The Development and Growth of Community Schools in Hopkins County

Compton C. Crowe
THE DEVELOPMENT AND GROWTH OF COMMUNITY SCHOOLS IN
HOPKINS COUNTY

BY

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Department of Education

Graduate Committee, Chairman

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For several years many of the leading educators of the different states and the leading schools of higher education have been studying and advocating the community school idea. There have been many community schools established with various plans and ideas instilled. Some are more advanced than others, but all are established with a long time plan in view. Many conferences have been held, and experts have been consultants and co-ordinators, and several visits have been made within the community to see at first hand the workability of the school and its effect upon the lives of the children and citizens of the community.

After these conferences and visits to various communities with community schools in operation, Hopkins County, under the capable leadership of its County Superintendent and Western Kentucky State Teachers College as Co-ordinator, began its program of community schools in the fall of 1942.

Since the over-all plan has been in operation for three years, the writer became convinced that a worth-while study could be made on the subject.

To Dr. Bert R. Smith, Dr. Lee Francis Jones, and Dr. Mary I. Cole of the Education Department of Western Kentucky State Teachers College the writer wishes to express his sincere appreciation for their encouragement and advice.

The writer owes a debt of gratitude to the many state school officials who were so generous in their response to requests for information. Especially is he indebted to Dr. R. E. Jaggers of the Kentucky State Department of education. He is also grateful for valuable material obtained from Mr. Horace McMurtry of Western Kentucky State Teachers College.
HOW SHALL WE EDUCATE FOR A STRONG AMERICA?

By Lives that carry on the American aspiration

By Homes that are secure, happy, and enduring

By Communities that provide wholesome surroundings for youth

By Churches that are spiritual and practical in their service

By Schools that help every individual to make the most of his life.

---Pennsylvania School Journal
What prompted the study.— During the past few years considerable interest in the Community School has been manifested by school people over the state of Kentucky. This interest has prompted a program for the improvement of Community Schools which included work shops, conferences, and visits to schools that have made progress along this line. The writer, having been associated with this program as it has touched Hopkins County, believes that a report on the program in Hopkins County might be of some interest to others, and it is hoped that it may be helpful to those interested in the program.

Statement of problem.— The problem that is being undertaken is to show the influence of the Community School idea on the schools of Hopkins County; to show the steps taken in developing the schools in accordance with emerging philosophy of the community schools.

Scope of study.— The primary interest is Community Schools in Hopkins County, but it will be necessary to introduce the part that the State Department of Education and the part Western Kentucky State Teachers College have in the program, as these are closely interwoven and are really a part of the total Hopkins County program.

Source of data.— A great part of the information contained in this study comes from the writer’s experiences as a part of the Hopkins County program. Other information is obtained from reports of conferences, bulletins used in work shop productions, bulletins by Dr. R. E. Jaggers, interviews with various people connected with the Hopkins County program and similar programs in other states.
Technique of treatment.- The technique of treatment in this study will be philosophical and expository, and statistical. There is not a great deal of statistics due to the nature and age of the program. This cannot be called a scientific study of the problem, but is descriptive of improvements made in the school program.

Similar studies.- There have been no similar studies made of Hopkins County, but data have been taken from similar studies made of various schools in the state of Kentucky and in other states.
CHAPTER II
COUNTY SURVEY AND COMMUNITY ANALYSIS

INTRODUCTION

Hopkins County is in the heart of the Western Kentucky Coal Field. It has eight distinct community centers located in various parts of the county. There is a Consolidated Grade and High School located in each community as the center, with an average of five one-teacher schools located like spokes of a wheel radiating from these centers. The principal of each of these high schools is also principal of the one-teacher schools in his area or community.

With these natural divisions already established much of the work to be done was greatly simplified, because to a certain extent community organization was already in effect when this program began.

Hopkins County and Western Kentucky State Teachers College began their cooperative efforts on the School-Community Improvement Program in 1942-1943. The program began with a county survey and community analysis which revealed problems on which the future planning was based.

The main purpose of the community analysis was to make the schools more effective in the improvement of the quality of living in the communities which they serve.

From information revealed by the survey certain objectives were set up, and ways and means by which these might be accomplished and evaluated were outlined.

As was anticipated, one of the first big needs disclosed by the survey was the need for health improvement. Emphasis was placed on this problem at once, to improve the health and living standards of all pupils.
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As was anticipated, one of the first big needs disclosed by the survey was the need for health improvement. Emphasis was placed on this problem at once, to improve the health and living standards of all pupils.
A healthy mind in a healthy body is one of the first pre-requisites of a home, school, and community.

A health program should always be continuous, stressed, and taught in all schools first. An educated person is a healthy citizen.

During 1942-1943 emphasis was placed upon a county-wide curriculum revision program in which administrator and teaching personnel participated. This cooperative effort was planned in meetings at regular intervals at which times definite procedures were adopted and means set up for each community according to its needs as shown by the previous survey analysis.

Adult education was begun early in the program in each community in forms of meetings, forums, Parent-Teacher Associations, and evening classes. The discussions were lead by leaders of the county from various fields of endeavor—the County Agent, Home Demonstration Agent, Health Director, County Nurses, Vocational Agriculture teachers, the Superintendent of Schools, representatives from Western Kentucky State Teachers College, members of the County Committee, and the Board of Education.

During the school year 1943-1944 the program was continued with school-community beautification as a central theme with continued emphasis upon curriculum revision, the teacher-learning situation, and the in-service training of teachers.

The above program was continued into the school year 1944-1945, with special emphasis on a well-supervised reading program. This program was carried on throughout the year as follows: First, a diagnosis of physical defects was made; second, a diagnosis of reading habits and procedures was made; third, an application of remedial measures was used; and fourth, the extension of library facilities of reading into home and community life was carried on.
Pupil-family questionnaire.— The following Pupil-Family Questionnaires were mimeographed in the office of the County Superintendent. A copy of the pupil questionnaire was made for each child enrolled in the schools and a copy of the family questionnaire was made for each family represented in the schools.

The survey was administered by each teacher of the county system in her own school. After all the children and family questionnaires of all the schools of an area or community were completed the data were compiled into one community survey.

When the survey of each of the eight communities of the county was compiled, the writer took the eight community surveys and compiled the county survey.

Table 1 gives a tabulation of the conditions found in the county when the survey was completed.
TABLE I
PUPIL QUESTIONNAIRE
TABULATION

Total No. of Pupils 3168 Grade 1 - 12 School Hopkins County

<table>
<thead>
<tr>
<th>Activity</th>
<th>Once in a week</th>
<th>Once in 2 weeks</th>
<th>Once in a month</th>
<th>Once in 3 months</th>
<th>Once in 6 months</th>
<th>Once in a year</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Sunday School</td>
<td>935</td>
<td>533</td>
<td>467</td>
<td>265</td>
<td>145</td>
<td>180</td>
<td>635</td>
</tr>
<tr>
<td>Attend Church</td>
<td>725</td>
<td>623</td>
<td>766</td>
<td>442</td>
<td>144</td>
<td>138</td>
<td>410</td>
</tr>
<tr>
<td>Attend Movies</td>
<td>1120</td>
<td>381</td>
<td>352</td>
<td>234</td>
<td>161</td>
<td>194</td>
<td>726</td>
</tr>
<tr>
<td>Attend Operas</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Attend Lectures</td>
<td>4</td>
<td>1</td>
<td>67</td>
<td>266</td>
<td>117</td>
<td>162</td>
<td>2551</td>
</tr>
<tr>
<td>Attend Plays</td>
<td>1</td>
<td>5</td>
<td>69</td>
<td>405</td>
<td>567</td>
<td>639</td>
<td>1462</td>
</tr>
<tr>
<td>Attend Art Exhibition</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>25</td>
<td>426</td>
<td>2702</td>
</tr>
<tr>
<td>Listen to Radio</td>
<td>2457</td>
<td>161</td>
<td>119</td>
<td>53</td>
<td>46</td>
<td>109</td>
<td>203</td>
</tr>
<tr>
<td>Read Worth While Books</td>
<td>901</td>
<td>240</td>
<td>362</td>
<td>212</td>
<td>135</td>
<td>98</td>
<td>1220</td>
</tr>
<tr>
<td>Read Worth While Magazines</td>
<td>665</td>
<td>241</td>
<td>434</td>
<td>139</td>
<td>122</td>
<td>76</td>
<td>1491</td>
</tr>
<tr>
<td>Make Auto Trips Inside State</td>
<td>858</td>
<td>239</td>
<td>338</td>
<td>273</td>
<td>238</td>
<td>309</td>
<td>913</td>
</tr>
<tr>
<td>Make Auto Trips Out of State</td>
<td>9</td>
<td>12</td>
<td>62</td>
<td>144</td>
<td>195</td>
<td>716</td>
<td>2030</td>
</tr>
<tr>
<td>Make Train Trips in State</td>
<td>25</td>
<td>45</td>
<td>96</td>
<td>102</td>
<td>110</td>
<td>196</td>
<td>2890</td>
</tr>
<tr>
<td>Make Train Trips Out of State</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>35</td>
<td>86</td>
<td>249</td>
<td>2793</td>
</tr>
</tbody>
</table>

Number of pupils who ride school bus 1617. Per cent who ride 51.04
Average No. Miles from school 4.33. The fatherest home is from school 18. Earliest hour pupil board bus 7:15. Average time on the bus 30. Average time pupil gets home in the afternoon 3:45.
Information on Books

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry 1799</td>
<td>0</td>
<td>50</td>
<td>4.6</td>
<td>565</td>
<td>31.77</td>
</tr>
<tr>
<td>Novels 2393</td>
<td>0</td>
<td>150</td>
<td>7.3</td>
<td>391</td>
<td>20.19</td>
</tr>
<tr>
<td>Short Stories</td>
<td>0</td>
<td>100</td>
<td>3.8</td>
<td>468</td>
<td>26.32</td>
</tr>
<tr>
<td>Plays 353</td>
<td>0</td>
<td>40</td>
<td>2.4</td>
<td>770</td>
<td>45.25</td>
</tr>
<tr>
<td>Biography 760</td>
<td>0</td>
<td>32</td>
<td>3.0</td>
<td>748</td>
<td>42.07</td>
</tr>
<tr>
<td>Reference 2633</td>
<td>0</td>
<td>125</td>
<td>9.0</td>
<td>488</td>
<td>26.06</td>
</tr>
<tr>
<td>Total 10,040</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of magazines subscribed for 1,211.
Total number bought frequently 772.
Number of homes without magazines subscribed for 474.
Number of homes with no magazines at all 418.
Largest number subscribed for by one family 11.
Median 4. Averge number 4.5.
Number of homes subscribing for daily paper 692.
Number of homes not subscribing for daily paper 405.
Number of homes subscribing for other papers 174.
Per cent of homes without newspapers 31.67.
Number of homes subscribing for church paper 280.

