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UNIVERSITY OF LOUISVILLE

ADAIR --- THEN AND NOW

II

AN EXAMPLE OF COOPERATION BETWEEN SCHOOL AND COMMUNITY
AS SEEN IN THE ADAIR SCHOOL DISTRICT

(ELEMENTARY SCHOOL NO. 78-2)

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

Emma Nisbet Whalin

1949

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DEDICATED

TO

MY SON, CHARLES R. WHALIN

AND

DAUGHTER, MARTHA LOUISE WHALIN

AND LAST BUT NOT LEAST

TO THE YOUTH OF THE ADAIR COMMUNITY

AND THEIR PARENTS

AUTHOR'S ACKNOWLEDGMENT

The author wishes to express her sincere appreciation to all those who helped in any way in making this paper possible -- parents, teachers, children and others. She especially wishes to thank Superintendent Orville J. Stivers of the Jefferson County Board of Education for supplying information in regard to the early history of the school; and the many residents of the community who graciously contributed information in regard to the early history of the community. She also wishes to thank B. D. Nisbet for his stimulating suggestions which were extremely valuable in writing this paper; D. F. Nisbet, who made the photostatic copies found in this paper and Miss Adelaide P. Bostick, who helped to organize the material and revised the manuscript.

E. N. W.

NAME OF STUDENT: Emma Nisbet Whalin

TITLE OF PROFESSIONAL PAPER: ADAIR THEN AND NOW--
AN EXAMPLE OF CO-OPERATION BETWEEN SCHOOL AND COMMUNITY
AS SEEN IN THE ADAIR SCHOOL DISTRICT
(ELEMENTARY SCHOOL NO. 78-2), JEFFERSON COUNTY, KENTUCKY

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DATE: Aug. 16, 1949

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INTRODUCTION

Introduction

The purpose of this paper is to describe the origin and development of a specific small school in a specific small community, to show how the school and the community cooperate with one another, and to present the relationship between this school and this community as an example of the democratic way of life on the local level.

The school is Adair (Elementary School No. 78-2) and the community is a small section of Jefferson County just outside the city limits of Louisville. The first part of the paper -- "Adair Then" -- tells how the need for a school arose in this community; how this need was met by public-spirited citizens of the community; and how, as the community expanded in population, the school grew with it. The second part of the paper -- "Adair Now" -- describes the present relationship between the school and the community, and shows how they work together democratically for the good of all.

In treating of this school and this community, the writer shares the conviction of many modern educators that education is no longer to be considered as a preparation for life but as a part of life itself. Caswell¹ says:

1. Caswell, Hollis E., Education in the Elementary School, p 100.

Education is a continuous succession of one experience after another which makes and remakes our ways of thinking, of feeling, or acting. Each new experience contributes something to the process.

Thus education is life; it is a way of living in which one can make life more worth-while for himself and for those with whom he comes in contact. The purpose of life is to give all one can, and not merely that for which one has been paid. Adjustments must be made in life, and should be made, in order to be helpful to others, since this is the true art of democratic living.

Education is a growing process, since it is the process of accumulating knowledge through experience. Since the child is constantly undergoing new experiences, not only within the school and the community, but also in his individual life, this continuity of changes and experience constitutes the child's life in the field of knowledge and education. A good school provides experiences through which the child can grow and can learn to live the good life; a good school creates the conditions under which the pupil thinks for himself, and creates initiative under which the pupils begin to move on their own power. It creates conditions within the classroom where each pupil can be his peculiar or unique self, and where the pupils

can live together democratically.

The home and the school of today have, to a large extent, outgrown the dictatorial methods that formerly prevailed; and the principles of democracy are not only taught, but practiced in the good home and the good school. The school is a place where pupils carry on a way of life, and every young person who leaves school should know the importance of participating in the government under which he lives. Any pupil, however brilliant in the fundamentals of science, art or other subject matter, is still seriously deficient, in his education, if he does not understand, and if he has not had opportunity to practice, this participation in the democratic way of life.

Among the citizens of the smaller communities, as well as in the schools, there is a growing tendency and desire to understand their civic, social and economic problems and to plan and work together in order to solve local problems. Before any leader or teacher can work constructively in any community, he must understand its social, economic and political situations. He must know the attitudes and beliefs of the people; he must know their grievances and their difficulties as well as their aspirations and their hopes for the future. In order to know these things, he must enter into the daily lives of the people and be received by them with complete confidence. The teacher of a small school in a small com-

munity has an excellent opportunity for such first-hand knowledge and entering into the lives of the people; and such a teacher is in excellent position to work with the people of the community for improvement and progress.

Good personal and human relations are the woof with which the tapestry of democratic government is woven. Democracy certainly is not a cloak to be worn just to cover the surface, or to be taken off and put on at will. It goes much deeper than the surface. In the writer's opinion, this small school and small community have been a good example of democracy on the local level because the people have had good human relationships with each other, and have worked together on their own initiative for the good of all. They have willingly shared of their resources and have worked unselfishly; they have tackled their own problems with sincerity and directness. At the very beginning, this school had its origin in the generosity of a public-spirited citizen; and the same qualities of generosity and cooperation are still prevailing today.

PART I

MAP OF ADAIR SCHOOL DISTRICT AND COMMUNITY
 ADJACENT PART OF HIGHLAND PARK GIVEN TO SHOW RELATIONSHIP
 SCALE 1 in. = 1000ft. SCHOOL DISTRICT - OUTLINED IN RED

7

□ - SCHOOLS
 ○ - CHURCHES

MAP OBTAINED FROM

LOUISVILLE AND JEFFERSON COUNTY PLANNING AND ZONING BOARD

PART I -- ADAIR THEN

Location

The Adair School District is quite different from the average county school district. It is not considered either rural or urban. It is in the County School System, in an area that was formerly a rich farming district; but it is as thickly settled as most parts of the city and most of the people work at industrial plants either in the adjacent section of the city, known as Highland Park, or in the County.

The western boundary of the district extends to the city limits, as shown by the wide black line on the accompanying map. The northern boundary includes Cheyenne Avenue and extends from the end of that avenue directly eastward until it is parallel with the end of Adair Street. The eastern boundary extends in a southerly direction to Kustes Avenue; and the southern boundary includes Kustes Avenue. This is immediately adjacent to Highland Park and is practically one with it in social and business contacts; but the boundary line is clearly marked by the difference in streets and roads; and Adair School and the not-so-far distant James Russell Lowell School are in two different school systems.

Soil and Drainage

In this area are found the remains of the deposit

of the great glacial outwash. After the glacier, this area was filled with huge boulders. On top of these massive rocks, a finer sediment of gravel and sand was left. This helped to form a compact crust on the surface that was difficult for the water to seep through or drain off quickly. In order to remedy this situation deep wells were bored in this area and this helped to lower the water table and thus made the land more productive for farming. In the early period of development, the land abounded in pasture lands and grain.

The drainage of Jefferson County is by the Ohio River, which follows the northwest boundary of the County. Mill Creek, which flows southward, roughly parallel to the Ohio River and empties its volume of water near the southwest corner of the County, drains this glacial area around Adair. After a constant or heavy rain, the water is slow in draining off because of the type soil that it has to penetrate and also because this section of Jefferson County does not yet have an adequate drainage system.

Roads and Transportation

Because of the facts presented above, some of the un-improved streets and roads in this section are almost impassable in wet weather. Crittenden Drive, Phillips Lane and Adair Street have a hard surface top. Kustes Avenue, Harding and Tallulah have gravel tops.

The other short streets are located on what is referred to as "The Hill" and are neither paved nor graveled.

Most of the traffic in this section is routed by way of either Crittenden Drive or Phillips Lane. The Louisville Railway Company furnishes transportation to this area by means of the Highland Park buses, which run on First and Second Streets and also the International Harvester buses by way of Crittenden Drive.

There are two railroads in this section of Jefferson County: the Southern, near the eastern boundary of this area and the Louisville and Nashville, near the western boundary. Both of these run in a southerly direction.

Early History of the Community¹

This section of Jefferson County was formerly referred to as the Shardine Precinct. This precinct was in the form of a triangle, with its apex inside what are now the city limits of Louisville, bounded on the east by the Southern Railroad and on the west by the Louisville and Nashville.

Its early history is considered to be more traditional than that of any other political division of Jefferson County. It was recorded that some of the

1. Much of the information on history obtained from History of the Ohio Falls Cities and Their Counties, Vol. II. Compiled by L. A. Williams & Co., Cleveland, Ohio, 1882.

earliest settlers left this area because the land conditions were not conducive to farming.

These once marshy and boggy lands were afterwards settled by a thrifty, well-to-do German population who by their persistent and laborious efforts were able later to boast of highly cultivated farms and to live in a flourishing state. The compiler of the History of the Ohio Falls Cities and Their Counties, published in 1882, says of these Germans:

They have settled in this portion of the county quite recently, comparatively, and will in course of time have their lands all drained, and their farms fertile and rich.

This prophecy came true, and for many years of the Nineteenth and early Twentieth Centuries this was a rich farming area; in fact, it was not until World War I that it began to be thickly settled with workers from Louisville; and not until World War II that it became industrialized with the building of several large war plants.

