and the support he earned for his family. Our society today makes involvement much more difficult, and it requires far more investment in education, but the opportunity for infinite kinds of involvement and enrichment is surely worth the effort.

*Your*  
**Jefferson County Schools**

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### To Improve Earning Power

Often a youngster decides to drop out of school because of cost of going to school works a hardship on himself and his family. The hard cold fact is that the decision to leave school will turn out to be the most costly a student will ever make.

The biggest increases in employment during this decade are taking place in the occupations that require the most education and training.

Figures from an article by Sylvia Porter in the Louisville Times of February 2, 1965:

At today's dropout rate, one student in every three now in the fifth grade will quit before he finishes high school.

Unemployment among those with less than a high school education is four times the national jobless rate — and while job opportunities for high school graduates have climbed 40% during the past decade, opportunities for those with less schooling have declined 10%.

The average lifetime earnings of a man with four years of high school are \$100,000 greater than the lifetime earnings of a man with less than eight years of school. The average for a man with four or more years of college is \$417,000 against only \$184,000 for a man with eight years of schooling.

The U. S. Department of Labor, Monthly Labor Review, July 1963, revealed that the Labor Market is slow to buy the services of the unskilled. In June, 1962 about 1,850,000 boys and girls graduated from high school. Four months later, in October, half of these were enrolled in college and 8 percent were in technical, secretarial, and other special school. But what of the rest?

Years of School Completed	1939	1946	1949	1956	1961
Elementary or Less	\$1036	\$2041	\$2394	\$3041	\$3544
High School					
1 to 3 years	\$1379	\$2449	\$3226	\$4367	\$5161
4 years	\$1661	\$2939	\$3784	\$5183	\$5946
College					
1 to 3 years	\$1931	\$3654	\$4423	\$5997	\$7348
4 years	\$2607	\$4527	\$6179	\$7887	\$9817

Of those not in college and in the labor force — that is, working or looking for work — 14 percent were unemployed. And of those at work in nonfarm jobs, 10 percent were working only part-time.

But things were worse for young people of the same age group who had dropped out of school before graduating from high school: Nearly 29 percent of this group — 17 to 24 year olds — were unemployed in October, 1962. And things will get worse for the dropout in the years ahead.



### To develop . . . Good Citizenship

"Education is both the foundation and the unifying force of our democratic way of life; it is the mainspring of our economic and social progress; it is the highest expression of achievement in our society" — John F. Kennedy.

To develop his capacity and reasoning, to understand the consequences of his actions, to make his voice heard and heeded so that it will truly guide his destiny in the desired direction, A MAN MUST BE EDUCATED.

Democracy grants to every citizen a privilege: to participate in his government. Consequently, it places upon him an obligation: to understand the process of his government. The educated direct the course of government as they see fit; the ignorant can be brain-washed by the more crafty.

Good citizenship, then is a combination of many abilities and attitudes. We look primarily to the schools to develop them because these traits are formed at an early age, and in our complex society, we can no longer depend on the home to do a completely effective job.

In the elementary grades, the school helps expand the world of the child beyond his immediate family. It provides him with such basics of citizenship as cooperation, social relationships, ability to communicate, respect and tolerance, and personal involvement.

In high school, the student has the opportunity to learn intensively the factual basis for understanding social organization, acquiring more sophisticated methods of communication, developing an open mind, and exerting independence and initiative.

**AMERICAN EDUCATION WEEK**  
**NOVEMBER 7-13**  
**THEME:**  
**INVEST IN LEARNING**

Sunday, November 7  
**to strengthen moral and spiritual values**

Monday, November 8  
**to cultivate the intellect**

Tuesday, November 9  
**to enhance personal fulfillment**

Wednesday, November 10  
**to improve earning power**

Thursday, November 11  
**to develop good citizenship**

Friday, November 12  
**to enrich family and community life**

Saturday, November 13  
**to deepen international understanding**

Years of School Completed	1949	1956	1961
Elementary or Less	\$113,330	\$152,882	\$176,008
High School			
1 to 3 years	\$152,068	\$201,784	\$234,960
4 years	\$185,279	\$244,102	\$272,629
College			
1 to 3 years	\$209,282	\$278,130	\$333,581
4 years	\$296,377	\$372,693	\$452,518



Prize  
to enrich



**FAMILY  
AND  
COMMUNITY  
LIFE**

**To Enrich . . . Family and  
Community Life**

Investment in education, from the viewpoint of family and community life, is like an investment in a highly diversified corporation. When returns accrue to one division, the other divisions also profit.

Educated parents are able to make wise decisions about running a household and bringing up children. It increases understanding of other people, and the school is one setting where one learns to work with others and cooperate. Carried over to the family, such learnings contribute to harmonious living.

Local service and governmental units draw wide volunteer support from the educated population. The community that has a high percentage of educated citizens profits greatly. The community that spends its money on education also finds that it needs to spend less money on other services.

One of the biggest profits to a community is the decision of business to locate in that area, often decided partly on the quality of education offered. The reason is threefold: The business wants to draw on the educated personnel available; the executives who make the decision want good schools for their children; and good schools will attract additional trained personnel to the community.

A former president of the U. S. Chamber of Commerce has commented on the impact of education on the community's business.

No businessman today can afford not to be interested in the schools. I know many cases where skilled workers have moved to one particular community because it had better schools. I know of others who will spend one to two hours a day commuting so that their children may live in a community where they have better schools. And I also know financial advisers who will ask before they invest a penny in real estate in a town, "What are its schools like?"

The circular result of a community's investment in education thus becomes apparent: The educated citizenry and the attraction of business give the community a high tax base to draw upon, thereby providing greater funds with which to improve education. There is perhaps no better argument to give property owners without children who sometimes object to paying school taxes to educate "other people's children". For the community as a whole derives great benefit from education, and American education is run at the community level.



A Jefferson County family visits their school during American Education Week.

Saturday  
to deepen



**INTERNATIONAL  
UNDERSTANDING**

**To Deepen . . . International  
Understanding**

The youth of the United States must be educated for international leadership in order that the free world may survive when they become the adult generation. Hopefully, they will be educated to do an even better job, for they have the advantage of learning the past failures and successes of our country. They will be able to perfect methods of diplomacy in our expanding-shrinking world.

Education per se is education for international understanding. The maturity of mind and character resulting from education is the fundamental trait necessary for understanding other cultures, other ideas, other problems.

In the elementary school, the pupil begins to develop his intellectual powers and to learn about ever-widening circles of the world. Higher up he develops analytical ability and abstract thinking. Political awareness in one's own country is a prerequisite to world awareness of worldmindedness.

The Peace Corps was established on the premise that international understanding and communication between and among nations are, however, reciprocal propositions. It takes two to make a conversation; people must learn to understand each other. The benefits the United States has gained from education must be spread through the world by increasing education in other countries.

The educated communities of the United States carry the burden of the uneducated ones. The same holds true for the educated nations of the world. The decreased poverty and increased contributions that can come from education could benefit the entire world.

Former president, Franklin D. Roosevelt in his fourth Inaugural Address said, "We have learned that we cannot live alone, at peace; that our own well-being is dependent on the well-being of other nations far away."

Continued from page 1

whether you're as careful a student as you might be. Can you improve your study habits? Answer yes or no to the following questions:

- \_\_\_\_\_ 1. Do you carry a notebook and pencil (or pen) to each class?
- \_\_\_\_\_ 2. Do you pay attention in class?
- \_\_\_\_\_ 3. Do you ask questions when something is not clear?
- \_\_\_\_\_ 4. Do you turn in your assignments on time?
- \_\_\_\_\_ 5. Have your eye sight and hearing been tested lately?
- \_\_\_\_\_ 6. Do you budget your time?
- \_\_\_\_\_ 7. Do you have a quiet, well-lighted place to study at home?
- \_\_\_\_\_ 8. Do you own, or have easy access to, an encyclopedia, maps, a recent dictionary, and a thesaurus?
- \_\_\_\_\_ 9. Do you make sure your homework papers are neat, and easy to read?
- \_\_\_\_\_ 10. Do you really concentrate when you sit down and open your books?
- \_\_\_\_\_ 11. Do you think about the meaning of what you are reading, as well as memorizing facts?
- \_\_\_\_\_ 12. When writing themes or reports, do you first make an advance outline?

**RATE YOURSELF**

How many times did you write yes? 0-4 times? Better get busy, 5-7? You can do better. 8-10? You've got the idea. All 12? Go to the movies — you deserve a break!



**COMPETENT TEACHERS . . . Improve our investment in Learning**

Jefferson County Public Schools are staffed with the best qualified teachers that we can employ.

The staff of the Jefferson County Public Schools includes:

Elementary Teachers . . . . .	1365
Secondary Teachers . . . . .	1262
High School Librarians and Material Specialists . . . . .	31
Central Processing Librarians . . . . .	2
Elementary Librarians . . . . .	31
Counselors . . . . .	54
Asst. Principals . . . . .	29
High School Principals . . . . .	13
Elementary Principals . . . . .	50
Supervisors . . . . .	24
Administrators and Directors . . . . .	23

Total Staff . . . . . 2884



from top to bottom:

Well-lighted study halls with adequate reference material-teacher assistance on hand, improve our investment.

JCS was one of the first school systems in America to integrate television into the instructional program.

Vocational classes are making an increasing contribution to education. JCS operates all its 55 classes with certified personnel.

High School typing class — a much-sought after skill, useful to everyone.

**JEFFERSON COUNTY TEACHERS BASE THEIR PLANNING ON THE INTERESTS, NEEDS, AND ABILITIES OF THE CHILDREN. CHILDREN ARE GROUPED ACCORDING TO ACHIEVEMENT.**

## INVESTMENT IN LEARNING . . . . . Goes beyond the "3R's"

Jefferson County School children have the benefit of many curriculum offerings that will prepare them for the future.

### PHYSICAL EDUCATION

Our president insists that young people be given the opportunity to participate in a program of Physical Fitness or Physical Education. In the JCS system this is a requirement. P.E. is offered on both the elementary and secondary levels.

### MUSIC EDUCATION

Many Jefferson County youngsters participate in Music activities — Band, Chorus, Concerts, Orchestra and the annual Jefferson County Music Festival in March.

### ART EDUCATION

The fact that many Jefferson County pupils participate in an art program makes us proud. It is offered to all interested children to develop their talents and skills.

### LANGUAGE EDUCATION

Foreign languages start with third graders studying Spanish via ETV. It continues to be offered into the secondary level. JCS are equipped with modern language laboratories, which provide added motivation to the foreign language student.




# Your Jefferson County Schools

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

VOLUME 9

DECEMBER, 1965

NUMBER 2



**\$347.06 PER STUDENT**

CURRENT EXPENDITURES PER PUPIL  
BUDGETED FOR 1965-66

Administration .....	\$ 8.67
Instruction .....	\$281.67
Health Services and Other .....	.03
Operation .....	\$ 24.72
Maintenance .....	\$ 8.09
Fixed Charges .....	\$ 6.58
Transportation .....	\$ 17.30
	\$347.06z

z-excludes Capital Outlay

## RECORD BUDGET SET FOR 1965-66

### BUDGET COMPARISONS

For further budget comparison, the current expenditures per pupil serve as an evaluation tool to determine the educational program a district may offer.

The chart below presents an 1964-65 actual expenditure per pupil as well as our 1965-66 estimated expenditures, and compares them to the National Average of Cost of Education Index for 1964-65 as determined by School Management.