Write number and per cent of pupil interested in the following:

News 1345-42.07, Sports 1299-41.00, Society 425-13.5
Fashions 696-21.9, Comics 1773-55.9, Advertisements 693-27.2
Poetry 735-23.2, Others 208-6.5.
Family Questionnaire

Number of families in survey 1778. Average number per family 4.25.

Church membership:

<table>
<thead>
<tr>
<th></th>
<th>Members</th>
<th>Non-Members</th>
<th>Per Cent of Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fathers</td>
<td>650</td>
<td>937</td>
<td>47.75</td>
</tr>
<tr>
<td>Mothers</td>
<td>1118</td>
<td>666</td>
<td>65.87</td>
</tr>
<tr>
<td>Children</td>
<td>1121</td>
<td>2641</td>
<td>65.04</td>
</tr>
</tbody>
</table>

Grade in school completed:

<table>
<thead>
<tr>
<th>Grade</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
<th>XI</th>
<th>XII</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>65</td>
<td>37</td>
<td>63</td>
<td>118</td>
<td>199</td>
<td>155</td>
<td>192</td>
<td>131</td>
<td>652</td>
<td>34</td>
<td>21</td>
<td>45</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Mother</td>
<td>28</td>
<td>18</td>
<td>63</td>
<td>92</td>
<td>119</td>
<td>197</td>
<td>148</td>
<td>632</td>
<td>94</td>
<td>52</td>
<td>84</td>
<td>20</td>
<td>17</td>
<td>5</td>
</tr>
</tbody>
</table>

Median for Father 7. For Mother 8.2.

Number of fathers employed 1658. Unemployed 168. Percentage Employed 87.62.
Number of mothers employed 143. Unemployed 1354. Percentage Employed 9.04.

Number of families who have:

<table>
<thead>
<tr>
<th>Item</th>
<th>Eggs</th>
<th>Milk</th>
<th>Butter</th>
<th>Vegetables</th>
<th>Meat</th>
<th>Fruit</th>
<th>Chickens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient for Home and</td>
<td>499</td>
<td>420</td>
<td>372</td>
<td>292</td>
<td>217</td>
<td>160</td>
<td>462</td>
</tr>
<tr>
<td>Sale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient for Home</td>
<td>435</td>
<td>755</td>
<td>471</td>
<td>590</td>
<td>648</td>
<td>419</td>
<td>695</td>
</tr>
<tr>
<td>Through Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sufficient for Home in</td>
<td>311</td>
<td>303</td>
<td>309</td>
<td>753</td>
<td>366</td>
<td>605</td>
<td>388</td>
</tr>
<tr>
<td>Season</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Cent of &quot;A&quot; Families</td>
<td>28.06</td>
<td>23.62</td>
<td>20.92</td>
<td>16.42</td>
<td>12.20</td>
<td>0.09</td>
<td>21.54</td>
</tr>
<tr>
<td>Per Cent of &quot;B&quot; Families</td>
<td>24.46</td>
<td>41.90</td>
<td>26.49</td>
<td>33.18</td>
<td>36.44</td>
<td>23.53</td>
<td>39.08</td>
</tr>
<tr>
<td>Per Cent of &quot;C&quot; Families</td>
<td>17.45</td>
<td>17.04</td>
<td>17.54</td>
<td>41.22</td>
<td>21.70</td>
<td>35.40</td>
<td>21.82</td>
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</tbody>
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Insurance:

<table>
<thead>
<tr>
<th>Item</th>
<th>Life</th>
<th>Endowment</th>
<th>Annuity</th>
<th>Burial</th>
<th>Health</th>
<th>Accident</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Fathers</td>
<td>516</td>
<td>26</td>
<td>11</td>
<td>162</td>
<td>17</td>
<td>260</td>
</tr>
<tr>
<td>No. Mothers</td>
<td>262</td>
<td>8</td>
<td>9</td>
<td>100</td>
<td>7</td>
<td>61</td>
</tr>
<tr>
<td>No. Children</td>
<td>326</td>
<td>49</td>
<td>6</td>
<td>144</td>
<td>6</td>
<td>114</td>
</tr>
</tbody>
</table>
Insurance (continued)

<table>
<thead>
<tr>
<th>Life</th>
<th>Endowment</th>
<th>Annuity</th>
<th>Burial</th>
<th>Health</th>
<th>Accident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Cent of Fathers</td>
<td>29.02</td>
<td>1.46</td>
<td>.052</td>
<td>.91</td>
<td>.095</td>
</tr>
<tr>
<td>Per Cent of Mothers</td>
<td>15.20</td>
<td>.045</td>
<td>.050</td>
<td>.562</td>
<td>.039</td>
</tr>
<tr>
<td>Per Cent of Children</td>
<td>18.39</td>
<td>.27</td>
<td>.045</td>
<td>.61</td>
<td>.033</td>
</tr>
</tbody>
</table>

Range of light expense annually

- $1.00 to $120.00 • Average $36.00
- $1.00 to $150.00 • Average $40.00

Range of home rent annually

- 0 to $150.00 • Average $15.00
- 0 to $350.00 • Average $75.00

Range of food costs annually

- $25.00 to $1000.00 • Average $250.00
- $15.00 to $800.00 • Average $175.00

Range of recreation costs annually

- 0 to $100.00 • Average $50.00

Range of church, gifts, etc.

- 0 to $800.00 • Average $150.00

Number of families that

- 0 to 26 • Per cent 8

Number of families that own family car

- 337 • Per cent 52

Number of families that own business car

- 63 • Per cent 35

Number of families that own truck

- 281 • Per cent 15.8

Number of families that own radio

- 1352 • Per cent 76

Number of families that own musical instrument

- 675 • Per cent 38

Number of families that own telephone

- 278 • Per cent 15.6

Number of families that take daily paper

- 750 • Per cent 44.1

Number of families that take a weekly paper

- 342 • Per cent 19.2

Number of families that take a church paper

- 260 • Per cent 14.5

Number of families that take magazines

- 750 • Per cent 42.1

Number of fathers using bank accounts

- 666 • Per cent 31.8

Number of mothers using bank accounts

- 338 • Per cent 19.05

Number of children using bank accounts

- 105 • Per cent 5.8

Number of fathers using charge accounts

- 971 • Per cent 54.61

Number of mothers using charge accounts

- 711 • Per cent 39.98

Number of children using charge accounts

- 545 • Per cent 19.40

Occupation of parents:

<table>
<thead>
<tr>
<th>Farmer</th>
<th>Miner</th>
<th>Professions</th>
<th>Mechanic</th>
<th>Government</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>562</td>
<td>667</td>
<td>41</td>
<td>42</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per cent of</td>
<td>31.60</td>
<td>56.95</td>
<td>2.30</td>
<td>2.30</td>
<td>3.60</td>
</tr>
</tbody>
</table>