Early Pioneers

Some of the early settlers of this community who have left their names on the historical records of time are as follows: W. Allsmiller, Hare, Ernst, Schoar, Arbegust, Korfhage, Galliger, Dr. E. D. Standiford,

Jenken Phillips, Murray Phillips and others. Many of the records of the early inhabitants also record the number of acres they owned at the time. Two of these early settlers whose stories are recorded in some detail are Jenken Phillips, born before the American Revolution, and Dr. E. D. Standiford, born in 1831. Phillips Lane, Phillips Avenue, Standiford Lane, and Standiford Airport perpetuate these names in this area.

Jenken Phillips

Jenken Phillips was born in Loudoun County, Virginia in 1761. He was a second-generation native of the American Colonies, for his father, Thomas Phillips, had been born at sea in 1717 while his family were en route to the New World. In 1776, though only fifteen years of age, Jenken Phillips served with the Loudoun Military Company in the Revolutionary War under the capable leadership of General George Washington; and in 1778 he took the oath of allegiance to the United States Government. As a reward for faithful service, many land grants were given by the State of Virginia to those who had served for a certain length of time. Jenken Phillips was generously rewarded with very large grants in what is now Kentucky.

The grant to Jenken Phillips first mentions a tract of 1,350 acres near Green River, and then continues:

Also 1000 acres 6 miles southeast from Falls of Ohio between a large Beaver Pond and the Knobbs, near two miles from the falls.¹

This entry is dated May 18, 1780. Soon after the war ended, Mr. Phillips and his wife, Hannah, with their many servants and personal belongings, came to Jefferson County and located on a tract of land in this vicinity. They made this long, tiresome, and arduous journey in two-wheeled ox carts. At this time all the land in this area was thickly covered with virgin forests; and the country resembled an African jungle with its thick underbrush of vines and brambles and a labyrinth of paths winding here and there, made by the wild animals that were plentiful and free to roam at will.

After arriving at the site of the grant in Jefferson County, Mr. Phillips, with the help of his Negro slaves, set to work in clearing the forest; and after a few years in more primitive dwellings, he built the large brick home that still stands on its original site. The slaves cut the timber and made and fired the brick from the native clay. Several small cabins were built for the Negro slaves in the rear of the big house. The farm and home provided for most of the

1. Entry Book A, Jefferson County Clerk's Office, Louisville, Ky., p 363. Other information about the Phillips family obtained from Lydian Durrett, great-grandson of Jenken Phillips.

needs of the family. There was an ice-house in which huge blocks of ice were cut and stored during the winter season to last through the hot summer days. At the back there was an old ash bin in which the ashes were placed so that soap could be made for the family use. They grew flax and made their own linens. Much hemp was also grown in this section, and large fields of hay and grain as well as tobacco. Candles were made from beeswax, obtained from the honeycomb raised in their own beehives; honey was used for sweetening and sugar was considered quite a rarity. Such things as could not be grown at home were quite expensive; a dose of calomel cost \$30.00 and a mustard poultice the same. The early settlers wove their own carpets as well as their coverlets and cloth for their clothes, using wild fruits and walnuts to dye the fabrics.

During the Civil War, the Northern soldiers encamped in the field near by the Phillips home, and they would often congregate in the large kitchen in such numbers that it was difficult for the servants to prepare the meals. The family valuables and money were entrusted to one of the old faithful Negro servants during this time when the enemy was camping so close at hand. Mr. Thomas Phillips, son of Jenken, was in Louisville when the news was announced that Lincoln had signed the Emancipation Proclamation. On reaching home, he summoned his slaves and told them that they were a free people,

and were at liberty to go when and where they pleased; but the slaves seemed to receive the news with a tinge of regret, for they told their master it was not their wish to leave.

At the death of Mr. Thomas Phillips in 1872, he left a large estate in both land and money. The old records stress the fact that both Mr. and Mrs. Phillips were from good stock; his ancestors, as had been shown, came from England, while hers were descendants of the French Huguenots.

The accompanying picture shows the old Phillips Homestead, which still stands on Phillips Lane near Preston Street and which is now fully a century and a half old. The original home had a small front porch just the width of the outer facings of the front doors, but large enough to accomodate a bench on either side. When this front porch began to deteriorate, it was replaced by a larger concrete one; and a similar one was built on the right side of the house, as shown in the picture. A large hallway extends the entire depth of the house, with two rooms on either side; these rooms are very large, about eighteen by twenty feet. One of the rooms at the back is a summer kitchen. The second floor of the house may be reached either from the front or from the right side, up large winding stairways. Each room has a spacious wood fireplace with a mantle above it. The woodwork inside the house is said to be

of solid cherry.

There are many traditions about this house, though they cannot all be verified by written records. It is said that when Lafayette visited America after the Revolution he came to this section of Kentucky and was much impressed with the immense forests, in which he could see the possibility of the rich farms which later replaced the forests. It is also said that Louis Phillippe slept in this house on the same trip to America which has been made famous by the pictures which he gave to the Bardstown Cathedral.

The old homestead passed out of the ownership of the Phillips family about forty years ago. It is now a part of the area which has been purchased for the new State Fair Grounds; and those who are interested in the preservation of historical landmarks are concerned as to what will be the fate of this venerable structure which preserves so many of the relics of earlier days. The Phillips family burying ground is located between Preston Street and Newburg Road, near the site of the Officers' Training Camp at Camp Zachary Taylor.¹

1. Kentucky State Historical Register, Filson Club, Louisville, Ky., p 400.

PHILLIPS HOMESTEAD

Dr. E. D. Standiford¹

Dr. Elisha David Standiford was the son of Elisha Standiford, a successful farmer whose ancestors came from Switzerland and thence to Maryland before settling in Kentucky. Dr. Standiford's mother, Mary Brooks Standiford, belonged to a pioneer Louisville family of Irish stock.

Elisha David Standiford was born December 28, 1831, on a Jefferson County farm within a few miles of the city in which he spent most of his active life. He left school at the age of sixteen, but was already a good Latin and French scholar. He began his medical studies with "the well-known Dr. and Prof. J. B. Flint"; he also heard lectures at the Kentucky School of Medicine in Louisville, from which he was graduated. After several years of practice, he abandoned the medical profession and devoted himself to agriculture and other enterprises --- for he was a banker and railroad president as well as a doctor and a farmer.

He owned around 14,000 acres of land in this section of Jefferson County, and, according to the History quoted,

"The large acreage of land of which he became heir was kept in superb condition and was made

1. Information on Dr. Standiford condensed from History of Ohio Falls Cities and Their Counties, previously referred to.

to yield the largest crops with the least impoverishment of the soil."

He raised extensive crops of grain, and had a special foreman over each crop. He also had extensive pasture land and raised great herds of deer as well as other animals. One pasture had a fence twenty feet high, with barbed wire at the top, to keep the deer in. The writer had the privilege of talking with the daughter of a man who had formerly worked as a hay foreman for Doctor Standiford, and she confirmed the historical account of his careful methods of farming.

The original Standiford home, built by Elisha, father of Doctor Standiford, was a two-story brick, but it has recently been remodeled into a one-floor California ranch type home. It stands on the Preston Street Highway.

Summary of an Interview with the Oldest Known Resident of the Community

As the lives of Jenken Phillips and Dr. Standiford span the time from the American Revolution to the latter part of the Nineteenth Century, the life of Mr. Frank Kustes, who is still living, carries the history down to the present time. Much of the information in this paper was obtained through an interview with Mr. Frank Kustes, the oldest known resident of the community, who has lived to see five generations of his kin, and whose

memory spans the whole time from early forests to thickly settled streets. Kustes Avenue, near the Standiford Airport, was named for an uncle of his.

Mr. Kustes, who now lives at 645 Phillips Lane, was born on March 11, 1870, in the same community in which he now resides. His father bought a large tract of land from Mr. J. Hare, who owned a great number of acres in the early history of the community. Mr. Kustes is still very active for a man of nearly four score years, and he is gifted with a very alert mind for a man of this age. At present, he operates a small garage, and he would feel very much depressed if anyone should intimate that he is too old to attend to a business without assistance.

Mr. Kustes has many recollections of the early days and loves to reminisce. But he does not live in the past. One of his favorite hobbies is listening to the radio, and he can chuckle with the rest of the merry-makers while the program is being rendered. His daughter with whom he lives, is often obliged to go in his room and turn off the radio long after he has fallen asleep.

In talking with the writer, Mr. Kustes said that when he was a boy most of the land near this community was in woods; that he had seen the trees disappear and the ground cleared of stumps and useless rubble; and that soon the fertile fields began to abound in crops,

especially corn. He has lived to see quite an improvement in the roads and highways. At first the narrow wagon roads were very rugged, and at certain times of the year were almost impassable. These have been improved and now most of the roads have hard surface tops. Mr. Kustes has hauled many a wagonload of cinders from the Louisville and Nashville Railroad yards at Floyd Street to help fill up the deep ditches and gullies that were plentiful in this community. Oxen were used quite a bit in the development of this section of the country.

