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UNIVERSITY OF LOUISVILLE
THE INTER-RELATION OF SCHOOL AND COMMUNITY
" AS SEEN IN
FERN CREEK HIGH SCHOOL DISTRICT
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

Jack Dawson

1949

NAME OF STUDENT: Jack J. Dawson

TITLE OF PROFESSIONAL PAPER: THE INTER-RELATION OF
SCHOOL AND COMMUNITY AS SEEN IN FERN CREEK HIGH SCHOOL
DISTRICT, JEFFERSON COUNTY, KENTUCKY

APPROVED BY READING COMMITTEE COMPOSED OF THE FOLLOWING:

Ruth Dunn

NAME OF DIRECTOR: J. J. Oppenheimer

DATE: June 9 1949

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INTRODUCTION

It has been said, "Today we are faced with the pre-eminent fact that if civilization is to survive, we must cultivate the science of human relationships -- the ability of all peoples of all kinds to live together and work together, in the same world at peace."¹

In general, we might say that all of us wish just such a life as this for ourselves and for future generations. Many of us feel that the public school can be very instrumental in striving to bring about just such a world. Thus we are trying to devise ways in which our schools can serve the communities in which they are situated, and the communities can serve the schools, in order to further the establishment of better human relations; in short, to bring about better living conditions for all concerned.

In this paper the writer will attempt to give a picture of an individual school, the Fern Creek High School, and of the individual community which it serves, a section of Jefferson County, Kentucky. After giving such a picture, the writer will attempt to show the inter-relationship that exists between the school and the community, and the ways in which each helps the other.

Part I of the paper summarizes information about the school and the community, much of which was obtained by means of a school and community survey. This survey was

1. Franklin Delano Roosevelt
Grout, Ruth E. Health Teaching in Schools;
Philadelphia: W. B. Saunders & Co., 1949

made in order to get information that would be of value to the school and would enable the school better to serve the community.

Part II of the paper shows some of the ways in which the school is trying to meet the needs of the community, and ways in which the community co-operates with the school in working toward a better life for all.

TO SHEPHERDSTOWN
7.3 MILES

LEGEND

HIGH TYPE ROAD—ASPHALT OR BIT. CONC.
MEDIUM TYPE ROAD—OILED OR RETREAD
UNIMPROVED OR CONNECTING
RAILROADS
COUNTY LINE
CHURCH
SCHOOL
FIRE STATION
COUNTY YARD
QUARRY
U.S. HIGHWAY
STATE HIGHWAY
COUNTY ROAD

MAP OF JEFFERSON COUNTY ROAD SYSTEM

MADE UNDER DIRECTION OF
CHAS. F. BRADBURY, COUNTY ROAD ENGINEER.
FISCAL COURT BUILDING, LOUISVILLE, KENTUCKY.
JULY 1949

GRAPHIC SCALES.

PART I -- THE COMMUNITY

Location of the District

The area served by the Fern Creek High School is located in the south-central part of Jefferson County, Kentucky. It is bounded on the north by the Louisville city limits at Eastview Avenue and Bardstown Road; on the west by Newburg Road and old Shepherdsville Road to the Bullitt County line. The south boundary is the Bullitt County line. On the east, the boundary begins at Taylorsville Road and Bon Air Avenue, and extends south approximately one mile east of Bardstown Road to Fairgrounds Road. The exact boundaries are shown by the red boundary line on the accompanying map.

Part of this district is located on some of the highest ground in Jefferson County. One of the villages included in this area, Highview, received its name because of this fact. The area surrounding the village of Fern Creek is drained by Beargrass Creek, Floyd's Fork, Cedar Creek, and Fern Creek.

Roads

The main road which traverses this district is Bardstown Road. This road enters the district at the Louisville city limits on the north and extends to the Bullitt County line on the south. It is a two-lane concrete paved highway which was constructed in 1923. The approximate route it follows was originally an early stage coach route; many parts of the original strip still exist. Branching off

from Bardstown Road are numerous arteries such as Gardner's Lane, Hikes Lane, Six Mile Lane, Watterson Trail, and Meddis Lane.

Transportation available to this community is furnished by the Southern Railroad, Greyhound Bus Line, Blue Motor Coach Company, Suburban Cab, Buechel Cab, and Fern Creek Cab Companies.

Soil and Products

The soil in this district varies from the low, wet variety to that which is high and rocky. For instance, the Buechel and Newburg section is very low and wet; at Fern Creek, it is rather high with a clay sub-soil that holds water for long periods of time. Farther south, in the Seatonville and Fairmont section, the soil is very fertile.

Although this is not strictly a farming section, there are many acres of strawberries, truck farms, orchards, and vineyards. The four largest of these supply large quantities of peaches, apples, and grapes. Most of these fruits are sold at roadside stands as they ripen. Many of the small places have grape vineyards. The majority of families have gardens of some kind. A large number of the people store their crops in deep-freeze units for winter use.

School Plant and Personnel

The present Fern Creek High School building, constructed in 1941, is located on the same campus as the grade school building, which formerly served as both grade and high school. This campus of twelve acres is located just

off Bardstown Road at Fern Creek. The high school building is a new, modern, fireproof structure with ten classrooms, library, science lab, Home Economics Department, lunchroom, gymnasium, and auditorium. This year the School Board added a six-room, permanent type building to house the seventh and eighth grades.

This is the oldest four-year high school in the Jefferson County School System. It was established in 1923 as a two-year high school and in 1925 was extended to a four-year high school. With the inclusion of the seventh and eighth grades, the present enrollment of the six-year high school is approximately 350. The staff consists of a principal, seventeen teachers, one lunchroom manager, four lunchroom helpers, and two janitors.

The "feeder schools" of this high school are Fern Creek Grade School, Melbourne Heights, Lovvorn, Highview, Newburg, Edward C. Roy, and two Catholic grade schools, St. Bartholomew and St. Rita.

Early History of Communities in Fern Creek High School District

The territory served by the Fern Creek High School, as can be seen from the previous description and from the map, is quite large, extending about ten miles from east to west and about four miles from north to south. Therefore, the writer is going to deal with its history in terms of the three definite sections which make up the district. Since these three were the first settlements in this territory, it is felt necessary to give the early his-

tory of the three separately. These sections were once known as precincts. They were: the Fairmount Precinct, including what are now known as Fern Creek and Fairmount; the Seatonville Precinct; and the Two-Mile Precinct, which was the territory between Buechel and Louisville.

Fairmount Precinct¹

This settlement was located on the banks of Cedar Creek, about one-half mile south of what is now the Fern Creek Schhol. Part of this property is now the Martin L. Schmidt estate.