Number of parents not born in United States

- 4 • Per cent 0.22

Number of families living in house to selves

- 1528 • Per cent 85.95

Number of families owning home

- 666 • Per cent 38.64

Number of families having government loan on home

- 53 • Per cent 0.29
<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of bed rooms to home</td>
<td>204</td>
<td>11.47</td>
</tr>
<tr>
<td>Number of families renting home</td>
<td>701</td>
<td>38.42</td>
</tr>
<tr>
<td>Number of homes having running water</td>
<td>198</td>
<td>10.37</td>
</tr>
<tr>
<td>Number of homes having bathroom</td>
<td>101</td>
<td>5.6</td>
</tr>
<tr>
<td>Number of homes having city supply water</td>
<td>190</td>
<td>10.63</td>
</tr>
<tr>
<td>Number of families having private water</td>
<td>45</td>
<td>2.53</td>
</tr>
<tr>
<td>Number of homes using well, cistern, or spring</td>
<td>1085</td>
<td>56.02</td>
</tr>
<tr>
<td>Number of homes on town sewage line</td>
<td>82</td>
<td>4.60</td>
</tr>
<tr>
<td>Number of homes having sanitary toilets</td>
<td>490</td>
<td>27.55</td>
</tr>
<tr>
<td>Number of homes having open toilets</td>
<td>998</td>
<td>55.85</td>
</tr>
<tr>
<td>Number of homes screened</td>
<td>1556</td>
<td>88.15</td>
</tr>
<tr>
<td>Number of homes with refrigerator</td>
<td>410</td>
<td>22.06</td>
</tr>
<tr>
<td>Number of homes with an ice box</td>
<td>491</td>
<td>21.42</td>
</tr>
<tr>
<td>Number of homes with no refrigerator</td>
<td>709</td>
<td>39.31</td>
</tr>
<tr>
<td>Number of homes with electric lights</td>
<td>687</td>
<td>35.70</td>
</tr>
<tr>
<td>Number of homes with lamps</td>
<td>1045</td>
<td>58.61</td>
</tr>
<tr>
<td>Number of families with electric irons</td>
<td>549</td>
<td>30.88</td>
</tr>
<tr>
<td>Number of families with electric percolator</td>
<td>100</td>
<td>5.6</td>
</tr>
<tr>
<td>Number of families with electric washing machine</td>
<td>455</td>
<td>25.47</td>
</tr>
<tr>
<td>Number of families with electric washer</td>
<td>133</td>
<td>7.4</td>
</tr>
<tr>
<td>Number of families with pressure cooker</td>
<td>108</td>
<td>5.9</td>
</tr>
<tr>
<td>Number of families with sink</td>
<td>150</td>
<td>8.5</td>
</tr>
<tr>
<td>Number of families with drainboard</td>
<td>158</td>
<td>7.2</td>
</tr>
<tr>
<td>Number of families with built in kitchen</td>
<td>179</td>
<td>10.05</td>
</tr>
<tr>
<td>Number of families doing own laundry</td>
<td>1362</td>
<td>76.60</td>
</tr>
<tr>
<td>Number of families using electric stove</td>
<td>34</td>
<td>1.35</td>
</tr>
<tr>
<td>Number of families using gas stove</td>
<td>27</td>
<td>1.31</td>
</tr>
<tr>
<td>Number of families using coal stove</td>
<td>1354</td>
<td>76.50</td>
</tr>
<tr>
<td>Number of families using wood stove</td>
<td>132</td>
<td>7.3</td>
</tr>
<tr>
<td>Number of families living in home with plastered walls</td>
<td>119</td>
<td>6.15</td>
</tr>
<tr>
<td>Number of families living in home with papered walls</td>
<td>1369</td>
<td>76.7</td>
</tr>
<tr>
<td>Number of families living in home with painted walls</td>
<td>202</td>
<td>11.3</td>
</tr>
<tr>
<td>Number of families living in home with unfinished walls</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>Number of families living in homes of brick</td>
<td>33</td>
<td>1.34</td>
</tr>
<tr>
<td>Number of families living in homes of wood</td>
<td>1660</td>
<td>93.36</td>
</tr>
<tr>
<td>Number of families living in homes of concrete block</td>
<td>4</td>
<td>0.22</td>
</tr>
<tr>
<td>Number of families living in homes of other material</td>
<td>15</td>
<td>0.86</td>
</tr>
<tr>
<td>Category</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Number of homes with appropriate shrubbery</td>
<td>572</td>
<td>32.1</td>
</tr>
<tr>
<td>Number of homes with grass lawns</td>
<td>856</td>
<td>55.4</td>
</tr>
<tr>
<td>Range of distance from a doctor 1/4 mi. to 12</td>
<td>7</td>
<td>(average)</td>
</tr>
<tr>
<td>Number of miles to a doctor</td>
<td>7</td>
<td>32.1</td>
</tr>
<tr>
<td>Number of families who have used hospital</td>
<td>816</td>
<td>45.8</td>
</tr>
<tr>
<td>Number of families whose members have taken smallpox vaccination</td>
<td>1441</td>
<td>81.6</td>
</tr>
<tr>
<td>Number of families whose members have taken typhoid vaccination</td>
<td>1332</td>
<td>74.9</td>
</tr>
<tr>
<td>Number of families whose members have had diphtheria inoculation</td>
<td>948</td>
<td>52.7</td>
</tr>
<tr>
<td>Number of families observing in-home family prayer</td>
<td>377</td>
<td>20.6</td>
</tr>
<tr>
<td>Number of families observing birthday celebrations</td>
<td>1121</td>
<td>63.04</td>
</tr>
<tr>
<td>Number of families observing Thanksgiving</td>
<td>1383</td>
<td>77.78</td>
</tr>
<tr>
<td>Number of families having guests</td>
<td>1430</td>
<td>81.04</td>
</tr>
<tr>
<td>Number of families observing following health precautions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep with windows open from both top and bottom</td>
<td>313</td>
<td>17.60</td>
</tr>
<tr>
<td>Sleep with windows open from bottom</td>
<td>815</td>
<td>45.23</td>
</tr>
<tr>
<td>Have at least one pint of milk per member</td>
<td>1007</td>
<td>46.07</td>
</tr>
<tr>
<td>Serve at least one green vegetable every two or three days</td>
<td>1584</td>
<td></td>
</tr>
<tr>
<td>Serve uncooked vegetables occasionally</td>
<td>1314</td>
<td>77.5</td>
</tr>
<tr>
<td>Give cod liver oil to children under in year of age</td>
<td>264</td>
<td>12.6</td>
</tr>
<tr>
<td>Number of families having plan for spending made by father</td>
<td>263</td>
<td>14.22</td>
</tr>
<tr>
<td>Number of families having plan for spending made by mother</td>
<td>180</td>
<td>10.1</td>
</tr>
<tr>
<td>Number of families having plan for spending made by family council</td>
<td>165</td>
<td>9.1</td>
</tr>
<tr>
<td>Number of families having record of household accounts</td>
<td>224</td>
<td>12.6</td>
</tr>
<tr>
<td>Number of families buying clothing from local store</td>
<td>669</td>
<td>38.13</td>
</tr>
<tr>
<td>Number of families buying clothing from town</td>
<td>803</td>
<td>45.1</td>
</tr>
<tr>
<td>Number of families buying clothing from both</td>
<td>869</td>
<td>48.9</td>
</tr>
<tr>
<td>Number of families buying groceries from local store</td>
<td>957</td>
<td>55.3</td>
</tr>
<tr>
<td>Number of families buying groceries from town</td>
<td>768</td>
<td>47.13</td>
</tr>
<tr>
<td>Number of families buying groceries from both</td>
<td>910</td>
<td>51.12</td>
</tr>
<tr>
<td>Number of families in which purchasing is done by father</td>
<td>664</td>
<td>36.13</td>
</tr>
<tr>
<td>Number of families in which purchasing is done by mother</td>
<td>866</td>
<td>49.83</td>
</tr>
</tbody>
</table>
Values derived from the Community Survey.— After several months of work the county survey was completed. It would be impossible to interpret it here, for that alone would be a volume in itself. There were many problems and facts revealed which could have been found in no other way, as can readily be seen by studying the results of the survey.

Some of the values derived from the Hopkins County Community Survey were:

First: The Community Survey revealed to the teachers significant areas for pupil experiences and understandings. Until a systematic study of the community is made by the teachers, the wealth of valuable curriculum activities afforded by the local environment can scarcely be realized.

Second: The data gathered served as the basis for materials of instruction. Every teacher obtained a background of information about the community. It was by no means contemplated, however, that all information so gathered by the teacher should be directly taught to the children. After the teacher had decided upon the phases of community life which offered rich community implications, these phases were rediscovered and experienced by the children upon a plan worked out co-operatively by the teacher and the class.

Third: The data gathered revealed ways in which the school program could be modified to meet community needs. Principally by means of comparisons, deficiencies in the community were revealed. In some cases such deficiencies were directly remedied or improved by the school. In other cases a knowledge of conditions gradually brought about improvement.

Fourth: An understanding on the part of the teacher of the community as a whole and especially of certain phases of the community was essential to an understanding of the child. Exclusive of native endowment, condi-
tions existing in the home, the school, and the community at large were
The influences chiefly responsible for the child as he was. An under-
standing of these conditions was therefore of prime importance to the
teacher. The community in which the school existed and of which it was
a vital part was a rich source of material that was used to make teaching
and learning more real and purposeful.

Testing program— In the fall of 1942 after the pupil and family
survey was made, a testing program was launched for the entire county.
In a program of this kind not only do the teachers need to know the physical
and economic status of the children, but also the mental abilities and
achievements. Many curriculum implications were revealed by these tests.

The Otis Quick Scoring Mental Tests and achievement tests were given
to all the students from the third grade through the twelfth grade. These
tests were administered and scored by the teachers after they had been
carefully instructed how to give them.

The results were tabulated by schools, then by communities and
finally a tabulation of the county as a whole was made, which showed that
the achievements of the pupils of Hopkins County Schools compared favorably
with their ability.

The results of these tests showed where teaching and re-teaching
should be done.

The children were taken where they were found and a program was built
from there.

It helped to locate individual differences. It clearly showed the
teachers their task for the year, and helped greatly in the formation of
the new courses of study built by the teachers for their respective
schools and the one for the county as a whole.
Age-grade and grade-progress tables. — Age-grade and grade-progress tables were made by each teacher for her own room. These were compiled into one table by a committee of teachers for all the schools of the community or area. When the tables were completed for all of the eight communities of the county, the writer compiled the following tables representing the entire county.

### TABLE II

**AGE GRADE DISTRIBUTION—NUMBER IN EACH GRADE**

<table>
<thead>
<tr>
<th>25</th>
<th>50</th>
<th>75</th>
<th>100</th>
<th>125</th>
<th>150</th>
<th>175</th>
<th>200</th>
<th>225</th>
<th>250</th>
<th>275</th>
<th>300</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>290</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>285</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>276</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>234</th>
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</table>

<table>
<thead>
<tr>
<th>255</th>
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<table>
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</table>

<table>
<thead>
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<table>
<thead>
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<th>284</th>
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</table>

<table>
<thead>
<tr>
<th>183</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>159</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>134</th>
</tr>
</thead>
</table>

| 120 |
TABLE III
AGE-GRADE DISTRIBUTION--PERCENTAGE UNDER-AGE

<table>
<thead>
<tr>
<th>Percentage Under-Age</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
<td>25</td>
<td>24</td>
<td>23</td>
<td>22</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

TABLE IV
AGE-GRADE DISTRIBUTION--PERCENTAGE OVER-AGE

<table>
<thead>
<tr>
<th>Percentage Over-Age</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>45</td>
<td>40</td>
<td>35</td>
<td>30</td>
<td>25</td>
</tr>
</tbody>
</table>
TABLE V
AGE-GRADE DISTRIBUTION--NORMAL

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

TABLE VI
GRADE PROGRESS GRAPH
SHOWING STUDENT PROGRESS IN HOPKINS COUNTY BY GRADES

<table>
<thead>
<tr>
<th>Percentage</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE VII
GRAPH SHOWING PERCENTAGE OF PUPILS MAKING SLOW PROGRESS BY GRADES

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Slow Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow Progress</td>
<td>Grades</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
<th>XI</th>
<th>XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>95</td>
<td>90</td>
<td>86</td>
<td>80</td>
<td>75</td>
<td>70</td>
<td>65</td>
<td>60</td>
<td>50</td>
<td>45</td>
<td>40</td>
</tr>
</tbody>
</table>

- The graph shows the percentage of pupils making slow progress by grades.
### TABLE VIII

**GRAPH SHOWING PERCENTAGE OF PUPILS MAKING NORMAL PROGRESS BY GRADES**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Normal Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades</td>
</tr>
<tr>
<td></td>
<td>I   II  III IV  V  VI VII VIII IX X XI XII</td>
</tr>
<tr>
<td>100</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>95</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>90</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>85</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>80</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>75</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>70</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>65</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>60</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>55</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>50</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>45</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>40</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>35</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>30</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>25</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>20</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>15</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>10</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
<tr>
<td>5</td>
<td>50  45  40  35  30  25  20  15  10  5  4  3  2  1</td>
</tr>
</tbody>
</table>
TABLE IX

GRAPH SHOWING PERCENTAGE OF PUPILS MAKING RAPID PROGRESS BY GRADES

| Percentage | 100 | 96 | 90 | 86 | 80 | 15 | TO | 61 | 50 | 25 | 20 | 15 | 10 | 5 | 0 |
|------------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|
| Rapid Progress |     |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |
| Grades      | I   | II | III | IV | V  | VI | VII | VIII | IX | X  | XI | XII |     |    |   |   |

*Table showing the percentage of pupils making rapid progress by grades.*
Summary.- Table I is a complete economic and social survey of 3168 pupils enrolled in the schools of Hopkins County and 1766 families represented by these pupils. The table shows 635 children never attended Sunday school and 410 never attended church as compared to 726 who never attended the movies. There were only 203 children who never listened to the radio. 1220 who never read worth while books and 1491 who never read worth while magazines.