Mr. Kustes said that during his early courting days he used to wear gumboots and ride muleback as far as Shipp street, where there stood a reform school on what is now Belknap Campus of the University of Louisville. At Shipp he would dismount and tie his mule to a post; take off his boots and leave them there; and put on the extra pair of shoes which he had brought along. Then he would catch a streetcar drawn by mules and ride in to Louisville to see his girl. Usually he would arrive in the city in time to see the "Old Lamplighter" draw his small cart up near a gas post and light the evening lamps.

According to Mr. Kustes it is a far cry from the days (not so long ago in actual years) when gas lighted the great white ways, when horsecars furnished the rapid transportation, when telephones (if any) had to be

cranked by hand, and, best of all, when courting was done on a horsehair sofa --- but sometimes too well chaperoned. In those days there were wide open spaces, but, as he said, neighbors were neighbors. The public did not have to deal with such problems then, as it does today. Work and employment could be found by anyone willing to put his shoulder to the wheel. The community did not have to solve problems of recreation and leisure time, for whenever a little leisure time was found, there would be a neighborhood party such as a corn-husking or a quilting-bee.

"Yes", he reiterated, "it is a far cry from my courting days to this speed-mad world in which people today live and move and have their wishes granted by merely pushing a button. People have gone a long way since the year I was born, but with all the changes that I have witnessed, I feel that all is for the improvement of man's progress."

Community Resident Who Donated First School

When an individual contributes toward the upbuilding of humanity and toward the educating of the youth in his community, the familiar words of Edwin Markham come to mind:

There is a destiny that makes us brothers;
None goes his way alone.
All that we send into the lives of others
Comes back into our own.

This quotation might well be applied to the person who, through her own generosity, untiring efforts, and sincere interest in youth, made possible the first school in this community --- Mrs. Rector Johns.

Johns School

As already noted, it was not till after World War I that this area began to be thickly settled. By 1925, the community, which was then known as the Farmington Subdivision, was becoming more densely populated. The nearest County School was Prestonia, about two miles away which was too far for most of the children to attend, as there was no transportation furnished at that time, and they would have had to walk. Mrs. Johns, who owned and rented about twenty-five houses in this vicinity, was very much interested in the school situation, and she sent her son to see the County Superintendent about furnishing a school for the children of this community. The following is an excerpt from one of the Minute Books of the Jefferson County Board of Education:¹

Mrs. Rector Johns of Highland Park proposes to furnish a school building, 24 feet by 32 feet with a 12 foot ceiling and properly lighted, to be erected on the east side of the Ash Bottom Road south of Eastern Parkway in the Farmington Subdivision at no cost to the Board, provided

1. Jefferson County Board of Education, Louisville, Kentucky, Minute Book 4, 1925. p 237.

this Board will supply a teacher and the necessary equipment for said school.

The proposition as set forth above was accepted and the room was furnished as soon as it was completed. Mrs. John's son drew the plans for the building according to the specifications furnished by the Jefferson County Board of Education; he hauled the material to the site; hired the carpenters, and put up the building, at the family's own expense, at what is now 3923 Crittenden Drive (formerly Ash Bottom Road). The school was to be opened as soon as a teacher could be obtained. According to a statement by Mrs. Johns, "Nine days after my son saw the County Superintendent, school began in the little one-room school house". This was near the beginning of the school term of 1925-26, and about twenty-five pupils entered the "Johns School" that fall.

The first teacher of Johns School, Margaret Thomas, is now living in Philadelphia, Pennsylvania, and still corresponds with some of the citizens of this community. She was especially alarmed about them during the flood of 1937, and offered her services.

Tribute to Mrs. Johns

This public-spirited citizen is still living and still continues to take an active interest in all the affairs of the community. The Southern Weekly, a community paper recently started to serve this section

of Louisville and Jefferson County, had Mrs. Johns' picture in one of its early issues with a story captioned, "Most Beloved Woman of Highland Park."¹ The following is an excerpt from Mr. Smith's article:

Mrs. Johns was educated in the common schools of Grayson County and attended a few of the subscription schools or normal schools. She remembers well some of the moral lessons in McGuffey's Readers and can yet recite many of the poems.

In the spring of 1905, she and Mr. Johns moved to Highland Park, where they operated stores, lumber and coal businesses. "Aunt Pina" took care of the office at the coal yard from 1910 to 1925. She was never known to refuse credit to anyone.

Many are the times that Mr. and Mrs. Johns have given poor families groceries and coal. The pastors of the churches in Highland Park always knew that these good people would help any destitute family. Consequently, it might be truthfully said that "Aunt Pina" and "Uncle Rec" operated a welfare store of their own, with no expense to the taxpayers.

1. Article written by E. L. Smith, Assistant Editor, The Southern Weekly, Louisville, Ky., February 18, 1949. Used by permission.

MRS. RECTOR JOHNS

Two-Teacher School

For three school years, Johns School remained a one teacher community school. But each year the community was growing larger and larger in population and more places of business were being built. On account of this condition, the little one-room school could not accommodate the increasing number of pupils. At the beginning of the school year 1928-1929, the same person again proved to be the "Good Samaritan" and again came to the rescue of the youth of her community.

Another room was provided, constructed according to the specifications of the Jefferson County Board of Education and another teacher was added. According to the agreement, the Board was to pay Mrs. Johns \$40.00 monthly rent for the extra room, while the first room was still provided at no cost to the Board. For eight years, from 1928 to 1936, this continued to be a two teacher school.

Prestonia School No. 2

At the beginning of the school year 1930-1931, it was suggested by a representative from the Prestonia School District that the Johns School be considered a part of that district and that its name be changed to Prestonia School No. 2. This suggestion was adopted.

Again the building was beginning to be inadequate to meet the needs of the growing population. Not only

was it too small, but it also needed repairing. At one time it was recorded in one of the Minute Books that the Treasurer of the Board was directed "not to pay any more rent until a hole in the floor was repaired."¹

Adair School

In 1936 a lot was purchased from Mr. Link for \$425.00 for the purpose of erecting a four-room school-house. This lot had a 100-foot frontage and was 200 feet deep. The plans for the building of this school were obtained from the State Department of Education at Frankfort, Kentucky. Thus for the school year 1936-1937 a four-room building was constructed on Adair Street on the east side of Crittenden Drive, where the school still stands. This school had a faculty of four, teaching grades one through eight. This continued to be a part of the Prestonia School District and was known as Prestonia District No. 2, but the name of the school itself was changed from Prestonia No. 2 to Adair School, and it continues to be called by that name at present. The estimated cost for the erecting of the four-room building was \$5,500.00.

The new four-room building still could not sufficiently accommodate the number of pupils for very long and in 1938 a two-room portable was bought from the Prestonia School and hauled to the Adair School.

1. Jefferson County Board of Education, Louisville, Ky., Minute Book No. 7, 1930, p 5.

This portable was purchased at an approximate cost of \$1,500.00. One room of this edifice was used as a classroom while the other was equipped with a piano to be used for a music room; each teacher was permitted to go to the music room during any music period that she desired. Another teacher was added, so that the school could now boast of a faculty of five; this fact remains true to the present time.

In January of 1941, the Adair School District became separate from the Prestonia District. It is now known as Adair District No. 78-2.

Early Examples of Community-and-School Cooperation

For over twenty years the school had no lunchroom. During a part of one of the early years, the Prestonia P.T.A. cooked and sent over hot soup and sandwiches each day. This was a neighborly gesture, and was rendered without any charge. Later, Mr. and Mrs. Roy Collins, who operate a small grocery near the school, began to provide free lunches with the cooperation of the wholesale firms with whom they dealt.

At that time, the Collins' own children were not of school age, but they were deeply interested in the health and welfare of the children in the community. Since it was not possible to have a lunchroom at the school, these generous citizens offered to make hot soup each day and to serve it free to each child.

"Where there is a will, there is a way," and with the assistance of willing helpers, a way was soon found. The County provided most of the vegetables; bread was furnished by a Louisville bakery, meat and soup bones by a wholesale packing company, and pies frequently donated by a pie company when they made deliveries to the Collins store. Mr. and Mrs. Collins would often stay up late at night preparing vegetables; if a neighbor would come over for a short visit, this often afforded opportunity not only for a friendly social call but for additional hands to make light of preparing the vegetables for the next day.

Mrs. Collins¹ cannot remember the exact year when this was begun; but she says that it was after the school had become a two-teacher school, and while it was still called Johns School -- that is, some time between 1928 and 1930. She said that they usually prepared lunch for about seventy-five people. This generous service continued for two years or more; but, of course, it was not possible to continue the free lunches indefinitely as the school continued to expand.

Gift of Christmas Trees

The evergreen tree has become probably the outstanding symbol of Christmas. There are many thrilling

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1. All of the above information was obtained through an interview with Mrs. Collins, who still operates a grocery in the same community.

experiences that the child may share at this season of the year, in the home, in the school and in the community. Christmas trees adorn not only many of the homes and schools but also places of business. A Christmas tree not only enhances the beauty of the place where it stands, but it also suggests many uplifting thoughts and activities of a constructive nature.

