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UNIVERSITY OF LOUISVILLE

TITLE: "THE INTER-RELATIONSHIP OF SCHOOL AND
COMMUNITY".

AS SHOWN IN CANE RUN SCHOOL (ELEMENTARY
SCHOOL #34) JEFFERSON COUNTY, KENTUCKY

A Professional Paper Submitted
to the Faculty of the Graduate School
of the University of Louisville

In Partial Fulfillment of the Requirements
for the Degree of Master in Education

Department of Education

by

Sara Belle Wellington

Year

1948

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NAME OF STUDENT: Sara Belle Wellington

TITLE OF PROFESSIONAL PAPER: "THE INTER-RELATIONSHIP OF SCHOOL AND
COMMUNITY".

AS SHOWN IN CANE RUN SCHOOL (ELEMENTARY
SCHOOL # 34) JEFFERSON COUNTY, KENTUCKY

APPROVED BY READING COMMITTEE COMPOSED OF THE FOLLOWING MEMBERS:

Hilda Threlkeld

Noble H. Kelley

NAME OF DIRECTOR: J. J. Oppenheimer

DATE: May 22 1948

ACKNOWLEDGEMENT

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INTRODUCTION

Education is a continuous process. It goes on all of the time, anywhere and everywhere. Thus the quality of a person's education through the school is judged by how well it goes with the principles of democratic living.

In general, we can say that all of us wish the good life, although our concepts differ as to just what is the good life; but one thing that we do know is that the good life is found in the living itself and not outside of it.

Since we are seeking a better life for this generation and many coming ones, we are trying to plan ways in which our community can better serve the school, and the school the community.

Before a school can truly serve the best purposes of a community, it should be familiar with the problems of that community, its needs, and its resources. Therefore, in September of 1947, to further the efforts of the school in working with the children and to help in planning a curriculum to meet community needs, the school made a survey, attempting as best we could to get pertinent information that would be of value to the school.

To get this information, we used two questionnaires, one compiled by the school and one by the Peabody College Survey Committee. Although there are many things not included in this survey, such as annual income, etc., we are well pleased with the response that we have had up to this point. We know that ours is a gradual process, and we feel that in time the community will accept more personal questions when they fully realize what we are attempting to do.

The information obtained from the survey will be given in the first part of this paper. Section Two will show how the school is trying to meet the needs of the community as revealed in the survey or in other ways.

MAP

LEGEND

- High Type Road--asphalt or bituminous construction
- Medium Type Road-- Oiled or retread
- Unimproved or Connecting Road
- County Line
- Church
- School
- U.S. Highway
- State Highway
- County Road
- Railroad

SECTION I
THE COMMUNITY

The Cane Run Community is similar to many other communities all over the world, but since it is the particular one that we are concerned with in this paper, it seems wise to describe it as fully as possible.

LOCATION

The community is located in the extreme western part of Jefferson County. Its western boundary is the Ohio River, from the foot of Lee's Lane to Bell's Lane and Algonquin Parkway. On the east, the community extends along Dixie Highway (Eighteenth Street Road) to Miller's Lane and Ralph Avenue. It is bounded on the south by Lee's Lane and Rockford Lane to Dover Road; and on the north by the city limits, which run just a short distance south of Algonquin Parkway.

Many of the homes in the western part of the community are on the Ohio River and Lake Dreamland. This lake is filled by the Ohio River. At first it was only a small body of water, but since the land was developed for a summer resort, the lake was made larger. Apparently the word lake is a misnomer, and it might better be called an inlet, for during terrific rains the river backs in to the lake, and quite often this neighborhood is flooded, as are the homes along the Ohio.

ROADS

The main road running through the center of this section is (which is an extension of Twenty-Eighth Street); Cane Run Road, and at angles to it are various other arteries such as Bell's Lane, Camp Ground Road, Ralph Avenue, and Lee's Lane. These roads intersect Cane Run Road from the west; Ralph Avenue continues across it to the east, and other roads on the eastern side are Miller's Lane, Hartlage Court, Crum's Lane, and Rockford Lane.

The development of this section dates back well over one hundred years. As early as 1839, the Jefferson Pond Drainage Company was organized to survey the Pond Settlement (as most of this commu-

nity was then called) and tax money was spent for drainage. The drainage was obtained by widening and deepening Mill Creek (in the southernmost section of the community), which was called the Big Ditch. The Big Ditch is still in the community, and after excessive rains it often floods the surrounding farms and homes. It crosses Cane Run Road about a mile from the Ohio River.

Since drainage has always been a problem in this section, the Cane Run Road, built in the latter part of the Nineteenth Century by the "Cane Run Plant Road Company", had to be laid on the trunks of trees placed close together for a foundation -- the "corduroy" construction that was quite common in pioneer days. This road was owned and maintained by the Miller family until 1895, when it was rebuilt with gravel and crushed rock and sold to the State. It is now an asphalt road owned and maintained by Jefferson County. All the roads leading off from Cane Run Road have good hard surfaces and can be easily traveled.

Bus transportation is furnished by the Louisville Railway Company for Cane Run Road, Bell's Lane, and Camp Ground Road. There is only one railroad in the community -- a spur track of the K. & I. which handles freight for the large industrial plants. Rights of way are now being bought for another spur track to be laid in the near future to increase the service for these industries.

SOIL AND PRODUCTS

The soil in this community is very sandy so that it absorbs the water very rapidly and is well suited to truck farming. Along the river is much good bottom land, but with the advent of the war, many war-plants were built on this. Much of the land is used for truck gardening, orchards, flower farming, and dairying. The sections off Lee's Lane and at Lake Dreamland are quite heavily wooded, and little is planted there other than family gardens.

The truck farms range from one to ten acres. In these are grown seasonal crops, some families specializing in the same things every year, while others grow a variety of things. In the children's survey, it was found that fifty-three vegetables and fruits are grown; but the chief crops are Bibb lettuce, radishes, onions, beans, greens, peppers, tomatoes, and corn.

The two large orchards in the community are stocked with apple and peach trees, but apples are the main crop. Many of these are taken to the city markets, and many are sold in the community. The two large flower farms grow spring flowers such as tulips, jonquils, narcissi, and other bulb plants. The smaller flower growers specialize in growing pansies under cold frames. One large greenhouse in the community grows many chrysanthemums in the fall and winter, and has potted plants of all descriptions in the spring.

SCHOOL PLANT AND PERSONNEL

The present Cane Run School, dating from 1927, is located on a ten-acre site in the center of the community. The building now consists of fifteen rooms, plus a two-room portable and a large dining-room. The personnel consists of: one engineer-gardener; one lunch-room manager and seven helpers; seventeen teachers; and a principal. The present enrolment is 552 children, an increase of about one hundred in the past five years. This is the writer's fifth year at this school, and her third as principal. The teachers have been on the faculty for from one to twenty years.

Since the school is some distance from the river, it is not directly affected by high water, though heavy rains always cause a drop in attendance. The ten-acre site gives plenty of room for playgrounds, both for ball-games and for free play.

The early history of Cane Run Community has not been preserved as well as might be wished; so only a few remains are to be found, telling the present generation that the pioneers lived and worked here as they did in other places. Here and there one can find the ruins of old cabins, even the remains of old flower gardens which have long survived the cabins whose door-yards they once brightened. It is said by some that the first Cane Run School, built about 1816, was a small log building still standing on the old Miller estate on Miller's Lane and now used as a hog-house.

