



St. Matthews, Kentucky Area History



The History Of Orville J. Stivers Elementary School 1952—1961 By Geraldine Bennett Corey

This is one of many sections that contain information, photos, newspaper articles, internet items, etc. of the St. Matthews area. Many of the items came from Al Ring's personal collections but many people have helped and I have tried to give credit where I can.

The purpose of this "collection" was to create the history of St. Matthews, Kentucky. Being retired I now have time to do many of the things I have always wanted, this project is just one of them.

All graphics have been improved to make the resolution as good as possible, but the reader should remember that many came from copies of old newspaper articles and photos. Credit to the source of the photos, etc. is provided whenever it was available. We realize that many items are not identified and regret that we weren't able to provide this information. As far as the newspaper articles that are not identified, 99% of them would have to be from one of three possible sources. *The Courier-Journal*, *The Louisville Times* or one of the *Voice* publications. Books that we have used for some information include, *Randy*, *Cactus*, *Uncle, Ed and the Golden age of Louisville Television*, *Waggener High School Alumni Directory 1996*, *Waggener Traditional High School Alumni Directory 2007*, *Memories of Fontaine Ferry Park*, *St. Matthews The Crossroads of Beargrass* by Samuel W. Thomas, *St. Matthews, 25 Years a City Two Centuries a Community*, *St. Matthews 1960-1995*, *Waggener Lair's 1958 to 1962*, *The Holy Warrior*, *Muhammad Ali*, *Louisville's Own (An Illustrated Encyclopedia Of Louisville Area Recorded Pop Music From 1953 to 1983)*.

A very special thanks to Mary Margaret Bell, Coordinator, Archives and Retrieval Systems, Jefferson County Public Schools, Louisville, KY, and Lawrence "Larry" Richard Myers (60), who did all the hard work copying and gathering the material from the Archives. Also *The Voice Of St. Matthews*.

Please use this information as a reference tool only. If the reader uses any of the information for any purpose other than a reference tool, they should get permission from the source.



History of Orville J. Stivers Elementary School 1952—1961:

Explanation of the following pages, (Please Read)

This section is a thesis given to us by Connie Corey, written by Geraldine Bennett Corey, Connie's mother, who taught at Orville J. Stivers Elementary School from 1952 until 1973.

This not only gives us history of Stivers, but of the school district, Kentucky education and St. Matthews.



John T. & Geraldine Bennett Corey,
taken in 1999 before John's death.

History of Orville J. Stivers Elementary School 1952—1961:

THE HISTORY OF ORVILLE J. STIVERS
ELEMENTARY SCHOOL 1952-1961

GERALDINE BENNETT COREY

History of Orville J. Stivers Elementary School 1952—1961:

NAME OF STUDENT: Geraldine Bennett Corey

TITLE OF PROFESSIONAL PAPER: THE HISTORY OF ORVILLE
J. STIVERS ELEMENTARY SCHOOL 1952 - 1961

APPROVED BY A READING COMMITTEE CONSISTING
OF THE FOLLOWING MEMBERS:

Frank H. Hallings

W. H. Spragens

NAME OF DIRECTOR: J. J. Apperheimer

DATE: May 24, 1961

UNIVERSITY OF LOUISVILLE

THE HISTORY OF ORVILLE J. STIVERS ELEMENTARY SCHOOL
1952 - 1961

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 of Education

Department of Education

By

Geraldine Bennett Corey

1961

History of Orville J. Stivers Elementary School 1952—1961:

ACKNOWLEDGMENTS

To the many people who have contributed to her understanding and knowledge of O.J.Stivers Elementary School and the St.Matthews community, the writer wishes to give her sincere appreciation. She is especially indebted to Mrs.Ruth H.Osborne, Principal of O.J.Stivers School who so willingly told of the experience and policies of the school, and made available to her the data from the Inkwell and other materials.

For the preparation of this paper, she expresses appreciation to her sponsor, Dr.J.J.Oppenheimer for his advice and encouragement, and to the members of her Examining Committee, Dr.Frank H.Stallings and Dr.W.H.Spragens for their critical reading of the report, and to Mrs.Robert F.Ritchie, for typing the manuscript.

iv

v

TABLE OF CONTENTS		CHAPTER		PAGE
CHAPTER				
I.	INTRODUCTION TO THE HISTORY	1		
	Importance Recognized	1		
	Statement of the Problem	1		
	Limitations	2		
	Hypothesis	2		
	Data Needed	2		
	Outline of Paper	2		
II.	REVIEW OF LITERATURE ON THE ESTABLISHMENT OF A SYSTEM OF FREE PUBLIC SCHOOLS OF KENTUCKY, OF JEFFERSON COUNTY AND OF ST.MATTHEWS	3		
	Introduction	3		
	Background for Free Education in Kentucky	3		
	Early Education in Jefferson County	8		
	Background for Free Education in St.Matthews	11		
III.	THE SETTINGS AND BEGINNINGS OF STIVERS SCHOOL	16		
	Introduction	16		
	The Background of St.Matthews.	16		
	The History of St.Matthews Dates from 1839	17		
	Chief Industry in Early St.Matthews	19		
	Sporting Events.		22	
	Further Growth of St.Matthews		25	
	The Affect of the Growth in Population Upon the School		24	
	A New Sixteen-Classroom School is Built on Westport Road		27	
	The Dedication of the Orville J. Stivers School		31	
	IV. THE DEVELOPMENT OF THE O.J.STIVERS SCHOOL	32		
	Introduction	32		
	Opening Day	32		
	Boundary of the O.J.Stivers School 1928	32		
	Growth in Student Enrollment	32		
	New Addition to the School Building	38		
	Crowded Conditions of 1955-56	39		
	The Peak of Enrollment and the Recession	42		
	V. THE PRIMARY CURRICULUM AT STIVERS SCHOOL	45		
	Introduction	45		
	The Philosophy of the School	45		
	Opening Exercises and Planning	47		
	Language Arts	47		
	Reading	47		
	Spelling	50		

History of Orville J. Stivers Elementary School 1952—1961:

CHAPTER	PAGE
Writing	50
Language	51
Social Studies	52
Science, Health and Safety	55
Physical Education	55
Arts	55
Arithmetic	56
Music	57
Spanish	59
Intelligence Quotient and Achievement Tests	59
VI. THE CURRICULUM OF THE INTERMEDIATE GRADES AT STIVERS SCHOOL	62
Introduction	62
The Five-Program Plan	62
The Continuous Progress Program	62
Reading	65
Spelling	65
Handwriting	66
English	66
Social Studies	68
Science and Health	70
Arithmetic	72

CHAPTER	PAGE
Physical Education	73
Intelligence Quotient and Achievement Test in the Intermediate Grades	75
VII. THE ACTIVITIES AND ORGANIZATIONS WITHIN THE STIVERS SCHOOL	78
Introduction	78
The School Patrol	78
The Stivers Student Council	80
National School Safety Awards	81
The Conservation Club	82
Stivers School Library	83
The School Paper, The Inkwell	83
The Garden Club	87
The Glee Club	88
The Orchestra	88
The Spelling Bee	89
First Grade Day	89
The Recreational Program	90
The Gra-Y Club	90
Charities	91
Planting Trees	91
Parent-Teacher Association	91

CHAPTER	PAGE
VIII. SUMMARY, CONCLUSIONS, AND LOOKING TO THE FUTURE	94
Summary	94
Conclusions	94
Looking To The Future	95
BIBLIOGRAPHY	98
APPENDIX A	100
APPENDIX B	105

LIST OF TABLES

TABLE	PAGE
I. Number of Teachers and Enrollment of Pupils in Stivers School, 1952 - 1960	44
II. A Comparison of the Third Grade Averages of Various Tests Results of Stivers School and Jefferson County Schools.	61
III. A Comparison of the Fifth Grade Averages of Various Tests Results of Stivers School and Those of Jefferson County	77

History of Orville J. Stivers Elementary School 1952—1961:

CHAPTER I

INTRODUCTION TO THE HISTORY

Importance Recognized: The importance of this paper was to provide for the present community and to preserve for posterity a written record of the growth and development of the Orville J. Stivers Elementary School.

In recent years an upsurge of public interest in the nation's schools had taken place throughout America. This community was a part of that public which had demonstrated keen and vital interest in the public schools. It was the writer's intent to show the growth and development of the Orville J. Stivers School, the history of which to date had been unwritten.

Statement of The Problem: The writer has given a detailed history of the Orville J. Stivers School from its beginning in 1952, until the present, 1961. Such history will explain the purpose, location and development of the School.

The Orville J. Stivers School was the first of its particular kind built in Jefferson County. Here the writer wished to give a description of the type of structure, its purpose, and the growth and expansion of the school both in

enrollment and physical size. Also included was a general description of the curriculum, methods of teaching, the activities and organizations of the school, and a general description of the administration and faculty.

The writer hoped to show the factors or influences which had affected the development of the school; (1) the growth in population; (2) dropping the seventh and eighth grades; (3) the introduction of teaching by television; (4) the latest factor, the introduction of the "Continuous Progress" program, and the "Five Program" Plan.

Limitations: This paper was limited to the nine years since the building of the Orville J. Stivers School, to the expansion of the community during that time, and to the role of the school. The paper also dealt with the historical background of both school and community prior to nine years ago.