In the early years of the Johns School, during the terrible days of the "Depression", the first Christmas tree was given to this school. The donor gave it because she felt that the children of this community had so little when compared with the children of many other communities and she felt that this would give them pleasure. This custom has been extended through the succeeding years.

The donor of these trees is Mrs. Suda E. Butler,¹ one of the Supervisors of the Jefferson County Schools. About a week or ten days before the Christmas holidays each year, a truck drives up to Adair School bearing a large evergreen tree. This is placed in the first grade room, and the children from each room make decorations for it. The tree belongs to the school as a whole; and the working together of the children to make it attractive helps to develop a school spirit and a feeling of unity within the school. The man who

1. Mrs. Butler's name has been used by her permission.

now delivers the trees to the school is a son of the bus driver who delivered the first two trees to Johns School. Mrs. Butler has said that she gave the first tree hoping to give the children pleasure and that she has continued to do so because it gives her pleasure.

Award from County Health Department

During the early years of this school the City and County Health Departments were separate. It was the custom of the County Health Department to award a silver cup each year to the school that had made the greatest progress in the improvement of the health situation in the community and also in beautifying the surroundings of the school and in the community. This cup was won by Prestonia School No. 2 in the school year 1930-1931 for having shown the greatest improvement in health conditions.

This improvement was probably due to the direct contacts which the teachers made with the homes. It was the custom then for the teachers to visit each home, and many worthwhile principles and suggestions for community improvement were offered and put into practice in the community. This custom still continues in the present, and each teacher tries to visit the homes of all her pupils each year. Much valuable information is obtained from these contacts with the home, and this information is used for the improvement of both the

school and the community.

Response of Community in Times of Disaster

During the 1937 flood, the school building was used as a refugee station. There were only four rooms then, heated by stoves, as they are today. Over 200 refugees, men, women, and children, were taken care of in the school. The Red Cross furnished blankets but the supply was inadequate and the citizens of the community met the need by supplying the rest from their own homes. The children were put to sleep on benches, desks or floor.

The Red Cross also furnished some of the food for the refugees; but far be it from anyone in that community to sit down to a hot meal or a table well laden with food and not to share with others in need. The people of the community made sandwiches, salads and other foods which they took to the school and shared with the refugees. The teachers also worked out at the school together with the citizens of the community in aiding to meet the needs of the refugees.

Most of the land in this community was dry, and the main inconvenience that the people suffered was the lack of electric lights. Most of the residents at that time obtained their water supply from wells which were not affected by the flood. One of the residents near the school had a deep well, about 70 feet deep.

During the flood a representative from a hospital in Louisville came out to her home and obtained water to help supply the hospital for drinking purposes. At one time they took 30 gallons of water from this well.

These instances are characteristic of the people of this community, for they are always sympathetic toward any emergency and are ready to respond wholeheartedly to give help.

Junior Red Cross Activities During World War II

Each class was a member of the Junior Red Cross, but the pupils kept wanting a sponsor for the school as a whole and were anxious to do their part in helping wherever they could. So one teacher became sponsor, and an active Junior Red Cross was formed. Any pupil who desired might serve in the way in which he was best fitted to contribute to the cause.

At each special season the club was asked to make a large number of favors for Nichols Hospital. The children took delight in using their own originality to decorate the different articles -- favors, place cards, scrapbooks, memo pads, writing pads, etc.

An urgent call came for mufflers and sweaters. The children had never learned to knit but were anxious to try. The writer, who was sponsor for the club, took it upon herself to teach as many as desired to learn

how to knit. Twelve mufflers were knitted by ten members of the knitting rroup, four of them by boys who learned during this time.

Twenty-five boxes were filled by the pupils of this school and sent to children in other lands. These boxes were filled with pencils, crayons, erasers, needles, pins, thread, handkerchiefs, toothpaste, tooth brushes, books, writing paper, combs, washcloths and some toys. Large cartons were brought by the children and the articles were placed in the boxes. Some of the older boys always carried the boxes to the carline, and if the box was very heavy he would accompany the sponsor to the Red Cross Headquarters on Third Street. This was a wonderful experience for them and was thoroughly enjoyed by all.

PART II

PART II -- ADAIR NOW

In this part of the paper the writer describes the present school and its program, and continues to show how the school and the community cooperate in working toward the good life for all.

Present School Plant and Personnel

As has been stated in Part I, the school grew from the one room of 1925 to a four-room building plus a two-room portable in 1938. This is still the size of the school plant but the increase in the number of pupils has been taken care of to some extent through sending some of the older grades to other schools. In September, 1948, the seventh and eighth grades were sent to the Prestonia School; and in September, 1949, the sixth grade is to be sent to the James Russell Lowell School on Crittenden Drive and Phillips Lane, which is a part of the Louisville Public School System. Until the close of the school year 1947-48, all eight grades were taught in the five classrooms. (The portable has one classroom and its other room is the lunchroom).

Each of the rooms of the school is heated by a coal stove and the end wall of each room is equipped with hooks for the children's wraps. All the rooms are supplied with electric lights and each one has an outlet for plugging in for radio programs. The walls are

Painted a light gray and ample blackboard space is provided in each room. The desks are of the old-fashioned type, with the writing surface on top and books underneath. Crushed rock has been hauled and put on the playground to prevent unnecessary quantities of mud and dirt from accumulating in the schoolrooms.

There are five teachers on the school staff including the Principal, who has a full teaching load. During the past year each teacher had about thirty-five pupils; this was much less than the previous year before the seventh and eighth grades were transferred to Prestonia. All of the five teachers have received their A. B. degrees and four have had graduate work elsewhere in addition to the University of Louisville. The Principal has almost completed the requirements for a Master's Degree and the other four teachers are working toward that degree at present. One member of the faculty had completed a course in pre-medical work before entering the teaching field. Their length of service at this school ranges from three to twenty years.

The faculty members feel that they are fortunate in having as custodian or janitor a man who not only takes pride and interest in trying to do his work well, but who shows a deep interest and concern for the children in the school. For example, on extremely cold morning he entered a classroom and saw the teacher trying to help warm the feet of a little child who had

come to school with no socks on; from his own pocket he offered the teacher money to buy the child two pairs of socks. He is always ready to carry the potted plants from the classrooms to his own home to protect them against freezing. If any teacher has a task to be done, she merely leaves a note on her desk and he tries to attend to it as soon as possible.

Not only is the custodian concerned with the physical welfare of the children but he is interested in their learning as well. He often sits in the back of a classroom and listens intently to any class activity, thoroughly absorbed in his interest, not from his own standpoint alone but from the viewpoint of what the children are learning. One day he brought his coffee mill, which has been in the family for over a hundred years, to the second grade room and gave every child an opportunity to grind coffee just as their forefathers had once been obliged to do. The Louisville Coffee Company furnished the class with both parched and unparched coffee for this experience.

The Lunchroom

As has already been pointed out, there was no school lunchroom in the early days of the school. During some school years, lunch was provided free by generous volunteers; during other years, teachers and children had to bring their own lunch or, if they lived

near enough, go home for lunch. Nearly always those who brought their lunch also brought an extra sandwich for the "guest table" for those who had none.

The present lunchroom, which has been in operation for about three and a half years, is an outgrowth of the P.T.A., which was formally organized in 1945. Some of the mothers felt that if a lunchroom were added to the school plant it would contribute greatly to the health of the school and the community; and they worked untiringly toward completing and equipping this. The County furnished the stove, refrigerator, cabinets and plumbing facilities; the mothers bought and made the curtains, which they also launder, and they bought or donated cooking utensils, dishes and other necessary items. Thus the lunchroom as it exists today is even more an example of community cooperation than were the earlier free lunches donated by a small group of people.

Three of the mothers are employed in preparing the lunches, one as chairman or manager and the other two as her helpers. With the assistance of Federal Aid an attractive and well-balanced lunch is served at a minimum cost. If a parent feels that he is not financially able to pay even this minimum cost, he has a conference with the Principal and teacher; and if they feel that he is deserving, his children are furnished lunch without cost. The mothers in the lunchroom are also very cooperative with the teachers and pupils. Sometimes a

teacher may feel that a child needs an extra sandwich or glass of milk during the morning; and if she sends him to the lunchroom he will be served in a friendly and interested way. These mothers also often suggest children who need clothes suitable to the weather.

During the past year many of the parents in the neighborhood were out of work for a period of time, as a result of strikes or other causes. Nearly one fourth of the pupils have been on the free lunch list at some time during the year. In such a situation as this, generosity may perhaps be imposed upon; but when so many cases are so urgently focused before one's view, it is difficult to draw the line of demarcation. It is quite evident that a child who is malnourished and lacking in the foods that are so essential in acquiring and sustaining vigor and vitality is by no means capable of competing with those who are fortunate enough to be well nourished.