A little later, the large, stately brick houses appeared, the kind so typical of the Kentucky culture of the 1820's, 30's, and 40's. A few of these remain standing, most of them in a good state of preservation. These homes were once surrounded by plantations of from 1,000 to 3,000 acres, on which could be found from fifty to one hundred and fifty slaves, depending on the size of the estate. In these homes, with the help of the house Negroes, was dispensed the hospitality characteristic of the Kentucky of that charming era, even through the troubled days of the 1850's.

Among these homes which are still standing may be mentioned a stately old brick house at the foot of Lee's Lane, the home at one time of Governor Meriwether of Kentucky. This home is in a very good state of repair, and is now owned and occupied by the Howard family. This house is very typical of the "river" homes of that day.

The Millers, another old family, settled on a thousand-acre estate, part of which is in the Cane Run Community, while the other part reaches into what is now the city. There are two Miller homes

* Most of this information was obtained through the courtesy of Mr. Frank H. Miller and other old residents of the community.

still standing on Cane Run Road. The one nearer to Louisville replaces the original home, which was burned; this is a large brick house possibly built in the 1850's, judging by its architecture. This house has one room on the third floor, like a tower; tradition has it that the owner had this room built so that, with the aid of his spy glass, he could keep up with the Negroes on the estate.

Another old Miller home, very near the present Cane Run School, was built perhaps around 1800. This home still has some of the old brick quarters for the house servants, and also the small brick estate office. This is the home in which Mr. Frank H. Miller, president of the Louisville Railway Company, grew up. The present Cane Run School stands on land which was once part of the Miller estate.

In these homes, and in others which have disappeared, and concerning which I have no data, the people lived the typical lives of the country gentlemen of Kentucky. Then came the Civil War. After the war, with slave labor gone, came the inevitable "bust" which follows each post-war boom, and these large estate owners were forced to sell much of their land. Little by little, small tracts were sold to immigrants from Europe, mostly German, Dutch, Swiss, and Scandinavians, with a few French. These people, on the whole, became very substantial market gardeners, storekeepers,, and farmers. They made up a large part of the population until World War II. Among these settlers were the following families: Haller (blacksmith and wagon builder); Krusenklau (bricklayer and builder); Zoeller; Thielmeier; Windhorst; Lichteig; Gaus; Bramer; Huber; Wessel; Reinstedler; Dienes; Fey; Plenge; Kaelin; Shenk; Seng; Hartledge; Kramer; Kaufman; Wonderheide; Garrison; Wellman; Duckwall; and others.

At the beginning of World War II, the building of large industrial plants along the river brought in people from all over the United States, some of whom have stayed in the community, while

others moved on. Also, just at the beginning of the war, there was a definite trend of people moving from the city to the country; these families make up a part of the community and will continue to do so, as much building is still going on.

Thus we now have in Cane Run Community people of three groups: viz., the sons of the immigrants, the war-workers, and the group from Louisville.

QUESTIONNAIRE COMPILED BY THE SCHOOL FOR USE IN SURVEY

This questionnaire was originally planned to survey the children's own backgrounds, interests, and activities; and much of the information compiled from it has been found helpful in a better understanding of individual children and in curriculum planning. However, since this paper uses primarily the information which gives a picture of the community and is therefore helpful in adapting the school program to community needs, those questions marked with an asterisk have been omitted from the discussion in this paper. The complete list of questions is quoted herewith:

- * 1. How do you spend your leisure time?
- * 2. What radio programs do you listen to?
- * 3. What are your favorite programs?
- * 4. How much time per week do you spend listening to the radio?
- * 5. How much spending money do you get per week?
- * 6. Have you always lived in the country?
- * 7. If not, what cities have you lived in?
- 8. Do you live with both your parents? If not, indicate whether your parents are dead, divorced, or separated.
- 9. Does your mother work away from home?
- 10. How many children are there in your family?
- * 11. What is your position in the family?
- * 12. Was either of your parents in the armed services?
- 13. Do your parents own their own home?
- 14. From what material is your house built?
- 15. How many rooms are there in your house?
- 16. Do you have a telephone?
- 17. Does your family own a car?
- 18. Does your family own a radio?
- 19. Does your family own a piano?
- 20. Does your family take a magazine?

21. Does your family take a daily newspaper?
22. Where do you buy most of your groceries?
23. Where do you buy most of your clothes?
24. Did your parents go to Cane Run School?
25. Did your parents go beyond the eighth grade?
26. Did your parents go to high school?
27. Did your parents go to college?
28. Are your parents members of any church? If so, which?
29. To what clubs do your parents belong?
30. How do your parents spend their leisure time?

As is natural in any set of figures obtained from children's answers to a questionnaire, spread over different days and with varying numbers present, there are some discrepancies among the totals of the various categories, these ranging from 519 to 552. However, since the aim of this survey has not been statistical accuracy so much as the discovering of trends for the purpose of better adapting school program to community needs, these discrepancies in totals may be regarded as unimportant. For the same reason, percentages have been computed only to the nearest half percent without carrying out to further decimal points.

In addition to the above questionnaire, which was used in all the grades simultaneously, the teachers have from time to time surveyed their own rooms for pertinent information. Much of this information has been used in planning curricular or extra-curricular projects, as shown in Part II of this paper; but the answers have not been treated statistically and are not included in Part I.

INFORMATION OBTAINED FROM THE SURVEY

FAMILY LIFE -- As shown in the section on the history of the community, there are three groups of people according to origin. During the war, there was a perceptible difference in stability, among both children and adults, between the families of war workers and those of the older residents, most of whom are farmers with a greater degree of permanency and security than the war workers. Since the war, however, those of the war-plant employees who have remained have settled down to become a definite part of the community, and there is no longer any clear line of demarcation between these two groups. The families who have moved from Louisville have been accustomed to more modern conveniences than those who have grown up in the country. Otherwise, there is very little difference among the three groups, and the community has a fairly high degree of homogeneity. In making the survey, no attempt was made to differentiate among the three groups.

TABLE I-- NUMBER OF CHILDREN IN FAMILIES

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
46	99	120	76	62	38	25	17	3	19	13	1
9%	19%	23%	14 $\frac{1}{2}$ %	12%	7%	5%	3%	6/10 of 1%	3 $\frac{1}{2}$ %	2 $\frac{1}{2}$ %	2/10 of 1%

COMMENT-- The median of these figures falls near the top of the group of families having three children; but there are many more above this figure than below. This means that the majority of children in the school come from families large enough to foster a good degree of self-reliance and of responsibility for others. Also, many families have several children in school in different grades, and this makes for a greater degree of family unity in interest and participation in school activities.