Hypothesis: This paper was based upon the hypothesis that parents, students and teachers who had served Orville J. Stivers School during these nine years had made contributions to the school and community which had been significant factors in the development of both school and community.

It was the writer's hypothesis that the parents and

teachers had responded to the growth of the area, met the challenge offered when faced with the problem of redistricting, and the many problems faced in the changing curriculum and methods of teaching.

Data Needed: The writer was a member of the Orville J. Stivers faculty since its beginning in 1952. Therefore, most of the facts of the school history were a part of her own experience and observation. Others were gleaned from the principal, Mrs. Ruth H. Osborne, who had also been with the school the entire nine years of its existence.

Other basic materials for the paper were obtained from Record Books of the Jefferson County Board of Education; Lists of Teachers and Schools of Jefferson County, 1952-61; Minutes of the Jefferson County Board of Education; P.T.A. records; maps of St. Matthews; newspaper files; interviews; and the writer's own personal files.

Outline of Paper: Chapter I dealt with the importance of the study, the source of data, and the limitations of the study. Chapter II will give a review of literature on the establishment of a system of free public schools of Kentucky in general, Jefferson County, and St. Matthews. Chapter III will give a history and

description of the school community, and the organization of the school. Chapter IV will discuss the growth, re-districting, and crowded conditions of the school. Chapter V will describe in general terms the curriculum of the primary grades, while Chapter VI will describe the curriculum of the intermediate grades. In Chapter VII the activities and organizations within the school will be discussed. Chapter VIII will cover the summary and conclusions.

CHAPTER II

REVIEW OF LITERATURE ON THE ESTABLISHMENT OF A SYSTEM
OF FREE PUBLIC SCHOOLS OF KENTUCKY, OF JEFFERSON
COUNTY AND OF ST.MATTHEWS

Introduction: This chapter attempts to show some of the problems encountered in establishing free public schools. The literature was divided into three main categories, describing the problems in the following areas:

1. In the State of Kentucky
2. In Jefferson County, Kentucky
3. In St. Matthews, Kentucky

Background For Free Education in Kentucky: The Kentucky migration was a continuation of a frontier process that had deep roots in the colonial history of Virginia and Pennsylvania. The pioneers who began to pour into the Virginia territory of Kentucky County were land hungry. They wanted good land and plenty of it; and what is more, they intended to find a place in which to live and to bring up their families.¹

The waves of migration pushed on to new lands and there re-established the customs, laws, and habits of the older section from which the pioneers came. The ~~the~~

¹ Frank L. McVey, The Gates Open Slowly. Lexington, Ky.: University of Kentucky Press, 1949, p.3.

customs, attitudes, manners, laws and even the languages of the older settlements were modified by the new environment to which they were brought.

Thus the Kentucky frontier country varied in its development from the settlements to the north of it. There was a distinct class antagonism in Kentucky not seen on the surface in frontiers elsewhere. The causes of this antagonism lay in the extensive land speculation. There were divisions of ownership and social position. Comparatively few people were secure in the titles to their lands; and owing to the speculative tendencies of the leaders in the new territory, the common man lacked confidence in them. Each group was striving for advancement and each was suspicious of the other. ~~But~~ ~~Big~~gged individualism was there in large measure, but if individualism means intellectual independence, it was not found on the frontier. It was found on the contrary, that no man must differ too much from his neighbor in any obvious way.²

As a daughter of old Virginia, Kentucky presents the same story of the struggles for schools between the teachers and preachers, representing the plain people, and the large landowners who dominate the state. Though

² Ibid., pp.4-6.

the steps in the development of a system of schools were similar to those in Old Virginia, the intervals between them were longer. It was nearly a hundred years before the contest was settled. Kentucky became a state in 1792. Though an act was passed in 1838 for a "system of common schools," which set aside a portion of the government grant for a school fund, it was not until 1908 that the state established a complete system of public schools, high schools, and teachers' colleges, and levied taxes for their support.³

Peopled in the early days by immigrants from Virginia, the state inherited the slave system, and that system created a class of wealthy landlords, who were not merely indifferent but were actually hostile to free public schools. This class controlled the state for years and gave it its principles and customs. The non-slave holding class, though constituting a very large majority, accepted the ideas of these leaders and were indifferent to the education of their children. There was nothing the matter with the human element, which was chiefly strong Anglo-Saxon stock. These people simply did not value education. One-third of the adult white population in Kentucky remained illiterate in 1850. Thirty per cent were still illiterate in 1880 and 16.5 per cent

³ Charles William Dabney, Universal Education In The South, Chapel Hill; University of North Carolina Press, 1936, p.261.

in 1900. Thus in spite of ample natural resources these people did not produce the wealth essential to support the necessary free schools.

It was not until 1849 that the people approved a proposition permitting districts to levy taxes for school purposes if they so chose. There was no law enforcing the maintenance of the schools and no supervision of those established. The first legislation requiring local taxes to be levied up to a minimum for the schools did not come until 1893, and not until 1908 was this legislation made general for all local units. The legislation between 1891 and 1908 thus transformed into a compulsory tax system what had been heretofore a loose voluntary system.

Now for the first time not only elementary schools but high schools were required to be maintained. Formerly the state school funds could be expended for any purpose the local directors chose; now they must be expended for teachers' salaries.

Such is a brief outline of the development of a system of public free schools in Kentucky.⁴

Early Education in Jefferson County: Early education in the county was primarily a private function. Early schooling was done by the family. The "family schools" opened their doors to neighboring children. The

⁴ Dabney, op.cit., p.262.

idea of community schools evolved from this simple beginning. These early schools were forerunners of the public elementary schools.

In 1792, the year Kentucky became a state, a Professor Jones started the first school known to have been started in the Fern Creek area. One of the early schools in the Valley Station area, started by Joseph O. Smity for the purpose of educating his own family, was held in a slave or tenant house on his estate. Other schools established for a similar reason were the River Road School, the Greenwood School, and the Mount Adams School.

Valley Elementary School started as a one-room school sometime before 1893, had two school sessions in 1895. The first session lasting about five months was paid for by the County; the second session lasting three months was paid for by parents. This practice was a common one around the turn of the century. The first school in the Medora area began sometime in the 80's.⁵

The first school in the St. Matthews area was a small one-room private school located on Brown's Lane. This opened in 1877. Although the school census showed 115 children between the ages of six and twenty in the

⁵ "Handbook For Resource Unit Education And Your Jefferson County Schools Historical Background", 1960. (Mimeographed)

area, the school enrollment was only seven. Each pupil paid tuition of \$4.94 per month for a term of five months.

Okolona's first seat of learning was a one-room school built in 1893 next to the Meadow Home Baptist Church. The teacher received a salary of \$42.30 per month.

Jefferson County for a long period of time had practically an elementary school system. There were repeated attempts on the part of the communities to establish high schools. Two-year schools were established where local committees petitioned, provided the community assured the Board of Education of a certain monthly attendance. Three such schools were established as early as 1916 and 1917 in Middletown, Lovvorn and Worthington.

In the 1920's the need for additional high schools was evident. Several communities asked that a high school be established in their area. In 1923, Fern Creek High School was built as a two-year school, but in 1925 it became a four-year high school. In 1924, Medora High School was started taking care of a large area that had been without the services of a high school. Jeffersontown High School, which began in 1925, became a four-year high school graduating eight pupils in 1929. The school grew steadily with new additions being added until, in 1949, it consisted of thirty-one classrooms.⁶

⁶ Ibid.

In 1949, Jeffersontown High School had an enrollment of 221 students, placing it third in enrollment of the four upper grades in Jefferson County. At this time Valley High School had 645 students, Okolona, 450, Fairdale, 208, and Fern Creek, 182.⁷

In 1884, Mr. L. J. Stivers became the first superintendent of Jefferson County Schools and served in that capacity until 1894. He was followed by Alfred Herr Hite, 1894-1898, who was in turn succeeded by Mrs. Rosa A. Stonestreet, 1898-1910. In 1910, Mr. Orville J. Stivers, son of the first superintendent, began his forty year tenure as Superintendent of Jefferson County Schools, serving until 1950. Following Mr. Stivers, Mr. Richard Van Hoose became Superintendent. Beginning in 1950, Mr. Van Hoose is still serving in that capacity at the date of this writing, 1961.

Background For Free Education in St. Matthews: While Louisville was growing in population and expanding its school system farm communities were appearing. One of these was the community of St. Matthews. The community of St. Matthews is a suburb directly adjoining Louisville on the east, located along U.S. Highway Number 60.

The first school in St. Matthews was a small one-

⁷ Ibid.

room private school located on Brown's Lane just opposite the family home of Philip Brown. This opened in 1877 with Miss Emma Russell as teacher and Mr. Lewis Lantz as the first trustee in the district.⁸ Although the school census showed 115 children between the ages of six and twenty in the district, the school enrollment was only seven, and the average attendance was six. Each pupil paid tuition of \$4.94 per month for a school term of five months, making \$24.70 per year for each child, or a total of \$172.90. This amount was paid to the teacher in two installments.