Half of the children of the county were transported on busses, the average number of miles from school was 4.33 mi.

About one-third of the homes were without good books of poetry, novels, biography and reference, or newspapers.

The number and per cent of children who were interested in news, sports, society, fashions, comics, advertisements, editorials, short stories and poetry are shown. 1793 pupils were interested in comics as compared to 416 in editorials.

Only 47.75 per cent of the fathers, 63.87 per cent of the mothers and 63.04 per cent of the children were church members.

The educational median of the fathers was the 7th grade and for the mothers was 8.2 grade.

Most of the families raised sufficient food in season for home use.

A very small percentage had the different forms of insurance. 29.02 per cent of the fathers and 15.20 per cent of the mothers had ordinary life insurance.

The range of annual expense for light, fuel, rent, food and clothing ran from nothing to $1000.00 per item. 52 per cent of the families had cars, 76 per cent had radios, and 15.8 per cent had telephones in home.

The occupation of the parents varied among the professions, with the
largest number being farmers and miners. Thirty-one and sixty one hundredths per cent were farmers and 36.95 per cent were miners.

Table II shows the total number of pupils enrolled in each grade for the entire county. The greatest enrollment is in the first grade; however, the enrollment is about the same in all elementary grades. There is a gradual decline in the number of pupils enrolled from the ninth grade through the twelfth grade.

Table III shows the per cent of under-age children in each grade. As shown by the table, the smallest percentage of under-age pupils is in the second grade, and the largest percentage of under-age pupils is in the eleventh grade. The percentage by grades is between 10 per cent for the second grade and 18 per cent for the twelfth, with a sharp increase upward to 22 per cent for the fifth grade, and a sharp decrease to 6 per cent in the eighth grade.

Table IV shows the percentage of over-age pupils in each grade. The lowest percentage of over-age pupils is in the eleventh grade, there being 20 per cent in grade eleven. The largest percentage is in the twelfth grade, there being 55 per cent in the twelfth grade who are over-age. The percentage gradually increased from the first grade with 20 per cent over-age, the second grade 36 per cent, the third grade 44 per cent, the fourth grade 48 per cent; then the percentage declined gradually to the eleventh grade sharply increasing in the twelfth.

Table V shows the percentage of normal progress pupils by grades. Seventy per cent of the first grade are normal, 33 per cent are normal in grades five and seven, and the other grades range between 28 and 53 per cent making normal progress.

Table VI shows the percentage of pupils making rapid, normal, and
slow progress in the entire county. Ten per cent were making rapid progress, 60 per cent were making normal progress, and 30 per cent were making slow progress.

Tables VII, VIII, and IX show the percentage of pupils making slow, normal, and rapid progress by grades. There were 46 per cent of the pupils of grade four making slow progress, which was the highest, and 12 per cent in grade eleven, the other grades ranging between. Seventy-five per cent of grade one were making normal progress, which was the highest; grade four was the lowest having only 48 per cent making normal progress, and the other grades ranged between these extremes. Only 1 per cent in grade one was making rapid progress, and each succeeding grade gradually went upward to the eleventh grade with 20 per cent making rapid progress, except the seventh grade which fell to 7 per cent.

Objectives and problems found from survey and community analysis.—
The administrative staff of the Hopkins County School System, after careful study and research, felt the dire need for a school and community analysis program. The task was to be a big one, for the teaching staff and the lay public had to be made to feel the need and to be educated along this line.

If the real problem was to change the attitudes of the teachers, then community interests had to be developed. Informed leaders would have to help these people shoulder responsibility and use the best current thought to work out their own solutions to their own problems. Education had to be the answer.

Believing that the natural channels of leadership must be deepened so that responsibilities could be carried out, a few of us sat in conference with the Administrative Staff and Department heads of Western Kentucky
State Teachers College, and after due consideration, a plan was worked out whereby a curriculum revision program was started in Hopkins County.

The first problem was to call all the teachers of the system together and discuss the plan and get them interested. This was necessary, for in a program of this kind every one must work together on the program. The response was one hundred per cent, for every teacher in the county participated and became very enthusiastic. Our second big problem was to make a pupil and family survey of the county and to conduct a testing program so we could find our problems and set up our objectives. This we did in every school in the county, surveying all the homes and all the pupils.

Need for curriculum improvement program.—The first big need disclosed by the survey and tests was a curriculum improvement program. Our curriculum had not caught up with life in fifty years. School is a place to learn to live through rich and varied experiences and not merely a place to learn subjects. We might not discover this by visiting the average school, because the curriculum has not only lagged behind life, it has also lagged behind our educational philosophy.

Alfred North Whitehead, Professor of Philosophy of Harvard University, says:

"There is only one subject matter for education and that is life in all its manifestations. Instead of this single unity we offer children algebra from which nothing follows; geometry from which nothing follows; science from which nothing follows; a couple of languages never mastered; and lastly and most dreary of all, literature represented by plays of Shakespeare, with philological notes and short analyses of plot and character to be in substance committed to memory. Can such a list be said to represent life as it is known in the midst of the living of it? The best that can be said of it is, that it is a rapid table of contents which a Deity might run over and admire while he was thinking of creating a world, and had not yet determined how to put it together."  

1 Alfred North Whitehead, Professor of Philosophy, Harvard University, from address delivered at Harvard Business School, June, 1927.
Individuals differ in interests, abilities, attitudes, appreciations and understandings, habits and skills, and in capacity to learn. Since individuals are born with different capacities, they develop at different rates. In adult life individuals will live on different levels of intellect, character and skill. The school, then, must provide differentiated education for a variety of capacities and needs.

Since individuals differ in many respects, it follows then that classes will differ and have different needs. If this be true, some think that schools cannot follow a pre-determined curriculum, but they must follow one evolved by the classes.

From the statements already made it is evident that an individualized curriculum and not a uniform curriculum is desirable.

Democracy is dynamic and its schools should be likewise. A school cannot be dynamic and remain static in its procedures. New and untried procedures as well as new materials must be sought.

Much reading and study for broad scholarship, rather than much drill for thoroughness is desirable. A foundation upon which the individual may continue to build is more desirable than a small foundation with a small completed building upon graduation.

It is more important that the student learn to think in order to meet many problems that cannot be anticipated in the classroom than it is to master facts.

Our concentrated study gave increasing evidence that various phases of the school program, including the curriculum, affect the child's health and his desire or ability to learn. Each teacher set about to rebuild her own course of study for her room. Then groups of teachers teaching the same subjects and classes built a course of study for the entire county.
Many units were made and taught in each subject and grade. In the final analysis a course of study for the county was built with much interest manifested by teachers and pupils alike.

Need for improvement of the teaching-learning situation. - For many years past many of our teachers had taught in the same old way and had become more or less static. They needed new life injected into their work and more enthusiasm and newer techniques of teaching and materials.

With inauguration of the community school program, and with all teachers enrolled in the off-campus workshops, new life was manifested. The monthly meeting of teachers, the visitation of teachers to other schools where high type work was being done, the exchange of ideas, and the discussion of common problems were of great benefit to the teachers.

Now the visitation to school rooms will find a busy group of children working on problems and units of interest that have been set up by teachers and pupils working together. Much rich material will be found in the libraries and teachers and pupils alike scarcely know when a visitor is in the room. The atmosphere of the school room is wholesome, and cooperation prevails. A busy mind in a healthy body developing a well-rounded character, growing into a mature citizen—the future hope of Hopkins County and America.

Need for health improvement. - The survey revealed a striking need for much improvement in the health program. Even though there has been a full-time Health Department in Hopkins County for twenty years staffed by a capable doctor and two nurses, their greatest service has been merely examining the eyes, throats, and teeth of school children once yearly and giving typhoid immunization and diphtheria inoculation to those who wanted it.
After the survey was completed and tabulated, a county council was formulated with members representing all the agencies of the county with the Superintendent of Schools as Chairman of the Council. Committees were formed in each school district. These members had regular meetings to discuss the needs of the communities and the county as a whole, and how to remedy them.

One of the big problems was a better health program for the county, and how to attack the problem.

After much discussion a combined program was begun with the Health Department, teachers, and communities conducting an intensive health program to be continuous, beginning in the fall of 1943. Much has been done and the health of the county is better, but there is much more to be done and the program must continue.

A part of the report made by the County Health Director to the Board of Education for the years 1942 and 1943 is given as follows:

"The control of communicable diseases has been one phase of public health that has received a great deal of attention from the Health Department.

"Typhoid fever has always until recent years been a great problem and has been the cause of much sickness and many deaths. Due to proper sanitation and immunization, we had only three cases during the year and no deaths.

"Diphtheria has always been a dreaded disease and one that has caused many deaths in the infant and pre-school child in the past years. With the extensive immunization program of the medical profession and the Health Department we had only five cases and no deaths for 1943.