TABLE II -- BROKEN HOMES AND WORKING MOTHERS

Many educators, on all levels from kindergarten through university, have found a high degree of correlation between behavior problems and children from broken homes or those whose mothers work outside the home. At the beginning of last fall's term, our second grade seemed to be quite unsettled; and since we wanted to understand the pupils from all angles, we included these questions. The answers revealed the following information:

Living with both parents -----	493---	89 %
One or both parents deceased-----	15---	2 $\frac{1}{2}$ %
Parents separated but not divorced-	6---	1 $\frac{1}{2}$ %
Parents divorced-----	38---	7%
Mothers working outside home-----	96---	17%

This is not too large a percentage of broken homes as compared with many groups; but it is enough to prove that children from such homes-- and their parents also-- can easily become problems. One little second-grade girl had been proving a great problem to her teacher and doing almost nothing in her school work. Then one day she came to school greatly elated over having a "new Daddy"; and with this new-found security of home life she became a good student with no further behavior problems. Again, an eighth grade girl was proving a serious problem in many ways; she stole change, played truant, lied about her age and got a job at Walgreen's, and was carrying on an affair with a soldier. We found that her mother was working in Louisville from 11 P.M. to 7 A.M. in order to give her children things not provided by their drinking father. As a result, the girl was left very much on her own at night, besides having afternoon responsibility for younger children. Although we were not able to remedy the home condition, we did find considerable improvement after her mother, her teacher, and the principal were able to get together on the problem and try to help the girl see the consequences of her course of action and offer substitute satisfactions.

TABLE III -- EDUCATIONAL BACKGROUND OF PARENTS

In order that the school may be of the greatest service to both parents and children, it is necessary to know something of the educational background of the parents. In the information given below, no differentiation is made between those who finished the eighth grade and those who stopped school earlier, nor between those who merely attended high school or college and those who were graduated. Again, there is no attempt at correlation of educational background with group origin or with economic status; and "parents" are treated as one unit rather than differentiating between fathers and mothers.

8th GRADE OR LESS

335 -- 61%

HIGH SCHOOL

181-- 33%

COLLEGE

35-- 6%

Those whose parents had attended Cane Run School were 180, or 32½%. A further indication of the educational backgrounds is seen in the fact that only 297 families, or 54%, take any kind of magazine, and 450 families, or 82%, take any newspaper. The questionnaire made no inquiry as to which magazines were taken; but for several years the school has put on a campaign for magazine subscriptions and has stressed the best. Had this survey been made several years ago, the results would have been still smaller.

COMMENT-- These educational levels definitely need raising; but it is encouraging to see the eagerness of parents for greater educational opportunities for themselves as well as for their children. The Peabody Survey of Jefferson County shows an astonishing number of requests for adult education classes -- ranging from ordinary high school subjects to Greek, and from woodwork to child psychology. Also, with parents of such limited backgrounds, the school's responsibility is definitely greater. But again the very limitations of the parents make them eager to participate in all school activities, and it is a joy to work with such enthusiastic supporters.

TABLE IV -- INDUSTRIES

Although this is predominantly a truck-farming community, there are a number of industries, large and small, as shown below:

Large manufacturing plants (Active)---	6
Large war plants (Inactive) -----	4
Small manufacturing plants-----	4
Garages and filling stations-----	6
Distilleries -----	3
Dairies -----	3
Flower farms or Greenhouses-----	3
Stores	
General and Grocery-----	10
Drygoods and Hardware-----	2
Drugstore-----	1
Barber and Shoe Shops-----	2
Night Clubs -----	8
Airport -----	1
Junk Yard -----	1

COMMENT -- The above industries furnish employment to most of the community workers, aside from farmers. There are few commuters to Louisville, except to the Ford and Aetna plants just at the city limits and very close at hand. The only professional men in the community are two preachers and a dentist. The preachers of the other churches come from the city, and there is no doctor nearer than Shively or Parkland. This makes it exceedingly difficult to get medical attention at night and is a serious lack in the community services. Some young doctor could build up a good practice by settling here and would be a great boon to the community people.

TABLE V-- MAJOR OCCUPATIONAL GROUPS

The question about parents' occupations brought a very large number of classifications, but these have been grouped under ten headings, as shown in the United States Census tables,* plus the heading "Unemployed" which was not included in those .

1. Professional and semi-professional workers---	12--2%
2. Farmers and farm managers-----	65--12%
3. Proprietors, officials, and managers except farm -----	14--2 $\frac{1}{2}$ %
4. Clerical and kindred workers-----	25-- 4 $\frac{1}{2}$ %
5. Sales persons-----	20--4%
6. Craftsmen, foremen, and kindred workers----	68--13%
7. Operators and kindred workers-----	89--17%
8. Domestic workers-----	19-- 3 $\frac{1}{2}$ %
9. Farm laborers and foremen-----	75--14%
10. Laborers except farm and mine-----	125--23 $\frac{1}{2}$ %
11. Unemployed-----	20-- 4%

COMMENT. From the above, we see that most of the parents do some kind of manual labor, either in industry or on the farm. Combining Groups 2 and 9, we find farm work the largest category, with laborers (mostly unskilled) as the next largest. These three together make up almost 50% of the total; machine operators and foremen add another 30%. Again the questionnaire does not distinguish between fathers and mothers; but, as has already been shown in Table II, only 17% of the mothers work outside the home.

* List of U.S. Census classifications taken from WORLD ALMANAC AND BOOK OF FACTS, 63rd year of issue; NEW YORK WORLD TELEGRAM, New York 15, N.Y.; 1948; page 456.

TABLE VI -- OWNERSHIP AND KINDS OF HOUSES, ETC.

21

<u>HOMES OWNED</u>		<u>HOMES RENTED</u>		<u>TELEPHONES</u>				
323-- 58 $\frac{1}{2}$ %		229-- 41 $\frac{1}{2}$ %		158-- 28 $\frac{1}{2}$ %				
<u>KINDS OF HOUSES</u>								
<u>FRAME</u>		<u>BRICK</u>		<u>STONE & CONCRETE</u>		<u>TRAILERS</u>		
449--82%		62--11%		26-- 5%		9-- 2%		
<u>NUMBER OF ROOMS</u>								
1	2	3	4	5	6	7	8	9(or more)
1	32	74	162	128	76	33	18	15
2/10 of 1%	6%	14 %	30%	24%	14%	6%	3%	3%
<u>CARS</u>			<u>RADIOS</u>			<u>PIANOS</u>		
373-- 68%			493--90%			77-- 14%		

As in the case of the number of children in the family, the median for the number of rooms per house falls at the very top of the four-room group. The houses are preponderantly of frame construction; and the proportion of home owners makes for a greater degree of stability than is found in many city schools.

TABLE VII -- SHOPPING CENTERS

As shown in Table IV, there are several stores in the community, but these are all small and carry very limited stocks. The question as to where the families buy most of their groceries elicited the following information:

A.&P. Super-Market (Parkland)-----	238-- 44%
Other Chain Stores (Parkland & Shively)-----	95---17 $\frac{1}{2}$ %
Other Louisville Groceries-----	100---18 $\frac{1}{2}$ %
Community Stores-----	110---20%

For clothing, practically all purchases are made in Louisville, since there are no community clothing stores. Some of the answers merely indicated Louisville without specifying the name of any store.

Where names of stores were given, Sears Roebuck was mentioned by 222, or nearly 41%. This is the nearest and most accessible of the down-town stores, and has a large parking lot. Another 64, or 11% , buy at three other large cash stores; and only 44, or 8%, mentioned the four higher-priced stores.

In other words, the people of this community are thrifty and unpretentious folk, who are not too much concerned with the labels on their garments, and who do not go into debt for food or clothing. In general, the children come to school in neat and sensible clothing; and when either children or adults attend some special function, at our own school or elsewhere , they look as well-dressed as any similar group.