#### CURRENT EXPENDITURES PER PUPIL

(Based on 68,841 pupils)

FUNCTION	NATIONAL AVERAGE	JEFFERSON COUNTY	
	1964-65	1964-65 Actual	1965-66 Budget
Administration .....	\$ 14.90	\$ 7.75	\$ 8.67
Instruction .....	292.55	263.20	281.67
Health and Other .....	2.45	.03	.03
Operation .....	37.40	23.77	24.72
Maintenance .....	12.75	6.44	8.09
Fixed Charges .....	13.15	2.22	6.58
Transportation .....	16.80	16.65	17.30
	<b>\$390.00</b>	<b>\$320.06</b>	<b>\$347.06*</b>
Difference Under National Average		\$-69.94	\$-42.94

\*Excludes Capital Outlay

The 1965-66 Close Estimate Budget provides for total revenue and expenditures in amount of \$28,756,737.73, an increase of \$2,890,093.61 over the 1964-65 budget and \$3,545,202.73 more than actual expenditures.

With this increase in our budget, we must provide for 2,600 more children than last year, and a total enrollment of 69,414 as of October 22, 1965.

K.R.S. 160.470(2) requires a close estimate budget be prepared annually by September 15. This budget was prepared in accordance with the above mentioned statute, and presented for approval by the Board of Education on September 27, 1965.

Legislation enacted at the recent special session will not permit an increase in General Fund property tax revenue until the 1966-67 school year. However, it is possible that some of the one-half occupational license tax revenue may be collected during the present fiscal year, but, it is not included in this budget. If such revenue becomes available, it will be necessary to amend this close estimate budget.

## HIGHLIGHTS OF BUDGET

• Four hundred and sixty-eight pupils living in fringe areas have been permitted to enroll in Louisville Public Schools. In addition, 175 secondary pupils will attend Jeffersontown Area Vocational School.

The budget provides for \$122,000.00 to pay the tuition to these school districts. It costs approximately \$200.00 per pupil for the special technical training at the Jeffersontown Vocational School.

• Under instruction, the item of salary increases amounts to an additional \$580,000 — \$8.40 per pupil. In accordance with the 1964 legislative enactment, all degreed teachers received an increase of \$200.00.

• One new Assistant Director of Pupil Personnel has been added to the staff in order to comply with the Foundations Program.

• For 1965-66 — JCS will operate 160 county owned buses and use 160 private contract buses to transport an estimated 50,000 pupils. The bus garage staff has been increased by one mechanic to care for the increased maintenance.

• Two new custodial personnel were added this year to compensate for additions at Fairdale and Westport High Schools.

• One new area maintenance man has been added to the maintenance staff. Also added, one new assistant warehouseman to improve the efficiency of the warehouse.

• One new position — Coordinator of Operations has been added to strengthen the Operations Department, and the one-half time Administrative Assistant to the Superintendent has been increased to a full time position.

**NEXT MONTH**  
The "M & O" Depts.

Your  
*Jefferson County Schools*

Vol. 9 December, 1965 No. 2

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## GENERAL FUND EXPENDITURES

The 1965-66 expenditures are \$3,373,937.50 more than 1964-65 expenditures and are presented in the table below:

### COMPARISON OF BUDGET EXPENDITURES

	BUDGET 1965-66	ACTUAL 1964-65	DECREASE OR INCREASE
Administration .....	\$ 464,898.00	\$ 397,991.33	\$ 66,906.67
Instruction .....	19,390,791.75	17,449,274.53	1,941,517.22
Attendance and Health Services .....	134,452.00	118,178.30	16,273.70
Transportation .....	1,190,806.00	1,104,073.65	86,732.35
Operation .....	1,701,960.00	1,575,908.01	126,051.99
Maintenance .....	557,118.00	427,162.65	129,955.35
Fixed Charges .....	453,385.53	146,885.31	306,500.22
Capital Outlay .....	700,000.00	-0-	700,000.00
Debt Service .....	-0-	-0-	-0-
<b>TOTAL .....</b>	<b>\$24,593,411.28</b>	<b>\$21,219,473.78<sup>1</sup></b>	<b>\$3,373,937.50</b>

1/ Excludes Transfers, Refunds and Clearing Accounts

### I. Administration

Administration is concerned with the direction and control of the affairs of the school district. Normal salary increase for administrators and clerical positions have been provided. One new position — Coordinator of Operations — has been added to strengthen our Operations Department and the one-half time Administrative Assistant to the Superintendent has been increased to a full time position.

### II. Instruction

Instruction includes expenditures dealing with actual teaching of students and the improvement of instruction. In the operation of schools this year, the JCS added 143.5 new instructional personnel for growth in pupil population and necessary positions required by the Minimum Foundation Program.

In accordance with the 1964 legislative enactment of the General Assembly, the JCS increased by \$200.00 the salaries of degreed teachers. This alone, raises instructional salaries by an additional \$580,000 and amounts to \$8.40 per pupil.

### III. Attendance and Health Services

Attendance and Health Services comprise activities which promote and improve pupil attendance through enforcement of compulsory attendance laws. Health Services consist of appropriation for first aid supplies. This topic and the outstanding contribution made to the local schools by their Parent Teacher Associations is treated elsewhere in this edition.

One new Assistant Director of Pupil Personnel has been added to the staff in order to comply with the Foundation Program. Salary increments have been granted in accordance with approved salary schedule.

## General Fund Tax Effective Since 1948

The revenue from the General Fund may be used for either operational purposes or for capital outlay and debt service. In other words, it is not earmarked for a specific purpose such as the Special Voted (50¢) Building Fund.

The present General Fund tax rate has been in effect since 1948 — a period of some 17 years. The present school district tax rate on each \$100 assessed valuation and the classes of property subject to this levy are shown below:

Class of Property	Tax Rate
1. Real Estate .....	\$1.50
Houses, Lots, Buildings, Farms)	
2. Tangible Personalty .....	\$1.50
(Cars, Trucks, Tractors, Trailers, Professional Equipment and Inventories)	
3. Public Service Companies ...	\$1.50
(Franchise)	
4. Distilled Spirits .....	\$1.50
5. Bank Shares .....	\$0.40



Continued on Page 4.

## Budget Is Consistent With JCS Philosophy

This budget is an instrument designed for the orderly expenditures of funds to achieve educational objectives consistent with our philosophy: (These statements are not necessarily in order of their importance)

### WE BELIEVE . . .

- That every person is of worth, is endowed with human dignity, is unique and has a right to the opportunity to realize his own potential.
- That the freedoms guaranteed by the Constitution and the "Bill of Rights" are essential to the perpetuation of a democratic society, and that all persons need to understand the privileges and responsibilities of a citizen.
- That self realization, human relationships, economic efficiency and civic responsibility are essential to the full development of the individual.
- That since we live in a rapidly changing world, all persons should be prepared to accept change and to meet unknown challenges by developing a firm foundation upon which intelligent judgement might be based.
- That since change is inevitable, our philosophy must constantly be re-evaluated.

The achievement of the above objectives represents an ideal toward which the JCS continually strives.

## JCS Due \$298,500 From Federally Connected Programs

The JCS year end balance is down \$393,512.47 from that of 1964, however, this decline is offset by accounts receivable which are reflected in the receipts. This is principally made up of new Federal programs for which money must first be expended before funding is accomplished. For example, as of June 30, 1965, the JCS was due the following amounts for Federally connected programs:

Vocational Business	
Education	\$152,000
Adult Basic Education	\$ 56,400
Neighborhood Youth Corps	\$ 72,900
Operation Headstart	\$ 17,200
<b>Total</b>	<b>\$298,500</b>

## ASSESSMENTS CONTINUE TO GROW

Although assessments continue to grow, they are not sufficient to keep up with the growth in pupil population. The County Tax Assessor indicates that assessments from General Property (Real Estate and Personal Property) are set at an average of 38% and that the increase for 1965 will be approximately \$42 million. It is estimated that full 100% value of this property would be \$110 million.

With the increase in assessments, the per pupil wealth behind each child will amount to \$12,190.00 and this figure multiplied by present \$1.50 per \$100 General Fund tax rate results in revenue of \$182.85 for each child in the Jefferson County Public Schools. Last year, the figure was \$179.09.

### TEN YEAR TABLE OF ASSESSABLE WEALTH BEHIND EACH CHILD

Year	Average Daily Membership	Assessment Behind Each ADM Child
1956-57	36,308	\$12,371
1957-58	40,046	\$12,465
1958-59	43,454	\$12,380
1959-60	47,374	\$11,909
1960-61	50,639	\$12,103
1961-62	54,162	\$12,070
1962-63	58,385	\$11,571
1963-64	63,148	\$11,777
1964-65	66,294	\$11,939
1965-66	66,841	\$12,190

### PTA Upgrades Health Services

A recent survey of thirty-four Jefferson County school PTA financial statements and proposed 1965-66 budgets revealed that much consideration is given to school Health Services.

The reader will note that on the comparison chart of current expenditures per pupil in 1964-65 — Health Services were only 3 cents. Budgeted for 1965-66 — again the figure of three cents appears. This figure is misleading in view of the fact that JCS PTA's supplement their local school with additional health funds and services.

Some of these services include:

- Administering eye tests
- Conducting hearing examinations
- Height and Weight checks of all children
- Arranging for dental care of impoverished children
- Purchasing glasses for needy youngsters
- Providing additional First Aid supplies for school sick rooms
- Secured appointments for children to attend the Mobile Health Unit
- Purchased First Aid equipment for certain school lab's.
- Sick Rooms are provided with laundry service
- Purchased shoes, clothing and other articles of wearing apparel

PTA group budgets for health service, first aid supplies and welfare run from \$5.00 in the elementary school to \$200.00 in the high schools. Last year alone, over \$1,900.52 was spent on health services in the 34 schools surveyed. In the current school year, over \$2,500 has been budgeted for these services.

The fact remains, without the unselfish and tireless efforts of the PTA, the JCS Health Service program would be treading in dangerous water. Their contribution is a very worthy one toward progress in the total school program.



## BUDGET CATEGORIES

*Continued from Page 2*

### IV. Transportation

Pupil Transportation Services cover conveyance of pupils to and from school. For 1965-66, the JCS will operate 160 county owned buses and use 160 private contract buses to transport an estimated 50,000 pupils. The JCS bus garage staff has been increased by one mechanic to care for the increased maintenance required for the older buses.

### V. Operations

Operation of Plant includes school housekeeping, operating of heating and ventilating systems, care of grounds, and salaries of custodial personnel who keep the school plant open and ready for use.

Turnover of personnel constitutes one of the JCS major problems in Operation and can be largely attributed to an inadequate salary schedule. Two new custodial personnel were added this year because of the room additions to Fairdale and Westport High Schools. Normal salary increments have been included in this budget.

### VI. Maintenance

Maintenance of Plant consists of activities dealing with the repairing and maintenance of all buildings under the jurisdiction of our school district.

One new area maintenance man has been added to the maintenance staff. The JCS program of providing an area maintenance worker in the high schools has resulted in considerable savings in travel time of maintenance employees. This is accomplished by assigning one man to a high school to make necessary repairs and also giving him maintenance responsibility for neighboring elementary schools.

At least 75% of the maintenance work can be done by this worker and the remaining 25% must be accomplished by other craftsmen through normal work order procedures.

Also included is one new assistant warehouseman to improve the efficiency of the JCS warehouse. The JCS summer maintenance program has been increased to permit a step up in the painting program. This has been cut several times in preceding budgets.

### VII. Fixed Charges

Fixed Charges consists of recurring items that are semi-permanent in nature and required by law or policy.