"Scarlet fever is a disease that cannot be controlled by immunization. We had twenty-two cases during the year, not as many as we usually have, but more than we would like to have. This can only be controlled by quarantine and isolation.

"Smallpox is almost a forgotten disease in Hopkins County, thanks to the vaccination of all school children and many adults..."
"The Department holds child health conferences in every town in the county. At these conferences mothers are asked to bring all infant and pre-school children to the clinic for a physical examination. If any defects are found, the parents are urged to see their family physician and have them corrected.

"All children from six months to six years are urged to take the diphtheria and whooping cough vaccine to prevent these diseases. Many cases of these diseases are prevented in this way and possibly many lives are saved.

"The Health Department makes from one to four visits to every school in the county every year. The visits are for sanitation, immunization, and physical examination to some of the children each year. Every child is required to be vaccinated against smallpox if he is not already immune. Parents in the school district are invited to come and get the typhoid serum. Parents are asked to bring the pre-school child for diphtheria protection.

"Good sanitation in the home, restaurants, hotels, dairies, and other food handling places is one of the best methods to prevent the spread of filth borne diseases.

"The Health Department devotes a great deal of time in looking after dairies, restaurants, and other food handling places. Milk is one of the best foods we have but if it is not properly supervised and if it does not come up to the standard of the public health service it is one of the greatest menaces to public health.

"When the Health Department first started in 1927 we did not have a single Grade A dairy in the county. Today the Health Department supervises eighteen dairies and one pasteurisation plant. This enables us to have a safer milk supply and it also eliminates the possibility of spreading disease by using impure or polluted milk.

"The milk from all supervised dairies is examined about six times each year to determine whether it remains at the standard of perfection set up by the County Board of Health. If the count is not satisfactory, the proprietors are visited and informed that unless the grade comes up to the standard they will be de-graded....

"A pure water supply is very essential for the good health of the county and the technician is ready to examine samples sent to the laboratory. If the water is found polluted the owner is instructed to boil or chlorinate the water before using it.

"The water supply at each school building in the county is tested and chlorinated by the Health Department each year.

\[\text{Morton, Dr. C. R., County Health Director, Hopkins County.}\]
Need for school and community beautification.- One of the major objectives set up at the beginning of the program was a school and community beautification program. The school buildings were getting in a run-down, dilapidated condition. The yards were washing away and were desolate looking. Community pride was lagging and evidences showed a don't care attitude.

A meeting of all teachers was called and after discussing the problems a beautification program was inaugurated. The teachers went into their communities and called their patrons together and plans were set up to beautify the school and grounds.

Interest was gained in many ways and varying degrees, according to the initiative of the teachers. In the county as a whole, the program was revolutionary. Buildings were painted inside and out, grounds were sown to grass, shrubs and trees were planted. Play-ground equipment was made and bought.

The idea spread into the community, homes were remodeled, many were painted, and yards were beautified. Fence rows were cleared and country churches were redecorated. This was all started in 1942, but interest has not slackened and more and more is being done each month all over the county.

One has only to travel over the county to see the marked change everywhere.

Need for adult education and community cooperatives.- There has been for a number of years a program of adult education in a few of the outstanding communities of the county, conducted by the county farm agent. These classes have been attended by the leading farmers and discussion was only on certain farm subjects. The home demonstration agent had done
some of this work also among the leading women.

With the inauguration of three vocational agriculture departments and two home economics departments, three canneries, and eight lunch room projects the schools have conducted many adult classes in the county. Every community has had from one to five adult classes each year during the past three years in such courses as vegetable gardening, farm shop, nutrition, sewing, canning, chickens, swine, sheep, cattle, home beautification, and other related courses. Hundreds of adults have enrolled in these courses that have never been in the various school houses before. Much good has been and is being accomplished along this line.

Hopkins County has no cooperatives as yet to the extent that patrons own shares in them, but much is being said and done in connection with them.
CHAPTER III
MEANS OF DEVELOPMENT AND GROWTH

INTRODUCTION

In the early part of 1942 the Superintendent and The Board of
Education of Hopkins County School System sensed the need for a Community
School Improvement Program. During the early spring and summer a plan
was worked out through Western Kentucky State Teachers College and the
State department of education of Kentucky for such a program. Western
Kentucky State Teachers College as Counselor and Hopkins County as the
cooperating county began the program at the beginning of the school year
in September.

Western Kentucky State Teachers College-Hopkins County Cooperation.-
Western Kentucky State Teachers College and Hopkins County cooperation on
the county community school program in Hopkins County began with much
enthusiasm and hard work. The conference was attended by the coordinators
at Richmond, Kentucky, in August where the ground floor was laid for the
program.

The program has had a two-fold purpose: First, it proposed to get
the college to help the schools gradually to organize their programs of
learning so they would tie up closely with day to day problems of living
in such a way that ultimately schools would show visible evidence that
they were helping people improve the quality of living. Second, it was
proposed to give college faculty members, who directly or indirectly in-
fluenced the quality of teacher preparation new insights into current
problems of living which must be solved by teachers who go into the class-
rooms so that the pre-service education of teachers may be such that when
they go into service they will believe that living can be improved
through education and will know how to make the school perform this function.

Teachers' workshop—expert supervision.— Under expert supervision the community analysis and survey were begun with every teacher participating. This survey was made and tabulated by communities; then the eight surveys were tabulated into one county survey. After the survey was completed the testing program was conducted in like manner.

Now all the teachers were ready to begin the improvement program since the problems revealed by the survey and tests were known to each community.

Not all the problems revealed could be attacked at once, for in a program of this kind many years must elapse before all problems are solved for the process is slow.

The first problems attacked were the curriculum revision program, health, and beautification, with each teacher working in her own neighborhood or community.

Teachers' meetings.— The teachers in each of the communities met and worked upon the needs of their own school and community. Then once a week all the teachers of the county met together, after which they met in groups to discuss common problems. The first grade teachers met together; likewise the English, mathematics, and science teachers.

County committee.— One of the first things that was done was to appoint a county committee or a county council for the over-all planning. The chairman of this committee was the county school superintendent, with six other members who composed it. These members were selected leaders of the county, representing all the people and different groups.

Community committee.— A committee of five members was appointed in each community. The principal of the school was the chairman and there were four other lay members. These were the outstanding leaders of the
community. There were eight of these community committees, one from each community. The community committees met with the county committee monthly to discuss policies, plans, progress, to establish standards, criteria, and other items of interest.

**Determined characteristics of a good community.** If we would improve the quality of community living we must first clearly define the characteristics of a good community. We must recognize what community characteristics are desirable. Once these characteristics are known, forces must become operative within communities to develop these qualities where they are non-existent.

The area of life that is closest to all individuals and has the greatest influence is family life. Wholesome home living can do more to develop proper attitudes toward citizenship, philosophies of group organizations, and habits of behavior than any other type of human experience.

A good community program provides facilities and educational leadership which raise the standard of home living of all.

A good community has a positive program involving better housing, with reasonable conveniences; more economical use of consumer goods; more artistic values in daily living; spiritual, social, and cultural development; and the attainment of a sense of values which makes for richer living for all people concerned.

The school is a vital agency in building a program for healthful living for it has an unparalleled opportunity for acquiring health knowledge, forming health attitudes, and establishing health practices; however, all agencies should cooperate in community programs for healthful living.

An essential characteristic of a successful community is a reasonable amount of economic security for its members. Economic security may be one
result of a well-planned community program. A good community becomes
acquainted with the work of the various agencies for the purpose of aid-
ing in the economic development and uses the agencies to the greatest
advantage in bringing about a more wholesome condition in the community.
A good community offers an opportunity for all of its members to be gain-
fully employed.

A community is composed of individuals who are inherently religious
and who are inherently social. Life in a community is good or bad in
proportion to the effectiveness of its program to satisfy at a high level
the religious and social needs of its people. This abundant life so
desired involves morality as the recognised obligation to do what seems
to promise to bring the good life to all concerned.

A community is striving toward maximum social efficiency when all
ages, races, and special groups participate in religious, social, and civic
activities, vital to the welfare of the total community; then the people
will be citizens of the whole community instead of being merely good
business men or good church men or good politicians.

A good community not only faces and solves democratically the problems
which stem from the community life but it senses the problems of national
and state concern which touch its people and cover their pattern of life.
As the people of a community face their problems and reach out into the
problems of other communities the state, the nation, the world, they grow
into intelligent citizenship needed by our democracy in preserving our
American way of life.

If we are to develop citizens who can live successfully in a democracy,
young people must be given the opportunity to practice democratic living.
Good citizenship is not an attribute one acquires by virtue of arriving
at the age of twenty one. A good community provides homes which afford opportunity for living; practice in democratic schools, and practice in living in a democratic community.

Adequate educational opportunities are essential in a good community. A comprehensive educational program is one means of implementing a total county program for improving life in all areas. A good educational program extends its curriculum to include children and adults. The school, then, has the opportunity of becoming a community center. The good school leader carries forward all aspects of a total, well-balanced program for the growth of boys and girls and for improving community life. He has the perspective of an all-front program for the smallest as well as the largest school in his unit of organization. The school program, which he promotes, offers equalized educational opportunities to all children of all the people. The good program is democratic and is flexible enough to be adjusted to changing social and economic conditions of the individual and community. It is definitely dedicated to the solution of problems concerned with life and recognizes its main function to be the improvement of living.

The school is a community institution, close to the lives of both parents and children, and is in a strategic position to assume leadership in many phases of a total community program; however, no matter what person or organization is first sensitive to a need no one will effectively solve the problem until it is channeled through the agency best equipped to handle it. The school should be a community center; however, its function is not that of a social service agency.

The school should take the educational approach in solving any community problem. When teachers are educated to this viewpoint they will
point all learning toward living. They will see the curriculum in light of how the child and his parents live and will relate all subjects and activities to their problems which are concerned with actual every-day living.