SOCIAL LIFE OF THE COMMUNITY

TABLE VIII-- PARENTS' LEISURE TIME ACTIVITIES

The question about parents' club membership and their use of leisure time brought out the following:

P.T.A.-----	541---	98%
Church-sponsored activities-----	331---	60%
Lodges-----	28--	5%
Clubs-----	110--	20%
Sports-----	110---	20%
Travel-----	55---	10%
Square Dancing-----	17---	3%

There two active clubs in the community besides the organizations sponsored by the schools and the churches. These are: the Cane Run Improvement Club and the St. Denis Homemakers. Each of these meets once a month. The Improvement Club works on civic affairs pertaining to both Cane Run and St. Denis communities.. In the winter the y sponsor square dancing once a month. They also make the club-house available to various organizations that wish to use it.

The Homemakers' Club is a small group of women sponsored by the Jefferson County Farm Bureau. Their programs include improved menus, clothing projects, beautification of house and grounds, party decorations, etc., with some study of world affairs.

It is to be noted that picture shows are conspicuous by their absence from this list of parents' leisure time activities. This is partly because there is no movie house nearer than Parkland, and partly because many of the community families have a very strict and narrow attitude towards movies and consider them definitely outside the pale. Some parents who do not have this attitude take their children in to Parkland on Friday nights to see a movie, but they themselves spend the time in some other way.

Also, although there are eight night clubs in the community, these do not enter into the community life, but are frequented by people from Louisville. We were pleased with one incident concerning two of our graduates. The boy, a junior in high school, was returning from the Junior Prom with his girl, a freshman, and just to celebrate, they stopped in at a night club; but after one look around, he decided "This is no place for us", and they continued on their way home.

RELIGIOUS LIFE OF THE COMMUNITY

In the community are the following churches:

Baptist Missions from Louisville churches (One of these under construction)-----	2
Baptist (Colored)-----	2
Evangelical-Reformed-----	1
General Baptist (Primitive or Hardshell)-----	1
Interdenominational-----	1
Roman Catholic-----	1

The question as to parents' church membership gave the following information:

TABLE IX-- CHURCH MEMBERSHIP OF PARENTS

Not affiliated (or no answer given)-----	136---	24 $\frac{1}{2}$ %	
Baptist-----	301---	54 $\frac{1}{2}$ %	
Evangelical-Reformed-----	26---	5%	
Methodist-----	22---	4%	
Roman Catholic-----	21---	4%	
Christian-----	14		} 8% for total of 10 groups
Presbyterian-----	10		
Church of Christ-----	5		
Lutheran-----	4		
Riverside Tabernacle (Local interdenominational)-----	4		
Church of God-----	2		
Episcopal-----	2		
Seventh Day Adventist-----	2		
Christian & Missionary Alliance-----	2		
Nazarene-----	1		

COMMENT. The most surprising phase of this distribution is the fact that, in a community with so many families of European background, there are not more of the historic European Protestants, viz: Evangelical-Reformed, and Lutheran. The smallness of the Roman Catholic groups is due to the fact that most of the Catholic families send their children to St. Denis parochial school.

Since the questionnaire did not include church attendance, nor did it include the size of the local churches, there is no way of knowing how many of the families go in town to churches of their own denominations, how many attend other denominations, and how many do not attend at all. Also, it did not include the question of children's attendance at Sunday-School. That would probably be a helpful item to add another year.

SUMMARY -- PROFILE OF AVERAGE FAMILY IN THE COMMUNITY

Taking the medians of the various tables, we find the following picture of the average family in this community. This family consists of three or more children, living with both parents in a frame house of four or five rooms, owned by the family. They have a car and a radio, but no telephone and no piano. They take both a daily newspaper and a magazine; and they pay cash for both groceries and clothing. The father does some form of manual labor, in industry or on the farm, and the mother does not work outside the home. The parents have not gone beyond the eighth grade; they are Baptists; their social life centers in P.T.A. or church-sponsored activities; and they do not attend movies or night clubs.

All this adds up to a community of thrifty, hard-working, unpretentious, and substantial people, interested in their homes and their children and eager for a better life for themselves, their children, and their community. This community does not present the problems of desperate poverty, parental indifference, or social bitterness sometimes found in congested slum districts: it does not have the problems of ultra-sophistication, feverish social whirl, and boredom, which sometimes make it difficult for the school to interest the children of the extremely rich; and it is free from the distractions and undesirable influences which continual movie-going tends to produce in any city school.

In other words, this is a good community to work in, where teachers find excellent cooperation with every effort at making the school a real and vital factor in community life, and where there is fertile soil for the planting and growth of good seeds of character and citizenship. Such a community affords rich rewards for all the work and efforts already expended, and it offers a continual challenge to further efforts.

SECTION II

THE SCHOOL ADAPTING ITSELF TO COMMUNITY NEEDS

PART II -- THE SCHOOL ADAPTING ITSELF TO COMMUNITY NEEDSEXPANDING HORIZONS

In working with the community, we have learned that the people, both children and adults, are eager and anxious to learn. Most parents want a better life for their children and themselves. For a long time the school has realized that these country children lack many things in their background that the school needs to supplement. We realized that we were judging them by city standards rather than by the standards of their own community.

For instance, the second and third grades had been reading about train rides and railway stations; but after our survey we learned that many of these children had never been on a train or in a railway station; so plans were made to take them to town to see these. They were thrilled to death to be so close to a train; and actually to get on one was just wonderful! For these children this was as much of a travel experience as were the trips to the Legislature and to Mammoth Cave for the older boys and girls.

Again, when we tried to teach music appreciation, we realized that these children had never attended a concert of any kind, nor had they been to the Memorial Auditorium in Louisville. So we made plans to take groups from the five upper grades to the "Making Music" series of the Louisville Philharmonic Orchestra. The first year that they attended these concerts they were much more interested in the building than in the orchestra; after one season, they did not have to be urged to buy tickets, but were quite anxious to go. On one of the programs there was a group of ballet dancers; these children had never seen anything like that, and they were fascinated.

These concert trips led quite naturally to the organization of our own school orchestra. When the County gave us an instructor,

the children quite readily bought instruments of their own, and the parents were interested in giving their children the opportunities that they themselves had been denied.

DEEPENING APPRECIATION OF COMMUNITY PRODUCTS

Another thing that we learned -- this time by accident--was that, although this is primarily a truck gardening community, there were many vegetables that the children did not recognize. Last fall one of the children brought some broccoli to school and left it in the office. Every child and adult who came into the office that day asked what it was. The adults were as much interested as the children in how it grew and how it was to be prepared. Seeing this interest, we realized that the people were not familiar with the products grown in their own community. Since it was close to Thanksgiving, one of the eighth grades decided to survey the community, find out what vegetables and fruits were grown there, and have a Thanksgiving exhibit so that all of the children in school might have the opportunity to learn about **these** products of their own community. The parents became so interested in this project that they delved into their cellars and cupboards and sent canned or dried fruits and vegetables that were not in season. One parent even sent a whole basket of broccoli so that every child in the eighth grade could have a taste. The exhibit was photographed for the COURIER JOURNAL; and the project was correlated with the study of history by a comparison of this wide variety of foods with the much narrower range available to the pioneers of this same section. Of course, all of us have learned a great deal from this experience.

Following the exhibit, the teacher surveyed her room and found that there were very few children who had ever been in a green-house, much less ever seen vegetables growing under glass. So a trip was arranged to a neighboring green-house; the owners were happy to

show the children around, and they expressed to us their pleasure in what we were trying to do.