## Capital Outlay, Debt Told

Capital Outlay consists of expenditures related to land, buildings and equipment. For the first time in several years, the JCS has budgeted money for this purpose in the General Fund because of \$700,000 contribution for use of our buildings. This money will be used to construct additions to Westport and Fairdale High Schools and will RELIEVE OVER 4,000 CHILDREN now on double sessions.

Debt Service provides for payment of interest on outstanding bonds plus reduction of principal in accordance with bond schedules. All Debt Service is now being paid out of the Special Voted Building Fund.

There presently is \$6,070,000 in General Fund bonds which were issued in 1960, 1961, and 1962, at an average amortization cost of \$380,000. This annual cost is being paid by the Special Voted Building Fund, however, in 1973, it will be necessary for the General Fund to once again assume this annual outlay through 1981.

Included in this function are insurance premiums on all property and Workmen's Compensation, Social Security matching contributions, and rental of buildings and equipment.

It is anticipated that Social Security Taxes will rise January 1, 1966, and provision has been made for this in the budget. Rental of churches for extra classrooms continues to be needed in order to house overflow of pupils at four elementary schools: Mill Creek, Waller, Wilkerson, and Okolona.

The rental of data processing equipment increased this year due to additional loads created by the new Federal Programs and through the over-all growth in the school system. Approximately 60% of the cost will be recovered through reimbursement by the Federal Government plus some additional savings which will be made in reductions of overtime paid to personnel.

In the contingency code, the JCS has budgeted ten teachers for possible growth in pupils subsequent to the approval of this budget plus some reserve for salary increase of instructional personnel due to late arriving college credits and notification of completion of graduate degrees.

## Budget Summary and Six Conclusions Reached

It is a known fact by all concerned that there are inadequacies in this Budget. The Board of Education is on record in reference to the communications of our school needs to this community.

A general improvement in the program of education for all children in Jefferson County is in the distant future — "if" — the laws recently enacted by the Legislature take effect.

This budget meets all the requirements of the Kentucky Revised Statutes and is constructed to adhere to sound principles of budgeting.

If improvement is to be realized by the implementation of recent legislation, it will be brought about by:

1. Addition of counselors in the elementary schools
2. Reduction of counselor load in the high schools
3. Improvement of library services
4. Clerical assistance for teachers
5. Increase in teacher salaries to keep our good teachers and attract new college graduates
6. New construction of schools to relieve double sessions and overcrowding. Bids have been taken on two high schools, (Jefferson-town and Shipley Lane Jr. High School), and architects' plans have been approved for Blue Lick Elementary School. Two high school additions (Fairdale and Westport) are now under construction.

If money becomes available and the State Department of Education approves the bonding program, construction can begin and much relief can be accomplished by September or the early months of the 1966-67 school year.





October 28, 1965

## Jefferson County Board of Education

We have examined the balance sheets of the General Fund, Special Voted Building Fund Tax Account, Summer School Program Account, and Adult Education Program of the Jefferson County Board of Education as of June 30, 1965, and the related statements of fund balances and statements of cash receipts and expenditures for the year then ended. 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. Our examination included all procedures specified in the Program for School District Audits applicable in the circumstances. At the request of the Jefferson County Board of Education, we have prepared the accompanying condensed statements from our complete Report submitted under separate cover.

The scope of our audit did not include the fixed assets or the school activity funds.

During the year under review, the district participated in a pilot accounting system with the State Board of Education utilizing "below the line accounting." The difference brought about by the system is that non-budgetary transactions are segregated from regular budget items of receipts and expenditures. These are shown as "advancements, refunds and transfers" on the accompanying statements. The amounts included under receipts and expenditures do not agree in the statements due to partially completed transactions at the beginning and close of the accounting periods.

In our opinion, the accompanying balance sheets, statements of fund balance, and statements of receipts and expenditures present fairly the financial position of the General Fund, Special Voted Building Fund Tax Account, Summer School Program Account and Adult Education Program of the Jefferson County Board of Education as of June 30, 1965, and the results of its operations for the year then ended in conformity with generally accepted fund accounting principles applied on a basis consistent with that of the preceding year.

Yeager, Ford & Warren  
Certified Public Accountants



**GENERAL FUND  
CASH RECEIPTS AND EXPENDITURES  
FOR THE YEAR ENDED JUNE 30, 1965**

CASH BALANCE, JULY 1, 1964 \$ 1,034,408.11

**RECEIPTS**

Revenue from local taxes — exclusive of special voted levy .....	\$11,401,976.49
Tuition paid by individuals and school districts .....	43,008.34
Other revenue from local sources .....	390,768.26
Foundation Program Fund .....	9,213,554.64
Other state aid .....	35,670.53
Federal aid through the state — Public Law 864 .....	44,682.54
Revenue from Federal sources — Public Law 874 .....	64,552.00
Sale of property and insurance recovery .....	7,295.45
<b>TOTAL RECEIPTS</b> .....	<b>21,201,508.25</b>

Advancements, refunds and transfers .....	13,310,414.11	34,511,922.36
<b>TOTAL CASH AVAILABLE</b> .....		<b>\$35,546,330.47</b>

**EXPENDITURES**

Administration .....	\$ 397,991.33
Instruction .....	17,449,274.53
Attendance and health service .....	118,178.30
Pupil transportation service .....	1,104,073.65
Operation of plant .....	1,575,908.01
Maintenance of plant .....	427,162.65
Fixed charges .....	146,885.31
<b>TOTAL EXPENDITURES</b> .....	<b>21,219,473.78</b>

Advancements, refunds and transfers .....	13,685,961.05	34,905,434.83
<b>CASH BALANCE, JUNE 30, 1965</b> .....		<b>640,895.64</b>

**NOTE:** Under the pilot accounting program in which the Board is participating, items not properly classified as receipts or expenditures are included as advancements, refunds and transfers.

# Your Jefferson County Schools:

December, 1965

YOUR JEFFERSON COUNTY SCHOOLS

Page 7

## SPECIAL VOTED BUILDING FUND TAX ACCOUNT CASH RECEIPTS AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 1965

CASH BALANCE, JULY 1, 1964 .....		\$ 379,454.25
<b>RECEIPTS</b>		
Revenue from taxes .....	\$3,796,238.81	
Revenue from Public Law 864 .....	36,610.69	
Interest on investments .....	22,675.45	
Other revenue receipts .....	50.00	
<b>TOTAL RECEIPTS</b> .....	<b>3,855,574.95</b>	
Advancements, refunds and transfers .....	3,703,894.12	7,559,469.07
<b>TOTAL CASH AVAILABLE</b> .....		<b>7,938,923.32</b>
<b>EXPENDITURES</b>		
Capital outlay .....	760,665.90	
Debt service .....	3,231,729.40	
<b>TOTAL EXPENDITURES</b> .....	<b>3,992,395.30</b>	
Advancements, refunds and transfers .....	\$3,724,181.03	7,716,576.33
<b>CASH BALANCE, JUNE 30, 1965</b> .....		<b>\$ 222,346.99</b>

NOTE: Under the pilot accounting program in which the Board is participating, items not properly classified as receipts or expenditures are included as advancements, refunds and transfers.

## SUMMER SCHOOL PROGRAM ACCOUNT CASH RECEIPTS AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 1965

CASH BALANCE, JULY 1, 1964 .....		\$ 88,916.07
ADDITIONAL FROM 1964 SUMMER SCHOOL PROGRAM		
<b>RECEIPTS</b>		
Secondary tuition .....	\$ 1,436.65	
Elementary tuition .....	836.40	
Summer lunchroom .....	7,367.07	
Summer band .....	2,355.75	11,995.87
<b>TOTAL CASH AVAILABLE</b> .....		<b>100,911.94</b>
<b>EXPENDITURES</b>		
Salaries .....	52,865.09	
Operational expenses .....	30,444.18	
<b>TOTAL EXPENDITURES</b> .....	<b>83,309.27</b>	
<b>REFUNDS</b> .....	<b>659.67</b>	<b>83,968.94</b>
CASH BALANCE FROM 1964 SUMMER SCHOOL PROGRAM .....		16,943.00
1965 SUMMER SCHOOL PROGRAM		
<b>RECEIPTS</b>		
Secondary tuition .....	69,015.73	
Elementary tuition .....	29,662.75	
Summer lunchroom .....	8,891.35	
Summer band .....	3,825.50	111,395.33
<b>TOTAL CASH AVAILABLE</b> .....		<b>128,338.33</b>
<b>EXPENDITURES</b>		
Salaries .....	911.00	
Operational expenses .....	3,360.15	
<b>TOTAL EXPENDITURES</b> .....	<b>4,271.15</b>	
<b>REFUNDS</b> .....	<b>\$ 2,361.38</b>	<b>6,632.53</b>
<b>CASH BALANCE, JUNE 30, 1965</b> .....		<b>\$ 121,705.80</b>

NOTE: Under the pilot accounting program in which the Board is participating, items not properly classified as receipts or expenditures are included as advancements, refunds and transfers.

## ADULT EDUCATION PROGRAM CASH RECEIPTS AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 1965

CASH BALANCE, JULY 1, 1964 .....		\$ 10,277.65
<b>RECEIPTS</b>		
Registration fees .....		87,593.81
<b>TOTAL CASH AVAILABLE</b> .....		<b>97,871.46</b>
<b>EXPENDITURES</b>		
Salaries .....	\$ 55,229.75	
Operating expenses .....	14,114.97	
<b>TOTAL EXPENDITURES</b> .....	<b>69,344.72</b>	
<b>REFUNDS</b> .....	<b>\$ 6,458.28</b>	<b>75,803.00</b>
<b>CASH BALANCE, JUNE 30, 1965</b> .....		<b>\$ 22,068.46</b>

NOTE: Under the pilot accounting program in which the Board is participating, items not properly classified as receipts or expenditures are included as advancements, refunds and transfers.

## ADULT EDUCATION — MID-WINTER SESSION

Classes Begin January 3, 1966

FOR FURTHER INFORMATION CALL 459-3310

REGISTRATION — December 13 and 16 — from 6:30 to 9:30 P.M. AT ALL CENTERS.

Butler High School	2222 Crums Lane	448-4620
Durrett High School	4409 Preston Highway	368-5831
Eastern High School	12400 Old Shelbyville Road	245-4161
Seneca High School	3510 Goldsmith Lane	451-4330
Southern High School	8620 Preston Highway	969-1331
Valley High School	10200 Dixie Highway	937-2300
Newburg Elementary	5008 Indian Trail	454-4233

### COURSES OFFERED

**GENERAL EDUCATION COURSE — 72 hrs. Mon./Th. — \$25.00 — 6:30-9:30 p.m.**

This program is designed for adults who have not completed their high school education. The course of study consists of: English, Mathematics, Social Studies, Science.

**TYPING I or II — 72 hrs. Mon./Th. — \$25.00 — 6:30-9:30 p.m.**

Typing I — Electric typewriters will be used and these classes are for beginners. Typing II — Electric typewriters will be used. Development of speed and accuracy with emphasis on office practice and production work.

**SHORTHAND I or II — 72 hrs. Mon./Th. — \$25.00 — 6:30-9:30 p.m.**

Shorthand I — Fundamentals of Gregg shorthand theory, mastery of brief forms, dictation practice. Shorthand II — To develop a larger shorthand vocabulary, emphasis on speed of dictation and transcription, spelling, and punctuation.