The records show that a man by the name of John Smith built the first mill in this settlement in 1780. This mill supplied Louisville with its flour; but since the city had only one bakery and one grovery store, there was not a great need for flour, and the quantity supplied by the mill was only two sacks per week. This was delivered on horseback by John Smith's ten-year-old son. By leaving home at daybreak, the little boy managed to make his delivery and return home by nightfall.

The first store in this settlement was built by A.C. Hays and his brother Charles. This particular section was then known as Hays' Spring Post^{Office}. At about this time, 1800, Guthrie Inn was erected at what is now Beulah Church Road and Bardstown Road. This inn was one of the high

1. Information on the three precincts obtained from History of the Ohio Falls Cities and Their Counties, Vol II. Compiled by L.A. Williams & Co., Cleveland, Ohio, 1882. Section relatig to Jefferson County prepared by "Mr. Cole of Cinninnati."

lights of the community, since it was a stopping place between Louisville and Bardstown for travelers going south. Part of it still stands.

The first Presbyterian church in this community was organized in the early Nineteenth Century, with the Rev. James Vance as its first minister. This is now known as the Beulah Presbyterian Church, and many of the descendants of the original organizers still attend. Some of the names mentioned among the organizers were: W. Johnson, Moses Johnson, Peter Baker, and Thomas Moore. During the Civil War, this church split into Northern and Southern groups, holding services at different hours. Some of the leaders of the Northern group were Noah Cartwright, W. Berry, and Jefferson Rush.

Another church that was prominent in this community was the Chenoweth Run Baptist, established in 1792. In 1820 it became the Reformed Church, and later, the Christian Church. Some of the organizers, whose descendants still reside in the community, were L.T. Maddox, Shaw Hall, and a Mr. Hawkins.

The first doctor in this settlement was Dr. A.R. Groves, who was born in Jefferson County near Seatonville in 1835. His father, Isaac Groves, had come here from Cupper County, Virginia, in 1826. Dr. Groves was the ninth child in the family. He began studying medicine in 1854 under Dr. J.S. Seaton of the Jeffersontown Precinct, and attended lectures at the Kentucky School of Medicine in Louisville. After graduating in 1857, he began working in the Louisville

City Hospital as a resident graduate, and held this job for two years. He came back to the Hays Springs District in 1861 and became a very prominent doctor and farmer. Dr. Groves had three children, Mary E., Charles D., and Lillie Belle. Dr. Groves's nephew, Mr. Henry Groves, is still living in the community at the age of ninety-four. Other families whose descendants have been in the community for nearly 150 years are the Johnsons and the Bateses. These are two of the best known families in the community, both descendants of the founders of the Guthrie Inn.

Seatonville Precinct

The Seatonville Precinct is located about four miles southeast of Fern Creek on Floyd's Fork Creek. This settlement is the oldest part of the district, and one of the oldest in Jefferson County, having been started in 1778.

Some of the names of the first settlers in this precinct were Hezekiah Pounds, Wiginton, Bridwell, Welch, Markwell, and Wish. Descendants of many of these now attend the Fern Creek High School. History reports that the Funk brothers, --John, Peter, and Joseph -- were also among the early settlers and were the owners of the first mill, located on the banks of Floyd's Fork. John and Joe Funk had no children, but descendants of Peter are still living in the neighborhood.

The first settlers chose this section because it was situated on what they considered a "large river," and they thought it would eventually grow into the metropolis of

Jefferson County. They would be surprised to know that the community no longer exists in the form of a town or village. It had within its limits one small grocery, the only place of business of any kind; but this burned down a few weeks ago, and now there are only scattered homes, with some of the larger farms of the district.

Two-Mile Precinct, Now Known As Buechel

The first settler in this section was George Hikes, who came from Pennsylvania about 1790. Probably no person did more to build Jefferson County than did Mr. Hikes. He had the first saw mill, the first grist mill, the first carting machine, and the first fulling mill. He encouraged the planting of choice fruits and the breeding of high grade stock. He also organized the first church in the community.

Mr. Hikes built the first stone house in the community, and it still stands on Hikes Lane east of Bardstown Road. This house, built in 1796, was one of the sturdiest ever built in this community; it was constructed of large stones taken from Bear Grass Creek and laid flat upon each other to make very thick and substantial walls. Mr. Hikes had four sons, all of whom built their own homes in this section. Two of these are still standing, one on Hikes Lane and the other at the corner of Indian Trail and Bardstown Road. The latter is a log mansion which is now owned and operated by Mr. John Kennedy under the name of "Homestead Inn."

The first school known to have been held in this section was started in 1792 by a Professor Jones and was located where the Homestead Inn now is. This was a log building with long, narrow windows made by the omission of one log. The stove, made of tin plate, would take logs three feet long. School started at 7:00 A.M. and remained in session until late in the evening. The books used were: Ford's Spelling, Briggs' Arithmetic, and Kirkman's Grammar. Great strictness was employed in this school. If a student could not learn his lessons with close application, he would get strapped on the back, the teacher's philosophy being that this would open his mind to better thinking. However, this plan backfired in many cases, because many of the younger children feared to go to school, knowing that if they could not understand their lessons, they would "get the licks."

In this same area, the Southern Railroad, running from east to west throughout the district, is a very important factor in the historical background. This railroad was started simultaneously from Louisville and from Versailles, where it connected with other railroads. When the two sets of workers met, in November of 1887, a gold spike was driven to commemorate the completion of the road. This enterprise was conceived by capitalists Bennett H. Young, Theodore Harris, and Major J.W. Stine. It seems that this organization, known as the Louisville Southern Railroad Company, caused quite a stir in the politics of the City of Louis-

-
1. Item in Louisville Courier-Journal, Nov., 1927, commenting on fortieth anniversary of this event.

ville when the Board of Aldermen voted to issue one million dollars' worth of railroad bonds to finance the undertaking. The ownership of this railroad changed three times before 1900, when it was taken over by the Southern Railroad Company.

Present Status of These Precincts

Although the three sections described above were originally distinct precincts, they no longer exist as separate political entities. As a result of modern modes of transportation, improved roads, an ever increasing population in the County, and consolidations within the public school system, the three precincts have completely merged.

However, the original "Two-Mile Precinct" from Buechel to the City limits is now built up to such an extent that it is practically an extension of the Louisville suburban area. The section from Buechel to Fern Creek proper is built up on one side of Bardstown Road, with large farms along much of the other side. The largest farms of the district are out in the section more distant from the city, originally known as the Seatonville Precinct. Some of these farms are owned by descendants of the original settlers, who had received them as land grants after the Revolutionary War.