The second school was located off Breckinridge Lane near the Holzheimer home; the third was on St. Matthews Avenue, at the location now occupied by the Palmer Asbestos and Rubber Company. It was at this location, in 1884, that Miss Fannie Greathouse was appointed, at a salary of \$210.38 for the five-month term. This third building was valued at \$600.00, and the furniture at \$55.00. It was still a one-room school and remained so until 1903, with "Miss Fannie" as the only teacher during those nineteen years. She remained as principal fifteen years longer.

In 1888, the school was moved to the triangle formed

⁸ Ruth H. Osborne, "Some Contributions of Parents and Teachers to The Development of Greathouse School, St. Matthews, Ky." Unpublished Master's Thesis, The University of Louisville, Louisville, Kentucky, 1952, p.6.

by Lexington Road and Frankfort Avenue. In 1893, the enrollment was 32, while the census showed 154 children between the ages of six and twenty. In September, 1902, the school term was lengthened to six months, and Miss Great-house received a salary of \$85.88 per month. In 1903, another room was added and an assistant teacher employed. In 1905, the term was further lengthened to eight months; the present nine-month term dates back to 1909. In 1912, a third teacher was added to the faculty.⁹

The frame structure at the triangle was used for twenty-seven years, until 1915. In the spring of 1949, when the Koster-Swope Buick Company built on the site of this school, the three-room school building was purchased by Mr. L. T. Ray, who moved it to Lyndon Lane and remodeled it into a home.

By 1912, the school at the triangle was becoming crowded and it was decided that a new school must be built. On November 15, 1913, the Jefferson County Board of Education paid Mr. Cechali \$3,250.00 for two acres of ground located on Shelbyville Road opposite Brown's Lane; and the people of the community contributed \$1,634.00 toward the school. The Tobe Greiner Building Construction Company erected the new building at a cost of \$7,252.00. When

⁹ Ibid., pp. 31-33.

the building was opened in September, 1915, it was named Greathouse in honor of "Miss Tommie," who had served so faithfully for so many years and who still was principal. Altogether, she served for thirty-four years, retiring in 1918. Mrs. Mayne S. Waggener, who had been appointed in 1916 to teach the middle grades, became principal in 1918 when Miss Greathouse retired; she served until 1946, for a total of thirty years.¹⁰

The Shelbyville Road building was enlarged several times. In six short years, the remodeled building was again overcrowded, with as many as forty-five or fifty children in some classrooms; and again something had to be done. The old building on Shelbyville Road was sold to the Eline Realty Company for the sum of \$7,355.00. This Company developed it into an apartment building with eight apartments, each of the former classrooms being made into a three-room-and-bath apartment.

The sixth school site was on Grandview, one block east of Breckinridge Lane. It is a three-story, red brick structure. Many additions have been made since it was first constructed. At the present time it has a total of twenty-seven classrooms. In addition to this, there is a

¹⁰ Ibid., pp. 34-35.

large auditorium, cafeteria, kitchen, library, boiler room, teachers lounge, and restrooms.

In the spring of 1951, the parents and teachers began work on a plan to get relief for the crowded conditions both at Greathouse and the Eastern High School at Middletown, which served the Greathouse area students from the seventh through the twelfth grades. The Board of Education took action in planning a new elementary school which would affect three school districts, including Greathouse, Eastern High School, and Lyndon. This would mean that for the first time in the seventy-five years of its history, the area known as School District Number 60¹¹ was divided.

Chapter III of this paper will deal with the location, structure, and history of the new elementary school, the Orville J. Stivers School.

¹¹ Ibid., pp.36-44.

CHAPTER III

THE SETTINGS AND BEGINNINGS OF STIVERS SCHOOL

Introduction: This chapter will give a brief history of St. Matthews, it's expansion, and the factors which led to the beginning of the Stivers School.

The Background of St. Matthews: In the early settlements of Kentucky many pioneers of the wilderness pushed their way up through Cumberland Gap, settling in the forest-covered mountains, in the Knobs country and on into the Bluegrass. Still others pushed on to the fertile lands beside the Ohio River, then known as the Falls of the Ohio.

Soon clearings were made in the heavy timber along picturesque Beargrass Creek. Thus, the St. Matthews neighborhood came into being on the high, gently rolling, uplands. Rough trails led from cabin to cabin and crops were planted in the fresh, deep, soft, soil. Grain and vegetables flourished.

Before many years had passed the larger farmers were building rather pretentious homes with slave labor brought from Virginia and Maryland. Stage coaches came into use over the roads which were still without any hard surfacing.¹

¹ James Speed, St. Matthews Makes It's Bow; George C. Fetter Company, Louisville, Kentucky, July 16, 1938.

In the early 1800's the area was known as Sale's Precinct, named for Captain Edmund P. Sale, who had a tavern along Shelbyville Road.²

The Episcopalians had no way of knowing what they were starting when in 1839, they founded the St. Matthews Church five miles beyond Louisville's eastern boundary in a sparsely populated region on the road to Westport.³

The History of St. Matthews Dates from 1839: In 1832 the Shelbyville Turnpike had been constructed by a stock company. Wagons, buggies and stage coaches drawn by four horses moved rapidly over the new turnpike which had been laid down in limestone that had been broken with small hammers in the hands of laborers.⁴

About 1840 Daniel Gilman opened a general store and stage coach tavern. It stood at the junction of what is today Chenoweth Lane, Breckinridge Lane and Shelbyville Road - the very heart of St. Matthews.⁵

The surrounding area soon became known as Gilman's Point, the name given the station built when the railroad came through in 1851.⁶

² Louisville Times, June 18, 1957.

³ Courier-Journal, August 25, 1967.

⁴ Speed, op.cit.

⁵ Louisville Times, loc. cit.

⁶ Courier-Journal, loc.cit.

By then other settlers, including Germans who bought small farm plots, had come to the area. Many in the lot thought it inappropriate to name a community after a saloon, so they renamed it for the church, St. Matthews. When a post office was established in 1854, it took the church name too, and St. Matthews became official.

The community of St. Matthews was born inside the present limits of the City of St. Matthews. The site of the Episcopal Church that started the whole thing is only a block from the first stores which are still in the business district.⁷

A revolution in transportation came when a railroad train steamed its way between Frankfort and Louisville in 1851. In comparison to stage coaches and buggies it was a tremendous step forward. Really it was the beginning of the life of the suburbanite as business men could live some distance from the city and go in and out with ease. At once the fertile and beautiful territory about St. Matthews secured its full share of the early commuters.⁸ These business men and their families purchased extensive grounds

⁷ Ibid.

⁸ Speed, op. cit.

for the proper setting of a country home. St. Matthews developed by the addition of the most desirable people.

The family of Zachary Taylor was among the first to settle in the area. The Taylors took over a large tract of land off Brownsboro Road in 1785, when the twelfth President was a year old.

Later, Jacob Rudy, a Revolutionary War soldier, and James Brown came to the area. Also came the Bullitts, Monohans, Arterburns, Veeches, Hardins, Kings, Holzheimers, Herre and Chenoweth.⁹

Science and invention gave St. Matthews still another boost in the inauguration of an electric inter-urban service between Louisville and La Grange. The swift, clean, electric cars rushed back and forth during all hours of the day and well into the night. Farmers' sons and daughters went to the City High School or business colleges. The country and the city began to get closer as neighbors.

Chief Industry in Early St. Matthews: The earliest industry known in St. Matthews was that of rope making. The slaves gathered the wild hemp growing along the marshes and low-lands of Beargrass Creek and the Ohio River. These

⁹ Courier-Journal (Louisville, Ky.) August 25, 1957.

ropes were made by hand and sold to the boats traveling the Ohio River.¹⁰

As the land was cleared, agriculture took its place as the main industry. The rich, level land was ideal for potato growing, which held first place in the industry of St. Matthews for nearly a century.

In 1910 the St. Matthews Produce Exchange, a stock company composed of farmers and gardeners was organized. It was a definite effort to sell potatoes and onions cooperatively for the benefit of the community. The Exchange made possible the selling of produce in distant cities upon orders. The purpose of the Exchange was to engage in the selling of potatoes and onions in order to obtain higher prices for the farmers. In the days before the organization of the Exchange, farmers often brought their potatoes to St. Matthews only to be met by a phalanx of buyers who had previously decided what price they would pay for the farmer's produce. If a farmer did not accept, he usually found from the next day's stock quotations that he had received considerably less than the market price. Moreover, Eastern markets would buy only in carload lots, whereas many individual farmers

¹⁰ Speed, op.cit.

would have only twenty barrels to sell.¹¹

In 1925, St. Matthews had only a few hundred people, but it was one of the greatest potato shipping centers in the country. For years Jefferson County was noted as the leader in second-crop potatoes. Its climate and soil permitted two crops of tubers on the same land in the same year. Two-thirds of this crop, and of all the other vegetable crops grown on the rich farms thereabout were shipped from this town.¹²

The Produce Exchange enlarged its services to the growers by acquiring and building warehouses. Besides the long warehouse on the railroad it owned four others. One of these was a frost-proof building for the storage of 10,000 barrels of second-crop potatoes.