Immediately after this visit, the eighth grade began to make plans for spring planting in seed boxes. The children who came from the truck farms were given the opportunity of showing the others what they knew about planting. One boy brought dirt and seed-boxes, another brought seeds, and the planting took place under their direction. They planted Bibb lettuce, radishes, and tomatoes. They were quite interested, and one child especially spent most of his time digging and watering the plants. He was so interested that the class gave him the tomato plants, since he had taken such wonderful care of them. He is from a family of thirteen, and it meant much to him to have these plants as something that belonged especially to him. When the boxes were cleared, the teacher was planning to send them home, but the children wanted to plant something else; so they decided to plant flower seeds, and will take the plants home for their own yards. We feel that in this venture the school has made a definite contribution toward enriching the life of the whole community.

In the spring of last year, we started studying wild flowers; the teachers showed the children pictures of them, and many of the children who lived near the river and the woods were amazed to find that the plants that they saw each spring had names. They immediately started bringing them to school, and since they seemed so intensely interested, flowers became a school and community project. We asked children and parents if they would help beautify the school yard. Parents came with plants to contribute, and children with wild flowers that they had dug in the woods. One little girl who had been rather unresponsive -- the child of deaf parents -- came with her contribution of one rather weak and worn plant. We made much over this, and her face beamed. This child

has been much easier to work with because of the status thus acquired, and this year, just at the beginning of spring, she brought another plant. Her parents, from whom we had ^{not} previously been able to get any cooperation, sent us two Luna moths to identify. They gave the school one and took the other home to keep, thrilled that we had given them this information and new interest.

At Christmas time, a basket of holly was sent to the school, and the children were quite surprised to find that holly grows on trees. So the eighth grade decided, since they had gone all these years without knowing that holly grew on trees, that they would donate two trees to the school. In purchasing these, they learned that there are male and female trees; and not only did the children learn this, but also the parents. In discussing these trees, some of the parents timidly remarked that they had heard this before but had never known it to be a fact.

When we were planning the beautification of our school, Mr. H. Fred Willkie of Seagram's sent his landscape architects to help us. They showed the children how to prune and transplant, and how to feed the soil. The P.T.A. soon fell in with the children's plans and bought tulip and crocus bulbs, a pipe for sprinkling, and a new lawn-mower. The janitor, who is a gardening enthusiast, was so thrilled with this that he came to school at 6:30 in the morning to use it! This year, each class has bought two rose-bushes for the rose garden; and the boys have sodded bare spots, set out the rose-bushes, pansies, and shrubs, cleaned out the flower beds, and helped in many ways. The boys who have done this work are not A, B, C, or even D students scholastically speaking; some of them have already reached the limit of their ability in "book learning" and will drop out of school as soon as they reach the legal age; but in their own way they are making a real contribution to the school and to the community. One boy who has been hopelessly dull in books

has an exact knowledge of the commercial value of each square yard of sod transplanted; he will probably be able to make a good living in such work, and will become a substantial and worthy citizen of the community.

SCHOOL AND COMMUNITY WORKING AND PLANNING TOGETHER FOR BEAUTY

At various meetings at the school, parents would comment on how badly the hall and classroom walls needed painting. This finally reached the ears of the children, who were also becoming dissatisfied with the dirty, dingy walls; so we decided to see what could be done about the situation and to enlist the parents' help in painting the walls. Those parents who had done the complaining came with ladders, brushes, and old clothes, and with the children's help painted the classrooms in pastel colors. To some it might have seemed preposterous that the parents, who were already paying taxes for the upkeep of the school, should have to paint its walls themselves. But these parents did not feel that way about it; it was their school; their children went there every day; if they could beautify it, they would -- and did!

After the children looked at their newly-painted walls, they wanted further to beautify their rooms; so they brought plants from home for the windows. The school has also become a winter conservatory for large house-plants that the owners fear might freeze at home. But even with all these added features, the rooms still lacked pictures. So the teachers started an all-out effort in art, helping the children to beautify their rooms with their own pictures. We soon learned which parents could paint or draw; these were only too glad to help with posters, and at holiday times they come to school and draw large pictures on the boards for the teachers and children. Through this program, many children are working with their hands who never did so before, for

they had never previously been encouraged to make friezes or to 31
do modeling and building. The results are amazing to the school
faculty and to the community.

Through the Art Department of the University of Louisville, we
now receive the loan of one picture each month, and these are
greatly enjoyed by both children and adults. Another outgrowth of
this interest in art was a trip by about one hundred upper grade
children to art exhibits at the Speed Museum, the Art Center, and
the Board of Education, the last being an exhibit of work done by
Louisville public school children. Like the trips to the Memorial
Auditorium for the Philharmonic concerts, this has helped to broad-
en horizons. But in this case the trip was the outcome of a pro-
ject initiated in the school and already successfully carried out
instead of being the inspiration of the project as in the case of
the orchestra. However, the art trip, too, has had its result in
the undertaking of a further project -- an art exhibit in our own
school which is now being planned as the culmination of the year's
work.

RAISING COMMUNITY STANDARDS OF READING

For several years, the school has sponsored a magazine sale.
The first year, this was quite a task, for the only magazines in
the homes -- if any -- were comics and a few religious and farm
periodicals. Most of these had been bought casually rather than
by subscription. That year we were trying to buy a movie projec-
tor, and people subscribed to the magazines as a gesture to help
this purchase. In succeeding years, these subscriptions have been
renewed, and many families are now taking some of the best publica-
tions for children -- for we have endeavored to put only the best
into the homes. Many of the teachers belong to book clubs, and
they make these books available to the school faculty and to any

member of the community who desires them. We are now planning to try to get some wider library service established as a real community project.

DEVELOPING A SENSE OF COMMUNITY RESPONSIBILITY

We have tried to give the parents opportunity to serve in various ways, and they have been agreeably surprised when they have accomplished worthwhile objectives. Through the school, interest was aroused in the need for an organized recreation program, but the adults were hesitant about starting such a program, for they lacked leadership and did not know how to go about it. Of course, to carry on any such program, money was the first thing needed. So, two years ago, the school suggested a Spring Carnival to raise money for the recreation program, and the carnival was planned cooperatively by the school and the community. It was the first time they had ever done anything of this kind, and when it turned out a success the entire community was quite pleased with itself.

After contacting the proper agencies, the school stepped out of the picture and left this program in the hands of the community, trying to make them feel that they had made this achievement all on their own. For the past two years they have conducted their summer playgrounds, teen-age clubs, etc. They have constructed sliding-boards, see-saws, and ball-diamonds, whereby both children and adults may enjoy the program. In the winter, the school has used the facilities of the Jefferson County Recreation Board for hockey, handcrafts, field day, and softball instruction. Of course, much still remains to be done, but the community is earnestly working on it.

WORKING TOGETHER FOR BETTER HEALTH

For several years it was noticed that days, and often weeks, were lost at the beginning of the school year by first grade children whose parents had failed to have them vaccinated for smallpox before they started to school. Since there is a state law that no child can enter school without being immunized, we tried to work out something that would remedy this condition. Accordingly, we decided last year to have pre-school registration in the spring, in order to let the pre-school children visit the school and to give teachers and parents an opportunity to get acquainted. This also gave the teachers an idea of how many children to prepare for in the fall.