As far as the students in Fern Creek High School are concerned, there is no line of demarcation at all. Whether they come from Strathmoor, which is practically a part of Louisville, or from the more distant part of the Seaton-

ville area, there is no distinction between the different groups in dress, culture, scholastic ability, or interests. Consequently, as far as the school is concerned, the school district is one unit, even though there are several distinct smaller communities within the district.

Survey of the School District

In order to obtain a more accurate picture of the home backgrounds of the students in Fern Creek High School, the school compiled the following questionnaire covering information about both the parents and the students themselves. Through such an acquaintance with the homes and the community from which the students come, those planning the school program will be better able to adapt this program to the needs of both the individual and the community.

This questionnaire was answered by 290 students of Grades VII-XII, out of a total enrollment of 350 in those grades. As far as possible, duplications of members of a family were avoided in giving out the questionnaires, so that the number of the students questioned is also the number of families represented. Some students omitted the answers to some questions, but the percentages in all of the tables have been computed on the basis of 290. The following is a copy of the questionnaire. The complete list of questions is included, but those starred have been omitted from the discussion in this paper.

Questionnaire Concerning Fern Creek High School Population

1. How do you spend your leisure time?
- *2. What radio programs do you listen to?

- *3. What are your favorite programs?
- *4. How much time per week do you spend listening to the radio?
5. Do you work for your spending money?
6. How much spending money do you get per week?
7. Have you always lived in this community?
8. If not, in what cities have you lived?
9. Do you live with both of your parents? If not, indicate whether your parents are dead, divorced, or separated.
10. Does your mother work away from home?
- *11. How many children are there in your family?
- *12. What is your position in the family--1,2,3,etc.?
13. Was either of your parents in the armed forces?
14. Does your father farm for a living?
15. Do your parents own their own home? If they own a farm, put the number of acres.
16. How many rooms are there in your house?
17. Do you have a telephone?
18. Does your family own a car?
19. Does your family own a radio?
20. Does your family own a television set?
21. Does your family take a magazine?
22. Does your family take a newspaper?
23. Where does your family buy most of its groceries -- local or city?
24. Did your parents go to Fern Creek School?
25. Did your parents go beyond the eighth grade?
Mother? Father?
26. Did your parents go to high school? Mother? Father?
27. Did your parents go to college? Mother? Father?

28. Are your parents members of any church? If so, which?

29. How do your parents spend their leisure time?

Information Obtained from the Survey

To the casual observer, the information obtained in answers to Questions 14 and 15 would come as quite a surprise; for the general appearance of the territory covered by the Fern Creek High School District gives the impression of a farming section. But the answer to Question 14, "Does your father farm for a living?" shows that only 51, or 17.6% of the fathers do so, though many others combine farming with other work. In answer to Question 15, asking the number of acres owned, the following information was given.

TABLE I
NUMBER OF FAMILIES OWNING FARM LAND, ACCORDING TO NUMBER
OF ACRES OWNED BY EACH

<u>No. of Acres</u>	<u>No. of Families</u>	<u>Percentages</u>
1-10-----	53 -----	18.28
10-25 -----	32 -----	11.03
25-50 -----	19 -----	6.76
50-100-----	15 -----	5.17
Over 100-----	17 -----	5.86
Total-----	136 -----	47.10

Because of the small percentage of families who farm for a living, the Fern Creek High School does not offer complete courses in agriculture, as many visitors expect to find. This was one of the points commented on with sur-

prise by the Peabody Survey Group. When the students were asked last year how many would be interested in taking an agricultural course, only seven responded in the affirmative. However, even though this is not predominantly a farming community, yet it is definitely rural; and there is abundant opportunity for the work of such organizations as the Four-H Clubs and the Junior Conservation Club. The work of these organizations will be described in Part II of this paper.

Home Ownership and Stability of Community

The answers to this part of Question 15 show that 224 families, or 78%, own their own homes. This rather high percentage of home ownership indicates a high degree of stability in the community. This is further indicated in the answers to Question 7, which show that 126 of the students, or 43%, have always lived in this community -- and, as previously pointed out in the section on history, some of these families have been in this community from the first settling of the respective sections, in some cases nearly a century and a half. Of the 151, or 57%, who had not always lived in this community, 113, or 39% of the total 290, had lived in Louisville. Their present residence in Fern Creek and surrounding areas is part of the general tendency of Louisville people to overcome the housing shortage in the city by moving to the surrounding country. Many of these still work in Louisville, commuting back and forth. The remaining 28, or 18% of the total number answer-

ing, had lived in Indiana, Illinois, New York, Missouri, Oklahoma, California, and other states. Thus the community and the student body have a rather high degree of homogeneity of background, with enough "outsiders" to serve as a wholesome antidote against the narrow provincialism and "ingrowing" attitude of communities that have been wholly isolated, and that consist almost exclusively of the "old families."

Question 16 asked the number of rooms per home, and the answers are shown in the following table.

TABLE II
NUMBER OF STUDENTS ACCORDING TO NUMBER OF ROOMS IN HOMES

<u>No. of Rooms</u>	<u>No. of Students</u>	<u>Percentages</u>
1 -----	0 -----	0 ---
2 -----	4 -----	1.38
3 -----	21 -----	7.24
4 -----	42 -----	14.48
5 -----	40 -----	13.79
6 -----	68 -----	23.45
7 -----	45 -----	15.52
8 -----	34 -----	11.72
9 -----	14 -----	4.83
10 -----	3 -----	1.03
11 -----	4 -----	1.38
12 -----	4 -----	1.38
13 -----	2 -----	.07

The median for the above table falls in the six-room classification; and almost 25% of the entire group

also fall in this classification. This shows that the students of this school are not suffering from the congested living conditions so prevalent in some city school districts. Also, another questionnaire, issued in connection with a nutrition survey, showed that 93% of the families have home gardens and that 65% store food in deep-freeze units for home use. All of this adds up to a substantial degree of financial independence and material security which can be helpful as a foundation for the good life.

Along with the above information, the answers to Questions 17,18,19,20 show that the large majority of the families also have telephones, cars, and radios, as follows:

TABLE III
NUMBER OF STUDENTS WHOSE FAMILIES OWN CARS, ETC.

	<u>Number</u>	<u>Percentage</u>
Owning Cars -----	270 -----	93.1
Owning Radios -----	290 -----	100 (Many reported more than one)
Owning Television Sets-----	10 -----	3.4
Having Telephones-	190 -----	65 .5

Thus the general picture is of a fairly prosperous, comfortably situated group of people, having all the necessities and many of the luxuries, and without the press of poverty which brings many of the acute problems in many schools. A reflection of this condition is seen in the fact that throughout the years, even during the depths of the depression, there were very few students who needed free lunches. During the current year, only six students are receiving lunch in payment for helping in the lunch-

room.