Naturally, the Exchange bought coal, fertilizers, insecticide, farm machinery, feed, fencing and other heavy farm supplies cooperatively for its many members. In fact, its activities were to be of definite service to its members and to help them understand the great value of cooperation both to the individual and the community.¹³

Hans and Kraft, formerly Hans and Neuner, is the

¹¹ The Herald Post (Louisville) October 17, 1936.
¹² Christian Science Monitor, December 19, 1925.
¹³ Courier-Journal (Louisville) August 25, 1957.

oldest business still in St. Matthews. Started in 1850 by Henry Wanz, a German immigrant, it also is the oldest floral establishment in the country to remain under the operation of the same family. It is now run by Edward Kraft, a fourth-generation descendant of the founder.¹⁴

St. Matthews in the last century also was a breeding center for horses. A race track named Woodlawn, often referred to as the "Saratoga of the West," was built in 1868. Woodlawn was located about one hundred yards east of the present Stivers Elementary School on Westport Road. The Woodlawn Track was operated for five years and then became bankrupt.¹⁵

Sporting Events: When Kentucky's Marvin Hart defended his world's heavyweight boxing title in 1906 against Tommy Burns, he trained for the bout at the Bauer Brothers' Dance Hall.

Another sports figure of some note was Osa Lentz, a breeder of fighting chickens, who lived near the present Big Springs Golf Course. His birds fought the best from all around, and up to \$100,000 was wagered on some of the fights at his place.¹⁶

¹⁴ Speed, op.cit.

¹⁵ Louisville Times, June 18, 1957.

¹⁶ Courier-Journal (Louisville) August 25, 1957.

Further Growth of St. Matthews: Mr. A. J. Eline, in 1912 founded the Eline Realty Company which was the first realty company in this area, and remained for fifteen years the only one. Mr. Eline laid out the first of the many subdivisions. The Eline Realty Company wrote in 1938, "Our Company has sold 500 pieces of property in and near St. Matthews. We believe that this high, dry land is a safe investment. No other location has such well drained, fertile Bluegrass soil."¹⁷

In 1919, the St. Matthews Volunteer Fire Department, the first of its kind in Kentucky, was organized. It still serves the entire community.

In 1922, St. Matthews became the first suburban town in Jefferson County to have natural gas service.

The 1937 Ohio River flood led to St. Matthews greatest period of growth. The high land east of Louisville looked attractive to many Louisville residents who found their homes swash in the flood. It is said that between 1937 and 1941, more houses were built in the St. Matthews area than in all the rest of the County and Louisville combined. From a population of about 3,400 in 1927, St. Matthews and its environs expanded to about

17 Speed, op.cit.

12,500 in 1946. The sprawling area led Robert L. Ripley to say in his "Believe It Or Not" column in the late 1940's that St. Matthews was the largest unincorporated town in America.

In December, 1936, a St. Matthews was incorporated, but on December 3, 1937, the charter was dissolved. A second incorporation came on March 22, 1950, which still exists today. When the town became a fourth-class city in June, 1954, it had 6,886 residents within the city limits. This figure jumped to 10,000 by 1957. The entire St. Matthews area had a population of possibly 40,000.¹⁸

The Affect Of The Growth In Population Upon The School: Until the opening of the Stivers Elementary School the Greathouse School was the only public school in the St. Matthews area. Greathouse was an elementary school, completed and opened in December 1939, and was planned to accommodate 500 pupils. In 1941 an addition of two classrooms was built on to the school and in 1943, four more classrooms were added. In 1947 and again in 1948 two-room frame portables were erected in the west side yard of the school.

¹⁸ Louisville Times, op.cit.

to the first one. In the spring of 1950, another addition was begun. This consisted of two more classrooms and a large new lunchroom. At the same time, many improvements were made inside the building which included the conversion of the old cafeteria into two classrooms. The building had started in 1939 with 14 classrooms. By 1950 the total number of classrooms had reached twentyseven. The number of teachers had grown from eleven to thirty. The student enrollment had reached the number of 924.

In 1949, to relieve the crowded conditions the seventh and eighth grades were moved to Eastern High School. While it seemed this change would give much relief to the crowded school actually the school remained nearly as crowded as before, for while 278 students moved out of the upper grades, 222 enrolled in the first grade, keeping the enrollment still in the 900's.¹⁹

It was necessary for these over-crowded conditions to be relieved in some way. On November 17, 1951, Mr. Fred Hartstern, Architect, recommended to the Jefferson County Board of Education that serious consideration be given to the construction of one floor plan frame elementary schools of prefabricated nature as a feasible solution to the demands

¹⁹ Ruth H. Osborne, "Some Contributions of Parents and Teachers To The Development of Greathouse School, St. Matthews, Ky." (Unpublished Master's Thesis, University of Louisville, Louisville, Ky. 1952) pp.40-47.

for additional schools and classrooms. The Board concurred that a cheaper type of construction must be developed and felt that Mr. Hartstern should investigate the matter further.

On February 16, 1952, a report was prepared by Superintendent Van Hoose and the staff and distributed to the Board members revealing estimates of 1952-53 school membership was basis for discussion regarding additional necessary construction. Mr. Van Hoose pointed out that thirteen additional classrooms would be needed at Eastern, Lyndon and Greathouse and that a new elementary school in the Greathouse area would relieve the situation if Greathouse seventh grade was retained at that school rather than sending it to Eastern High.

Mr. Hartstern, architect, estimated that a low cost elementary school would cost approximately \$375,942.00 exclusive of site, to accommodate 470 pupils. Superintendent Van Hoose was authorized to contact the following parties in the order named:

1. St. Matthews Sewer District to ascertain if the school could tap on.
2. Louisville Board of Education regarding purchase of its land on Massie Avenue.

The Board of Education agreed that Mr. Hartstern

should proceed with a low cost school building plan for St. Matthews area to be ready by next September.²⁰

On March 15, 1952, Mr. Van Hoose presented the following figures to two tentative sites for a new low cost elementary school building to be located in the St. Matthews area.

Massie Avenue - \$94,500.00 (Usable acreage,
5 out of 27)

Westport Road - \$59,000.00 (Usable acreage,
9 out of 9)

After discussing the two locations it was moved by these members of the Jefferson County Board of Education, Mr. R. B. Scherr, seconded by Dr. B. A. Bates, that Mr. Van Hoose be authorized to purchase this property on Westport Road at \$5,000.00 per acre provided it could be cleared with the Planning and Zoning and Health Department. Upon roll call the vote on the motion was "Yes" by the following board members, Albert E. Bowen, R. B. Scherr, D. A. Bates and Arlis Cook. Motion carried.²¹

A New Sixteen-Classroom School is Built on Westport Road: Not quite four months from the time it was started the new school was ready for occupancy. The new

²⁰ Board of Education of Jefferson County (Minutes of Meeting, November 17, 1951, pp. 191)

²¹ Ibid., pp. 221.

Orville J. Stivers School was to be opened to 480 Jefferson County pupils on September 2, 1952. Not many people beside architect Fred J. Hartstern, who designed the school, would have believed that it could be built that speedily. Contractors and architects came flocking to the site to see this architectural wonder, which Hartstern called "a school of tomorrow."

It was far from fancy, but then members of the County School Board did not set out to build a "fancy" school. They wanted the best school they could get for the least money, and that is exactly what they got in Stivers.

Total cost of the school was \$345,203, or \$719 per pupil. This was even lower than Hartstern's original estimate. The actual cost included \$272,629 for construction, \$44,491 for site improvement, and \$28,087 for equipment. The total also included architect's and engineer's fees.

The school was constructed of gray cement asbestos board that was fabricated on the site. Each of the four primary classrooms had an adjoining lavatory. There were twelve general-purpose classrooms, a cafeteria, library, visual-aid room, music

room, applied arts room, and an all-purpose room that would be used for recreation. A folding partition between the cafeteria and the all-purpose room could be removed to create an auditorium large enough to seat the entire student body.

All classrooms had an outside entrance. The school had 32,000 square feet of floor space. The cost of construction per cubic foot was 43 cents. Erhart-Knopf Construction Company was the general contractor.

Another unusual feature of the school were "blackboards" that were not boards at all but simply green squares painted on the cement asbestos walls.

The heating system combined features of steam radiators and radiant heating. A special low-cost sewage-disposal unit employed compressed air forced into the bottom of a sewage-aeration tank plus a sand filter.

There was to be eighteen teachers including the principal, Mrs. Ruth H. Osborne.²²

The development of the O.J. Stivers School will be discussed in Chapter IV; the opening day, the boundaries, the enrollment, the crowded conditions, and the new additions to the building are included.

²² Courier-Journal, (Louisville) August 8, 1958.