Parents' Cooperation with the School

As has just been pointed out, the lunchroom was originated and largely carried on by the Parent - Teacher Association. In earlier years the school had tried once to have a P.T.A., but the parents at that time were slow in assuming responsibility. However, when the new organization was formed in 1945, they took hold heartily and have done excellent work. Two capable

presidents have helped to guide the work of this group. During the first two years the membership increased ten percent each year; last year when the two upper grades were transferred to Prestonia, the parents of those children naturally became members of the P.T.A. of that school. The Prestonia P.T.A. received the parents from Adair wholeheartedly and gave them a feeling of welcome and "belongingness".

In planning to establish the lunchroom, one of the first projects undertaken by the small and inexperienced P.T.A. was to procure adequate financial funds. In order to do this, they staged a Fall Festival which provided many ways of making money: a "fish pond" which always makes people want to try their luck "just once more"; a "country store", of which all the stock was donated; a popularity contest and a play; and many handmade articles such as potholders, pillowcases, embroidery and homemade cakes and candies. From this one night's activity the P.T.A. cleared over \$365.00; and the next year, at a similar affair, they cleared \$245.00.

The P.T.A. has worked hard at making money by a variety of means. They must of necessity use methods requiring very limited amount of capital, and they have shown ingenuity in doing this. They have had paper sales, and in each room the child who brought the largest amount of paper was given a certain amount of money as a prize. They have sold Christmas cards and realized

about \$200.00 from this alone last year. They sold school supplies in the lunchroom at the same prices for which the articles could be bought at any dime store; and from this minor project they realized about \$70.00 this past year. Recently the P.T.A. President asked that carton tops and wrappers from soap powder, etc., be saved for the coming year.

The P.T.A. sponsored a supper under the auspices of the Emmart Meat Packing Company, where all the food was furnished by different companies advertising their products. Tickets were sold at a very nominal price and the mothers made pies and salads as an addition. The manager of the Highland Park Theater allows the neighborhood schools (Adair, Lowell and St. Leo) a certain percent of the tickets sold for a show on a certain date.

In order to function efficiently, this organization must be very conservative in their actions. But they are ever ready to help in any way toward furthering the interests of the school and the community. The lunchroom is only one of many contributions which they have made. Other contributions are listed as follows:

1. Each room has been equipped with a radio.
2. A set of Compton's Picture Encyclopedia has been bought for the school.
3. Bus Transportation for class excursions has

been paid by the P.T.A.

4. Each child who attended school without being absent a day during the entire year was given a prize of \$1.00. (Twenty-nine received the dollar last year.)
5. First aid equipment was bought.
6. Each month the room which had the most mothers present for P.T.A. meetings was given a prize of \$2.00.
7. Each teacher was given a certain amount for library books or other equipment they might prefer to buy.
8. Other expenses were met, such as State P.T.A. dues, Founders' Day contributions and similar calls.

Individual Contributions of Parents

In addition to the P.T.A., which includes all of the parents, each teacher has a "Room Mother" for her own class. The room mother is very helpful in aiding or obtaining aid for the school health checkups. She usually accompanies the class on any excursion and takes a personal interest in the children's welfare. In several cases the Room Mother has furnished refreshments for the room on certain occasions. Also, many notices which apply to all the parents are distributed through the room mothers.

While the mothers are the official sponsors of the

different rooms, the fathers also often make valuable contributions, sometimes quite spontaneously and unexpectedly. One father of a first grade child visited the room early one morning. He did not come prepared to make a talk to the pupils but to seek information about a book for his son. While he was talking to the teacher in the front of the room, she mentioned the type of work he was doing, which was helping to make glass. He made several interesting remarks about the common uses of glass, and said that the tedious process of producing some forms of it just isn't appreciated by most people. Then he noticed a broken glass brick which someone had brought and which was being used as an aquarium for snails and a sunfish, and he explained to the class something of the processes by which this kind of brick is made and the ways in which it is used. After he left, one of the children remarked, "Well, he made a good talk even if he didn't mean to".

If it were possible to take an intensive survey of the talent and valuable contributions that can be found in a small community, one would probably be amazed at the remarkable ability that often lies dormant because the individual has been hesitant in offering his services. One father in this school frankly acknowledged that he probably would not be able to pass a test on second grade reading level; but he is capable of reading and interpreting blueprints of building designs.

He has made shelves and tables for the school and has made radio cabinets for many of the people in the community.

Community Benefits from Outside Cooperation

The preceding instances given have shown how the parents have worked with the school to help solve the problems of school and community, working mainly on the local level. Even here, however, there has been help from larger units, as in the lunchroom equipment furnished by the County Board of Education and the financial assistance given by the Federal Aid program. There are some problems that cannot be entirely solved by the people of the small community themselves, and here outside agencies come in to give aid. Among these problems is that of providing adequate and wholesome recreational facilities as one way of helping to prevent juvenile delinquency.

There are many boys and girls of high school age out of school but without work. Many of them are on the road, and the problems with which teachers and parents are confronted is how to remedy this situation so that the future may offer a brighter outlook for the youth of today. Life can be just as dull and drab, just as uninteresting and empty, in rural or small communities as in the back alleys of big cities, and it is very important to provide opportunities for wholesome

recreation for such young people.

There are two agencies in the Highland Park area, near to the Adair School, which are working to meet this problem, both of them initiated and financed from outside the local community and both contributing greatly to the happiness and wholesome living of the children and young people of this area. One of these is the Highland Park playground of about twenty-two acres. This playground, which has been in operation since about 1929, is under the direction of the Recreational Division of the City of Louisville and has an efficient instructor in charge at all times. Classes are held in creative arts and dramatics and a stage offers an excellent situation for presenting plays and skits. During the summer most of the activities are carried on out in the open; in winter the recreation rooms are used.

The other recreational agency which is of great benefit to the community is the Optimist Boys' Club, located near Huron and Park Boulevard, which was built in 1946 by the Louisville Optimist Club of businessmen. The Optimist Boys' Club has a membership of about 250, ranging in age from seven to seventeen. All of them are from the Highland Park neighborhood except two or three from the Beechmont area; and many of the children from Adair School are members of this club.

This club boasts one of the largest libraries for boys in the South. At present there are between 500 and

600 volumes of worth-while literature for boys. Opportunities are also offered for boys to learn some of the fundamentals in block printing, woodwork, clay modeling, and sports of many kinds; and there is a photographic laboratory, under the supervision of a young man who is attending the University of Louisville, where the art of developing pictures may be learned. A free picture show is presented every Friday night for members and their families.

This club also sponsors a Drum and Bugle Corps, and this spring the members of this corps were furnished a day of wholesome and valuable entertainment. They had lunch at the Seelbach Hotel as the guests of the Louisville Optimist Club, and after lunch were guests at a ball game at Parkway Field. This was the first experience that most of the boys had ever had in eating at a hotel, and one that will never be forgotten.

The effect of these two recreational agencies on the life of the community has been very marked. The manager of the club recently made the statement that since these two agencies have been in operation, juvenile delinquency in this area has decreased around sixty-five percent. This is surely a good return on the money and effort invested in such causes, and should be most gratifying to those who have made these possible, as well as to the people of the community who benefit from the club and the playground. Both the parents

and the children are most appreciative of these recreational opportunities and the local community people cooperate in every way possible with the club and playground directors.

The School Training Children to be Good Citizens of the Community

Many of the instances of cooperation given on the preceding pages have shown what the community has contributed to the school. In the following pages the writer will describe some of the ways in which the school seeks to train the children to be good citizens of the community. Since the writer teaches the second grade, many of her examples come from that grade; but examples are also included from other grades and from the program of the school as a whole.

Training in Health and Nutrition

For the past two years a preschool clinic has been held each spring. The mothers bring the children who are to enter school the next fall. Each child is examined, in the presence of the mother, for any physical defects and for immunization. The preschool children are invited to attend school for a few days as class visitors in order to help them become acquainted with school life and to become more easily adjusted in the fall.

Typhoid shots are given each spring by the Health

Department and each teacher endeavors to impress upon the children the importance of being able to prevent epidemics by immunization. Some of the rooms were nearly one hundred percent in taking the typhoid shots this year. Many of the mothers of the community also come and bring their younger children to take the preventive shots against typhoid, and some have taken the shots themselves.

Nutrition education is a definite part of the program. Part of this is carried on through the lunchroom; but the teachers take every opportunity to work this in also as a part of their classroom activities. The children of the first grade had the pleasure of preparing a large window box for the purpose of planting vegetables. They planted lettuce and some others. Just about two weeks before school was out they had the rare privilege of eating lettuce from their own garden that they had tended so carefully. The lettuce was prepared in the lunchroom and served to the first grade as an addition to their regular lunch.

Along with nutrition education, the lunchroom also provides opportunities for training in table manners and social graces. It has been found helpful to have a host and hostess at each table. The children are permitted to talk during the lunch period in a quiet, conversational tone; and they help to select which topics would be more desirable than others to discuss during meal

times. This period presents a natural, social atmosphere, and such table conversation is helpful in preparing the child for social contacts in later life.

Training in Safety

About one-third of all fatal accidents occur in the home and if this great peril is to be diminished, parents, teachers, and the whole community must work toward that goal. Also, it is no unusual thing to read in the daily papers that a small child has been struck and perhaps fatally injured on the highway. Since all the children who attend this school must rely on their own judgment, or that of an older relative, as to when to cross streets each teacher tries to instill into the children the need of practicing safety in going and coming from school, as well as on the playground and in the home.