Businesses in the School District

There are no large industries in any part of the area served by Fern Creek High School, but there are a number of business places scattered through the various communities that make up the district. These include the following:

Groceries -----	10
Filling Stations -----	10
Taverns -----	5
Garages -----	4
Hardware Stores-----	4
Drugstores -----	3
Planing Mill -----	1
Bakery -----	1
Ice-cream Plant -----	1
Bank -----	1

There are six doctors and two dentists who practice in the district, besides several others who live in one of the communities and commute to Louisville, but have no local office. It might be mentioned here that two of the physicians and one of the dentists now practicing in this district were graduated from Fern Creek High School.

From the above it can be seen that the communities in this district are fairly self-sufficient in regard to the growing and purchase of foods and immediate needs; but of course much of the buying for other items must be done in Louisville, which is in easy commuting distance. The an-

swers to Question 23 show that 53.5% of the families buy most of their groceries locally, and 46.5% in Louisville. In regard to professional services, it is the opinion of the writer that at least one more dentist is needed in the immediate vicinity of Fern Creek.

Major Occupations of Students' Parents

The occupations of the parents of students in Fern Creek High School have been grouped under eight headings as shown in the following table.¹

TABLE IV
NUMBER OF STUDENTS ACCORDING TO OCCUPATIONAL GROUPINGS
OF THEIR PARENTS

Occupational Grouping	No.	Percent
1. Professional -----	12	4.14
2. Proprietors and Managers (except Farm Managers)-----	6	2.07
3. Clerical and Sales -----	27	9.31
4. Foremen and Craftsmen -----	72	24.48
5. Operative Workers -----	9	3.10
6. Protective Workers -----	4	1.38
7. Service Workers -----	36	12.41
8. Laborers -----	124	42.76

The classification of nearly 43% as laborers would be misleading if it were not explained that the U. S. Census classifies all farm workers -- owners, managers, and

1. Classifications taken from U.S. Census figures in World Almanac and Book of Facts, 63rd Year of issue. New York World Telegram, New York 15, N.Y., 1948, p. 456

common laborers alike -- under the one main heading of laborers. If all farm workers were listed separately, the percentage shown for laborers would be very much smaller. With this explanation, the list of occupations fits in with the rest of the picture of the communities. Aside from the farmers and farm workers, a large number of the various types of workers commute to and from Louisville for their daily work. The writer would classify the district as suburban and mainly residential rather than as a farming or a business area.

Financial Status of High School Students

The general picture of the economic life of the families in the district is reflected in the students' financial status. While there is little or no abject poverty among the families of the school, there are also no extremes of great wealth. The answers to Question 5 show that 197 of the 290 students, or 68%, work for their own spending money. In some cases, however, this is not financially necessary, but merely reflects the adolescents' desire for independence. The answers to Question 6 show the amount of spending money each student has per week, as shown in the following table.

TABLE V
NUMBER OF STUDENTS ACCORDING TO AMOUNT OF SPENDING MONEY
PER WEEK

<u>Amount Per Week</u>	<u>No. of Students</u>	<u>Percent</u>
Under \$1.00-----	61 -----	21.04
\$1.00-\$2.00 -----	55 -----	18.97
\$2.00 -\$3.00 -----	31 -----	10.69

<u>Amount Per Week</u>	<u>No. of Students</u>	<u>Percent</u>
\$3.00 - \$4.00 -----	8 -----	2.75
\$4.00 - \$5.00 -----	26 -----	8.96
\$5.00 - \$6.00 -----	5 -----	1.75
\$6.00 - \$7.00 -----	4 -----	1.38
\$7.00 - \$8.00 *****	3 -----	1.03
\$8.00 - \$9.00 -----	1 -----	.34
\$9.00 - \$10.00 -----	3 -----	1.03
\$10.00 or more -----	9 -----	3.10

The median falls between \$2.00 and \$3.00 per week. The fact that so many of the students work for their own spending money accounts in part for the constant increase in the number of the school's commercial students. High school students know that better jobs are available with a better background of training and practice. At least half of the students in the commercial courses hope to use their training in getting summer jobs. Incidentally, many realize later that the training received in these commercial courses is also beneficial to them in their college work. Students who can type their own papers for college assignments can make a substantial saving over the cost of paying for this work.

Family Life of Students in Fern Creek High School

Question 9 asked whether students live with both parents and requested that they indicate the reason if not living with both. As in some other cases, some did not answer in full; but the following table shows such information as was gained; and as in other cases, the percentages

TABLE VI
NUMBER OF STUDENTS ACCORDING TO MARITAL STATUS OF PARENTS

	<u>Number</u>	<u>Percent</u>
Living with Both Parents -----	214	---73.78
One or Both Parents Dead -----	38	---13.10
Parents Separated -----	9	--- 3.10
Parents Divorced -----	15	---- 5.17
Total Answering -----	276	----95.15

This again indicates a fairly high degree of stability in family life, much higher than in some other schools. The answers to Question 10 show that 49 mothers, or 17%, work away from home. Most of these, however, are engaged in work in their own community, such as helping in the school lunchroom or in local stores. Very few problems of juvenile delinquency have arisen from the fact that mothers work outside the home.

Further information in regard to parents' background was asked for in Questions 13, 24, 25, 26, and 27. From these it was learned that 55 students, or 18.64%, had parents who had been in the armed forces, and that the parents of 44, or 15.17%, had been pupils of Fern Creek School. The educational backgrounds of the parents are shown in the following table.

TABLE VII
NUMBER OF STUDENTS ACCORDING TO EDUCATIONAL BACKGROUNDS
OF PARENTS

	<u>Fathers</u>		<u>Mothers</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Did not Go Beyond				
Eighth Grade -----	161	--- 56.61	120	--- 41.37

	Fathers		Mothers	
	No.	Percent	No.	Percent
Went to high school	105	36.20	133	45.86
Went to college	41	14.13	42	14.48

No distinction was made between those who finished the eighth grade and those who went less than the eight grades; and also no distinction was made between those who merely attended high school and college and those who graduated. The figures above show that the mothers who had finished the eighth grade and those who had gone to high school were somewhat greater in number than the fathers in these two classifications; but the number who had gone to college was almost the same for the two sexes.

The answers to Questions 21 and 22 show that 253 families, or 87.2%, take one or more magazines, and that 231, or 79.68%, take a daily newspaper. The number of magazine subscriptions has increased greatly within the past few years as a result of a campaign by the Junior Class, which used this means to raise money for their class treasury. The results of this campaign were seen in the number of parents who would voluntarily call and ask the school to renew their subscriptions. For this past year this campaign was discontinued by order of the County Board of Education because of the feeling that the publishing companies were exploiting the students for commercial purposes. The educational values of the campaign, however, are still continuing, since the families have become familiar with the high-type magazines and can always renew their own subscriptions or

can buy at the news stands.