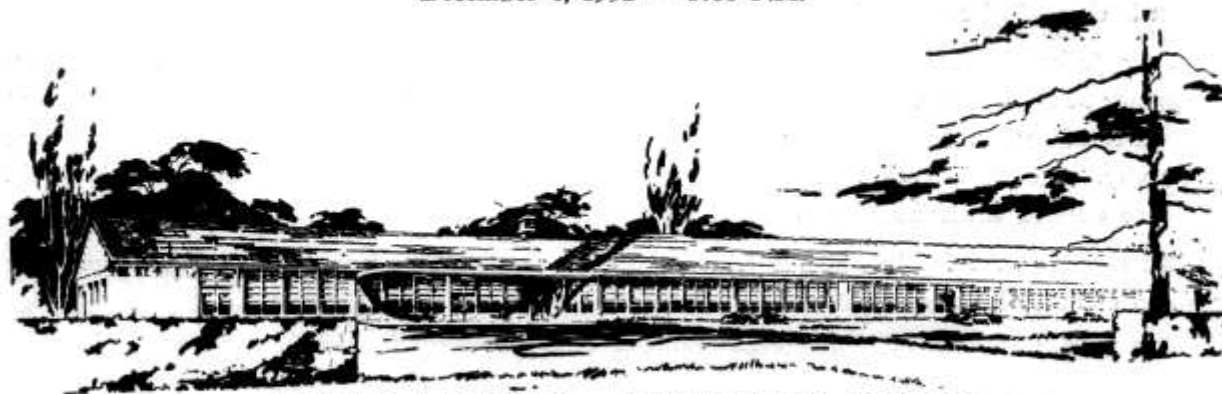
History of Orville J. Stivers Elementary School 1952—1961:

The following booklet was inserted at this point in the paper and called page 30.

INVITATION TO

Dedication and Open House

December 4, 1952 — 8:00 P.M.



ORVILLE J. STIVERS ELEMENTARY SCHOOL
WESTPORT ROAD JEFFERSON COUNTY, KENTUCKY

JEFFERSON CO. BD. OF EDUCATION

1952

ALBERT E. BOWEN, CHAIRMAN
RALPH B. SCHERR
RICHARD I. MCINTOSH
DR. D. A. BATES
ARLIS COOK

ORVILLE J. STIVERS SUPERINTENDENT - JANUARY 1910 TO JUNE 1950

RICHARD VAN HOOSE SUPERINTENDENT
JAMES L. SUBLETT DIR. OF EDUCATION
HORACE B. SLAUGHTER BUSINESS DIR.
RUTH OSBORNE PRINCIPAL

FRED J. HARTSTERN A.I.A.
ARCHITECT
ER. RONALD & ASSOCIATES
CONSULTING ENGINEERS
LOUISVILLE, KENTUCKY

AN upsurge of public interest in the nation's schools is taking place throughout America. Seldom have so many people demonstrated keen and vital interest in the public schools and seldom have the schools stood in greater need of public understanding and support. Effective cooperation of educators and laymen point the way to progress. Team work has proved its value. This citizen interest if channelled constructively may prove to be the most significant trend of this generation.

Your Jefferson County Board of Education proudly presents to you the Orville J. Stivers Elementary School. It is economical in design yet provides every facility necessary to house a modern program of education. It is the answer to our problem of housing children in this rapidly growing community. We must point out though that a good and adequate building does not, in itself, guarantee a sound educational program. It just assists in making such a program possible.

We challenge the faculty and the boys and girls to use its facilities so that they will always bring honor to themselves, their school and the community.

Jefferson County Board of Education

ALBERT E. BOWEN, *Chairman*

R. I. MCINTOSH
R. B. SCHERR

DR. D. A. BATES
ARLIS COOK

History of Orville J. Stivers Elementary School 1952—1961:

The following booklet was inserted at this point in the paper and called page 30.

ONE of the most delightful and pleasing experiences of the Administrative Staff during the past several months has been the opportunity of helping to develop the Orville J. Stivers Elementary School. It will stand long as a monument to the members of the Jefferson County Board of Education and all of those who had something to do with its development. It is an excellent example of frugal planning and functional design. While the members of the Board of Education, the professional staff, teachers, parents and boys and girls all had a part in the planning of this beautiful school, the person deserving the most credit is the architect, Mr. Fred J. Hartstern. The effort put forth by him in planning this school was most commendable and demonstrates how important it is to a program of education to have an architect who understands school house construction and is willing to put forth every effort to keep costs at a minimum. There are many of us who are still wondering how a school of this size could be constructed in four months.

Education is a great power in America. The Orville J. Stivers Elementary School, named in honor of that illustrious gentleman who served the youth of Jefferson County for forty and one-half years as Superintendent of Schools, will house hundreds of little boys and girls throughout the years and provide them with opportunities for growth in a complex society. It shall be a standing expression of our Democratic belief that all children in a Democracy shall have the opportunity to receive an adequate education.

In dedicating this beautiful school to the boys and girls of this community of today and tomorrow may it serve them long and well.

Administrative Staff

RICHARD VANHOOSE, *Superintendent*

JAMES L. SUBLETT
Director of Instruction

H. B. SLAUGHTER
Director of Business Affairs

ORVILLE J. STIVERS ELEMENTARY SCHOOL is a fire resistant building with exterior and interior partitions of cement asbestos board on wood studs which provides an air space between the two wall finishes. The exterior walls were prefabricated and set in place after the foundation walls and floor slab were poured. The wood columns and wood trusses supporting the roof are located at 8'-0" centers with 2" x 6" wood plank tongue and grooved sheathing spanning the full distance. The roofing material is asphalt shingles over roofing felts. All concrete floors are covered with asphalt tile except the kitchen and toilets which are quarry tile and ceramic tile respectively.

The building has a frontage of 345 feet. The front wing is composed of Administrative Offices, Six General Purpose Class Rooms, All Purpose Room, Stage, Cafeteria, Kitchen, Visual Aid Room, Library, Four Primary Class Rooms with Toilet facilities. Boys and Girls Toilets and a Teachers Rest Room have also been provided in this wing.

The rear wing of the building, 56' wide by 152' long, consists of Six General Purpose Class Rooms, Music Room, Applied Arts Room and the Service Area of the building. The Service Area consists of the Boiler Room, Coal Room and the Janitors' Storage Room.

The school has a total of 16 Class Room units and will accommodate from 480 to 500 pupils. All Class Rooms and Special Rooms have outside doors. There is a total floor area of 31,000 Square Feet.

The overall cost of the building, including equipment and site improvements is \$348,736.00 or a per pupil cost of \$726.53.

FRED J. HARTSTERN, *Architect*

History of Orville J. Stivers Elementary School 1952—1961:

The following booklet was inserted at this point in the paper and called page 30.

THE ORVILLE J. STIVERS ELEMENTARY SCHOOL opened in September on a wave of enthusiasm that pervaded the entire community of St. Matthews. The building of this school attracted a great deal of attention, and everyone has been eager to have a part in its beginnings. The Jefferson County Board of Education, parents, teachers, and students have all cooperated in bringing about a smooth-running organization.

Very quickly each child seems to have acquired a feeling of belongingness, and the new classrooms have taken on an atmosphere of having been lived in a long time.

The faculty is attempting to make the program at the Stivers School a challenge in good learning—one that will help the students live richly and fully at all grade levels, enjoying interesting experiences each day they come to school. It is our firm conviction, and fervent hope, that through a program of good learning and democratic living here at school, these, our children, will take their places in life able to assume responsibility, and to enjoy to the fullest the true American way of life.

As we open the doors of this new school we ask Divine Guidance in molding these lives which have been put in our care.

RUTH H. OSBORNE, *Principal, Orville J. Stivers School*



Dedication Program

December 4th, 1952 — 7:00 P.M. to 9:30 P.M.

Invocation	Rev. Edwin Perry
Songs	Selected Group
Introductions	Ruth H. Osborne Principal
Greetings	Albert Bowen Chairman, Jefferson County School Board
Speaker	Richard VanHoose Superintendent, Jefferson County Schools
Subject — A Sketch of the Life of Orville J. Stivers	
Presentations	Mrs. Robert Kraft President, Stivers School P. T. A. Fred Hartstern Architect, Stivers School
Benediction	Rev. Wilfred Myll
Social Hour and Open House	

Dedication of The Orville J. Stivers School:

"Happiness smiles on us tonight," said Orville J. Stivers Friday evening, December 4, 1952, as he and Mrs. Stivers basked in the friendliness radiated by several hundred parents, teachers, officials, and children from Jefferson County Schools.

The assemblage came through a driving rain for the dedication of the new Orville J. Stivers School on Westport Road, named in honor of the former superintendent of county schools. On hand to greet the Stivers were Mrs. Robert Kraft, Stivers P.T.A. President; Richard Van Hoose, Superintendent of County Schools; Ruth H. Osborne, School Principal; Fred Hartstern, School Architect; and Albert Bowen, Chairman of the Jefferson County School Board.

Mrs. Kraft gave Mr. Stivers a large key of wood as a symbol of his ability to unlock the hearts of all County teachers, children, and parents as well as any door in the new school. He also received a large, framed drawing of the school for his living room. Mr. Bowen presented the school with a portrait of Mr. Stivers. The school was called "modern, beautifully designed, well-equipped", by Mr. Stivers. To him, he said the school had a sentimental value that could not be measured in dollars and cents.

At the Stivers School dedication Mr. Van Hoose described his predecessor's life from Stivers' birth on August 30, 1881, to December 4, 1952. Mr. Van Hoose stated that Mr. Stivers became superintendent in 1910 and served to 1950.

The First Principal of Stivers: Mrs. Ruth Hampton Osborne was born in Newburg, Indiana, one of five children. The family moved to Louisville when Mrs. Osborne was six months old. She was educated in the Louisville schools attending Victor H. Englehard, Monsarrat Departmental, Louisville Girls High, Louisville Conservatory of Music, Louisville Normal School and University of Louisville. She received both her A.B. and M.A. from the University of Louisville.