Many of the younger children could not understand the reasons for the instruction that they should walk on the left side of the highway, whereas when walking on the sidewalk they should keep to the right. To make this clear to the children, the teacher of the second grade took her children for a walk of the highway one afternoon, so that they might understand the reasons for facing traffic as they walked. While they were returning from this walk, an unexpected observer approached and asked to take a picture of the class. This gentleman proved to be Major E. L. Smith, who has already been mentioned in this paper as Assistant Editor of The

Southern Weekly.

One day early in the spring, immediately after the lunch period, the children were very much excited when they saw a fire engine stop right near the school grounds with two police cars closely following. It was soon discovered that a field just across the road from the school was on fire and that some of the houses were being threatened. After the children came into the room, they could still see the fire and the efforts to extinguish it; and this naturally led to discussion of the incident. Many suppositions were expressed as to how the fire could have started and many useful suggestions offered on how to prevent such destructive disasters. The children could easily see how carelessness in regard to fires can lead to loss of property, time and expense and even to loss of life; and they were adept in enumerating the preventive measures that one should be daily conscious of in order to prevent the destruction.

Training in Conservation

Much has been said about the urgent need for conservation of natural resources. But how can a child practice the art of conservation if he has not been taught it in the home and school? This can readily be correlated with other subjects in the school curriculum. The child can understand that conservation by individuals leads to conservation by larger units of community, state

and nation.

In this school it is not an uncommon sight to see pins of various kinds replacing buttons or snaps on dresses or shirts. In a health check-up one morning the teacher was struck with the number of missing buttons. If buttons had been on the scarce list, or an expensive item, she might have shrugged her shoulders and passed the incident by, deciding that if the pin served its purpose nothing else mattered. But since buttons are plentiful and cheap, she decided to initiate a button project. She pointed out to the class that it would seem very much out of place if a nail were used where a button should be; and she talked of the ways buttons are made and the functions they serve. The children were interested, and could easily realize the harmful effect on their garments when buttons were replaced by pins.

After weighing the matter very carefully, these second grade children decided to have a sewing kit in the room, to be equipped with spools of thread, buttons of assorted sizes and colors, thimbles and needles. Most of these articles were brought from home and it was decided that no one who had lost a button off any wearing apparel was to go home without sewing on a new one. As a result of this project, most of the children in this room could not only sew on buttons very neatly, but could often be seen mending a rip in their clothes. This sewing kit was not for the use of the second grade

alone; any child in school was free to come in and use it. It was not an unusual sight to see a boy sewing on a button, mending a rip caused by play, or helping another boy mend his clothes.

One small girl, who was not able to compete with her classmates in academic work, proved to be the little seamstress of the class. She not only learned to sew on buttons and to mend torn places, but she became the envy of the class when it came to blind stitching. She learned to do this very nicely for a child; she wants to be a seamstress when she grows up. Her parents are separated, and it is perhaps through necessity that she seemed more domestically inclined than the average child for she showed signs of having had experience in helping to plan and care for her own clothes.

Two of the girls in the upper grades had quite a responsibility at home, for their mother was in a tuberculosis sanatorium. These girls often had dresses given to them that needed mending or needed to have the hems let out or taken up. One of these girls remarked that she didn't know how to do this, but that perhaps her mother would be able to do it the next time she went to see her. She was made to feel free to use the sewing kit and was given some simple instructions in sewing; and the writer feels that she will become more interested in taking care of her personal belongings as she learns some of the fundamentals of such care.

This was felt to have been a very valuable experience for the children. Each child took a greater pride not only in his own personal appearance but in that of his associates, and from the favorable comments made by the parents it seems that this pride has been carried over into the homes.

Training in Social Situations

Children are usually thrilled with the idea of a party and the thrill is even greater when they themselves have a large part in planning it. This was the case with the Second Grade Valentine Party on February 11, 1949. For many of them it was the first experience in helping to plan a party and make it really their own. They worked in different groups in preparing for this party, and the preparations and planning were a chief topic of interest for several days before the actual party.

The group assigned to decide on table decorations had quite an experience in looking at pictures of different kinds of table settings. At last they decided on an idea; and each child was asked to bring all the small pieces of red candles that he could find. These were melted and poured into a small jello mold. After the contents had cooled, it was removed from the mold and placed in a low, shallow, sparkling glass bowl, where it floated on the surface of the water; and three small magnolia leaves were washed and waxed and placed in the bowl. Thus a beautiful centerpiece was formed

which resembled a water lily.

Another committee prepared the reading table for the party by covering it with white crepe paper and cutting a large red heart for the center and four smaller hearts which were pasted on the corners. The bowl was placed in the middle of the large center heart and the children greatly admired their handiwork. One little girl said, "That is the prettiest table I ever saw and I'm going to fix our table just like it this Sunday".

In discussing what refreshments to have, it was discovered that many of the children had never drunk hot chocolate; so it was decided that the class would help to prepare this drink. Each child measured out so much sugar and then so much cocoa; this was then taken to the lunchroom, where the milk was added and the rest of the process was finished. One of the lunchroom ladies brought the steaming chocolate over to the classroom and it was served in individual paper cups with home-made cookies which had been donated by a person very much interested in the pupils. The teacher afterward found out that several of the pupils had carried into their homes the ideas of both the decorations and the hot chocolate.

On Valentine Day it is the custom for the children to exchange valentines and also to invite a visitor. This year their guest was a little boy, Larry Mays, who had just returned home from the Kosair Crippled Children's Hospital where he had been confined for treatment

for several months. This was to be his first visit at school since his return home and the first time that he had ventured out with his new crutches. The pupils decided that they would all give a small amount of money to buy him a gift and the one who was asked to buy the present selected a small red heart-shaped box of candy. Before Larry's arrival, the children talked over among themselves just how they should receive him and make him feel comfortable and at home. Larry is to be a member of the first grade this coming fall and the children are deeply interested in his welfare. Both hosts and guests thoroughly enjoyed his visit at the party.

Training in Observation and Appreciation of Nature

Probably there was no more interesting part of the second grade room than the "Science Corner." Children are usually interested in science because it gives them an opportunity to observe plants, animals and nature, and to learn something concerning them. Many interesting specimens have been brought into the school room, not only by the children of the second grade but by those from other grades also. These specimens have been observed and studied not by the children of this one room only; for any child from the entire school was made welcome to visit the "Science Corner" and to use the reading glass in order that the subjects could be more closely studied. Some of the interesting things brought for this corner were; ants, a snake, a sala-

mander, frogs, tadpoles, earthworms, snails, leeches, moths and fish.

Last fall at the beginning of school, several of the children brought in cocoons that they had found. These were kept in jars and in order to keep them supplied with moisture the children sprinkled them with water once a week. In doing this, they learned to handle them very carefully; and they looked forward eagerly to the time when the moths would emerge. One day in May, just after the class had come into their room from their lunch period, that long-awaited experience was taking place. In order that all might view this sight, the jar was placed on the teacher's desk in the front of the room. Presently they saw a beautiful Cecropia moth crawl forth from its queer winter cradle and slowly begin to dry its wings by gradually moving them back and forth.

Some of the children immediately began searching the different science books on the shelf for some definite information concerning this moth, while others looked through the science scrapbook which had been made by the class in order to see if they could find a specimen like it. To their great delight, they found a colored picture which had been obtained from the Magazine Section of the Courier-Journal and had been made by the photographer, Harold Davis. This too was a Cecropia. The children always get much joy out of sharing their experiences with the other teachers and children; so they carried the moth

to the other rooms and told its story.

Having found out that moths fly by night, one child suggested that this moth be placed in a cage and allowed to hand out during the night, with the hope that another moth of the opposite sex might find it. This was done, and to the great delight of the children another moth was found near the cage one morning; but as the feelers of the two were of practically the same length, they felt sure it was of the same sex. This took place almost at the last of the school term.

The children asked one day that they might be allowed to bring their pets to school and tell about them. On "Pet Day", the following animals were brought from the homes: a white rabbit, a guinea pig, white mice and a pigeon. Each child was permitted to go to the other rooms at a convenient time, as previously arranged with the teacher, and tell about the care of his pet and anything of interest that he wanted to add.

Training in Appreciation of Their Own State

When school began last fall, an opportunity was given for each child in the second grade to tell how he had spent his vacation. Many of them had stayed rather close to the home community but some had visited several places of interest in their own state and had brought back pictures and souvenirs to show to the class; very few had gone outside the state. The reports of places

visited began to arouse a deeper interest in the places in Kentucky that would be of special interest to sight-seers; and it was suggested by one of the pupils that the class make a scrapbook of such places. The book was made of extra large drawing paper, with the cut-out letters K E N T U C K Y pasted on the front; in the book the children pasted post cards of different Kentucky scenes, magazine pictures and articles of special interest about Kentucky. This caused the children to be on the alert for pictures suitable for the book and it was also beginning to acquaint them with newspapers. They intend to continue this project during the coming school year. Pupils from other grades often contribute interesting pictures and articles for the book.