Use of Leisure Time

The first and last questions of the questionnaire were concerned with the use of leisure time by students and parents respectively. The results are shown in the two tables below.

TABLE VIII
FIRST CHOICES OF STUDENTS IN LEISURE TIME ACTIVITIES

<u>Activity</u>	<u>No. Students</u>	<u>Percent</u>
Reading -----	140	48.27
Spectator Sports -----	135	46.55
Movies -----	27	8.62
Music -----	4	1.37
Sewing -----	4	1.37
Radio Listening -----	3	1.00
Visiting -----	3	1.00
Church Meetings -----	2	.69

TABLE IX
FIRST CHOICES OF PARENTS IN LEISURE TIME ACTIVITIES

<u>Activity</u>	<u>No. Parents</u>	<u>Percent</u>
Radio Listening -----	114	35.86
Reading -----	112	35.17
Visiting -----	54	18.62
Movies -----	8	2.76

From the above it can be seen that the students' first choice is reading, and the second is attendance at sports, mostly events sponsored by the school. The parents, on the other hand, put radio listening first and reading sec-

ond. Those who attend the movies patronize either the "Skyway," an open air theater open from April to late fall, or the "Bard" in Louisville, open all year round.

It is noticeable that, whereas parents list radio listening as the most popular leisure time activity, only three students, or 1%, give this as their first choice. This is rather natural since the students have so much less time at home. The time per week listed by the students as spent in listening to the radio ranged from one hour to "ten-to-fifteen hours"; but all of the students did not answer this question. Of those who did, the median time reported was five hours per week. The listing of programs listened to, and of favorite programs, was so very scattered that it has not been reduced to a statistical report. But music led the list; and liking music seems to carry over into school choices, for the two bands have a total membership of seventy and require a full-time teacher, while another full-time teacher is required for choral instruction.

Question 29, relating to parents' memberships in clubs, shows the following information.

TABLE X
NUMBER OF PARENTS REPORTING MEMBERSHIP IN DIFFERENT TYPES
OF CLUBS

<u>Kind of Club</u>	<u>No. Parents</u>	<u>Percent</u>
Church Clubs -----	36 -----	12.41
P.T.A. -----	28 -----	9.65
Masons -----	23 -----	7.93
Fern Creek Community Club -----	19 -----	6.54
Home Makers' Club -----	16 -----	5.51

<u>Kind of Club</u>	<u>No. Parents</u>	<u>Percent</u>
Lions' Club -----	15	5.17
American Legion -----	14	4.82

Others which were mentioned by only two or three each were: the Rotary Club and the Kiwanis Club, both in Strathmoor, the Shriners, and the Recreation Club, which is made up mostly of people younger than the parents of the high school students. The three clubs in the immediate vicinity of the school are the Fern Creek Community Club, the Lions' Club, and the Young Men's Athletic Club. These organizations are ready and willing to co-operate with the school and the rest of the community on any project that either wishes to undertake, and examples of such co-operation will be given in Part II of this paper.

Church Membership of Parents

Question 28 asked, "Are your parents members of any church? If so, which?" The affirmative answers were nearly 85%. The following table shows the distribution of these memberships.

TABLE X
NUMBER OF PARENTS ACCORDING TO CHURCH MEMBERSHIP

<u>Church</u>	<u>No. Parents</u>	<u>Percent</u>
Unaffiliated (or No Answer)-----	45	15.52
Baptist -----	85	29.31
Catholic -----	38	13.10
Presbyterian -----	33	11.38
Church of Christ -----	29	10.00
Christian -----	21	7.24

<u>Church</u>	<u>No. Parents</u>	<u>Percent</u>
Methodist -----	20 -----	6.89
Lutheran -----	7 -----	2.72
Church of God-----	4-----	1.38
Adventists -----	3 -----	1.00
Episcopalian -----	2 -----	.69
Unitarian -----	1 -----	.34
Jewish -----	1 -----	.34
Jehovah's Witnesses -----	1 -----	.34

The percentage of Catholic students is higher in the high school than in the elementary schools of the County, since there is no Catholic high school in this district. There is only one Jewish student in the whole school. There has never been any evidence of conflict or of religious or racial prejudice. The school has no definite religious education program, but co-operates with all the denominations by calling on the various ministers for baccalaureate sermons and for assembly programs during the year, as well as for invocations or benedictions for special events.

PART II --CO-OPERATION BETWEEN SCHOOL AND COMMUNITY

A high school is not as directly dependent upon help from the parents as is an elementary school. The district covers a much larger area, and it is not as easy for the parents to be present at all of the school activities as in the case of the elementary school. Moreover, many of the things which have to be done for an elementary school by the parents are done by the high school students themselves. For instance, the F.H.A. Club, composed of girls from the Home Economics classes, has prepared and served a number of meals for as many as 100 people. These included an athletic banquet for the football and basketball teams, and a cafeteria style luncheon for parents and friends during the Regional Speech contest. The girls also planned, prepared, and served a luncheon and dinner to the Board members, Survey Committee, and Faculty during the Survey of the school made by the Evaluation Committee of the Southern Association of Colleges and Secondary Schools. In an elementary school, any such entertainment would have had to be provided by the parents, with help from upper grade students.

But although the high school students are to such a large degree able to do for themselves and the community many of the things done by parents in elementary schools, there are many instances of whole-hearted co-operation between school and community for the benefit of both.

Co-operation in Making A Park Near the School

One of the largest co-operative projects has been the

Athletic Dinner prepared by Parents and F.H.A. girls.

transformation of an unsightly plot of ground just in front of the school into a small but beautiful community park. This plot of ground was overgrown with weeds and a thicket of small trees, which hid the school from the highway; there was a large stagnant pond which was unhealthful and of no value to anyone; and there were the charred remains of an early livery stable and a later store which had never been cleaned up. This plot of ground was purchased by a public-spirited citizen and given to the Fern Creek Community Club to be used as they saw fit -- but with the definite understanding that it should be cleared and beautified.

The Club asked the school to help, and they responded with a will. Boys and parents brought trucks, mowing machines, tractors, and tools; and every boy in school worked for one whole day in clearing the ground, hauling rocks, cutting weeds, etc. Later the seventh and eighth grades spent another day in seeding and planting, and the girls set out flowers brought from home. Then the Junior Conservation Club, organized by the State Conservation Officer and functioning through the school, decided to stock the pond with fish and fertilize it. The purpose of this project was to make the pond less unsightly and to provide good fishing facilities for the juvenile members of families living in the Fern Creek community.