Her first teaching was a music and art assignment at Vincennes, Indiana. After graduating from Louisville Normal she taught two and a half years in the Louisville Public Schools. She began teaching in Jefferson County in 1931 at the Greathouse School where she taught for twenty-one years. When Stivers was opened in 1952 she was assigned there as principal.

Mrs. Osborne has one son, John Hampton Osborne of Cleveland Ohio. She has two grandchildren, Laura Leigh Osborne and John H. Osborne, Junior.

CHAPTER IV

THE DEVELOPMENT OF THE O.J.STIVERS SCHOOL

Introduction: This chapter deals with the development of Stivers School from 1952 through 1961. Changes in the boundaries of the Stivers' district will be shown revealing the reasons for the changes and the effect these changes had upon the school.

Opening Day: September 2, 1952, was a gray, rainy, fall day. The new O.J.Stivers School was to open it's doors that morning to it's first student body. The school building was shining and clean with the smell of "newness" everywhere. The faculty had been working the whole week before to make their rooms attractive and inviting for the children entering the new school. Now that the day was at hand the teachers were almost reluctant to see the children arrive. The reason for this was the anticipation of all the mud that was to be brought into the shining new school on the feet of more than five hundred children; for the freshly graded schoolyard was a "sea of mud", and tracking it into the halls and classrooms was inevitable. Even if the weather outside was damp, there were no dampened spirits inside the building. The children and faculty were

bright and enthusiastic.

The parents flocked in with their children to see the new school, the new teachers and principal, and to get their children settled in the proper rooms. A list of children for each room had been prepared and was hanging outside each classroom door, telling the children in which room they belonged. The teachers were waiting in their classrooms to welcome the children and their parents. Soon the bell rang, The teachers gave their greetings to the class, and the day began with a greeting over the inter-communication system by the principal, Mrs. Ruth H. Osborne. Plenty of work and activities had been planned for the children and the day went along as smoothly as could possibly be expected.

The school consisted of sixteen classrooms with grades from the first through the seventh. There were four first grade classrooms, two second grades, two third grades, two fourth grades, two fifth grades along with one room of fifth and sixth grades combined, one sixth grade, and two seventh grades.

Other than Mrs. Osborne, the principal, and the teachers, the school personnel included Mrs. Margaret Fletcher, the school secretary, Mrs. Peter Matheson,

manager of the school cafeteria, along with five helpers in the kitchen, and Mr. Robert Sigar, the school custodian.

Boundary of The O.J. Stivers School - 1952: The boundary for the new school was as follows: Beginning at the intersection of U.S. 60 and the east property line of the Masonic Home, follow the Home property line northerly to Brownsboro Road. East on Brownsboro Road, taking in the south side of the road only, to Rudy Lane. Follow Rudy Lane south to the sharp right angle turn in Rudy Lane. Line to then continue south and east crossing Westport Road and intersecting the Louisville and Nashville Railroad just west of Tennessee Avenue. Line follows Louisville and Nashville Railroad tracks to Hubbards Lane. South on Hubbards Lane, taking in both sides of the road to U.S. 60, thence west on 60 to the juncture with the Masonic Home property line.¹

Growth in Student Enrollment: As was mentioned in the previous chapter, Stivers was built to relieve the crowded conditions of Lyndon, Greathouse and Eastern High Schools. Specific relief was given Eastern High by keeping the seventh grade children in the feeder schools instead of sending them on to the Junior High

¹ "Proposed Boundary of O.J. Stivers School District." (Jefferson Co. Board of Education, 1952)
(Mimeographed)

at Eastern. This was the reason Stivers had the seventh grade in 1952. However, again in 1953 Eastern High School's enrollment was so heavy that Stivers, as well as the other feeder schools, had to retain their seventh grade as well as the eighth grade. This sent the enrollment up at Stivers making it necessary to use the art room and the audio-visual room for classrooms. The school which had been built for 480 children now had 673 enrolled.

The year of 1954 brought several changes in the student body of the school, but little change in the number of students. Other schools in the area, Great-house, Lyndon, and Eastern High were also suffering "growing pains". It was imperative that something be done to relieve the overcrowded conditions of these schools. In September of 1954, two new schools came into existence in this area; the John H. Chenoweth Elementary School on Brownsboro Road, and the Mayme S. Waggener Junior High School on Alton Road. Even with these two new schools serving a great number of the children formerly served by Stivers the enrollment now stood at 642. Marydale, a new subdivision on Westport Road was being built with families moving in every week.

A wooded section behind the school which had often afforded a suitable place for class picnics, Easter Egg Hunts, and nature study, was cleared and houses and streets appeared almost overnight. Also, with the new elementary school taking a large section of the Stivers district the Stivers School boundaries were changed. An addition to Stivers School's district was to begin at a point on U.S. 60, 1,500 feet west of the intersection of U.S. 60 and La Grange Road proceed due north to the L & N Railroad. Then east following the L & N Railroad to a point 1,500 feet west of Lyndon Lane.² Therefore, with the added territory the school gained almost as many students as it lost.

The building of the two new schools brought about the greatest change Stivers had seen to this point. The seventh and eighth grades were taken by the new Waggener Junior High School leaving Stivers with only the first six grades. At the same time, many of the children of the first six grades were now to be served by the Chenoweth School. Stivers not only lost many students in this arrangement, but four teachers as well. The two eighth grade teachers, Mrs. Katherine Kirwin and Mr. Stanley Nielsen and a seventh grade teacher, Mrs. Mildred

² Jefferson County Board of Education, "Boundary Line Descriptions of New Schools", July 8, 1954.

Cobb went to the new Waggener School while Miss Meta Elder went to the new Chenoweth School.

Another big change in the student body was brought about by the shuttling of children from one school to another, for Stivers was to now take the children from Beechwood Village, as well as the children out Westport Road as far as Herr Lane. These children had formerly attended Lyndon School.

New Addition To The School Building: The brightest note of change in the school year of 1954 was the addition to the primary wing of the school. Four new classrooms were added as well as two new rest rooms for the younger children, a teacher's lounge, and a primary supply room.

The walls and window frames of the class rooms were painted yellow for more light and the windows on the hall side of the rooms were for the same purpose. These painted walls caused quite a stir of excitement because up to this time both the interior and the exterior of the building had remained the natural gray color of the cement asbestos board of which the school was constructed. The bulletin boards were much larger than in the other rooms with added ones above the chalk boards. On a metal track

above the chalk board, were some movable hooks from which maps, screens or pictures could be hung. Tucked into one corner of each classroom was a sink with storage space beneath. Registers sat higher above the floor so that pencils and paper could be gotten out. The lockers had flat tops for display space. All this was provided at a cost of \$68,358.15.³

Crowded Conditions of 1955-56: Stivers now had twenty-three regular classroom teachers besides two part-time music instructors. Miss Jane Thomas, who had been the full time vocal instructor at Stivers, now had to be shared with the new Chenoweth School. Mrs. Roy Ritchie, the instrumental teacher was shared with both the Greathouse School and the new Waggener School. The student enrollment was the highest reached thus far with 735 children.⁴

It was now necessary to use every room in the building as a classroom. This included the art room, the music room, the audio-visual room and even the library. Needless to say this created a great hardship on both the

³ The Inkwell (School paper of O.J. Stivers School) November 4, 1954.

⁴ Jefferson County Board of Education (Office of Miss Leona Stewart, Census Department).

teachers and the children. The audio-visual equipment had to be used on the stage of the all-purpose room. This was a very poor arrangement, because with the curtain drawn, as it was necessary to do in order to close out the light, there was no ventilation. Besides this, there would often be a teacher showing a film while just on the other side of the curtain there was a volley-ball game going on. Of course this condition was most unsatisfactory, but was the only thing that could be done.

The music teacher went to the individual classrooms which meant there was no piano, and the music teacher had to carry all her equipment such as music books, bells, auto-harp, rhythm instruments, etc., with her. This put many limitations to her program.

The greatest hardship, however, was being deprived of a library. The books were stacked in shelves in a small room which had been formerly used as a supply room for the upper grades. There was not room for even one reading table. The books could not be displayed, or even arranged conveniently for the use of the children. There was no library period for the children. The teacher had to take the books to the room or the children stand and hunt for their selection without being able to browse at all. The art program suffered the least of any of the programs affected by the shortage of classrooms.

because the art was more easily taught in the individual classrooms.