Children are always interested in visiting parks, and they had many park pictures in their book. One of the boys had visited Columbus Belmont State Park at Columbus, Kentucky. He was very much interested in the huge chain that had been used across the Mississippi River during the Civil War as a blockade to keep the Lincoln Gun Boats from passing down the river, and also fascinated by the large anchor that had been used to fasten the chain. On the trip someone had related an incident that happened only a few years ago when a large section of land heaved slowly into the river while some children were attending a church picnic at the park, and some of the children started to run away be-

cause they thought the crack in the earth was a huge snake. This proved to be an excellent example of soil erosion and one that they could easily comprehend.

These second grade children were especially interested in Mammoth Cave National Park because several of them had visited this park with their families. They found this very interesting and felt that they had something in common with the seventh and eighth grades, who had visited the park in the spring of 1948 as a school excursion. The children were especially interested in the underground dining room, Echo River and the blind fish.

Many beautiful scenes of "My Old Kentucky Home" were collected and pasted in the scrapbook. This was very helpful in teaching music because many of the songs about Southern customs are said to have been written by Stephen Collins Foster while visiting there. The Zachary Taylor Monument was interesting because he was the only President who was laid to rest in Kentucky. Some of the children often went to Corbin, Kentucky to visit relatives and they contributed quite a number of pictures of this section of the state. They connected scenes of the Wilderness Trail with the stories they knew of Daniel Boone and pictures of Cumberland Falls with a story about Colonial times.

Many of the children had visited Lincoln's birth-

place at Hodgenville. During the month of February they were especially interested in collecting material on Lincoln.

Introducing Children to National Interests

The Kentucky scrapbook led these second grade children beyond the limits of their own state and gave them their first introduction to people of national interest. They had added to their scrapbook many pictures of both President Truman and Vice-President Barkley and this made them very much interested in listening to the Inauguration program. After listening to this, some of the class suggested that they write a letter to Vice-President Barkley congratulating him and telling him that the class as a whole was proud to have a Kentuckian as one of the outstanding leaders of the nation; also that they would appreciate a letter from him to place in their Kentucky Book. A vote was taken by the class and all agreed that it would be a splendid idea to write him.

The writing of the letter was a good example of co-operative group thinking and democratic action. The room chairman presided while the teacher rules lines on the blackboard with a yardstick and chalk. The wording was to be the children's own product, and if in any case they could not agree on the wording, then a vote was to be taken and the majority vote would rule. There was much excitement as some expressed themselves: "Do you

think he will answer?" "My, I never thought that I would be writing to the Vice-President."

The letter was progressing very nicely until the word "Honorable" was used. Other titles were suggested but to no avail. One little girl in the class, who was a good listener and always very alert said that she had heard them call him "The Honorable Alben W. Barkley" over the radio and that that was what they should write in their letter. It certainly was a fascinating experience to hear their discussions on the pros and cons of this issue. They finally compromised by leaving off "The" and addressing him just as "Honorable Alben W. Barkley." Some of the members of the class were still not in accord with this formal title and one of the boys remarked: "Well, I still don't like the word Honorable. It might sound all right when they say it over the radio but it still just doesn't sound like us."

The children's letter to Vice-President Barkley has been photostated and may be noted on the following page. A copy also occupies a coveted place in the Kentucky Book and another copy in the book in which the class compiled all the letters which they had written or received during the year.

Within less than a week, a reply arrived in an official envelope with the Vice-President's facsimile signature on the outside. The reader can easily imagine

548 E. Adair Street
Louisville, Ky.

January 31, 1949.

Hon. Alben W. Barkley
Washington D.C.

Dear Mr. Barkley,

We listened to the inaugural
program over our radio at School.
We are so happy and proud
to have you for our Vice
President and especially as you are
from Kentucky.

Our Second grade at School
is making a book about Kentucky.
We know that you are very
busy, but we would appreciate it
very much if you would find time to
write us a letter to put in our
book.

We wish you much happiness
and Success. We will always be
interested in you.

Your friends,
Second grade
at Adair School

the thrill that this gave the children. The teacher called the room chairman to the front to read the letter to the class, helping her with the difficult words. Then different members of the class took the letter around to each of the other rooms in turn and read it to the other classes. On returning, each messenger proudly reported, "I knew all the words except _____, and the other teacher helped me with those." The Principal was just as thrilled as the children and enjoyed teasing them about their official correspondence.

Since some of the children had brought a newspaper picture of President Truman being entertained with some of his Kentucky relatives, the class thought that a letter should be written to him also. The letter to the President was written by the same procedure as that to the Vice-President. The class also received an answer to this letter, but were a little "let down" because it was written by the President's secretary instead of by him personally. This gave an excellent opportunity to show the great responsibilities that one must carry when holding an important office; and it was explained that it is necessary for such an official to have secretaries to help him in his work.

The letters to the President and Vice-President, and the answers received, made the children alert to notice further pictures and headlines in the papers. The April issue of the magazine published by the National

OFFICE OF THE VICE PRESIDENT
WASHINGTON

February 5, 1949

Members, Second Grade
Adair School
548 East Adair Street
Louisville, Kentucky

My dear Friends:

Your letter of January 31 congratulating me upon my election and inauguration as Vice President of the United States has been received and read with much interest and appreciation.

I am very grateful to you for your generous expression of good will and friendship and I certainly appreciate your thoughtfulness in writing to me.

My I express to the entire class my interest and best wishes now and for the future, as well as the hope that I may have the opportunity to meet the entire class in person at some convenient time.

Please express to each member of the class my personal appreciation for the letter which I have received.

With every good wish, I am

Sincerely yours,

Allen W. Barkley

AWB:b

Society for Crippled Children and Adults carried an article and picture which were of double interest to the children because of their personal contacts. This showed Vice-President Barkley buying the first Easter seals in the 1949 campaign; and one of the two little boys shown with him was Larry Mays, who had been their guest at the Valentine party. (Picture on page 68.) Larry has shown much progress since taking treatments at the Kosair Hospital and every child in the community is really pulling for him, as well as the adults. Larry's mother and aunt have been active members in the P.T.A.

Developing Appreciation for Other States and Countries

Children should be taught to recognize the ability and good qualities in other people as well as to develop these in themselves; and they should learn to appreciate other states and other countries as well as to have a pride in their own. Prejudice is said to be acquired rather than inherent; and this is an encouraging thought for what has been learned can be unlearned and with the sincere and whole-hearted participation of teachers much can be done toward increasing appreciation for other people and other nationalities.

In addition to their scrapbook on Kentucky, the children of the second grade have had quite a number of exhibits from other states. A cotton plant was brought back from Alabama by one of the pupils who had

Easter Seal Bulletin

The **NATIONAL SOCIETY** *for*
CRIPPLED CHILDREN *and Adults, Inc.*

11 S. LaSalle St., Chicago 3, Ill.

STARS BOOST

Vice President Buys First Seals

VICE PRESIDENT of the United States Alben W. Barkley officially launches the national 1949 Easter Seal Campaign. Presenting the Vice President with seals in Louisville are Larry Mays, 6 (left), and Eugene McAlister, 5, both of whom are being assisted by Easter Seal services. Sidney Rosenblum, chairman of the Kentucky Easter Seal Sale, looks on.

Nationwide Start Off

National publicity to a flying start during stars on all networks message to millions of

Additional commitments went to press, and it are giving a boost to shows have been lined

Art Linkletter will for the Nebraska Society at 10:30 p.m., EST, 1

Linkletter

visited his grandparents there; and a coconut and a palm leaf were brought back by some of the pupils who visit Florida each year. These were shellacked in order that they might retain their natural color as long as possible.

Shells and sand from Waikiki Beach were contributed by some friends who were at Pearl Harbor at the time of the attack on December 7, 1941; and a small replica of a Japanese fishing smack was presented to the class by some friends who had traveled rather extensively and wanted to add something to the collection of souvenirs. This shows the type of boat which the Japanese use for deep-sea fishing.

The children had been studying a unit on Indians and had made a mural depicting early pioneer life with the red race. This unit was mentioned in the presence of a young Chaplain and his wife who had been stationed at Seattle, Washington. One day, to the surprise of the class, a neatly wrapped package arrived for the class from these friends. When opened, it proved to be a replica of one of the largest totem poles used by the Indians in Alaska.

The most impressive exhibit from foreign lands was a loan exhibit in one of the other rooms this spring. One of the fathers has had quite a wide experience, having been stationed in Alaska, in the Aleutians, in South America and at present, in Japan. This father

sends quite a number of interesting and unique gifts to his family and they are always most anxious to share their privileges with the pupils and teachers in the school. This exhibit consisted of dolls representing the Japanese Imperial Family. They were carved by hand out of wood, in the most delicate and intricate fashion, and dressed in imperial robes such as one sees pictured in the pre-war literature about that nation. They were examples of the kind of art usually seen only in museums; and it was a rare privilege for all of the members of the school to be able to see and appreciate these.