Thus the park project included an individual of means, a whole community club of adults, the whole school, and the special Conservation Club, all working together for the good of the whole community. This project has also

View of Park across from School - Spring 1949.

View of Park across from School - Fall 1947

spread into the community. The Conservation Club has encouraged people to dig ponds and to leave some kind of cover crops to feed wild life during the winter months.

The Conservation Club is considered as an extracurricular activity. But some of the same results have been obtained through the regular class work in the general science course of the seventh and eighth grades, one semester of which is a study of agricultural problems on a simple level. Some of these students expressed the desire to improve their own homes through beautification of the grounds. A number explained what they had done and what needed to be done. The teachers suggested getting trees from the State Forestry Division to add to whatever improvement had already been made. These trees arrived at school and were distributed among the students. Each student in the group was given two trees to be taken home and planted on his property. Every week, as part of a class project in the agriculture unit, each student reports on the progress of his trees. To date, all trees are living.

Co-operation in Beautifying the School

While, as shown above, the school has helped to beautify the community, many of the community members contributed to the beautification of the school's classrooms during the winter months by sending some of their choice plants to be kept at school. This works two ways. It adds to the beauty of the school, particularly the Science and Home Economics Departments; and it is an accommodation to the community peo-

ple who do not have the heating facilities to keep these plants during the winter season.

All of the efforts to beautify the surroundings are not from adult suggestions alone. The students are very much interested in having their school building look well kept. It is the policy of the Student Council, working with the rest of the student body, to have each person exert individual effort in keeping the building clean. The Student Council has appointed a special committee to make investigations each day, and give a report to the Council at its regular weekly meetings, on the conditions of the rest rooms, halls, lunchroom, etc. If conditions are not satisfactory, a member of the Student Council talks over the school's inter-communication system to the entire student body during the home room period. So far, this plan has been very effective and satisfactory. The writer feels that the work of the Student Council in so effectively enlisting the co-operation of the whole student body for this purpose has been a really outstanding accomplishment. And the writer's enthusiasm is confirmed by the following quotation from the Evaluating Committee:

The school plant, as a whole, is very nicely kept, and the management is to be complimented on its cleanliness.¹

When one sees the very prevalent tendency among both children and adults to litter streets and public places with papers and refuse, and the deplorable condition of garbage

1. Report of 12-member Evaluation Committee of the Southern Association of Colleges and Secondary Schools, November, 1948. Copies on file with Jefferson County Board of Education and with Fern Creek High School.

dumps in many communities, both large and small, it is easy to realize the educational and citizenship values of such constant training in carefulness and cleanliness.

Co-operation in Providing Recreation for All

The recreation program of Fern Creek is sponsored jointly by the Jefferson County Board of Recreation and the Fern Creek Community Club, and is carried on in co-operation with the County Board of Education since all programs are conducted on school property and supervised by teachers after school hours.

During the past year the program has included games for girls of school age, such as hockey, basketball, and softball. These games were held three afternoons a week, after school hours, with an average attendance of about 40. For women of the community, the program has offered volleyball and gym exercises one night a week; and an average of 20 women have taken advantage of this opportunity for recreation. Aside from the organized athletics of the school itself, night games of basketball, football, and softball are scheduled for men and boys out of school.

The high school gym is used only for competitive athletic games, but the grade school gym is never locked. It is open to the public -- both children and adults -- at all hours, with supervision from the County Board of Recreation. This program is open to anyone in the community who cares to participate, all the way from first grade pupils up to and including parents and grandparents.

Just now, the Fern Creek Community Club and the Young Men's Athletic Club are working together to make a new softball field on the school grounds. This is being done at no cost to the Board of Education. The equipment is furnished by the County Board of Recreation; the work is being done by community volunteers; and the field will be used by both school and community. The recreation program has grown by leaps and bounds, and the present facilities are not sufficient to take care of the summer program.

In the early spring of 1949, Fern Creek acted as host to the District Basketball Tournament, which included teams and spectators from all of the high schools in Jefferson County. The next week Fern Creek was host to the Regional Basketball Tournament, which brought players and spectators from five different Kentucky counties, and from a radius of one hundred miles. This tournament ran for four successive nights, with about 2,000 spectators in attendance each night. Many arrived as early as 3:30 P.M. to see a game that was not to be played until 7:00; and after the first day, it was decided to open the doors at 4:30 instead of at 6:00 as originally planned. It was felt that letting these people stay out in the cold for hours was too inhospitable a thing to be done in a small community.

Of course this required extra work for those in charge of selling and taking tickets, etc. But at least twelve of the parents came each night to help with this work and in policing the games. The parents are glad to assist in any such ways and feel it a privilege to help in the recreation

program of the school for the whole community.

Another instance of co-operative recreational programs is the series of dances and parties sponsored by the Teen-Age Club and held in the school gymnasium every other Saturday night. The Teen-Age Club is not primarily a school organization, since it is sponsored by the Jefferson County Board of Recreation; but most of its members in this area attend the Fern Creek High School and it has teachers from the school as sponsors. Parents are invited to attend these dances if they wish, and there are usually some parents present at each party. It is felt that the activities sponsored by this club help to bring the school and the community into closer relationship.

Co-operation in Training for Responsibility

While the Teen-Age Club sponsors the dances and parties mentioned above, it is not primarily a recreational organization. From the standpoint of the school its most valuable undertaking is the annual sponsorship of a County Government Day. Actually the entire background for such a program is gained through the study of government made in the school's classes in government and civics. Parliamentary procedures, details of voting, duties of officers, etc., have all been studied in class as preliminary steps leading to the actual event. The County Government Day

program has representatives from all of the Teen-Age Clubs in the entire County. Candidates for the offices to be filled are selected from the entire club membership of the

County at large. Then mock elections are held in each school. For the past two years the Fern Creek Teen-Age Club was fortunate in having its local representatives voted into such offices as County Judge, County Attorney, etc. These winning candidates then spend an entire day in the Louisville offices of these various County officials. They see and learn, first-hand, something of the workings of our local government. This has proved to be a most interesting experience for each one who has served in any capacity in this project.

While the Teen-Age Club focuses its emphasis on responsibility for government, the Four-H Club focuses on activities of value to those who plan to earn their livelihood by farming -- or to make their home in the country. Although this club is considered an extracurricular activity, sponsored locally by the County Agricultural Offices and affiliated with the National Four-H Clubs, actually it has tremendous educational value. At the club meetings, held every two weeks, a faculty member with training in science meets with the boys, and the Home Economics teacher meets with the girls; at one meeting each month the boys and the girls meet separately, and at this time the County Agricultural Agent meets with the boys. The club has many projects which give first-hand information on the improvement of soil, the betterment of crops and stocks, etc. Thus school time spent on such club meetings is never wasted. Through this club the County Agents and the school work hand in hand with the farmers in pro-

moting better understanding and better relations between the farmer and the city worker.