There were two reasons for the influx of students. First, new subdivisions were being built out Westport Road which brought in numerous children, as well as Beechwood Village building at least six new streets with dozens of new families moving in. Second, the district boundary had again been changed. It was now as follows:

Beginning at a point at Hubbard Lane and U.S.42, proceed on U.S.42 westward to Stonebridge, not to include any property on U.S.42. From Stonebridge proceed south to the intersection of Leland Road and Cherrywood Road. Thence south on Cherrywood Road to the southernmost boundary of Cherrywood Village, not to include any property on Cherrywood. Thence proceed westward on Massie Avenue to St. Matthews Avenue, to include that part of St. Matthews Avenue south of Massie. Proceed on Massie to Chenoweth Lane and on Chenoweth to Staebler, including properties east of Chenoweth and south of Massie. Follow Chenoweth to Westport Road and thence east on L & N tracks to the western boundary of Richlan. Thence south to Ledyard Road and east on Ledyard to Hubbards Lane to U.S.60, including both sides of Hubbards, and eastward on U.S.60 to the Watterson Expressway, including only property on north side of U.S.60. Thence north to a point 1000 feet west of Washburn Avenue at the water tank on Westport Road. Thence north to the right angle turn in Rudy Lane, to include only part of Rudy Lane, west of this point. Proceed along west side of Rudy Lane to Brownsboro Road and thence westward on Brownsboro Road and U.S.42 to the starting point, not to include any property on either Brownsboro Road or U.S.42.⁵

⁵ Jefferson County Board of Education, "Stivers School Boundary Lines." (Mimeographed) 1955.

Even though the new boundary meant the gain of some students in the new territory included, it also meant a loss of the territory along Shelbyville Road. The new St. Matthews Elementary School had now been completed and children from a good-sized section were moved from Stivers district to the new St. Matthews Elementary district. Also the triangle bounded by Theirman Lane, the L & N Railroad tracks and Shelbyville Road was returned to the Greathouse district.

The Peak of Enrollment And The Recession. In the fall of 1956, even with the relief afforded by the new St. Matthews Elementary School, Stivers reached a peak enrollment of 737 children.⁶ Every room continued to be used as a classroom. The school was practically "bursting at the seams", but the school as a whole continued to run smoothly with each person doing his or her share to make the situation as successful as possible.

In 1957, more relief was offered in the form of another new school. The new Wilder school on Herr Lane was completed. This took a large number of children out Westport Road to the new Wilder district.

In the five years Stivers had existed, four more new schools had been built. Each one of these vitally

⁶ Jefferson County Board of Education (Office of Census Department).

affecting the Stivers school. There were many adjustments to be made by the children with each change in district. There were also many adjustments to be made by the school personnel.

From 1957, there has been no significant change in the boundary of the Stivers district. In the first year after the new Wilder school was built there was a decrease of 136 children at Stivers leaving the enrollment at 601. This enabled the school to release the library, audio-visual room and the music room for the purpose they were intended rather than using them as classrooms.

The many changes described above may be summed up in the following chart, shown in Table I. The record is continuous from 1952 to the present 1960. The number of teachers listed is inclusive of principal and of the part-time teacher of vocal music.

The activities and organizations within the school will be discussed in the next chapter.

TABLE I
NUMBER OF TEACHERS AND ENROLMENT OF PUPILS IN
STIVERS SCHOOL, 1952-1960

Year	No. of Teachers	No. of Pupils	Grades Included
1952	18	539	1 - 7
1953	22	673	1 - 8
1954	22	642	1 - 6
1955	25	735	1 - 6
1956	26	737	1 - 6
1957	24	601	1 - 6
1958	23	602	1 - 6
1959	22	589	1 - 6
1960	23	587	1 - 6

CHAPTER V

THE PRIMARY CURRICULUM AT STIVERS SCHOOL

Introduction: The classroom environment set the pace for learning. The teacher provided a healthy environment to learning by her calm attitude and patient understanding of the children. An atmosphere free from tension enabled the children to progress according to their individual ability. Firm discipline was necessary, but when given kindly provided a sense of security to the children.

The curriculum of the primary grades one, two and three will be discussed in this chapter. Only the general principles of the curriculum will be given rather than the details. Each subject will be discussed in regard to content, purpose, and method of teaching of each particular grade.

The Philosophy of the School: The faculty of the O.J.Stivers School met and wrote the first philosophy of the school in 1952. In 1959, the faculty thought a revision should be made. After a faculty meeting was held for the discussion and formulation of a new, or revised philosophy of the school, the following philosophy was written and accepted. "The faculty of the O.J.Stivers School is dedicated to that view of education which centers

its attention on the individual child, and which recognizes as goals appropriate for the elementary school:

1. Competency in the fundamental skills basic to formal learning.
2. The ability to think critically and imaginatively.
3. The knowledge and practice of the privileges and responsibilities of citizenship in a democracy.
4. Respect, appropriate to age and ability, for work and excellence in performance.
5. Appreciation for the values of the humane tradition.

To achieve such goals, we strive to create here at Stivers School a warm and friendly atmosphere conducive to learning, to stimulate initiative and the sense of inquiry, and to adjust the classroom program to the ability and capacities of each child.

We recognize and welcome parents as partners in our common concern for the child's maximum development. Through conferences and reporting of achievement and growth, we seek a constructive home-school relationship of mutual confidence and cooperation. We wish our school to be an integral part of the community it serves and to play a vital role in the analyzing and developing of the interests, needs and capacities of children."¹

1 "Philosophy of the O.J. Stivers School", 1959.
(Mimeographed)

Opening Exercises and Planning: The program for the day began in each room with the Bible reading, pledge to the flag and checking attendance. Following this, the planning period began. The teacher and the pupils went over the plans and activities for the day. These were made on paper or on the board with the children helping to solve any problems. With each child understanding the work expected of him for the day, the actual work began.

Language Arts: In the language arts the subjects included were reading, writing, spelling, language and listening and speaking.

Reading: The Stivers faculty believed that reading was the most important tool of learning. To be able to read thoughtfully and constructively, was a means of gaining the understanding a child needed in a social and civic sense and also in developing a sound personality. Reading provided recreation, made for effective communication, and enlarged knowledge in any particular field of endeavor through reference study. The purpose of the reading program was to:

1. Develop a desire to read for personal and social growth.
2. Develop reading as a thought-getting process.
3. Develop independence in word recognition.
4. Build desirable oral and silent reading habits and skills.
5. Widen children's range of reading interests.
6. Improve reading tastes.

The Stivers School employed the combination system of teaching reading by using both phonics and word recognition techniques. The basic reading manuals were the Row Peterson Series followed by all teachers in the school giving the children a continuous progress in growth of reading habits and skills.

The teachers at Stivers found it advisable to form two or three or sometimes four reading groups. Each pupil was assigned to the group in which he could do the best work. The group was kept small, so that each child would receive individual attention and the groups were flexible providing the child a shifting process as his needs, interests and capabilities varied.

The time spent in the reading groups of the primary grades was about thirty minutes each. Reading classes were taught in the morning, however the pupils may have had another reading period in the afternoon where

they checked reading workbooks or read in books other than their basic text, such as in the social studies.

The first grade reading curriculum began with the pre-reading, reading readiness, or preparatory period. This period usually lasted from a week to a month at Stivers, depending upon the readiness of the children. Initial instruction in reading began with the pre-primer. At least four pre-primers were read. During this period the children mastered a sight vocabulary of about 78 words.

The primer was the next book used. At this level the children developed an awareness and a desire to "want to read" and an enjoyment of reading. They then had a basic vocabulary of about 180 words. The children were given a Row, Peterson Primer Achievement Test at the completion of the primer.

By the time the child was reading the first reader he was able to read many books independently. He was also able to attack and recognize new words independently and know a basic vocabulary of about 195 words.

The period of rapid progress in the acquisition of fundamental reading attitudes, habits and skills come during the second and third reader. Emphasis of

reading for meaning continued. "Good expression" was stressed in oral reading as an aid to understanding the story. The Row, Peterson Achievement Test was given at the completion of the book, Friendly Village. They then knew a basic vocabulary of approximately 260 new words.

During the third year period the child learned to organize, summarize and evaluate materials. He read widely and his speed in reading was increasing. The Row, Peterson Achievement Test was again given at the completion of the third grade. They then knew about 545 new words presented in the third year books.

Spelling: Spelling and writing were given about 30 minutes a day. There was no spelling text book used in the first grade but a recommended list of words most frequently used in their written vocabulary, was provided for the teacher. There was a text book used in the second and third year. The prescribed plan of study given in the book was followed. Spelling was a part of the work in all subjects and not to be accomplished in spelling period only.

Writing: Writing was taught under close supervision

by the teacher as a subject by itself as well as a part of other activities such as spelling, writing sentences and stories. Manuscript writing was taught in the first and second years with the change to cursive or script writing coming at the beginning of the third year.

Language: The major purpose of language teaching in the first grade was largely informal, spontaneous, and grew out of the interests of the children. One of the first things taught was to develop the art of listening. The pupils also learned to carry on discussions with the teacher or other members of the class. In written material the use of capital letters to begin the name of persons, name of streets, school, town, and first word of a sentence was taught. The correct use of the period and question mark for sentence endings was also taught.

After a year's experience with informal language practices, the children were ready to write more freely and express their ideas more effectively. Through the teacher's guidance, they learned to develop the ability to express thoughts and to speak them clearly and effectively at his level of maturity, both orally and in writing.

The program of the third grade was a continuation of the first and second grades with more activities added. The purpose of the language program was to help the pupil meet as effectively as possible life situations involving the use of language. Some of the activities involved were writing friendly letters and business letters, writing poems, songs and stories, writing reports, and news articles. Oral activities included such things as carrying on a conversation, using manners such as "Thank you", telling stories, making and acknowledging introductions and invitations, etc.