**OFFICE MACHINES — 72 hrs. Mon./Th. — \$25.00 — 6:30-9:30 p.m.**

Calculator, adding machine, transcriber, duplicating equipment will be furnished. To acquaint students with the basic familiarity of office machines found in business today and the many uses of these machines. Will also include as much practical experience and simulated situations as possible.

**BOOKKEEPING I or II — 72 hrs. Mon./Th. — \$25.00 — 6:30-9:30 p.m. (Butler Only)**

To acquaint the student with an elementary working knowledge of the double entry system. Upon completion, the student should be in command of the basic fundamentals used by current business community. Bookkeeping II — Continuation of learning from Bookkeeping I with greater emphasis on practice.

**WOOD SHOP — 20 hrs. Mon. Only — \$10.00 — 7:00-9:00 p.m. (Durrett, Eastern, Seneca)**

**OIL PAINTING — 20 hrs. Thurs. Only — \$10.00 — 7:00-9:00 p.m.**

**CERAMICS — 20 hrs. Thurs. Only — \$10.00 — 7:00-9:00 p.m. (Butler, Seneca, Eastern)**

### MODERN MATH FOR PARENTS

Basic or Secondary Course — 16 hrs. Thurs. Only — \$6.00 — 7:00-9:00 p.m.

### SEWING CLASSES

Level I (Beginning) 12 hrs. Mon. or Thurs. — \$3.00 — 7:00-9:00 p.m.

Level II (Limited Exp.) 12 hrs. Mon. or Thurs. — \$3.00 — 7:00-9:00 p.m.

Level III (I and II must be completed) 12 hrs. Mon. or Thurs. — \$3.00 — 7:00-9:00 p.m.

**SPEED READING — 20 hrs. Mon. Only — \$10.00 — 7:00-9:00 p.m. (Seneca Only)**

**PHYSICAL FITNESS FOR WOMEN — 10 hrs. Mon. Only — \$10.00 — 8:00-9:00 p.m. (Seneca Only)**

**PRINCIPLES OF THE STOCK MARKET — 20 hrs. Thurs Only — \$5.00 — 7:00-9:00 p.m. (Seneca Only)**

### ORGAN PLAYING (Butler and Seneca)

Butler — 20 hrs. Thur. Only — \$10.00 — 7:00-9:00 p.m.

Seneca — 20 hrs. Mon. Only — \$10.00 — 7:00-9:00 p.m.

NEW CLASSES IN BASIC EDUCATION (Grades 1 through 8) WILL BEGIN FEBRUARY 14, 1966. REGISTRATION DATES WILL BE JAN. 31, FEB. 3, FEB. 7 and FEB. 10 FROM 6:30-9:30 p.m. AT ALL CENTERS. ALL CLASSES ARE FREE. BOOKS ARE FURNISHED.

### DAY CLASSES IN ADULT EDUCATION

Audubon Baptist Church, 1046 Hess Lane

Registration Dec. 13, 14, 15, 16 and 17 at the Jefferson County Board of Education, 3332 Newburg Road, from 8:00 a.m. to 5:00 p.m. Day classes will meet Monday and Thursday 8:30-11:30 a.m. Classes begin Jan 3, 1966. For further information call 459-3310.

# Your Jefferson County Schools

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

VOLUME 9

FEBRUARY, 1966

NUMBER 3



The members of the M & O Department. These dedicated men provide services that protect your investment in school buildings, equipment and grounds.

## Maintenance & Operations Keep JCS Operating

Pupils, teachers, textbooks and classrooms are the elements most people think about when the words "schools" or "school system" are mentioned. However, to one group of dedicated individuals in the Jefferson County School system, it means "hard work" in trying to get and keep caught up with the processes of educating the youth of this community.

This viewpoint of the 33 members of the Maintenance Department, and the Operations crew of 304 always centers more on the buildings and equipment. The primary responsibility of these departments is to provide properly working equipment, and clean, comfortable and safe buildings for the children and teachers.

As in any school system it is a place where plumbing goes bad, heaps of waste paper accumulate, classrooms get dirty, and on the coldest of winter days, the furnaces might stop working. It is a place where children carve "hearts" in the desk tops, place tons of chewing gum under their desks, and "accidentally" break windows. It is a job where cabinets for instructional equipment are built for storage spaces, and teachers' desks are reinforced for the coming school year.

This issue of "Your Jefferson County Schools" is devoted to the Maintenance and Operations Departments, without which Jefferson County Schools could not operate.

## M & O Has Its Problems

While attempting to maintain and improve the physical plants of the Jefferson County school system, the M & O Departments face four major problems:

### Personnel Turnover

An inadequate salary schedule is largely responsible for the turnover of personnel in the Jefferson County school system. New area maintenance men have been added, as have additional custodial members, but these will care for new construction at Westport and Fairdale.

### Size and Growth of the School System

The Jefferson County school system has expanded from 28 elementary schools and 5 high schools in 1950, to the present 50 elementary and 13 secondary schools, representing an increase of 53,281 pupils since the 1950-51 school year.

As a result, double sessions have become a reality in 7 of our 13 high schools, and 14 of the JCS elementary schools. However, with the coming of additional funds the double session figure (21,000) will be reduced considerably by next year.

*Continued on page two*

## CONTRACTUAL SERVICES CONTINUE TO RISE

This service expenditure is increasing annually. New and complex equipment is requiring more expert maintenance which is specialized in nature. Cost of this type of maintenance is increasing each year and inflation accounts for at least 3% increase in costs per year.

Much of the JCS building maintenance is contracted because of the size of the job. In 1964-65 school year — \$127,882.70 was expended for these services — see chart below:

Classification of Work	Total Cost
Air Conditioning .....	\$ 5,499.51
Blacktop .....	781.10
Clock Electrical .....	9,377.02
Fences .....	1,787.98
Fire Extinguishers .....	2,361.05
Heating .....	6,960.60
Motors .....	1,628.26
Plumbing .....	1,912.67
Paint .....	66,335.45
Roofing .....	12,479.00
Shades .....	7,724.51
Building .....	11,035.55
<b>Total .....</b>	<b>\$127,882.70</b>



Meet the new M & O boss. Lloyd Redman has been appointed to the newly created post of Associate Superintendent of Maintenance, Operations and Schoolhouse Construction.



Mr. Grover Salyer, Director of Maintenance answers one of the many "problem" calls during the course of day's work.

*Continued from page one*

**Emergencies**

All planned improvements to school plants have to be sidelined when an emergency develops. Heating and plumbing problems always hold a threat of school closing, unless skilled technicians can be sent to the scene immediately.

Fortunately for the JCS system, vandalism does not play a large part in the emergency of the M & O crews, however, the system does have its share, which in turn costs large amounts of time of valuable and skilled craftsmen.

**Budget Restrictions**

As it is in almost any school system, tight budgets continue to remain a major problem. The unit cost for maintenance of a school plant, based on pupil membership, was \$2.01 in 1964-65.

The JCS per pupil cost in operations continues to remain low. In 1964-65 the per pupil cost was \$23.77. The percent to total of the budget expenditures revealed that 2.01% was spent for maintenance, while 7.43% was allotted for operations.



**Maintenance Completed 6619 Work Orders In 1964-65**

A system of work orders is used by the Maintenance Department to better utilize personnel. Work schedules are prepared from these orders and priorities are established to insure that most needed work is done first.

During the 1964-65 school year, a total of 6619 work orders were completed as shown below:

Classification of Work	Work Orders	Total Cost
Blacktopping .....	22	\$ 2,607.13
Carpentry .....	1,033	39,303.48
Electrical .....	957	21,951.03
Glass .....	1,017	14,675.95
Heating .....	807	23,279.59
Locks .....	579	8,058.89
Paint .....	154	6,409.42
Plaster .....	71	4,919.75
Plumbing .....	1,138	19,133.71
Roofing .....	5	232.07
Tile .....	210	5,105.25
Miscellaneous .....	337	5,021.09
General Maintenance .....	289	9,179.49
	<b>6,619</b>	<b>\$195,876.85</b>

**M & O: TWO MILLION DOLLAR BUDGET ITEM**

The Jefferson County Board of Education invested \$2,003,070.66 in the maintenance and operation of JCS last year. This figure is budgeted at \$2,259,078.00 for the current school year, a jump of \$256,007.34 over the 1964-65 school year.

Based on the national per pupil average of \$50.15, figures released show the JCS system is \$27.34 under the level with their budgeted total of \$32.81.

The largest single item is salaries of 337 members of the M & O staffs. In 1964-65, expenditures amounted to \$1,175,240.31. Next largest items are the various utilities — heat, water, telephones, electricity — which total more than \$627,200.29.



**Ten Schools Scheduled For Paint In 1966**

The Maintenance Department's tentative list of schools scheduled for painting during the 1966 summer program are: Audubon, Chenoweth, Indian Trail, Kerrick, Medora, Stonestreet, Zachary Taylor, South Park Elementary schools and Eastern and Valley High Schools.

During the summer, an average of ten schools usually get the face lifting treatment. In 1964 — eleven schools; last year, ten, with partial jobs at four others.

**NEXT MONTH  
JEFFERSON COUNTY  
BUILDING PROGRAM  
— PHASE ONE —**

*Your  
Jefferson County Schools*

Vol. 9 February, 1966 No. 3

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Richard VanHoose .....Supt.  
Charles M. Ruter .....Editor

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distributed to each family.*



Miss Margaret Durham and Harold Gaddie of the Maintenance Department checking over the work schedule book.

## School Buildings May Be Used By Community

The Director of Operations is responsible for authorizing after-school use of all school facilities. Present school board policy states that — use of school buildings by local groups concerned with school related subjects as well as by other community groups and organizations, is encouraged when such buildings are not in use for school purposes. Such use is subject to the following regulations:

1. All groups desiring to use school property shall make application to the office of the Director of Operations.
2. If a non-school group receives permission to use school facilities, they must pay the prescribed rental fee as noted below and agree to abide by all regulations and policies established by the Board of Education.
3. Rental fees may not be charged school-related groups such as Parent-Teacher Associations or other parent groups whose purpose is to serve or benefit the school program.
4. Groups may use the building only if the use is supervised by an employee of the Board.
5. One person from any group shall sign the necessary forms and assume responsibility attached to use of the building.
6. Any damage beyond the normal wear shall be the obligation of the group using the building.
7. Groups affiliated with the Jefferson County Playground and Recreation Board may use Jefferson County Board of Education facilities under predetermined arrangements between the two boards.
8. It is the responsibility of the office of the Assistant Superintendent of Business Affairs to convey all policies and to develop a complete understanding in regard to building use with those negotiating for the rental of property.

### Repair and Alteration of School Buildings and Grounds

1. No repairs or alterations may be made to any building, nor any construction or alterations effected on the school grounds, without authorization from the office of the Assistant Superintendent of Business Affairs.
2. No major change in room use involving transfer of furniture or equipment is to be made without authorization of the office mentioned above.



Mr. Horace Slaughter is Director of Operations for the JCS System. The Operations Department is charged with the responsibility of rental of school buildings and custodial services.

3. All property, fixed or movable, placed in the schools for school use becomes the property of the Jefferson County Board of Education.

### Use of School Lunchrooms by Outside Organizations

1. School lunchroom personnel shall not prepare meals for non-school groups.
2. Lunchroom areas may be rented to non-school groups if catering services are used to prepare and serve the food.
3. The cost of janitor service must be borne by the group renting the facilities.

## School Custodian — A Man Of Many Duties

One of the most important jobs in any school system is that of the custodian. His duties are many and varied.