The Junior Conservation Club, for boys only, is one of the most popular clubs in the entire school. It was organized in the fall of 1947 through the State Conservation Offices, and its greatest educational value is the emphasis it places on the nation's conservation program. Today most people realize that this has far-reaching implications in regard to the conservation of timber, wild life, etc. The club works directly with the boys in high school on such projects as the raising of quail, stocking ponds with fish, and learning to handle fire arms safely. Practically all of the boys in school belong to this club. Each summer this club sponsors a camping trip in one of the large State parks. Here the boys have an opportunity to meet with other groups from various parts of Kentucky; they can discuss their problems with each other and learn to live in closer harmony together. This trip is always looked forward to with great eagerness. Although this club is classed as extracurricular, it contributes very definitely to a boy's general education.

As the Junior Conservation Club is for boys only, so the F.H.A., or Future Home-makers of America, composed of Home Economics students, trains girls in the many activities that go to the making of a well rounded home. Mention has already been made of the capability of these girls in serving banquets or luncheons for special groups, even up to 140 in number. They also served for P.T.A. dinners, assisted in serving several Lions' Club dinners, and served tea for sev-

Decorations for Athletic Dinner made
by Art Department.

eral special occasions. At the close of school they put on a style show, in which each girl wore the garments she had made during the year, and at which parents were guests.

Ten of the F.H.A. girls, with their sponsor, attended the fall district meeting of the F.H.A. Clubs at Bardstown High School, and most of the girls took part in the program on improving relations with foreign countries, which was the theme of this meeting. Twenty-two girls attended the spring district meeting at Shelbyville; and three club girls, with their sponsor, will represent Fern Creek at the State F.H.A. meeting in Lexington on June 12-14. Locally, the club put on a program in chapel to familiarize the school and the community with its aims and work; and they sponsored a dance and games for recreational purposes and for financial support. Many parents were present at both of these events, showing their appreciation of the work of this organization in training girls for the responsibilities of home-making.

Co-operation with Parents

As previously noted, it is more difficult to get a large number of parents interested in a P.T.A. organization at high school level than at elementary level -- and, as previously shown, there is less need for many of the activities which a P.T.A. carries on in an elementary school. But although the Fern Creek High School P.T.A. is small -- about 30 -- many things have been accomplished with the aid of this group which the school would have been unable to do without this aid. Those who are members of this organ-

ization are not merely interested in their own children, but they have the interest of the school and the community at heart. On various projects they have worked long and hard to reach their final goal of establishing closer and better relationships between the school and the community. Their main project during this past year has been the raising of \$900.00 for band uniforms; and for several years they have given an annual scholarship of \$100.00 to some graduating senior, selected by the faculty, who plans to take training as a teacher. This scholarship can be used at any college of the student's own choice. Some ways in which this money has been raised included a dinner served last fall in connection with the annual "open house" and band concert, sponsored by the school. During the basketball season, members of the P. T. A. helped students sell wieners and home-made candy at all of the home games.

The monthly programs of the P. T. A. include worthwhile topics of general interest -- a health film, an outside speaker on Christian education, a skit by the school Dramatics Club, etc. The work of the parents in helping with athletic games and tournaments has already been mentioned; and they are always ready to assist in any general project for the benefit of the school and the community.

Co-operation with County-wide and State-wide Organizations

Mention has already been made of some of the participation of Teen-Age, F. H. A., and Conservation Clubs in the meetings of wider units of their respective organiza-

tions. The same thing is true of other clubs also. For instance, in November of 1948, members of the Junior and Senior Four-H Clubs attended the Fat Cattle Show at the Bourbon Stock Yards in Louisville, sponsored by the State Four-H Clubs. This was of particular interest to these students since they are vitally interested in their club work, and since much of the land in this district is suited to cattle raising. Recently the Jefferson County Four-H Clubs held their Annual Achievement Day meeting at Fern Creek, and the Fern Creek clubs were hosts to about 450 who attended.

Fern Creek was also host to the Regional Speech Festival, with participants from twelve counties. For this event also, the F.H.A. girls prepared and served a luncheon. Mention has already been made of the large number of visitors attending the District and Regional Basketball Tournaments, and of the willing co-operation of parents and others in helping to care for these visitors.

Even Regional and State-wide contacts do not exhaust the experiences of these students through their clubs. In December of 1948, three of the Four-H Club boys, accompanied by the Assistant County Agricultural Agent, attended the meeting of the National Four-H Clubs in Detroit, Michigan. They brought back many worthwhile ideas on their work, as well as interesting experiences from their travel and visit to a large industrial city.

Wider Contacts Through Class Excursions

Class groups, as well as club groups, have made a num-

ber of trips which have furnished educational values as well as interesting and pleasant experiences.

Early in December of 1948 all members of the Art classes, sixty-two in number, made a trip with their instructor to the Speed Museum on the campus of the University of Louisville. This same group also attended the art exhibit held by the Jefferson County Schools at the office of the County Board of Education in April, 1949. Both of these trips were planned to stimulate interest in art and to encourage the students to take further courses. The trip to the Speed Museum was for the purpose of giving the students a greater appreciation of the works of master artists¹; and the trip to the exhibit at the County Board of Education was to encourage them by helping them to realize what they, and others like them, could do, since many of the local students had entries in the exhibit.

The results of these trips have been gratifying. One good result is that many of the students have gone back individually to the Museum. The discussion of types of architecture has caused them to be keenly observant of buildings in Louisville; and they have developed a keen sensitivity to beauty and ugliness in their own surroundings. Many of these took part in the park project already described, and in other efforts for the beautification of the school and of their own homes in the community.

Also in December of 1948 the band instructor took some

1. This was a loan exhibit from the Metropolitan Art Museum of New York City.

of his section leaders to the Regional Music Festival held at Gardencourt in Louisville. Since some of these students plan to enter this contest in 1950, this proved to be a very enlightening experience. Nine of the students had season tickets to the "Making Music" series of the Louisville Philharmonic Orchestra. Since it was necessary for these to leave 45 minutes before the close of school to get to Louisville in time for these, there were fewer than would have been the case otherwise.

In September of 1948 members of the eighth grade Science and Social Studies classes took a bus trip to Cincinnati, accompanied by their teachers and a number of parents. They visited the Zoo, the new railway station, and several other points of interest, and came back with much material for class discussion.

The students of this school have varied backgrounds. Some few have traveled extensively; but on an average, since these children were growing up during the War years, their experiences outside their own community have been rather limited. Therefore the school has tried to enrich their lives by providing worthwhile and interesting experiences.