Organization is important. This is the first requisite of a program involving the cooperation of individuals. Community programs require cooperative group action, as well as effective organization. Concerted group action and organization provide opportunity for local leadership and whole-hearted cooperation on the part of the people. "

"The aim of community organization is to develop relationships between groups and individuals that will enable them to act together in creating and maintaining facilities and agencies through which they may realize their highest values in common welfare of all members of the community." 1

"When community life is improved the children will be reared in better home environments and will be better nourished, clothed, and housed; there will be fewer mal-nourished adults; home ownership will be increased; family life will be more stable; recreation will be more wholesome; illness will be less prevalent; better church recreation will be provided; there will be fewer law-breakers; better roads will be constructed; more wholesome while reading will be done; better schools will be provided; employment will be increased; better citizens will result, in fact, there will be improvement in every area of life." 2

Methods of recognizing economic and social problems in their early stages of development will make these problems fewer in number and less serious in nature. The community will then possess more tolerant and cooperative people who are happier, healthier, more economically secure, and who are able and willing to plan together for the success of their

2 Brewton, John E., Improvement of Community Living, George Peabody College of Teachers, 1942, p. 9.
community.

The role of the community school in the county program.-- What shall be the role of the school in the county-wide community program? There are several things which the school may do. It may be the first to plant the idea of a unified community in the minds of the people. It deals directly with the most available products of the community—its children. Through these children and the contacts with the adults of the community the school reaches a greater proportion of the people than any other agency. These people are interested in their own welfare directly and the community's welfare indirectly. They may or may not be interested in the school's welfare. It then becomes important that if the school is to promote a county-wide community program it must point out the value of such a program for the individual and not the school. Many schools at the present time are "gimme" institutions. In a program devised to improve living in a community the school must render service of educational value in any area of living where needs exist.

In addition to advancing the community improvement idea, the school also may help select and train leaders to carry it on. If the school's study program has been effective there should be information concerning potential leaders in the community. These leaders when chosen should be given training for their tasks. The school should be able to render this service. Not all can be leaders, but all can be co-workers.

For any community program to function the members of the community must come together. What better place for coming together can be found than the school buildings? Adequate space, and a variety of equipment at most school plants. Most important of all is the fact that the personnel of tomorrow's community make up the enrollment of today's school.
Tomorrow's leaders have been discovered; tomorrow's co-workers are here. The school faces a challenge in providing experiences for children and adults which will make them worthy members of the community.

The school should not assume all responsibility for community activities. It should not usurp the power of any other organization, but it should be ready and willing to cooperate in any undertaking for the good of the community. The school should not hesitate to take the lead if necessary. In many of the smaller communities the school is the only community organization and the school building is the only building dedicated to community use. In that case the school will become the community center and the teacher will have to inaugurate many activities.

By an improved curriculum we mean one in which each individual is respected, guided, encouraged, criticized and given a chance to develop to his fullest capacity. In such a program no one's word is law, opinion unquestionable, rights infringed upon. Each person attains status, feeling that he is a part of the group. Further it should mean that the experiences of the child shall be limited only by his needs and ability of the school and the community to meet these needs. Textbooks become valuable tools by which the child's experiences are pushed farther and farther back, extending his knowledge and enriching his culture. An improved curriculum is not one in which skills are minimized, rather it is one in which the skill subjects come to life and take on significant meaning. The age-old question "Why take this?" I'll never need it," cannot be asked if it is being learned and used to meet a need at the present time.3

3 Ibid.
The curriculum, then, must be flexible and based on the needs of those being educated. The purpose of such a curriculum would be two-fold: First, that the child shall enjoy living at school, and second, that he be prepared to take his place in society with a feeling of confidence that comes from a mastery of his field, and a rich cultural experience background. It should not deal with far away and long ago abstractions, but the here and now problems of life. When the school realizes this position then the school rather than "experience" will be the best teacher. The school should become the sum total of selected and guided experiences, each of which is evaluated by experiences.

The key persons in a community school are the teachers. Their educational point of view, their social and professional attitudes, and their training will have much to do with the role of a school in a community program. The growth of teachers should be a continuous process.
CHAPTER IV
EVALUATION
INTRODUCTION

It would be disappointing indeed if the school painted the house inside and out; provided a beautiful and pleasant place in which the children may learn; built sanitary toilets; installed running water; built a cannery; established a school bank, a school store, lunch room, a grist mill, a club house; and failed through these efforts to improve the children as individuals, to enable them to have wholesome human relationships, and to make them courteous, considerate, eager to learn, and in short, good citizens.

Change in pupils.— The writer has watched for these spiritual values all along as the program progresses. Children in all the schools without exception, are courteous, reverent, considerate, poised, and free in their minds and bodies to do the things they want to do. This is the most sincere evidence one can find that the human mind can be trusted if set free. Free from suspicion, intolerance, free to trust and be trusted, free to give and receive, free to love the teacher and be loved in return.

Change in teachers.— Since the program started in 1942 the entire teaching staff has taken on new life. By the monthly meetings of teachers, planning and working together, much good has been accomplished. The closer cooperative spirit is pronounced. Attitudes are much better. The desire to work harder and accomplish the desired goals are quite evident. Every teacher in the county system has rated herself by self-analysis examination, and is striving to better herself. All were enrolled in the county workshop, and many are going to college during the summer months.

Change in community.— The one thing about the community school program in Hopkins County that is outstanding is the spirit of the people concerned.
It is a spirit of unity, understanding, cooperation, and the faith in the things they are doing. Parents, pupils, teachers, and college faculty members all seem to be guided by the same vision, and to be working toward the same end. The friendly understanding and helpful relationship existing among teachers, pupils, patrons, and the college faculty who work in this county is so pronounced one cannot fail to be aware of it.

There is much evidence that it is the people's program. All the peoples, even the pupils in the elementary schools, believe in the things they are doing. Pupils talk intelligently and understandably about what they have done, are doing, and plan to do. Those guiding and directing the program will tell you that they believe that the program will go on if they stepped out of the picture. The people have found that the experience of working at the real problems of life together is the best way yet found for solving them.

One must go to see for himself if one is to be able to understand the spirit that prevails throughout the entire program in the county.

Some evidences that progress has been made in tying school and community living more closely together.— Teachers are learning to utilize resources in their teaching. Teachers of the county are finding new aids that heretofore have not been used. Not only do the various schools take advantage of all materials available, but the county office has promoted a Materials Bureau. Mrs. Woodard, Secretary and Treasurer of the Board of Education, is very resourceful in obtaining bulletins, pictures, maps, and other free or inexpensive materials. Some of the schools have projectors and sound equipment. Others are planning to obtain them. The school is learning to use community resources for teaching and thus tie the learning program more closely to community living.

Community agencies are used.— The County Health Department works with
each school in its immunization and sanitation program as well as its health education program. A doctor, two nurses, a sanitary inspector, and a laboratory technician constitute the Health Department.

None of the communities have separate libraries, but each is trying to make a school library a combination of school and community library.

The agricultural and home demonstration agencies work nicely into the program. Clubs and project work is being carried on in the schools, especially those without a Future Farmers' Association chapter.

The county has been fortunate in having the help of Western Kentucky State Teachers College in the program. Various teachers have been advisors and leaders in work shops.

The county has had some contact with the State Department and is expecting to receive more help from this source. The contact has been very worth while.

The lay public is interested.— The teachers have been encouraged to plan with the patrons and the patrons have been responding well. Some of the community planning has resulted in amazing progress. One of the smallest high school councils planned and carried out a $3,500.00 project. This project was the construction of a building for a cannery.

Over a period of three years the following projects have been carried out as a result of community planning:

Three canneries
One building for lunch room
Eight lunch programs started
Sixteen buildings painted on inside
Outside beautification
Libraries improved
Adult classes

Playground equipment purchased

Two pianos purchased

Additional playground purchased

Pictures, maps, books purchased

In all of the larger units and in many one-teacher schools there are active Parent-Teacher Associations. Various clubs such as the Kiwanis Club and Women's Clubs are working with the schools.

There are no cooperatives in the sense that shares are held by patrons of the community. There has been very good participation in cooperative effort to obtain things needed for school and community. It has been through cooperation of patrons, teachers, and pupils that improvements listed above and others have been made.

Homes are improved.-- It is difficult to measure the influence that this program has had upon the homes, but the following improvements are definite results of the operation of the program:

Easier and better food preservation

New ideas and improved tastes in housekeeping

Better devices for household and farms

More outside beautification

Better repair service in farm shops

Adult education continued

Improved social opportunities

Greater civic spirit

Teachers continue to grow professionally.-- There is a decided improvement in the attitude of teachers toward their work. The following points of improvement have been noted:
Teachers take greater interest in meetings and in experiences of other teachers.

No lack of participation in discussion

Willing to be leaders in communities

Enjoy home visits

Teachers are continuing to go to school. Many are doing graduate work.

Teachers know that they have an important place in the life of the communities.

Pupil growth. The program has greatly broadened the areas of learning for the pupil. By living and working as a citizen of the community while in school the pupil develops a poise that might not be found in a different type of school. Attention is given to his vocational tendencies. His opinions are given consideration.

School attendance. It has been noticed that those schools most active in the program also have better attendance. It has also been noted that the attendance of certain pupils with a poor record in the past has greatly improved. Of course it follows that fewer pupils fail.

Administrative improvements. First among improvements along this line would come the supervisory work. Every effort will be made to continue this good work. The conditions of the time prevent a definite statement that teacher tenure has improved but it would follow that such is the case when teachers have greater interest and have a feeling of security in their employment.

College participation. Western Kentucky State Teachers College has made its entire faculty available. Within the past two years nine college faculty members and the President of Western Kentucky State Teachers
College have visited in the county on several occasions.

Changes in faculty philosophy.- Although there has been no attempt by the teachers to state a group philosophy, there seems to be agreement on these points:

The school should reflect the best of community life and be the center for improvement of living conditions.

The school should meet the needs of all children who are to become citizens and earn a living.

Good attitudes among patrons, teachers, and pupils are essential to a good school and community program.

The community school is for adults as well as for children.

The very process of planning and executing by patrons, pupils, and teachers is a good thing within itself in that it is education and develops good attitudes. The end is good because it provides better schools than the tax dollar buys and improves community life.

Democracy can best be taught in a democratic atmosphere.

An active school is desirable.