It has been said, "over one hundred chores fall into the custodial category." A typical custodian's work day includes checking doors, utilities and rest room equipment, maintaining grounds and walks, continuous cleaning of fountains, minor maintenance work, daily classroom and hallway cleanup.

He follows a regular schedule of room scrubbing and window cleaning. Inspects school areas for fire hazards, maintains a pest control program, supervises mechanical apparatus, keeps records and reports for his files, as well as, the M & O department.

It should be pointed out, however, that the process of maintaining a good school falls on the shoulders of all who enter the building. Getting pupils to accept the practices of good citizenship in regard to their school goes a long way in school housekeeping.

In the Jefferson County School system there are over 300 such dedicated personnel. They are involved in working on various shifts at single session schools, double-session situations, and after hours schedules in all schools.

## Area Maintenance Men Proving Boon To JCS System

One of the most time consuming and labor lost problems in the Jefferson County School system has been that of travel required of its maintenance men to sources of trouble in the schools of the district. In the past when problems developed on the east side, invariably the skilled craftsmen needed to make the repairs would be on assignment at a school either in the southern or western part of the school district.

To offset this loss of both time and money, the JCS system has incorporated a crew of area maintenance men who are considered highly skilled "jack of all trades" technicians. They are on 24 hour call at the schools in their designated area.

At present, twelve schools, eight elementary and four high schools are covered by this new innovation. These men have their complete workshop and headquarters set up in the high school serving their area.

Here are area supervisors and their school assignments:

Charles C. Bischoff — Southern High School, Okolona, Filson

Norman Dearer — Waggener High School, Greathouse, St. Matthews, Stivers

Wyman C. Lunsford — Valley High School

Henry Riddle — Eastern High School, Zachary Taylor, Jane Hite, Middletown

It is contemplated that in the near future, as additional funds become available, this area maintenance concept will be expended to cover all of the JCS high schools and their feeder elementary schools.



The JCS System now has four area maintenance men. Shown here is Henry Riddle. He is responsible for Eastern High School area.

## Individual School Operation Costs Presented

In the operation of the Jefferson County schools during the 1964-65 school year there were 541 requisitions written for the purchase and delivery of various cleaning materials for all schools.

1,183 custodial supply and equipment requests were completed and delivered. Operation expenses per elementary pupil averaged \$19.60, while the high school youngster averaged \$24.55 per pupil.

On the chart the operation expense per school and cost per pupil for last year is broken down on ADM (Average Daily Membership) basis.



Mrs. Margaret Badgett and Maintenance Supervisor Raymond Lotze outline daily requisition requests for future job orders.

## M & O Staffed With Experienced Personnel

Mr. William A. Farmer has recently been named to the newly created post of Coordinator of Operations. He comes to the JCS system with a complete background of building management experience.

Also available in the M & O department are two men who have proved to be valuable assets to the JCS system, they are: Mr. Raymond R. Lotze and Mr. Jesse D. Kenny. Mr. Lotze is supervisor of maintenance, while Mr. Kenny works in operations.

An able assistant to Mr. Kenny is an eight year veteran of the M & O department, Mr. Olen Hargis. Serving in the capacity as manager of the central garage is Mr. James Eads.

## OPERATION EXPENSE PER SCHOOL AND COST PER PUPIL 1964-65 SCHOOL YEAR

ELEMENTARY SCHOOLS	ADM*	Operation Expense Per School	Cost Per Pupil
Auburndale	444.0	\$ 10,393.14	\$ 23.40
Audubon	608.9	13,209.57	21.69
Bashford Manor	655.7	14,471.21	22.07
Bates	719.9	14,926.09	20.73
Camp Taylor	481.1	12,099.57	25.15
Cane Run	683.8	11,684.28	17.09
Chenoweth	709.2	13,061.89	18.42
Crums Lane	741.1	15,668.85	21.14
Dixie	718.0	15,216.11	21.19
Everett, Joshua B.	116.0	3,633.24	31.32
Fairdale	1,053.9	19,810.13	18.80
Fern Creek	641.8	13,068.52	20.36
Filson	813.6	14,250.44	17.51
Gilmore	787.7	13,701.84	17.39
Goldsmith	687.6	14,980.34	21.79
Greathouse	509.6	13,572.15	26.63
Greenwood	908.4	15,277.38	16.82
Hawthorne	469.2	15,167.35	32.33
Hikes	565.9	11,699.08	20.67
Hite	514.2	13,568.60	26.39
Indian Trail	803.3	15,133.40	18.84
Jeffersontown	1,093.4	20,538.65	18.78
Kennedy	656.9	13,456.45	20.48
Kenwood	823.7	13,630.95	16.54
Kerrick	881.7	18,266.92	20.72
Lyndon	635.1	13,675.47	21.53
Medora	769.0	12,661.03	16.46
Melbourne Heights	531.5	12,473.07	23.47
Middletown	631.9	13,055.43	20.66
Mill Creek	913.5	16,790.94	18.38
Okolona	1,516.3	18,745.09	12.36
Ormsby Village	130.5	3,149.25	24.13
Prestonia	779.1	14,363.29	18.43
Rangeland	840.2	15,035.58	17.89
Rockford Lane	799.6	14,755.35	18.45
St. Matthews	567.2	12,271.03	21.63
Sanders	826.5	14,633.63	17.70
Schaffner	679.6	13,346.24	19.64
Shryock	671.0	16,794.39	25.03
Smyrna	1,054.0	17,326.41	16.44
South Park	567.1	14,324.30	25.25
Stivers	664.8	13,048.49	19.62
Stonestreet	807.6	15,749.71	19.50
Taylor, Zachary	872.6	17,420.49	19.96
Valley Elementary	737.1	15,649.26	21.23
Waller	775.8	13,115.13	16.90
Watson Lane	1,147.4	19,431.46	16.93
Wilder	832.7	17,056.21	20.48
Wilkerson	943.9	15,897.14	16.84
<b>TOTAL</b>	<b>35,782.6</b>	<b>\$701,254.54</b>	

Average Cost Per Pupil \$19.60

\*ADM—Average Daily Membership

HIGH SCHOOLS	ADM*	Operation Expense Per School	Cost Per Pupil
Butler	2,551.6	\$ 63,959.99	\$ 25.07
Durrett	2,239.7	51,735.97	23.10
Eastern	1,818.3	53,772.29	29.57
Fairdale	1,751.1	44,931.41	25.66
Fern Creek	1,884.9	53,613.22	28.44
Jefferson, Thos.	1,298.9	47,045.07	36.22
Newburg	984.6	24,295.55	24.67
Pleasure Ridge Park	2,698.1	52,050.84	19.29
Seneca	3,016.4	62,001.28	20.55
Southern	2,180.8	56,355.93	25.84
Valley	3,450.2	68,889.70	19.97
Waggener	2,418.4	55,438.09	22.92
Western	1,795.8	51,542.71	28.70
Westport	2,176.2	57,514.53	26.43
<b>TOTAL</b>	<b>30,265.1</b>	<b>\$743,146.58</b>	

Average Cost Per Pupil \$24.55

\*ADM—Average Daily Membership

# Your Jefferson County Schools

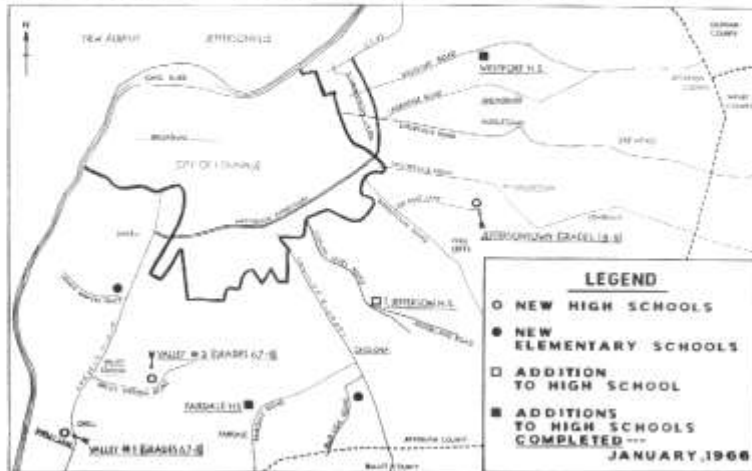
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APRIL, 1966

NUMBER 4

## JEFFERSON COUNTY BUILDING PROGRAM - PHASE ONE



The Jefferson County Board of Education has approved construction of five new schools, plus an addition to the present Thomas Jefferson High School complex. This is considered phase one, or another giant step in removing the Jefferson County schools from the dreaded plight of "DS"—double sessions.

To date some 4100 high school students have been relieved from "DS" at Fairdale and Westport High Schools. This was accomplished when additions to these schools were opened on January 17, 1966.

Construction is underway at Valley #1 (Shipley Lane) Junior High School, Jeffersontown High School, Valley #2 (Valley Station Road) Junior High School, Blue Lick Elementary, and the addition to Thomas Jefferson. All received Board approval to go ahead even in face of an increase of \$65,000 in market construction costs which forced the tentative bond issue to jump to \$3,400,000.00 from the previously estimated \$3,335,000.00.

The "phase one" building program includes the following projects: (listed in order of priority)

1. Valley #1 — Shipley Lane
2. Jeffersontown High School
3. Valley #2 — Valley Station Rd.
4. Blue Lick Elementary
5. Thomas Jefferson Addition
6. Lower Hunters Trace Elementary

These projects, when completed, will remove Valley and Thomas Jefferson High Schools, and Kerrick, Watson Lane, and Okolona elementary schools from "DS" if continued use of church facilities in Okolona are maintained. Other schools relieved by these projects include: Fern Creek, Seneca, Eastern and Westport High Schools; and Greenwood, South Park, Stonestreet, Sanders, and Valley Elementary Schools. The approximate number of pupils to be relieved by this construction will be 6,650 at the opening of school in September, 1966.

As a supplement to the above building program, four elementary additions of four rooms each are scheduled for Bates, Kenwood, Indian Trail and Filson. The Filson addition should provide total "DS" relief for one year, while the other three additions afford only partial relief. These additions are set to be started sometime during the month of April.

To further supplement the Building Program, movable classrooms have been purchased and will be placed in locations where it is feasible and practical. "DS" can be reduced at a very low cost per classroom through the use of movable classrooms.

Here is the double session picture:  
 4,100 . . . relieved from "DS" by opening of Fairdale and Westport additions  
 10,304 . . . presently on "DS" to be relieved by phase one projects  
 6,700 . . . presently on "DS" not relieved

21,104 . . . Total

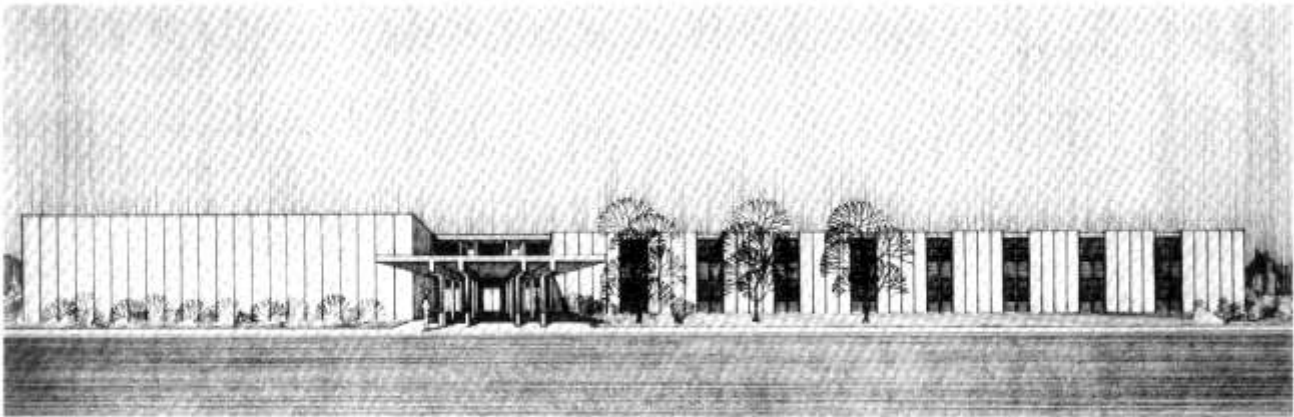
### Thomas Jefferson Addition

The Thomas Jefferson High School, located on a 50 acre site on Rangeland Road, was designed originally for a combination Junior-Senior High School for an ultimate capacity of 2,350 students. This school design was broken down into two phases; the first phase, completed in 1962, a combination of Junior and Senior High School, with a capacity of 1,056 students, was designed to house all the required instructional areas to graduate a Senior Class. Thomas Jefferson will hold its first commencement on May 31, and at present there are 214 seniors, with a total enrollment as of January 31, 1966 — 1651.