Developing Appreciation by School Excursions

Many of the examples given above have shown how appreciation has been developed through pictures, exhibits, or reports of a few individuals. In addition to such vicarious experiences, the school has also sought to expand the pupils' horizons as much as possible by direct personal experience. There have been a number of excursions by different grades to points of interest in the surrounding area.

Among these excursions, two were for the purpose of helping the children to know and appreciate the sources and processes represented in the milk they drink. Eighty-seven pupils of the first, second, third and fourth grades, accompanied by three teachers and six

mothers, visited the Sealtest Dairy on Oak Street. For most of the pupils, this was their first visit to a dairy. They were interested in seeing how the milk was received and handled at the dairy. The crowd was divided into three groups for the trip through the dairy, in order to receive the greatest benefit from the guides. The older children were especially fascinated by the huge amount of cottage cheese that was being made; and all were delighted when they were served with ice cream.

The second dairy trip was to Plainview Farms where the children had a chance, many of them for the first time, to see cows milked. The guide who directed the group through this dairy was a former pupil of the Adair School and was very much interested in the children. They had a chance to see the large male cows, the milch cows and the baby calves. One of the employees was a very jolly and friendly character. He saw that each child had a chance to pet a young calf, and also to see how the electric milker worked. Here, too, the children were served -- with plain milk or chocolate milk as preferred. Through these dairy trips the children were more deeply impressed with the need of cooperating with others for food and sanitation.

Only a very few of the first and second grade children had ever ridden on a train. So they were taken to Louisville by bus; each child brought his own eleven

cents and was responsible for buying his own ticket from the Baxter Avenue Station to the Union Station. Sixty children, two teachers and five mothers went on this trip. The group occupied two coaches and the children were permitted to ask the guide any questions that they desired. They were shown through the dining car and kitchen and how the beds were made in the Pullman car. A movie was shown to the group after they arrived at the Union Station. This was an experience for all, for it was the first time that any of the crowd had ever been invited to visit a train kitchen and see the cooks busy preparing the meals. With so small a space to work in, they seemed very efficient.

The teachers decided that it would be a nice experience for the same children if they could take a trip across the Ohio River and into another state; and this met with the whole-hearted approval of all. Transportation was provided by a chartered bus, paid for by the P.T.A. They went across the Municipal Bridge to Jeffersonville and returned through New Albany and the K. and I. Bridge. Many of the children had never crossed the river before. This trip gave them an opportunity to see the Ohio with the many small boats on its surface, and they also had a view of the locks. After their return, when evaluating their trips, they decided this was one of their best.

The fourth and fifth grades visited the Courier-

Journal Building at Sixth and Broadway. One of their first experiences was to operate a self-service elevator to the fourth floor. This was very fascinating to them. They visited the linotype room and saw how the type was set up and how a page was assembled. They saw the one being assembled that would appear as the Woman's Page of the Louisville Times for the following Monday afternoon; and they were much pleased when they saw the same page in print and could tell the other children about it. The immense globe in the entrance to the building was interesting to all; and so were the large printing machines. They saw how the magazine section was printed in color and learned that colored magazine sections for the newspapers of other cities are also printed in this building.

These same grades also visited the children's department of the Public Library at Third and York. They enjoyed looking at the books and magazines, listening to the records and looking at pictures through the stereoscope. While there, they saw two technicolor films on Mexico. Last, but greatly enjoyed, was the Natural History Museum in the basement of the library, with its many interesting exhibits. The mummy and huge skeleton of a whale, as well as the stuffed birds and other items, held a wealth of interest and genuine value for the children.

After visiting the library, the group stopped at

Central Park and ate the lunches which they had brought with them. There they spent one hour just playing and roaming around at will. This was the first visit to this park for most of the crowd, and it was a very happy experience for them.

Developing a Sense of Spiritual Values

No definite time is set aside in the school curriculum for moral or spiritual training. It is the conviction of the faculty of this school that it is impossible to separate moral and spiritual values from the rest of the school curriculum and of daily living. Values are learned through experience. It is essential to develop a sense of community of interests and of mutual respect among pupils. A sense of honesty and fair play, a spirit of sharing, a feeling of respect for others, even where these are different -- all of these are part of the daily values stressed in democratic living. And all of these are included in the activities of the school, not in separate, pigeon-holed lessons, but many times and under many circumstances. The fundamentals of democratic living are stressed in giving the pupils opportunity to initiate projects, to do creative work and to make choices, while also stressing the importance of recognizing and respecting the choices of others.

There is no church within the limits of the school.

district itself, but there are a number of churches of several different denominations in the adjacent community of Highland Park; and the children are always encouraged to attend the church of their own choice. On Friday each teacher reminds the children to go to Sunday School or church; and on Monday a count is taken of those who did attend. Most of the children attend fairly regularly.

The children have some form of giving thanks for meals, usually just before leaving for the lunchroom. Sometimes one child will ask for the privilege of returning thanks. One boy during the recent war wrote to the teacher whom he had had in the first grade, telling of a crisis that his outfit had just gone through. He said that some of the boys prayed, and that the only prayer he could think of was the one she had taught him when they would ask the blessing in her room.

The children of each grade memorize certain Bible verses and Psalms. The second grade children learned the Twenty-third Psalm, the Lord's Prayer, John 3:16, the Golden Rule and parts of the Beatitudes and other passages. One of the teachers presented a choral program at the P.T.A., in which the children repeated from memory the Christmas Story as told by St. Luke.

CONCLUSION

CONCLUSION

The preceding pages have shown how both school and community have expanded and adapted during the past twenty-four years, since the founding of the first one-room school. The history of both has been a continual story of adjustment to changing conditions. Throughout its existence, the school has been thought of as only a temporary community school; and it is uncertain whether it will continue as a separate unit or eventually be absorbed into one of the larger schools.

The community itself has been constantly undergoing changes. The establishment of Standiford Field as an airport to relieve the congestion of Bowman Field, and to allow room for expansion, has definitely affected this community; the airport now comprises 365 acres. During World War II the Curtiss-Wright Airplane Factory was located near the school district, and, of course, attracted many workers whose children had to be provided for in school. After the war, this site was occupied by the huge International Harvester plant costing about \$45,000,000.00 and employing about 5,000 workers.

More recently, the State Fair Association has purchased about 382 acres of land in a more or less triangular area bounded by Preston Highway, Crittenden Drive, Phillips Lane and the Southern Railroad. Two of

the first structures scheduled for erection are a three-story stadium with a seating capacity of 50,000 and a coliseum with a seating capacity of 20,000. Between the times of the annual State Fairs, this plant is to be kept buzzing with cultural, educational and amusement attractions, football, basketball and other sports.

The Airport, the State Fair Grounds and the industrial plants in this area will furnish additional employment and fill up the additional housing units that are in process of construction; and will, of course, bring additional educational responsibilities.

At the present time the City of Louisville is making plans to annex approximately eight square miles of adjoining territory, which will include this school district and several others at present in the County School System. It is hoped that the children trained in the small Adair School will be able to take their places along with the children of the other communities with whom they may be thrown in contact, socially as well as scholastically. Life is a series of new adjustments, and new situations merely serve as a test of one's ability to master such adjustments.

Why Teach in a Small Community School?

Whatever the future may bring, the entire twenty-four years of the existence of Adair School have been as a small and struggling community school; and its

teachers have "stuck by it" over the years, for length of service ranging from three to twenty years. (The writer has been there for six years.) Every teacher on the faculty has had the question asked her many times: "Why stay in such a small school?" and there have been frequent offers of positions in larger and more flourishing schools.

Just why should one stay in a small and struggling community when broader, brighter and larger horizons beckon? This is a big question and one that is difficult to answer categorically, since there are so many different answers and opinions from so many different standpoints. But to answer the question in its broadest sense one might ask, "Why should a small town have any laws or a town board; why should a small community have a church in which to worship?" These questions would be easy enough to answer if one had to live in a community without these institutions. Since people are living under a democratic government, it is just as incumbent upon the teacher to teach in a small community school as it is to have law enforcement and a place to worship in the small community.

Regardless of the community in which youth resides, the boys and girls of today will be the citizens of tomorrow; and as are the boys and girls of today, so will be the community, town, state and nation of tomorrow. Then, in order to have a good country in which

to live, it is the duty and privilege of the teacher to serve the smaller communities as well as the larger and wealthier ones.

Some more concise and specific reasons may be given for teaching in a small community school. In order to be able to give the best service to any community, it is necessary for the teacher to know the needs of the community, its resources, its problems, its interests, its social, economic, political and religious status. The small community school gives the teacher a greater opportunity to know the community more minutely and thoroughly. The teacher has a much better chance to visit the pupils and their parents in their homes, and this enables her to become better acquainted with the environment under which the children have been brought up and to understand the children better. And the more she understands the children as individuals, the more she can help them to develop into better individuals.

When the local situation changes in such a way that the small community and small school are absorbed into larger units, new problems will be raised; and the good teacher will find ways to continue to treat children as individuals rather than to lose the individual in the mass. But as long as the opportunity exists to work in the smaller unit, with the closer association and the natural tie-up of human relations, no teacher needs to apologize or to be pitied for teaching in the small school or the small community.

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