Concluding statement.- It may seem that from the statements made above the teachers and patrons are satisfied with their schools, but such is far from the truth. They know they are far from the ideal. If they have any pride in their program and its progress, they will not stop with pointing to their position now. They must also point to their position a few years ago. So, this report must be concluded by saying that they would be judged by their progress rather than by their present position.¹

¹ Wilkey, H. W., Superintendent of Hopkins County Schools, 1945 Report to Dr. R. E. Jagers and General Education Board.
Criteria for evaluating the community school.—The following criteria for evaluating a community school were set up at the Work Shop Conference on Teacher Education held at the University of Kentucky August 26 to September 1, 1944, by the one hundred seven persons participating, the one hundred seven persons representing the seven colleges and their cooperating counties. The writer was one of the representatives from Western Kentucky State Teachers College and Hopkins County.

These evaluative criteria were developed and published in Bulletin No. 7, Volume XIII, in September 1944, by the Honorable John Fred Williams, Superintendent of Public Instruction of Kentucky.

These criteria are placed in this thesis because they have been and are being used by each school in Hopkins County. These are the Golden Rules in relation to the community school in Hopkins County.

Specific Criteria.—The school contributes to self-realization of the individual to the extent that:

The children are made to feel that their abilities and efforts are appreciated.

Commendation is given only when it is deserved, but certainly when it is deserved.

The opinions of the children are respected and valued by the teachers and other pupils.

Children are given freedom to learn through discovering things for themselves.

Children exercise the freedom to express themselves.

Children are reasonably free from worry and fear.

The children's needs, rather than books and what they contain, become the point of departure in the learning activities.

Children are experiencing, through a program of school living, mental, physical, social, and spiritual growth.

Learning materials are suited to the abilities, aptitudes and interests of the children.
Children are led to understand the resources and opportunities in the community where they live.

Health examination, and diagnostic tests are used as aids by teachers in understanding children.

Children's hobbies and interests are respected, and they are encouraged to follow them.

The materials in the textbooks are enriched by bringing the pupils in contact with the natural environment and the problems of living in the community.

The growth of children is aided through the use of community agencies.

People who have had unique experiences are brought in contact with pupils in the school.

Children participate in making the school an attractive place in which to live and learn.

Children share with the teachers in planning the program of living and learning in the school.

Children accept the responsibilities as school citizens by helping to protect school property.

Children participate in school government and accept some responsibility in making decisions.

There is evidence that children are concerned with the maintenance of their physical health.

There is evidence that children exercise reasonable care in their personal appearance.

Children make an effort to avoid the use of incorrect expressions.

Children have developed a high standard of courtesy.

There is definite evidence that every child has a sense of belonging.

There is evidence that the teacher is conscious of the abilities and interests of each child and has helped the child plan his work so that he may develop through his interests and aptitudes.

**Specific criteria.** The school contributes to improvement of human relations to the extent that:
The community is increasingly aware of its needs.

Leaders are emerging from the community.

Opportunities are provided for persons with various levels of ability to develop leadership.

An increasing number of people feel interest in and responsibility toward community problems.

People of varying ages and from different economic, social, and cultural groups enjoy working and playing together.

Courtesy is extended naturally in the school, on the playground, in the home, and in places of business.

Common problems are discussed in a friendly, tolerant manner.

Friendly cooperation exists within the school and between the school and other schools.

Friendly cooperation exists between the school and other agencies working for the good of the community.

The school and business and industry have harmonious working arrangements with reference to work experience and job placement.

Laws and group decisions are respected and observed.

Family life is stable.

Ideas, experiences, and materials are willingly shared by individuals and by groups in the school and elsewhere in the community.

The teacher recognizes herself as a part of the community and is so recognized by the community.

The community provides satisfactory living conditions for the teacher.

The teacher feels her responsibility toward the total growth of the child and toward the total school program.

The local community recognizes the relationship and dependence upon the national community and the world community.

Specific criteria.— The community school contributes to the health, physical education and recreation of the community to the extent that:

The health program causes the community to be conscious of needed health services and to utilize those that are available.

The teachers and pupils in the school are immunized against
common communicable diseases suggested by the State Board of Health.

The school and community cooperate with the Health Department in discovering the physical condition of pupils and in correcting their deficiencies.

The school has found and used the information available from the Health Department and from other sources in determining the conditions in the schools and the community that affect health.

The school uses the buildings and grounds as teaching situations in the health program.

The school and community contribute to the planning, providing, and keeping of the building and grounds attractive so as to contribute to mental and physical health.

The school attempts to locate community health problems and helps its people see how to overcome them.

The school lunch program is educational in that it is used to develop good habits in the choice of foods, the spending of money and eating practices.

The dietary practices of the pupils and their families are known and provisions are made to help them improve.

The pupils and the people of the community participate in food production and preservation program in relation to health.

The facilities in the community (hospitals, dairies, canneries) that relate to health are used by the school as teaching situations.

The kind of emphasis that is placed on individual health habits of pupils brings about better health practices.

The health and recreational program contributes to better school attendance and efficiency in learning.

There is evidence that the physical activities and the recreational program of the school carry over into the home.

The people of the community participate in providing and in using the recreational facilities of the school through the entire year.

The pupils and teachers plan to provide wholesome play.

All pupils participate in the physical education and recreational program of the school.

The school cooperates with and uses the services of other community agencies and organizations working in the fields of safety, first-aid, health and recreation.
Specific criteria.- The fundamental processes are taught effectively in the school to the extent that:

The problems and illustrations used in teaching the fundamental processes are drawn from the life of the community.

The materials and activities used in teaching the fundamental processes are appropriate to the interests, abilities, and needs of the learners.

The learners themselves realize the need for the learning of the fundamental processes.

The skills are used naturally and effectively.

In studying community problems and resources the learners are conscious of acquiring the fundamental skills.

Drill in the fundamental processes is purposeful and enjoyable.

The skills acquired in school are sufficient to enable the learners to meet their needs for successful living.

The learners are aware of the facts and principles involved in a particular learning experience, and know how to use them in solving other problems.

The learners make use of the skills acquired.

Specific criteria.- The school contributes to worthy home membership built upon the needs and resources of the community to the extent that:

A clean, comfortable, colorful, workable school home is planned and created.

Home improvement is stimulated by the school environment.

Wholesome and appetizing food is planned, prepared, and served in an attractive setting at school.

Eating habits are improved at home.

The services of specialists in food and nutrition and of capable homemakers are used in the school lunch program.

Many recreational activities are planned and carried out.

Needed equipment, within the range of their abilities and resources, is made by the home, school and community by children and adults.

Children are neatly and appropriately dressed.
A total health program is developed and supported, cooperatively by parents and school.

Common funds of the school groups are managed by children under wise guidance.

Desirable attitudes toward work and the use of money are developed through experiences in earning and spending.

Ways of making a living are discussed and experienced by children.

Democratic living in the school is reflected in cooperative living in the home.

Children's natural curiosity and desire for self-expression are treated with respect and understanding.

Children indicate a deep religious sense by the respect they are developing for any human being.—kind thoughts, kind words, kind actions toward mankind at home and over the entire world.

Children are being prepared for marriage and parenthood.

Specific criteria.—The community school develops good citizenship to the extent that

It provides for democratic participation necessary to acquire a full understanding and appreciation of what it means to be a good citizen in a democratic society.

It provides for democratic participation in caring for and improving public property.

It provides for democratic participation in selecting, procuring, and using instructional materials and equipment.

It provides for democratic participation in understanding, planning, and evaluating important social relationships involving pupils, parents, teachers, and the community at large.

It provides the child and the community with the opportunities for appreciating and accepting the duties and responsibilities as well as the rights and privileges of democratic citizenship.

It provides the child and the community with the rich and varied experiences required to understand and to attack intelligently the current problems in cooperative living, such as conservation, and improvement of natural and human resources.

It takes advantage of every available opportunity to insure that good citizenship receives adequate social recognition.
Specific criteria.— The school is contributing to the development of ethical character to the extent that:

Every teacher and every school official accepts responsibility for and takes advantage of every opportunity for character development.

Individual guidance is given to the pupils according to their needs.

Pupils as individuals and as groups under wise guidance make decisions relative to behavior.

Instructional materials are provided that will contribute to good character development.

Opportunities that serve as learning experience in the development of character are recognized and provided.

Behavior patterns not acceptable to the group and to society are recognized as possible symptoms of maladjustment of the individual and are dealt with in such a manner that desirable character is an outgrowth of the experience.

All institutions and agencies in the community cooperate with the school in its attempt to make character an outcome of the program.

Teachers and pupils give due appreciation to good behavior and disapproval to behavior which is not good.

The pupils take pride in high quality of work, no matter which child produces it.

The teacher is not satisfied when any child fails to do his best.

The pupil recognizes that accuracy in work causes him to be trusted.

Praise is given only when deserved.

There is a sense of reverence in pupils.

There is wholesome optimism in pupils and teachers.

Specific criteria.— The program for leisure time needs in a school is effective to the extent that:

There is evidence that the teacher has the means of enjoyment of leisure time.
Children have the opportunity to play, know how to play, and take advantage of play time.

There is abundance of recreational reading material and a large percentage of the children use it.

There is provision for recreational reading by adults in the community and a large percentage of them take advantage of the school library.

There are opportunities for children and adults to engage in creative activities, such as singing, painting pictures, modeling, carving, construction, writing poems and stories.

There are opportunities for children and adults to make things, such as candy and cakes, dresses, hats, quilts, curtains, model boats, airplanes, books, maps, gardens.

Children are encouraged to make collections, such as stamps, books, pictures, minerals.

There is opportunity for children to listen to music and to play musical instruments.

There are tools which children may use to make and to repair furniture and school equipment.

There is acceptance on the part of the community of the fact that leisure time activities are essential and should be provided.

There is opportunity for hobby shows in which children and adults take part.

Where there is a gymnasium; it is used by all children and is available to out-of-school people in the evening.

There are group activities such as community singing, orchestra, band, folk games, operettas.

There are such clubs as 4-H, Scouts, Art, Hiking, and Photography.

There are organized games suited to needs of children.

There is opportunity for staging plays.

Every child in school is happy.