For this pre-school registration, we arranged with the Jefferson County Health Department to provide services for a thorough check-up of each child, thereby giving the parents an opportunity to make any needed corrections during the summer months before the children should start to school. We asked the Health Committee of the P.T.A. to assist us with the records and health cards and also to furnish transportation for mothers and children who had no other way of getting there.

This venture proved quite successful in many ways. Not only were the children in better physical condition when school started, but the teachers established a bond with the parents, and this means much to children. The usual crying and fear that generally accompany the first day at school were conspicuous by their absence, for these children felt very much at home. They had been at school in the spring, they had met the teachers, visited the first-grade rooms and bathrooms, and had actually selected their food, carried their trays, and paid for their lunches in the lunchroom just like everyone else.

Since the pre-school registration was so successful last year,

both teachers and parents asked for it again this year. This time we included not only those children who would register for our own first grade in September, but also those who would attend St. Denis, the parochial school in our locality, thus covering all children up to six years of age in our community.

One astonishing fact that we learned is that we had such poor eaters in school. They ate a lot, but not always the foods that were best for them. Three years ago we started the Federal Lunch Program, which, of course, serves a balanced meal for a small sum. Even with this program, it has taken much planning to get the children to eat certain foods. The teachers have tried various plans to improve the eating habits of their children. One class in particular has a "Clean Plate Club", and they really have learned to eat foods that they had not even tried before. One day two children came into the office much excited, and very proudly announced that they had at last gotten up nerve enough to eat a beet! The eating plan is not perfected, but the parents are backing the school in this project. We explained to them at P.T.A. what we are trying to do, and asked their cooperation; and from reports that we have gotten, the children not only eat these foods at school but they are also eating them at home.

LEARNING TO APPRECIATE OTHER NATIONALITIES

When our questionnaires were returned, we felt a need for community and children to be more interested in their own early ancestors. Accordingly, in preparation for Christmas, we decided to study the Christmas customs of different countries, and we asked the parents to come to school and tell the children any stories that had been handed down to them from earlier generations. The results were very interesting and enlightening. The children brought postcards that their parents had received from relatives in Germany, Holland, and Switzerland. We had exhibits of wooden

shoes, pictures, two very ancient German Bibles, text-books, and many other interesting things that had been handed down from one generation to another. The children in each room studied the customs, the art, the music, and the literature of a different country; then they visited each other's rooms. The parents cooperated enthusiastically in furnishing material for the exhibits; one mother cooked a whole hog's head and put an apple in its mouth to help illustrate the Old English Christmas. Children who had not been too proud of their German ancestry now beamed with pride; and we learned that where children are concerned there is no hatred of peoples, races, or religions. We feel that this Christmas study will have a great influence on the community in bringing about a better understanding of other peoples and providing a better foundation for living together.

Not only at Christmas, but throughout the year, there is constant correlation of art and geography in the study of various countries. The children have made some beautiful friezes, screens, etc., and have brought many objects from home to illustrate their studies.

One of the most outstanding and helpful events in international relationships on the personal scale was the visit of a seven-year-old Chinese girl who lives in the same house with the principal -- the child of a Chinese University professor doing advanced research in chemistry under a Seagram Fellowship. Taking advantage of the Good Friday holiday in the city schools, the principal brought this little girl to Cane Run and let her visit each room in turn. Her charming personality, gay friendliness, and exquisite manners made a deep impression on the children; and she returned home laden with Easter eggs, candy, and flowers. When her mother somewhat anxiously asked, "And what did you give them in return?" the principal assured her that Betty's gift was one never to be for-

gotten-- for she had written her name in Chinese on the black-boards and the children treasured this highly.

OVERCOMING RELIGIOUS PREJUDICES

At one time in this community, there was much bitterness between the public school and the parochial school because of religious prejudice. We have tried to overcome this prejudice in part by having patrol boys from St. Denis on our school buses-- for the parochial school children are transported by the County buses. (In fact, it was in this community that the contention about parochial pupils on tax-supported buses first arose; but the principal had been unaware of this fact when the new plan was instituted). At first there were all kinds of disturbances, but a much better attitude is developing both on the buses and in the community. Whenever the parochial school children have to transfer at our school, we ask them to come inside and wait; and if disputes arise, no discrimination is made between the two groups. Naturally, these attitudes are reflected at home, and adults of both groups can be seen working together in various activities of both schools.

FOSTERING MORAL AND RELIGIOUS IDEALS

Since this is such a scattered community, and many children are not in church, we felt that the children's moral instruction should be supplemented by the school. This question was discussed with the P.T.A. before any definite plans were made, for the community is composed of many different faiths. The P.T.A. asked for moral instruction classes for children who had their parents' permission to attend. Again this was a new problem for the school; so arrangements were made with the Child Evangelism Group to present Bible stories by means of the Flannel-graph. The method of presenting the stories was quite effective, but the program was highly emotional, and some of the leaders, though very sincere in their efforts, were poorly educated. Consequently we used this program for

only one year. This year at Christmas time we had a minister from a neighboring community to tell the story of "The Other Wise Man". The children enjoyed this presentation, and plans are being made to have this speaker present a series of Bible stories in the future.

Although we have not yet worked out a full program of moral instruction as a separate part of the curriculum, yet we feel that there are definite moral and spiritual values in many of the other programs and activities of the school. This is especially true of the efforts toward increasing understanding and appreciation of other nationalities and other religions; and we seek to base all of our work on sound moral ideals.

Since some of the parents in the community have had very strict and narrow attitudes towards the movies-- so much so that even some of the seventh and eighth graders had never seen a movie of any kind-- we have had to explain very carefully the uses we have made of the audio-visual aids purchased by the P.T.A. These are used not only for class-room instruction but for occasional recreational movies at recess time when children can take their choice of attending the show or engaging in active play. These have included travelogs, Walt Disney cartoons, nature films, and a few comedies. We have tried to help both parents and children realize that the basis of judging anything should be the way it is used rather than blanket condemnation. If everyone can reach this point of judging for all acts and all people, the world will be a much better place; and we feel that learning discrimination without condemnation has real moral and spiritual values.

ORGANIZED GROUP ACTIVITIES

In the school are various organizations that we feel contribute a great deal to community life. The oldest of these is the Parent-Teacher Association. In just a few years this has been built up into quite a large and active organization. The parents are eager to work, but they depend on the teachers to direct their activities. The programs are much enjoyed by the members and are on a very high level, which the members seem to appreciate. Through their money-raising activities, they have provided supplementary books and records, and have fully equipped the school with audio-visual aids and with an inter-communication system. By means of this, messages can be sent in either direction between the office and the various classrooms, and programs can be broadcast to the whole school. The P.T.A. has also recently bought a recording machine, which can be used to make transcriptions of class plays and programs and can be of great help in improving speech habits. This can also contribute greatly to music appreciation, since it makes possible the transcribing of commercial records belonging to any individual for the school's own record library.

Besides the group work of the P.T.A., there is opportunity for more individual service through the "Grade Mothers", who can always be called on to help with any project for their respective grades. When this plan was first put into practice, three years ago, it was entirely new to the mothers, for they had felt rather self-conscious about coming to school, and to be asked to render individual service was almost unbelievable. They were quite reticent about accepting responsibility, but when they did, the results brought great pride and satisfaction to everybody; and they now come willingly to give of their best. The activities of both P.T.A. and Grade Mothers show that parents are willing to work unstintingly for their children.