The second phase, a Junior High School, with a capacity of 800 students, is scheduled for completion by September, 1966.

**NEXT MONTH  
 Project: Summer School**





A new county high school serving the Valley Station area will be located on Shipley Lane.

**VALLEY No. 1**  
**Robert Frost**  
**Junior High School**

Much discussion went into the planning of Valley #1 (Shipley Lane). These discussions first began in the fall of 1963, and they involved teachers, principals, counselors, supervisors and Central Office personnel.

On three different occasions plans were developed for the construction of this school. The last plans were made prior to the election in November, 1964. The current school plan is the result of the updating of the 1964 plans, and includes all current thinking as well.

Present plans call for the Shipley Lane school to be a junior high. However, if the flood wall should be built, and the population grows, it might be necessary to add a senior high school division to this building, thus making it a six-year high school.

Grades six, seven and eight will be housed in this school when it opens in September, 1966. It is expected to relieve Valley High School, and about 700 students are scheduled to enroll when the doors open.

The design and planning of the 47-acre site west of Dixie Highway is di-

vided into phases, the first phase being an intermediate school with a capacity of 750 students. This phase will contain all the instructional areas needed for the levels served, including Physical Education, Science, Educational TV and a Library.

The architects have taken into consideration, and so designed the site as to place the first floor of the building above the 1945 and 1964 flood levels. The site will be served by an entrance from Valley Village Subdivision at present and a possible future entrance from Shipley Lane leading directly to Dixie Highway.

The administrative staff will consist of one principal, one counselor and one secretary. There will be both general and special area teachers provided. The instructional program will include (a) Core (b) P.E. (c) Home Ec. (d) Shop (e) Math (f) Science (g) Art (h) Instrumental and Vocal Music (i) Remedial Reading (j) Improved study skills, and students who perform on or above grade level will receive ETV subjects.

The first phase will contain 70,488 square feet, twenty six classrooms and the pupil costs (based on an enrollment of 786) will run \$1,537.91 per pupil.

When both phases of the building are finished, it will be able to handle an enrollment of 2000 students.

**Boundary Lines**

1. Beginning at the intersection of an extended line of Moorman Road and the Ohio River, proceed eastward on Moorman Road to the intersection of Dixie Highway. To include all property opening onto Moorman Road. To include 11000 Lower River Road and larger.

2. Thence proceed north on Dixie Highway to intersection of center line of Deering Road. To include 11216 Dixie Highway and larger. Number 11214 Dixie Highway and smaller go to Valley No. 2.
3. Thence proceed eastward along center line of Deering Road to intersection of Deering Heights Drive. To include 11509 through 11801 Deering Road, odd numbers only.
4. Thence proceed eastward along center line of Deering Heights Drive to intersection of Illinois Central Railroad. To include all even numbers on Deering Heights Drive.
5. Thence proceed south along Illinois Central Railroad to intersection of Blevins Gap Road. To include all property west of this line.
6. Thence proceed eastward along Blevins Gap Road to the intersection of Scotts Gap Road. To include 4399 Blevins Gap Road and larger.
7. Thence proceed southeast to intersection of Bearcamp Road and the Jefferson-Bullitt County line. To include all property southwest of this line.
8. Thence proceed southwest along the Jefferson-Bullitt County line to intersection of Ohio River. To include all property north and west of this line.
9. Thence proceed northward along Ohio River to intersection of an extended line of Moorman Road, the starting point. To include all property east of this line.

*Your*  
**Jefferson County Schools**

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# JEFFERSONTOWN HIGH SCHOOL

The new Jeffersontown High School has been under study for the possibility of offering a nine and one-fourth months school year, as well as, a twelve months school, divided up into three months semesters. This plan has not been approved, but it is due for further study.

The air-conditioned school is scheduled to open with seventh, eighth, and ninth grade classes. The organizational plan calls for one grade at a time to be added to the high school as the classes progress from year to year.

The first phase of this building will be so constructed as to provide for students of junior high school level, and will contain the necessary instructional facilities.

During the first year, seventh and eighth grade math and ninth grade general science will be taught by ETV. It is hoped that some provisions can be made to teach foreign languages by ETV in this building.

The administrative staff will be comprised of one principal, a counselor for boys, and two secretaries. Home Economics, Shop, Choral Music, Instrumental Music, General Science, Art, Special Education, Librarian, Health and P.E. plus teachers of general subjects according to the enrollment will make up the complete faculty.

With an expected enrollment of 900 in the first year, Fern Creek can be relieved of double sessions, and more space and accommodations at Eastern and Seneca will become available for possible increases in attendance at those schools.

The Jeffersontown School will be constructed in two phases. The first phase scheduled to be completed by September, 1966 will contain a physical education plant, boiler and mechanical room, cafeteria and kitchen, library, band room, choral music rooms and shops, plus the required number of general classrooms needed to graduate a senior class. The second phase, a junior high school, with a capacity of 300, is planned to house only the junior high section of the future. This section will have a separate entrance and administrative areas, but will use the dual facilities.

Phase One per pupil costs are expected to reach \$1837.50.

### Boundary Lines (Grades 7, 8 & 9)

1. Beginning at Jefferson-Bullitt County line and Dawson Hill Road, proceed northward along Dawson Hill Road to intersection of Brush Run Road. To include all property opening on Dawson Hill Road.
2. Thence northwest on Brush

Run Road to intersection of Seatonville Road. To include all property opening onto Brush Run Road.

3. Thence westward on Seatonville Road to intersection of Billtown Road. Not to include any property opening onto Seatonville Road.
4. Thence northwest on Billtown Road to intersection of Fairground Road. To include all property opening onto Billtown Road. Not to include any property on Shaffer Road or Lovers Lane.
5. Thence proceed west on Fairground Road to 90 degree turn in Fairground Road. Not to include any property on Fairground Road.
6. Thence due west to a point due south of Kirby Lane. To include all property north of this line.
7. Thence due north to intersection of Kirby Lane and Watterson Trail. To include all property east of this line. To include 8700 Watterson Trail and larger.
8. Thence northwest to intersection of Southern Railroad and Six Mile Lane. To include all property northeast of this line.
9. Thence southwest along Southern Railroad to intersection of Fredericks Lane. To include all property north of this line.

*(Continued on Page 5)*



Architect's sketch projects appearance of the new high school to be constructed at Jeffersontown.

## VALLEY No. 2

### Jesse Stuart High School

Another junior high school to help relieve the crowded conditions existing at Valley High School has been approved by the Board of Education. This building will house grades six, seven and eight, and is expected to grow into a six year high school, thus, making it possible for Valley High School to become a four year high school, grades nine through twelve.

Located on a 45 acre site on Valley Station Road, Valley #2 is designed like other JCS buildings — in phases, Phase One being an intermediate school with a capacity of 1200 students. This phase will contain all the instructional area needed for the levels served, including P.E., Science, ETV, and a Library.

Scheduled for a September, 1966 opening — Valley #2 is expected to have an enrollment of 1100 children, which will be housed in forty-one classrooms. Total per pupil costs will be \$1,425.93.

The regular junior high school curriculum will be offered, along with formal training in foreign languages, either by traditional methods or by ETV. Intramural activities will be provided, plus co-curricular activities.

The second phase of this building would be the high school section and would contain all required instructional areas including a PE building, a full-scale high school library, industrial arts, band and choral music sections. When this phase is developed, the first phase library will become an expanded ETV room, the kitchen is to be expanded to serve both phases, the first phase shop area is to become the enlarged cafeteria to serve both phases and the boiler can be expanded to serve the total complex. With this plan, it is possible to facilitate the maximum flexibility desired and needed for this location. The total capacity of this building could approach 2000 students.

The site will be developed at present for Junior High intramural athletic activities and planned for future full-scale high school athletic program. Provisions for ample parking and paved play areas are planned in the first stage of construction.

There will be one principal, three counselors, two secretaries, regular and special teachers on the administrative staff. Additional teachers and staff members will be provided as needed.



Jesse Stuart High scheduled for Valley Station Road.

### Boundary Lines

1. Beginning at the intersection of the Ohio River and an extended line of Moorman Road, proceed eastward to the intersection of Dixie Highway. Not to include any property on Moorman Road. To include 10999 Lower River Road and smaller.
2. Thence proceed north on Dixie Highway to intersection of center line of Deering Road. Not to include any property on Dixie Highway between these two points.
3. Thence proceed eastward along center line of Deering Road to intersection of Deering Heights Drive. To include 11500 through 11800 Deering Road, even numbers only. To include all property on Sheraton Way and Bunning Drive. To include 11214 Dixie Highway and smaller.
4. Thence proceed eastward along center line of Deering Heights Drive to intersection of Illinois Central Railroad. To include all property north of this line. To include all odd numbers on Deering Heights Drive.
5. Thence proceed south along Illinois Central Railroad to intersection of Blevins Gap Road. To include all property east of this line.
6. Thence proceed eastward on Blevins Gap Road to the intersection of Scotts Gap Road. Not to include any property on Blevins Gap Road, or any streets with main entrance on Blevins Gap Road. To include all property north of this line.
7. Thence proceed southeast to the intersection of Bearcamp Road and Jefferson County line. To include all property north of this line. To include 4699 Blevins Gap Road and smaller.
8. Thence proceed north to the intersection of Blevins Gap Road and Bearcamp Road. To include 2999 Blevins Gap Road and smaller. To include all property west of this line.
9. Thence proceed northward to Pond Creek. Not to include Blevins Gap Road between these two points. To include all property west of this line.
10. Thence proceed northeastward along Pond Creek and Southern Ditch to the intersection of Manslick Road. To include all property northwest of this line.
11. Thence proceed westward to the intersection of Third Street Road and Arnoldtown Road. To include all property south of this line.
12. Thence proceed westward to the intersection of Dixie Highway and Pages Lane. To include all property south of this line. To include 8400 Third Street Road and larger. Not to include any property on Arnoldtown Road.
13. Thence south on Dixie Highway to intersection of Johnsonstown Road. Not to include any property on Dixie Highway between these two points.
14. Thence westward on Johnsonstown Road to the Ohio River. To include all property opening onto or facing Johnsonstown Road. To include 9200 Dixie Highway and larger. To include 9100 Aristides Drive and larger. To include 9701 Lower River Road and larger. To include 9700 Johnsonstown Way and larger. To include 9000 and larger on Seaforth and Cottingham Way.
15. Thence south along the Ohio River to its intersection with Moorman Road, the starting point. To include all property east of this line.