There is no juvenile delinquency.

Specific criteria.- The community school develops competencies to the extent that:
It makes a continuing study of the vocation pursuits of the students.

It acquaints the students with occupations by means of courses in occupations, vocational conferences, exploratory courses, trips to observe occupations and interviews with workers in various occupations, occupation books in library.

It provides counseling service to students aided by cumulative records, intelligence tests, aptitude tests, vocational interest blanks, trained counselors.

It provides specific vocational training for persons out of school.

It develops command of fundamental processes and the ability to think clearly in the vocation.

It rates high as evaluated by criteria dealing with health, ethical character, and desirable human relationships, since these are basic in vocational competency.

There is evidence that there is conscious effort to vary experiences so that interests and aptitudes may be discovered in the early school years.

Any program for development of vocational competencies places emphasis upon interest and aptitudes.

There is evidence throughout the school that work with the hands is respected.

**Evaluation of the development and growth of the community schools in Hopkins County.** — Evaluating the three-year program of instruction and development of the community schools in Hopkins County involves the collection of many understandings, attitudes, habits, and appreciations and application of basic principles of planning, executing, and measuring the results compared to certain pre-determined standards. The criteria listed below have been developed during the school years of 1942-45 in Hopkins County Schools through the cooperation of Western Kentucky State Teachers College. The evaluation is shown by the check mark in the different columns concerning the different items.
I. Criteria for evaluating the growth and development of community schools in Hopkins County.

To what extent:

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<td>A.</td>
<td>Was the program planned definitely?</td>
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<td>Was it planned by the entire staff?</td>
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<td>Was it democratic?</td>
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<td>Was it community centered?</td>
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<td>4.</td>
<td>Did it consider the needs of children?</td>
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<td>5.</td>
<td>Did it study study the nature of social order?</td>
<td>x</td>
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<td>Did the following conditions exist as shown by the community analysis?</td>
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<td>Participation of pupil in:</td>
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<td>a. Church?</td>
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<td>b. Sunday school?</td>
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<td>c. Movies?</td>
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<td>d. Radio programs?</td>
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<td>e. Reading books and magazines?</td>
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<td>f. Making trips?</td>
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<td>2.</td>
<td>Bus transportation to school?</td>
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<td>No. of Books in Home?</td>
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<td>No. of magazines in Home?</td>
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<td>Interesting items in newspapers?</td>
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<td>Church membership of parents?</td>
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<td>7.</td>
<td>Church membership of brothers and sisters?</td>
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<td>Education completed by parents?</td>
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<td>Education completed by brothers and sisters?</td>
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<td>10.</td>
<td>Employment of father and mother?</td>
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<td>Employment of those who contribute to family income?</td>
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<td>Family possession of:</td>
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<td>a. Eggs?</td>
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<td>b. Milk?</td>
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<td>c. Butter?</td>
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<td>d. Vegetables?</td>
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<td>e. Meat?</td>
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<td>f. Fruits?</td>
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<td>g. Chickens?</td>
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<td>Types of insurance?</td>
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<td>Amount of money spent annually:</td>
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<td>a. Lights and fuel?</td>
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<td>b. Rent?</td>
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<td>c. Insurance?</td>
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<td>d. Food?</td>
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<td>e. Clothing?</td>
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<td>f. Recreation?</td>
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<td>g. Church?</td>
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<td>h. Schools?</td>
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<td>i. Miscellaneous?</td>
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15. Possession of:
   a. Car?
   b. Truck?
   c. Radio?
   d. Musical instruments?
   e. Telephone?
   f. Daily paper?
   g. Church paper?
   h. Magazines?

16. Use of:
   a. Bank account?
   b. Charge account?
   c. Allowances?

17. Occupation of father and mother?
18. Nationality of father and mother?
19. Members in immediate family?
20. Members in immediate family living?

21. Members in immediate family in service?
22. Ages of all children?
23. Father and mother living?
24. Other family living in home?
25. How home is financed?
26. Number of bed rooms?
27. Number of other rooms?
28. Dining room?
29. Kitchen separate from dining room?
30. Running water in kitchen?
31. Bathtub or shower?
32. Supply of water?
33. Water heater?
34. Sewage disposal?
35. Garbage disposal?
36. Screwing of homes?
37. Heating of homes?
38. Lighting of homes?
39. Refrigeration of food?
40. Home conveniences?
41. Patronize public laundry?
42. Laundry done at home?
43. Employ a nurse?
44. King of cook stove?
45. Kinds of closets in home?
46. Finishing of walls?
47. Finishing of floors?
48. Linoleum or tile on floor?
49. Brick, wood, or other materials of house?
50. Repairs needed?
51. Distances from home to:
   a. Groceries?
   b. Clothing store?
   c. Doctor?
   d. Hospital?
52. Amount of vaccination, inoculation and immunization?
53. Religious and social practices carried on in home?
54. Did they obtain the following:
   a. Dairy products?
   b. Vegetables?
   c. Fruits?
   d. Meats?
   e. Eggs?
55. Health practices followed?
56. Spending program?

C. Use of data from questionnaire?
   1. Were data helpful in setting up problems?
   2. Were many problems suggested?
   3. Were curriculum implications noted?

D. Mental tests as a part of survey?
   1. Were different tests for different levels used?
   2. Were tests scored according to standard?
   3. Were data tabulated?
   4. Were data graphed?
   5. Were data interpreted?
   6. Was remedial treatment used?

E. Achievement tests as part of survey?
   1. Were different tests for different levels used?
   2. Were tests scored according to standards?
   3. Were data tabulated?
   4. Were data graphed?
   5. Were data interpreted?
   6. Was remedial treatment used?

F. Age-grade tables as part of survey?
   1. Were your pupils of normal age?
   2. Were they over-age?
   3. Were they under-age?
   4. Percentage of pupils normal age?
   5. Percentage over-age?
   6. Percentage under-age?

G. Grade-progress tables as part of survey?
   1. Were your pupils progressing normally?
   2. Were they retarded?
   3. Were they accelerated?
   4. Percentage progressing normally?
   5. Percentage retarded?
   6. Percentage of pupils accelerated?

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II. Criteria for objectives for the work---

To what extent:

A. Were objectives selected from all problems found in survey?
   1. Did each one select his objectives?
   2. Did principals select objectives for their schools?
   3. Did superintendent cooperate for the whole county?
   4. Were problems related to the curriculum?
   5. Were problems related to the teaching-learning situation?
   6. Were problems related to the inservice training of teachers?

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B. Were means developed to carry through each objective?
   1. Were these developments carried out?
   2. Were means workable?

C. Were objectives evaluated?
   1. By changes observed in pupils?
   2. By changes observed in teaching-learning situation?
   3. By changes observed in teachers?
   4. By changes observed in community?

III. Criteria for the evaluation of the curriculum revision program.

To what extent:

A. Was the curriculum studied?
   1. Was a curriculum director chosen?
   2. Were consultants used?
   3. Did the superintendent initiate the program?
   4. Did the superintendent head and lead the program?
   5. Were the following committees developed?
      a. Administration?
      b. Production?
      c. Installation?
      d. Evaluation?
      e. Editing?
   6. Were administrators on administration committee?
   7. Were teachers members of production committee?
   8. Were all on some committee?

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9. Were courses of study developed by each teacher?
10. Were units of work introduced in each course of study?

### IV. Criteria for evaluating the teaching-learning procedure.

**To what extent:**

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**B.** Have other factors been affected?

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### V. Criteria for evaluating the in-service training of teachers.

**To what extent:**

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**B.** Conferences

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C. Visitation
1. Were visitations on call?
2. Were visitations spontaneous?
3. Were inter-visitations used?

D. Self-study
1. Will teachers attend college next quarter?
2. Will follow-up courses be offered?
3. Have the teachers read professional literature?

VI. Criteria for evaluating the supervision program for the entire county in the development and growth of the community schools

To what extent:

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A. Were opportunities presented to all to cooperate?

B. Could some have contributed more?

C. Is there an opportunity for a state-wide program?

D. Should it become a state-wide program?

E. Full-time supervisor
1. Is there a need?
2. Is there a desire?
3. Would all cooperate?

VII. Final criteria

To what extent:

A. Did the specific way of learning, teaching, or supervision employed in this particular situation conform to the known principles of good learning, teaching and supervision?

B. Did it conform to the dictates of past experiences and common sense?

C. Did it work?
CHAPTER V

SUMMARY AND CONCLUSION

Summary.—The problem that was undertaken was to show the influence of the Community School idea on the schools of Hopkins County.

Only briefly can a summary be given here of what effect the advancement of the Community School has had on the people and teachers alike in Hopkins County for space would not permit it.

There is widespread interest in community study and community improvement. The first step in the curriculum development program was the community survey and analysis. The assumption underlying this survey was that the improvement of living in the county must be preceded by securing dependable information concerning the social and economic life of the county. The data were most useful in making changes in the individual schools in the community and in determining the outstanding problems of the county.

Every teacher in the county worked on the problems of her group. County, community, and local committees were organized and worked under expert supervision from Western Kentucky Teachers College. This produced a cooperative interest and oneness of purpose.

The program of the Community Schools in Hopkins County is now entering its fourth year of work. Every teacher in the county is doing a better job of teaching, every child is more interested in his school work, and is learning more because he is studying more the things that are nearest to him and the things for which he sees a purpose. The interest of the child has been awakened.

Social life is better, more homes are painted and beautified. More
Community pride is shown. School houses and grounds are better preserved, and have more inviting surroundings.

As has been shown, the health of the entire county is much better and sanitary conditions are improved.

Conclusion.- Since teachers, patrons, and children alike have been greatly benefited by the closer cooperation of all concerned, it would be unwise not to continue the program in the county.

The beginning has been accomplished, the stage has been set, and as the program advances year by year more can be accomplished.

It has been suggested that at the end of the fifth year of the program another survey be made of the county and after results have been compiled they can be compared with the results of the first survey so that it may be more accurately determined to what extent the program has advanced the betterment of the county as a whole.

Western Kentucky State Teachers College with Hopkins County as the coordinating county will continue the program, and members of the college faculty will continue to visit and work in the county at intervals to supervise the work.
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