Among the boys of the fifth, sixth, seventh, and eighth grades, there is a very active Junior Conservation Club under the sponsorship of the State Department of Conservation and the Jefferson County Sportsmen's Club. This club is counselled by the men in the community and by the game warden. The programs are well worthwhile; and the fine attitudes that are built toward law and authority are quite noticeable when boys and dads are seen talking freely and in a friendly manner with the warden.

For the girls there is a Four-H Club directed by women in the community. Four women come each week to teach sewing at school; and since we have no facilities there for teaching cooking, one of the community ladies volunteered to teach a group of girls in her own kitchen. She stated at the time that she had had some training and that she wanted to make this contribution of her services to the school. One day, after the girls had been cooking for awhile, they served a luncheon to the teachers; they prepared the food, worked out the decorations, and served under their sponsor's guidance. It was the first time for many of them even to attend a luncheon, much less to be the hostesses. The boys also do some Four-H work, but as yet they have no community sponsor.

Another organization sponsored by the school -- and quite an active one-- is the Junior Science Club, including both boys and girls, and affiliated with the Kentucky Senior Academy of Sciences. After the school survey of last fall, this group did an intensive study of breakfasts, using white rats and hamsters for their experiments. They raised their own funds to purchase these animals; and at the conclusion of this study, with the help of their parents, they gave a breakfast at which they served the foods they had been studying. They had been so interested in their experimental animals that they decided to breed hamsters. They bought a pair for this purpose, and have made a thorough study of these little-known

rodents. They bred them and then waited impatiently for the first⁴⁰ litter, which appeared punctually in twenty-eight days.

Having been successful with their hamsters, they wanted to build a terrarium; this they did with the help of their fathers, one man using old street-car windows for the construction. The terrarium now has several snakes,, a terrapin, a salamander, a chameleon, and many wild plants. The terrarium is a great source of interest not only to the children in that room but also to the entire school and community; the children from every room take their parents up to see it, and one of the snakes was brought in only a few days ago by a child from one of the lower grades. The school feels that, although this started as a school project, the community has had a part in it and feels a sense of ownership and pride in it.

The Science Club also invited a neighboring school to attend one of their meetings, in the hope that the visiting school would be sufficiently interested to organize a club of their own. This they did, and at the State Convention in Bellevue, Cane Run and its daughter club had eighty members present, and our school tied with Anchorage in winning a prize for starting new clubs. At this convention, also, where our grade school children were in competition with senior high school boys and girls from Louisville and the whole state, one of our girls won a prize in the speech contest with her report on food experiments.

Besides the Science Club of the upper grades, there is also an Audubon Club in the lower grades, this having originated in the wild-flower studies. Two girls came into the office recently much concerned over a baby bluejay which had fallen from its nest; and when a killdeer elected to lay its eggs right in the middle of the playground, the whole school united to protect the nest.

Two other organizations are the School Boy Safety Patrol and

the Student Council. The Safety Patrol has been in action for several years, supervising playgrounds, traffic in the building, fire drills, and the loading and unloading of school buses. This year there is great excitement in this group, for all the School Boy Patrols of Jefferson County are being entertained by the County Police with a luncheon and a free trip to a ball-game! No wonder the boys take great pride in belonging to this organization and in living up to the high standards of dependability, citizenship, and leadership which are prerequisites for membership.

The Student Council is a newer organization, for it has been only recently that we felt that the children were ready for this. We work on the assumption that the school belongs to the children, and that they should learn to discipline themselves at all times, with the teachers in the background. Up until last year, the seventh and eighth grades were being led to the bathrooms and back by their teachers, just like the lower grades. We felt that this was bad procedure; but since the children had to go through the lunchroom to get to the toilets, and there was always much congestion, it was the best that we could do. Last year, after the Board of Education (through the determined efforts of the parents) had built us a large lunchroom, we felt that we could inaugurate a different plan of letting the children go about the building other than in marching order. At first this new-found freedom was not too successful, but it is improving and showing real growth.

SOCIAL BY-PRODUCTS OF GROUP ACTIVITIES

It has been noticed that both children and adults are often lacking in the social graces. In fact, the first year that we had a lunchroom, even eighth graders used spoons for all of their food, and it was a real effort and achievement to get them to use knives and forks naturally and easily.

Each year the Conservation Club gives a father-and-son banquet. The boys plan the program and menu, which is served by the mothers; the fathers are the boys' guests; and there are special outside guests. At the first banquet, last year, we learned that we were again taking too many things for granted in our community. The first item on the menu was fruit cocktail, and when it was time to start eating, everyone just sat. Then it began to dawn on us that they had eaten fruit cocktail for dessert but never at the beginning of a meal. Finally, some of the outside guests began eating theirs, and others followed suit. Another thing that we noticed was that between the meal and the program the boys got up and left the room; and on being questioned later, they said they had gone to the bathroom. Also, the mothers were not sure from which side to serve; and there were various other things that made us realize afresh that the community needed the school's help. Having judged by our own standards, we did not realize that they did not know these simple things. This year the banquet moved smoothly, showing improvement at all of these points.

Even the mothers felt ill at ease in new situations. Each year, as a culmination of the year's work, the teachers entertain the grade mothers with a dinner at some good public dining place. (Stone Inn was so popular the second year that we chose it again this year instead of following out our original idea of going to a different place each time.) The first year, some of the mothers hesitated

about accepting the invitation because they had never been to a dinner of this kind. One mother of foreign birth told a teacher that she didn't know what to do at a public dinner and so she was going to do just as the teacher did. Another expressed the hope that it wouldn't cost over \$5.00, since that was all she had with her. The teacher assured her that there would be no charge, since the teachers were grateful to the mothers for their fine help and were glad to show their appreciation in this way. At the close of school, on the day when teachers were working on records, these grade mothers took possession of the lunchroom and served the teachers a most delightful luncheon, with elaborate and unique decorations. This year they provided the decorations for a County P.T.A. luncheon in Louisville; and these were so much admired that the chairman is in demand for other such affairs.

At various times when parents have been asked to make brief talks, we have noticed embarrassment and lack of self-confidence, due to inexperience. So the school is attempting to train the children to think on their feet so that they will not suffer from similar embarrassment when they are grown. Various means have been tried for this purpose, one of the most successful being a one-act play. This was given at a P.T.A. meeting and was so enthusiastically received that the children wanted to enter it in a one-act play contest. Not having had a stage to practice on, we were dubious about this, but the children did not seem to realize the difficulties. For the first contest, in another school, the parents brought all the stage properties in their cars and trucks so that these things at least would be familiar. They won this district contest, proving undoubtedly to both children and parents that they could do as well as children from a different background. On the following night they had to put their play on again for the county-wide contest and again parents loaded their trucks and cars with furniture and

went along. Although they lost this final contest, we could see real growth in the attitude of good sportsmanship that both parents and children displayed.

WIDER CONTACTS BEYOND THE LOCAL COMMUNITY

When the teachers were asked to comment on the year's work, several of them mentioned as its high point the special faculty meetings held once a month for broadening the teachers' own appreciation in various fields. The teachers of each grade were responsible for securing speakers; for all of these, they went outside the local community and brought in speakers from Louisville, each an expert in some special field. These were as follows:

September-- Dean Oppenheimer of the University of Louisville, on school objectives.

October--Mrs. A.B.Sawyer, head of a private nursery school, on children's behavior problems.

November--Miss Rosalia Kurz, supervisor of health education in Louisville Public Schools, on health programs.