The most extended of these trips was the Senior Class trip to Chicago for four days at the end of April, 1949. The entire trip had been carefully pre-planned for two months in advance; they had written to radio stations for appointments, to museums for schedules of visiting hours, etc. One hour after their arrival, the group attended the "Breakfast Club" program over radio network A.B.C. The students of the

other classes were eager to hear their school mates on this program; and at 8:00 o'clock on the morning of the broadcast the school radio was turned on in all classrooms. The first guests announced were the Seniors of Fern Creek High School; and this announcement was greeted with much enthusiasm on the part of the rest of the school. Later in the morning, several of the group appeared on the "Welcome Travelers" program on the same network. This visit to radio stations was a new experience to some, although the majority had already appeared on the "Hi-Time" program over Station WGRB in Louisville.

After the radio programs, the students visited the Field Museum, the Planetarium, and Marshall Fields Department Store; they rode on the subway and the "L", made a tour of Chinatown, and saw many other points of interest in and around the city. On Monday morning the students and the four teachers who had accompanied them were back in school, having missed only one day of class work; and it was the consensus of opinion of both teachers and students that the trip had been well worthwhile. The group had traveled in a school bus, and each individual had paid his own expenses; but the educational values of the trip were shared with the whole school. No doubt they will continue to talk of their trip and the fun they had for many a day to come; but they have already had opportunity to make a number of reports on it. They were invited to talk to the Juniors in their English periods; and to them they offered helpful hints for next year's trip. They also wrote of

Scene from Pan American Day program.

their experiences in the school paper and in the Annual.

World Contacts through Speakers and Special Programs

As can readily be seen from the various activities already reported, Fern Creek has in no sense of the word remained an isolated community. Every two months a special program, including a speaker from outside the local community, has been brought to the entire student body. This year, as in past years, the teachers have used every opportunity to promote better human relations through learning to appreciate other nations.

On Pan American Day members of the Spanish classes presented an assembly program skit about the South American countries they had been studying. The students wrote and directed the skit themselves. They wrote to a New York importer for the needed properties; and after the skit had been presented, they set up a booth in one of the school hallways and sold these various novelties which had formed part of the stage setting.

During "Brotherhood Week" members of these same Spanish classes presented another skit in which they told additional information about their neighbors to the South. This was done through a dramatization. The customs and ways of the people are thus becoming more realistic to the students. On this same Brotherhood program members of the Junior English classes presented a panel discussion on the subject "Prejudice." The different members of the panel spoke at length and emphasized how important it is to society for

peoples to be understanding of one another's beliefs and ways of living.

Members of some of the Commercial classes presented a skit which illustrated how many kinds of people a person meets when he goes out into the business world. The purpose of the entire program was to bring about a better understanding of the people of other nations as well as the people with whom one comes in contact daily.

The school has had two visitors this year who have done a great deal, indirectly, to promote greater appreciation of other nations. One was a nineteen-year-old boy from Peru, South America, and the other was a twenty-year-old girl from Berlin, Germany. These two young people visited the various classrooms, talked with the boys and girls about their native lands, made comparisons with ways of life in these United States, etc. The Fern Creek students were very much interested and impressed. They realized how fortunate they are to be living in the United States, and they also gained a greater insight into ways of life in other lands, with a better understanding and more tolerance.

Another interesting visitor was an Englishman, who is Crown Inspector of Common Schools in England and who is making a tour of American schools in connection with a year's study at Harvard. He did not speak at Assembly, but he ate in the school lunchroom, visited the library, and talked with a number of the students individually.

Social By-Products of School Activities

As has already been pointed out in connection with various organizations, there are many occasions that give social experience and help to develop ability to be at ease in social situations. The students have had much practice in serving as hosts to others, and have also represented Fern Creek as guests of other schools in the District, Regional, and State meetings of the various organizations.

One event which does much to widen students' social contacts and experiences is the annual Junior-Senior Prom, which is held in the Louisville Woman's Club. This is always looked forward to with great eagerness. Another interesting social event this year was a tea served by the Sophomore Home Economics class as a part of their unit of study on "Boy-and-Girl Relationships." Many boys and several outside guests were invited.

Another by-product of the school work is the Mothers' Chorus, which has met each Friday afternoon throughout the school year. This came at the request of the mothers themselves, who asked if it would be possible for the Chorus Director of the school to meet with them and direct them in some chorus work. The director's schedule was changed to make this possible, and the program has been very much enjoyed.

On several occasions during the year the school's Dramatic Club has put on one-act plays for community entertainment. These have been free to the public and they too have been very much enjoyed.

Photograph of "Christmas Spirit" in Home Rooms.

Still another by-product of school activities is the increase in family subscriptions to certain magazines first introduced by the Social Studies classes. (This was separate from, and independent of, the campaign for magazine subscriptions already mentioned, which was discontinued this past year.) The Social Studies classes first started taking these magazines for use in class about three years ago; and the students were encouraged to take home these magazines, and other good reading matter, to share with their parents and other members of the family. Within a year-and-a-half, these magazines had gained popularity with the parents, and today many families are continuing the subscriptions even when the children from those families are no longer in the class using the magazines.

Summary

The school has endeavored to use its knowledge of the community to make the school program more vital, and it has endeavored to use the school program to enrich the community life. In this undertaking it has sought to do three things: (1) to supplement the environment of the local community by offering the students experiences which will give a wider knowledge and appreciation of the outside world; (2) to deepen appreciation, on the part of both students and parents, of what the community itself has to offer both in its physical and its social aspects; (3) to enrich the present and future life of the community in as many ways as possible.

The first objective has led to many trips; to Louisville to see art exhibits, concerts, cattle shows, etc; to other parts of Kentucky, in connection with the activities of various organizations; and to cities outside Kentucky -- Cincinnati, Detroit, and Chicago. In each of these latter cities tours were made to many points of interest and importance in the respective cities.

Included in ways of enriching community life may be mentioned school plays, the school paper, the students' and parents' choruses, the beautification of grounds adjoining the school, and the planning at school of many projects which are of interest and benefit to the whole community.

The school has worked towards better health both by food studies within the classes and by a number of demonstrations, with added emphasis on better eating habits to be continued in the home and elsewhere. The school has had the co-operation of the parents in participating in these projects so that they are community as well as school undertakings. The school has invited Catholic priests and Protestant ministers to participate in various programs in order to create a broader understanding between those of different religious beliefs.

The faculty members have continually drawn upon the resources of Louisville and the entire County to enrich the school program and to increase its contribution to the local community. They are constantly aware of the value of seeking and using opportunities that will promote better

relationships between the school and the community; for they realize that in so doing they are better enabling the students of today-- who are the citizens of tomorrow -- to live "the good life" in a democratic society.

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