New elementary school to relieve Okolona and South Park, located on Blue Lick Rd.

## Blue Lick Road Elementary School

Construction of the Blue Lick Road Elementary School is expected to relieve Okolona and South Park Elementary Schools. It will have twenty-five classrooms, housing grades one through six, with an expected enrollment of 700 children.

The administrative staff will consist of one principal, one secretary, one part-time librarian, itinerant choral teacher, part-time teacher and itinerant instrumental part-time teacher.

The instructional program will provide for the usual curriculum found in the elementary schools of Jefferson County, including the use of ETV, itinerant teachers in choral and instrumental music and the use of the FM radio.

Blue Lick Road Elementary School is under construction on a 22-acre site just south of Okolona. The superstructure for the two-story classroom wing will be completely fireproof, built of concrete columns, concrete beams and concrete floor and roof slabs with built-up roofing over rigid insulation.

Thirteen classrooms, Library, Cafeteria, Kitchen, TV Assembly Room, Creative Arts, Material Center, Physical Education room with dressing rooms and stage will make up the first floor plan. The upper floor is designed exclusively for younger children and consists of twelve classrooms with private toilets and drinking fountains.

The Cafeteria and Physical Education Room will be divided by a folding partition which, when opened, will seat the entire student body. All the classrooms are identical in size containing approximately 787 square feet. Each classroom will be equipped with outlets for vocational teaching by television so the students need not leave their rooms.

### Boundary Lines

1. Beginning at the intersection of Jefferson County and Bullitt

County line and Barricks Road, proceed north to intersection of South Park Road. To include all property east of this line. To include all property on Barricks Road between these two points.

2. Thence proceed westward along South Park Road to intersection of Minors Lane. To include all property on South Park Road between these two points, 2700 South Park Road and larger.
3. Thence proceed north along the center line of Minors Lane to intersection of the Outer Loop. To include the east side only on Minors Lane, all odd numbers.
4. Thence proceed eastward along the Southern Ditch to its intersection with Preston Highway. To include all property south of Southern Ditch between these two points.
5. Thence proceed south along Preston Highway to the northern boundary line of Southern High School. Not to include any property along Preston Highway.
6. Thence proceed west along northern boundary of Southern High School to intersection with Fishpool Creek.
7. Thence proceed southward along Fishpool Creek to its intersection with Preston Highway. To include all property west of this line. To include 4300 South Park Road and larger.
8. Thence proceed south along Preston Highway to the Jefferson County-Bullitt County line. To include both sides of Preston Highway between these two points, 10817 Preston Highway and larger.
9. Thence westward along Jefferson County-Bullitt County line to intersection of Barricks Road, the starting point. To include all property north of this line.

## Jeffersontown Boundaries

(Continued from Page 3)

10. Thence north on Fredericks Lane to Breckenridge Lane. Not to include any property on Fredericks Lane between these two points.
11. Thence northward along center line of Breckenridge Lane to intersection of Hikes Lane. To include all property on east side of Breckenridge Lane, odd numbers only.
12. Thence northeast on Hikes Lane to intersection of Taylorsville Road. Not to include any property on Hikes Lane between these two points.
13. Thence northeast on Browns Lane and Lowe Road to the 90 degree turn in Lowe Road. Not to include any property on Browns Lane and Lowe Road between these two points. To include 4000 Taylorsville Road and larger. To include 4600 Lowe Road and larger.
14. Thence due north to I-64. To include all property east of this line.
15. Thence eastward on I-64 to intersection of Tucker Station Road. To include all property south of this line. To include 9515 Hurstbourne Lane and larger. To include 1401 Blankenbaker Road and larger. To include 1140 Jeffersontown and Middletown Roads and larger.
16. Thence south along Tucker Station Road to first 90 degree turn. Not to include any property on Tucker Station Road between these two points.
17. Thence southeast to intersection of Rehl Road and Pope Lick Road. To include 1800 Tucker Station Road and larger. Not to include any property on Pope Lick Road between these two points. To include 2500 Pope Lick Road and larger.
18. Thence northeast on Rehl Road to intersection of English Station Road. To include all property opening onto Rehl Road between these two points. To include 14004 Pope Lick Road and smaller.
19. Thence south and west on English Station Road to intersection of Echo Trail. To include all property opening onto English Station Road between these

two points. (Number 2000 English Station Road and larger).

20. Thence southeast to intersection of Floyd Fork and Southern Railroad. To include all property southwest of this line.
21. Thence eastward along Southern Railroad to intersection of Clark Station Road. To include all property south of this line.
22. Thence eastward to Clark Station Road to Jefferson-Shelby County Line. To include all property opening onto Clark Station Road. To include Old Fisherville Road.
23. Thence south on Jefferson-Shelby and Jefferson-Spencer County line to Jefferson-Bullitt County line.
24. Thence southwest on Jefferson-Bullitt County line to Dawson Hill Road, the starting point.

## Shacklette Elementary School

Dr. Wade Shacklette Elementary School, proposed on a 15-acre site near Lower Hunters Trace Road, is designed for grades one through six. This school is unique in construction — plans call for this school to have a superstructure for a two-story classroom wing. It will provide twenty-five classrooms.

On the first floor, thirteen classrooms, Physical Education Room and Cafeteria with Stage, divided by a folding partition which when opened forms and All-Purpose Room able to accommodate the entire student body. Also included in the first floor plan is a combination two class unit or T.V. Assembly Room, and one large classroom or Creative Arts Room.

The upper floor will be used by the younger children and consists of twelve classrooms with private toilets and drinking fountains. An instructional material center is also provided for this floor. All the classrooms are identical in size, containing 788 square feet.

### Boundary Lines

1. Beginning at Tahia Drive and Lower Hunters Trace Road, proceed west on Lower Hunters Trace Road to intersection of floodwall. To include all property opening onto Lower Hunt-

ers Trace Road between these two points (2100 Lower Hunters Trace Road and larger).

2. Thence southward along floodwall to intersection of an extended line of Skylight Drive. To include all property west of this line.
3. Thence west along Skylight Drive to intersection of Gabriel Drive. To include all property opening onto Skylight Drive. To include 6807 Sky Blue Avenue and smaller. To include 6709 Gabriel Drive and smaller. To include 6903 Summitt Avenue and smaller.
4. Thence proceed westward to intersection of Sylvania Road and First Road. To include all property north of this line. To include 6510 Sylvania Road and smaller.
5. Thence north on Sylvania Road to intersection of Lower Hunters Trace Rd. To include 6510 Sylvania Road and smaller. To include all property east of this line.
6. Thence proceed westward along Lower Hunters Trace Road to intersection of Cane Run Road. To include all property opening onto Lower Hunters Trace Road between these two points.
7. Thence west along Cane Run Road to Ohio River. To include all property opening onto Cane Run Road between these two points. To include 5350 Cane Run Road and smaller.
8. Thence north along Ohio River to Lees Lane. To include all property east of this line.
9. Thence eastward along Lees Lane to floodwall. Not to include any property on Lees Lane between these two points.
10. Thence south and east to inter-

section of Elmwood Street. To include all property west and south of this line.

11. Thence north along Elmwood Street to intersection of Lees Lane. To include all property on Elmwood Street. To include 4200 Larchmont Avenue and smaller. To include 4200 Western Avenue and smaller.
12. Thence east along center line of Lees Lane to intersection of Cane Run Road. To include all property opening onto south side of Lees Lane between these two points. (4208 Lees Lane and smaller, even numbers only)
13. Thence southwest on Cane Run Road to intersection of Bridwell Road. To include all property opening onto Cane Run Road between these two points. (4800 Cane Run Road and larger)
14. Thence southeast on Bridwell Road to the end of Bridwell Road. To include all property opening onto Bridwell Road.
15. Thence southeast to intersection of floodwall and Wilkie Road. To include all property southwest of this line.
16. Thence southward along floodwall to intersection of an extended line of Marian Drive. To include all property west of this line.
17. Thence east along extended line of Marian Drive to intersection of Upper Hunters Trace Road. To include all property on Marian Drive.
18. Thence southeast to intersection of Tahia Drive and Lower Hunters Trace Road, the starting point. To include all property west of this line. To include 6411 Upper Hunters Trace Road and larger.



Wade Shacklette Elementary School presents same plans as Blue Lick School.

# Your Jefferson County Schools

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## PROJECT: Summer School

The Jefferson County Board of Education started their summer school program in 1960. The high school program was introduced first, and in 1961 — the elementary program was begun. Just as all school enrollments in Jefferson County schools have increased, so has the summer school program. It is expected to reach 4000 this summer. Past figures on pupil enrollment are :

Year	Elementary	High School	Totals
1960	-----	519	519
1961	435	804	1239
1962	418	1409	1827
1963	559	2279	2838
1964	1045	2435	3480
1965	1019	2382	3401

The JCS will offer full credit courses for students in Grades 7-12 in three air-conditioned high schools—Western High School, 2501 Rockford Lane; Thomas Jefferson High School, 4401 Rangeland Road; and Westport High School, 8100 Westport Road.

Summer High School Principals will be John Brown (Western), W. D. Bruce (Thomas Jefferson) and Richard Cullen (Westport). Classes are scheduled from 8:15 to 12:15 P.M. daily, starting on Monday, June 13, and ending Friday, July 29, 1966.

The Jefferson County Summer High School program is open to all local and non-resident students (Public, Parochial, and Private). Its purpose is to provide an opportunity for those interested in:

1. Enrichment Courses.
2. Practical Courses, such as typing, driver education, and notehand.
3. Accelerating their regular school program.
4. Make-up work.
5. Self-improvement.

### Summer School for Elementary Offered at Three Sites

Summer classes for pupils in the elementary grades will be offered at three elementary summer school centers—St. Matthews, 601 Browns Lane; Indian Trail, 3709 Indian Trail; and Kerrick Elementary School, 2210 Upper Hunters Trace Road.

Classes will begin on Monday, June 13 and end on Friday, July 22, 1966. The time schedule is off-set from that of the high school schedule. Elementary classes commence at 8:30 A.M. and end at 11:45 A.M.

## Federal Aid Summer Programs Listed

In addition to the regular tuition summer school program, the JCS system is providing for two other summer school programs. The Title I project authorized by the Elementary & Secondary Education Act, and the Head Start program sponsored by the Office of Economic Opportunity.

### Title I

The Title I Summer School program will be an enrichment program for those impoverished children in both secondary and elementary grades who would be eligible for assistance under the provisions of the Head Start program. However, the Title I program will cover children from 6 years to junior high level, and designed to start with youngsters 6-7 years old who may or may not have been in school last year, this program is between kindergarten or Head Start and the first grade.

Extension of Title I to cover children in grades 3, 4, 5, and 6 who need help in reading, math, music and art will be available. Also, qualified junior high schoolers (grades 7-8) will have an opportunity to enroll in an enrichment program of reading, math, art and music courses.

Children who qualify under Title I will be given their lunch free and transportation to the school closest their home. For information regarding registration consult your local school principal. Classes for the summer open on June 13 and close on

(Continued on Page 3)



GENE McFADDEN

Meet the new Summer School director.

Gene McFadden wears two hats in his position with the Jefferson County Board of Education. He serves as director of the Adult Education program, and during the summer puts on the hat of Summer School administrator.