December-- Miss Martha Christensen, supervisor of art instruction in Louisville Public Schools, on methods of teaching art.

January-- Miss Adelaide P. Bostick, book reviewer, on the novel Hope of Earth.

February-- Dr. Gerhard Herz, head of Music Appreciation Department in U. of L., on criteria for choice of a record library.

March-- Miss Hilda Threlkeld, Dean of Women in U. of L., on guidance.

April-- Dr. George A.Muench, Professor of psychology at U.ofL., on understanding children.

May-- Mr. Richard Van Hoose, new Superintendent of Instruction in Jefferson County Public Schools, on the Peabody survey.

These faculty meetings have thus brought the school into closer contact with the larger community of Louisville, and have enabled the teachers to enrich their own contributions to the local community by what they have gained from these outside contacts.

There are other ways also in which wider contacts have been made. Last year, in order to become better acquainted with the various faculties in the Dixie Highway area, and to create a feeling of unity in a common approach to school problems, the Cane Run faculty gave a tea for all the teachers of the elementary schools in this area: viz., Kosmosdale, Valley Graded, Kerrick, Medora, Greenwood, and Mill Creek. The eighthgrade girls helped with the preparation and serving of this tea; and Dr. John Dotson, curriculum director of the Louisville Board of Education, spoke on curriculum planning.

Just before Christmas of this year, Cane Run School held open house for Miss Ruth Dunn's graduate class in education from the University of Louisville. Since this class included teachers from both city and county schools, this gave an opportunity for a better understanding between the two groups of teachers.

LAST-MINUTE COMMUNIQUE FROM THE FRONT

The only reason for closing this paper is the fact that there is a deadline for handing it in! The projects and activities planned and carried out for the purpose of adapting the school to community needs go on endlessly from day to day.

Since the typing of this paper was started, the first grade has expanded its horizons by a trip in to Louisville to see the Parkland library, the fire-house, and Shawnee Park. Also, the fourth, fifth, and sixth grades have participated in the "Quiz-Down" program sponsored by the COURIER-JOURNAL. On this program they were paired with Prestonia, a school which includes many children of university professors. Our children were rather timid, again stressing the need for further training in thinking on their feet and speaking in public.

This need was also emphasized in a recent eighth grade luncheon, when neither the girl who asked the blessing nor the boy who made

the speech could be heard clearly. The girl had declined the teacher's suggestion that she write out and practice the grace she intended to use; this was because her church does not approve of written prayers, but insists that they must be only "from the heart". This luncheon also, like the Conservation Club banquet of last year, revealed unfamiliarity with certain foods, when some of the children did not know that the patty shells containing the creamed chicken were edible.

In spite of these points, however, this luncheon was a real achievement and a very delightful affair. The luncheon, like the breakfast previously mentioned, was the outgrowth of the class study of foods. The two meals, however, were given by the two different sections of the class, so that each had the opportunity of planning and serving as hosts. The breakfast included only the one section, with the health supervisors as guests; the luncheon included the whole eighth grade, the breakfast section being guests, along with the supervisors and other outside guests.

For this luncheon, the children planned the menu, which was prepared by the grade mothers and served by the hostess class; they made the favors and the mints; and on the attractive menu folders they included a detailed typed list of all the minerals and vitamins in each article of food.

Since the beginning of this paper, also, the art exhibit previously mentioned has materialized, with scores of pictures attractively mounted all around the lunchroom and halls, besides literally hundreds more in the various classrooms. These cover a wide variety of subjects -- children at play; a neighborhood dairy; railroad trains, boats, and airplanes; circus and racetrack scenes; and the new escalator at Stewart's Dry Goods Store in Louisville. The children have greatly enjoyed seeing the display of each others' work; and the parents could hardly believe their eyes at the final P.T.A. meeting, when

the pictures shared honors with music by the school chorus and a style show by the Four-H Club.

The whole art project was the outgrowth of Miss Christensen's meeting with the faculty in December. For the second semester, five of the teachers enrolled in her class at the University of Louisville; and she and the school have mutually "adopted" each other. Even teachers who were not in her class felt free to call on her for help and advice, and she has given to them as generously and graciously as to her own students. She and her assistant also expressed delighted amazement at the results in the completed art exhibit. She appraised it as the best illustration she has ever seen of what can be accomplished with average children and teachers who have no highly specialized art training, when there is unbounded enthusiasm and the willingness to work. Miss Christensen agreed with the teachers that it was much better not to give any ribbons or to introduce any competitive element; for the choice of pictures in the "exhibit" in the lunchroom represented each child's best effort, regardless of how that might compare with some other child's work; and the many other pictures remaining in the various classrooms also expressed the desire for self-expression and for beautification of surroundings.

SUMMARY OF SCHOOL'S RELATIONSHIP WITH THE COMMUNITY

The school has sought to use its knowledge of the community to make the school program more vital and meaningful; and it has sought to use the school program to enrich the community life. In this endeavor it has sought to do three things: (1) to supplement the environment of the local community by offering the children experiences which will give a wider knowledge and appreciation of the outside world; (2) to deepen appreciation, on the part of both children

and parents, of what the community itself has to offer, both in its physical products and in its early history and the varied backgrounds of its people; (§) to enrich the present and future life of the community in as many ways as possible.

The first objective has led to numerous trips -- to Louisville to see trains, railway stations, libraries, fire-houses, parks, etc., or to attend concerts and art exhibits; and to other parts of Kentucky--to Mammoth Cave, to the Legislature, and to the State Convention of Science Clubs.

Outstanding among the projects inspired by the second aim were the Thanksgiving exhibit of fruits and vegetables and the Christmas exhibit from the parents' ancestral home-lands. This latter also carried over into a better appreciation and understanding of other nationalities, and a greater friendliness toward them.

Among the ways of enriching community life may be mentioned the magazine contest, the school orchestra and chorus, the art exhibit, the play, the beautification of the school grounds, and the planning at school of many projects which are of interest to the whole community.

We have worked towards better health both by food studies and demonstrations, with continued emphasis on better eating habits, and by the pre-school registration and clinic. We have drawn the parents into these projects to make them real community efforts; and by extending the pre-school work to include the children of the parochial school, we have helped to break down some of the barriers of prejudice between those of different faiths.

In working for a recreation program, we introduced the community to the wider resources of the whole County, and then threw responsibility upon the community leaders themselves. And the teachers have continually drawn upon the wider resources of Louisville and the whole

County to enrich the school program and to increase its contributions to the local community.

We have initiated or fostered numerous organized groups for the purpose of enriching the life of both the school and the community; and as an outgrowth of these, as well as by working with individuals, we have helped both children and parents to feel more at ease in social situations. Opportunities for such learning are found in situations of failure as well as in situations of success; and we are constantly on the watch for further opportunities in these as in other lines.

PLANS FOR THE FUTURE

What of the future relationships between the school and the community? We hope that the two may be drawn even closer together in the constant effort to promote better living for all; that the school will have a part in helping the community to progress on its own initiative, but that the school will always be ready to serve inconspicuously at various stages of development. We earnestly hope that through united efforts the time will come when teachers, children, and parents together can plan curricula suited to the needs of the community and can thus help to enrich the lives of all concerned; that through the combined efforts of school and community the fundamentals of the good life may be established among our own group; and that many of the problems that trouble the world today may be solved in the not too distant future by the generations who shall succeed the parents and children of today.

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