McFadden is a graduate of Western Kentucky, having received his B.S. degree from that institution in 1958, after a colorful football career. He returned to the Western campus in 1962 to complete his requirements and pick up his Master's degree.

His teaching tenure has been entirely in the Jefferson County School system. He started as a Health & Physical Education teacher, and assistant football coach at Seneca in 1958. He served in that capacity for four years, in 1962 he accepted the boy's counselor job, and continued in that position until his February, 1966 appointment as director of Adult Education and Summer School.

Teaching runs in the McFadden family, Mrs. McFadden, the former Sue O'Mera, has been an elementary teacher at Goldsmith for the past eight years.



Mrs. Mae Dixon serves as elementary supervisor for the summer school sessions.

## Summer School

### NOTES OF INTEREST

- Grades and credits earned will be certified in the local school by August 5, 1966.
- Student fees for summer school courses will be comparable to those charged during the regular school year.
- Each day of summer school is equivalent to a week in regular school.
- Any course in our present high school program of studies will be taught if there is a sufficient demand to justify a class in summer school.
- No excuses for absence will be accepted other than personal illness or death in the family.
- Books currently used in the Jefferson County Public Schools will be used in summer school.
- Students must have a learner's permit, or a license, to enroll in driver education.
- Summer schools will be staffed with teachers, librarians, and principals from the Jefferson County School system. Classes will be small enough to provide more individual action.
- Drivers Education, Personal-Use typing, Arts & Crafts or Notehand will be offered the second term, beginning July 6, however, students interested should register with first term students.

## Summer School Tuition Fees Announced

Elementary children may be enrolled in any one of six summer school programs. The tuition fee for the six weeks term:

Regular Program .....	\$25.00
Enrichment Program .....	\$25.00
Typing Program .....	\$25.00
Kindergarten Program .....	\$25.00
*Speech Therapy Program .....	\$25.00
Remedial Reading Program .....	\$30.00

\*Any child in the Speech Therapy Program who participates in one of the other programs will be charged the additional tuition for that particular program.

### High School Tuition Exceptions Listed

High School tuition for all summer school courses is \$25.00 with these exceptions:

Creative Writing .....	\$12.50
Public Speaking .....	\$12.50
Physical Fitness .....	\$15.00
Personal Use Typing .....	\$12.50
Notehand .....	\$12.50
Health .....	\$12.50
Physical Education .....	\$12.50
*Driver Education .....	\$30.00
7th & 8th Grade Science .....	\$12.50

\*Course includes thirty hours of classroom instruction, six hours behind-the-wheel, and twelve hours of observation.

## Your Jefferson County Schools

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## Two Study Skills Classes Available

The Jefferson County Summer school will offer an elective non-credit course that will include:

1. Study research skills
2. Lecture note-taking
3. Vocabulary enrichment
4. Major emphasis on speed reading and comprehension.

Only two classes — twenty per class, will be offered. There will be two time periods — 8:15-10:15 and 10:15-12:15 at all three high school centers.

Transportation will be provided to the school at 8:15 and from the school at 12:15, otherwise all students must provide their own transportation. The tuition for this course is \$25.00 per student.

## CORRECTIVE READING PROGRAM Offered to High School Pupils

Featuring --

- More Than One Teacher In The Classroom
- More Individualized Instruction
- New Materials To Work With
- New Methods Of Instruction

OPEN TO STUDENTS  
 IN GRADES 7-12

JUNE 13-JULY 29  
 8:15-12:15

This program is designed to help students strengthen their mechanics of reading by developing and making functional word recognition techniques and comprehension skills. The teachers will analyze difficulties of the students and build the instructional program accordingly.

**HIGH SCHOOL COURSES TO BE OFFERED**

COURSE	NO. WEEKS	UNIT CREDIT
English I, II, III, or IV.....	7	1
Creative Writing.....	7 (2 hrs. a day)	1/2
Public Speaking.....	7 (2 hrs. a day)	1/2
Latin I or II (Westport Only).....	7	1
French I or II (Westport Only).....	7	1
Spanish I or II (Westport Only).....	7	1
German I and II (Westport Only).....	7	1
7th or 8th Grade Science.....	3 1/2	0
7th or 8th Grade Arithmetic.....	7	0
7th or 8th Grade Core.....	7	0
General Mathematics (9th Grade Only).....	7	1
10th Grade Arithmetic.....	7	1
Algebra I or II.....	7	1
Plane Geometry.....	7	1
Solid Geometry.....	3 1/2	1/2
Trigonometry.....	3 1/2	1/2
General Science.....	7	1
Biology.....	7	1
Chemistry (Lab fee \$2.00).....	7	1
Physics (Lab fee \$2.00).....	7	1
Personal Use Typing (Lab fee \$1.50).....	3 1/2	1/2
Typing I or II (Lab fee \$3.00).....	7	1
Notehand.....	3 1/2	1/2
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
Psychology.....	7	1
Driver Education.....	3 1/2	1/2
Corrective Reading.....	7	0
Study Skills & Speed Reading (9th Gr. or above).....	7 (2 hrs. a day)	0
Mechanical Drawing (Thos. Jeff. Only).....	7	1
General Art I or II (Lab fee \$2.50).....	7	1
Physical Fitness.....	7 (2 hrs. a day)	0
Health.....	7 (2 hrs. a day)	1/2
Physical Education.....	7 (2 hrs. a day)	1/2
Health & Physical Education.....	7	1
Industrial Arts (Gen. Shop or Woodshop 1).....	7	1



High School summer supervisor is Westport principal — Mr. Vito Brucchieri.

**Registration Information**

Elementary pupils may register in their local schools from May 16 through May 27. After this date all elementary registration will be held at the three elementary summer school centers . . . St. Matthews, Indian Trail and Kerrick on June 7, 8. A \$4.00 late registration fee will be charged on these dates.

**High School Registration**

Students in high school may register at their local schools through May 31, 1966. Special registration dates at individual schools will be June 1, 2, and 3, however, after June 3 — high school students will register as follows:

June 9-10-11, 1966  
8:00 A.M. - 3:30 P.M.

at the three summer high schools . . . Westport, Thomas Jefferson and Western.

A \$4.00 late registration fee will be in effect after June 11. Late registration will end on Wednesday, June 15, and no tuition refunds will be made after classes begin on June 15.

**Summer School Offers Elective Courses**

Elective courses—Physical Education and Health, Art, Typing, Shorthand, Shop, Driver Education and many others are being offered this summer, and thereby facilitate more academic courses being taken during the regular school year.

Many pupils simply cannot work certain electives into their schedule, but summer school provides the opportunity. Students who complete the eighth grade this year are reminded that they may pursue some of these electives and have them count toward graduation requirements.

**Federal Aid Summer Programs**

*(Continued from Page 1)*

July 22 for the elementary children, and July 29 for high school pupils.

**Head Start**

This program will be offered to children five years of age that qualify under the poverty provisions of this program. Under the guidelines of Head Start, a family of three may not have more than \$2500 annual income, with \$500 for each additional child in the family. A family of four should not exceed \$3000 annual income.

These children will attend school four hours per day, 5 days a week. They will be given a lunch and a mid-morning snack.

The program will commence on June 20 and continue through August 12. Teachers in this program will

work six hours per day, the final hour of the day will be spent in home visits of children enrolled in the program. The class number under this program shall not exceed 20, preferably 15 in a class.





## GENERAL PROGRAM INFORMATION-ELEMENTARY SUMMER SCHOOL

### PROGRAMS

The Jefferson County elementary summer school will provide several programs of study. Before registering a child for summer school, parents should consult with the teacher and principal to determine the program from which the most help can be derived.

### REGULAR PROGRAM

The Regular Program will provide an opportunity for a pupil to complete the level in which he was working at the end of the school year, or start in a new level. The summer school will hold the same standards for moving from level to level that apply during the regular school term. The progress in these levels will be determined, to a large degree, by the individual pupil and by the extent to which he had progressed in his specific level. In addition to reading, time will be provided for reinforcement in basic skills of arithmetic.

### REMEDIAL READING PROGRAM

This Remedial Reading Program will be designed to give specific help to those pupils who have reading difficulties. Careful screening and study will be done by the local school to determine the area in which improvement is needed and remedial techniques will be used to strengthen the reading skills. Acceptance into this program will be based upon a minimum chronological age of eight years. This program will be under the direction of a reading specialist working with specially trained teachers, and additional materials will be provided. An uninterrupted block of time will be scheduled each day and class size will be smaller in order to provide more individual instruction. *Children with reading difficulties are encouraged to register for only the remedial reading program.* However, if transportation is a problem and a child must remain all morning it is suggested that the additional time be spent in one phase of the enrichment program such as library period, music, arts and crafts, or typing.

### ENRICHMENT PROGRAM

The Enrichment Program will be planned to broaden the experiences of pupils who have mastered the skills of their particular grade level. The program will center around the library, with emphasis on reading for pleasure and special interests. Experiences will also be provided in music, creative art, dramatization, creative writing, social studies projects, and science projects. A course in personal-use typing will be offered for fifth and sixth year pupils. Those attending the summer school for any of the three programs offered may enroll for this course. If a pupil desires to register for only typing and attend school on a part-time basis, parents will be expected to provide transportation. The tuition fee of twenty-five dollars will cover the use of the typewriter and book. However, the pupil will be expected to furnish typing paper.

### KINDERGARTEN PROGRAM

The Kindergarten Program will be available to children who will be six years of age by January 1, 1967. Documentary evidence of age and proof of having been vaccinated against smallpox must be presented at the time of registration. A certificate will be required stating that immunization against diphtheria, tetanus, and poliomyelitis has been started or completed. An informal activity program will be provided for the purpose of promoting emotional, social, physical and mental growth. The experiences provided by the kindergarten will be appropriate to the normal growth and development of the pre-school child. Opportunities will be given for the child to work with art materials, to participate in music activities, to play quietly alone or in groups, to listen to stories, to engage in dramatization, and to construct with blocks and other building materials. Thus, the child will be given experiences in learning to think, in increasing his language development, in expressing himself creatively, and in getting along with others. The foundation for satisfactory learning will be built through meaningful experiences in the pre-school program.

## Speech Therapy Program

The Jefferson County Board of Education will offer a Summer School Speech Therapy program to any child who will be in school as of September, 1966. Pre-school, elementary, and high school students with a speech defect are encouraged to take advantage of this opportunity. Those enrolled will receive thirty minutes of therapy daily from a qualified Speech Therapist.

These classes will be limited in numbers and preference will be given to those who register before May 27. The tuition for this six weeks of therapy is \$25.00. Classes will be conducted from June 13 to July 22 at Kerrick Elementary, Indian Trail Elementary, and St. Matthews Elementary Schools.

TRANSPORTATION FOR THESE THIRTY MINUTE SESSIONS MUST BE PROVIDED BY THE PARENT.

## School Bus Transportation Available

Bus transportation for high school students living in Jefferson County will be available. The seven-week fee will be \$8.50; one semester fee will be \$4.25.

The first three days of summer school a student may ride the school bus without a ticket. Bus tickets will be issued the third day of summer school . . . June 15, 1966.

Students may purchase these tickets at the individual schools. A tentative bus schedule will be available before summer school begins on June 13, 1966.

## Elementary Pupils

The school bus fee for the six week term will be \$7.50. The first few days, buses will run through each elementary school district with a stop at each school.

A time schedule will be available from the school principal before the end of regular school. After the completion of the first day of summer school, other collection points will be established to care for the largest number of students.

It will not be possible, of course, to establish bus stops for every child at every home; but every effort will be made to provide transportation for all.

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