Social Studies: Social studies were taught mainly by units at Stivers. The first year social studies were taken from the every-day experiences of the child in the home and carried to the school. Special attention was given to their problems of health, safety, and recreation. Units more often used were: "Home and Family", "Pets", "The Farm", "Homes", "Special Days" and "Holidays", "Seasons", and "Land Transportation".

Science, health and safety were taught within the units as well as incidentally since there was no text used for these subjects except as supplementary books. Experiments and activities were used, such as

growing seeds when studying about the farm, or keeping a calendar of the weather in studying seasons.

All the subjects taught were correlated into the unit work. Writing, spelling and reading were brought into a report on a given topic of study within the unit. Arithmetic was brought in by such means as "How many eggs are in a dozen?" "The price of our trip and what pieces of money are needed to pay the bus driver." Music was brought in through learning new songs. Art was expressed by drawing or painting pictures and in many other ways.

Through social studies in the second grade, children were guided to acquire an understanding and appreciation of the neighborhood workers. They saw these workers not as isolated individuals, but as co-workers on the mutual problems of all members of the neighborhood. Units usually included in second year at Stivers were; Community Helpers, School Helpers, Postman, Policeman, Fireman, Baker, Librarian, Doctor and Dentist, Holidays and Festivals. Trips were usually taken to the Library, the Fire Station, Police Station, and Bakery.

In the third year at Stivers, the social studies program sought to instill in the minds of the children an

understanding of the community in which they lived as it related to their basic needs; food, clothing and shelter. Children of other lands were studied for the purpose of learning how man adapts to environmental influences with special emphasis upon geographic concepts. Some of the units usually included in the third year were: Local community - Jefferson County, Our Food, Our Clothing, Our Home, and Children Of Other Lands And Races.

In connection with the homes and religious trips were usually taken each year to three kinds of churches, Protestant, Catholic and Synagogue. Also, visits were made to different places of historical interest in St. Matthews, old homes, etc. In the unit dealing with our food, trips were taken to the Sealtest Dairy and the Produce Center. Again, as in the other grades, these units of work were correlated so as to bring in as many different subjects as possible. The length of time spent per day varied from thirty minutes to several hours, when a field trip was taken.

Teaching Social Studies by means of television was started at Stivers in the third grade in 1960. There were three fifteen minute periods a week. Through its own financing, Stivers bought a complete set of

Social Studies books for grades one, two, three, and four. These books were by the Scott Foresman & Company. To date this Company has printed social studies books only through grade four, when the books for grades five and six are printed it is planned for Stivers to obtain them else.

Science, Health and Safety: In the first and second grades, science, health and safety were taught within the units or incidentally. However, supplementary books of both science and health were available and were frequently used.

In the third grade, science was brought into the unit of work, but was also taught as a separate subject. Beginning in 1960-61, science was taught by television three days a week, with a follow-up by the classroom teacher.

Physical Education: About thirty minutes a day was given to physical education. Supervised play on the playground was the usual activity. On cold or rainy days, games were played in the classrooms or the all-purpose room.

Art: At least an hour and a half a week was provided for art at Stivers. This time was not all taken

in one period, but might be divided up into several different periods during the week. For example a teacher might spend twenty minutes getting the children motivated to draw or paint a picture. They might then outline their picture in another ten minutes or so. Perhaps that was all the time the teacher had planned for art that day. The picture might be put away and worked on again during the child's free time when he had finished his work. He might work for several short periods during the week, but altogether he would work in his allotted time for art.

The art curriculum included many activities; drawing, painting, cutting, pasting, weaving, sculpturing in clay, making clay tiles, paper weights and pin trays, making things from boxes, cans and cardboard. Other activities included painting and decorating eggs, making presents for Mother and Father, tying and dying material, making silhouettes, posters and signs, cutting letters, making Christmas ornaments and other things.

Arithmetic: The basis for arithmetic was

experiences rather than formal work during the first year. Number work was taught when the child had a need for it. Some of the things taught in first grade at Stivers included; rote counting, as well as reading and writing numbers to 100, counting by 2's, 5's, and 10's to 100, knowing the number words to ten, knowing addition and subtraction combinations to ten, having a concept of time on the hour and half hour.

In the second grade arithmetic program the meaning of numbers and their relationship was emphasized. Major stress was placed on the understanding of simple addition and subtraction.

The third year of arithmetic led the children from the concrete to the abstract. They had learned by this time to apply mathematical terms to life situations. They had also developed the ability to understand and apply the four processes of addition, subtraction, multiplication and division, and had a feeling of success and satisfaction in doing work that was accurate and neat.

Music: The music teacher met with each class once a week with a twenty minute lesson. Other days,

the classroom teacher took charge of the music carrying on the songs and plans of the music teacher. In September of 1960, the first and second grades started having a music lesson taught over the FM radio every other week. This program was taped by the music teacher and came from the Louisville Free Public Library. One week the first grade lesson was taught; the next the second grade.

The most desired outcome of the music program at Stivers was to create an interest in music and a desire to sing in every child. It was the belief of the faculty that every child is musical to some extent.

In the first grade, songs were taught by rote, but no two songs were taught alike. The music program varied with singing, rhythmic expression, playing informal instruments, experimenting in creating and reading and listening. Listening experiences included listening to recordings, assembly concerts, and what the teacher told them or performed for them.

In second grade all activities in the first grade were continued, however, the songs were longer and a little more difficult.

The third grade music program continued with

the previous activities. A definite program in reading-readiness was begun or continued if it was started in the second grade. The playing of plastic or resonator bells, auto-harps, etc., was integrated with note-reading.

In September of 1960 the third grade began having their music program by television. There were two periods a week with fifteen minute periods. On other days the classroom teacher followed up the television lesson.

Spanish: Spanish was taught by television in the third grade at Stivers in September of 1959. There were three twenty minute periods a week. Stivers has a good follow-up program due to a keen interest by the teachers. The children have put on Spanish programs for both the student body and the P.T.A. The children learn in Spanish simple conversations, their name, how to count, names of foods, articles of clothing, etc.

Intelligence Quotient and Achievement Tests:
Each child entering Stivers was given an I.Q. test

unless his records from a previous school indicated his I.Q. scores. Normally, all the children were tested in the first, third, and fifth grades. The I.Q. test used was the Kuhlman-Anderson Test. The only grade which received the Stanford Reading Achievement Test in the primary grades, was the third grade. The following table will show a comparison of the third grade average of test results at Stivers and of Jefferson County. Shown here are the average chronological age, the mental age, and the I.Q. scores along with the results of the Stanford Achievement Reading Test. The Achievement Test scored the paragraph meaning, word meaning and the average reading level.

TABLE I

A COMPARISON OF THE THIRD GRADE AVERAGES OF VARIOUS TEST RESULTS OF STIVERS SCHOOL AND JEFFERSON COUNTY SCHOOLS

YEAR	SCHOOL	NO. PUPILS	CA	MA	IQ	PARA. MEAN.	WORD MEAN.	AVG. READ.
1952-53	Stivers	75	8.3	9.2	111			3.6
	County	1830	8.5	8.7	102			3.9
1953-54	Stivers	71	8.9	9.2	105			3.9
	County	2098	9.0	9.0	100			3.2
1954-55	Stivers	105	8.6	9.3	109	3.7	3.5	3.6
	County	3087	8.8	9.0	104	3.4	3.2	3.3
1955-56	Stivers	146	8.7	9.3	108	3.2	3.3	3.3
	County	3882	8.8	9.0	104	3.2	3.2	3.2
1956-57	Stivers	137	8.7	9.3	108	4.1	4.0	4.1
	County	4206	8.8	9.1	105	3.5	3.4	3.5
1957-58	Stivers	103	8.8	9.4	108	4.3	4.1	4.2
	County	3572	8.8	9.1	105	3.7	3.4	3.6
1958-59	Stivers	92	8.7	9.2	107	4.2	4.4	4.3
	County	3160	8.8	9.2	106	3.8	3.9	3.8
1959-60	Stivers	114	8.7	9.3	108	4.4	4.2	4.3
	County	3722	8.8	9.1	105	3.8	3.7	3.8
1960-61	Stivers	105	8.6	9.2	112	4.4	4.6	4.5

The Stivers children consistently scored higher than the Jefferson County average in both I.Q. and achievement scores.

CHAPTER VI
THE CURRICULUM OF THE INTERMEDIATE GRADES
AT STIVERS SCHOOL

Introduction: At Stivers, the intermediate grades were an extension and enrichment of the foundation laid in the primary grades. The program of the intermediate grades was so adjusted that the teaching was a continuous process. The primary and intermediate grades were so closely related that the teaching program included constant reteaching and expansion.

The curriculum of grades 4, 5, and 6 will be discussed in this chapter concerning the general principles rather than the details. As in the previous chapter, each subject will be discussed in regard to content, method of teaching and purpose in each particular grade. Also included will be an outline of the "Five Program Plan" and "the Continuous Progress" program.

The Five Program Plan: In 1959, the Jefferson County Board of Education introduced both the "Five Program" plan and the "Continuous Progress" or "Levels" plan into the schools. The "Five Program" plan included the Trainable, Edusable, Regular, Superior and Advance groups. The Stivers program included only the Regular

and Superior groups. Those children who were placed in the Advance group were sent to the St. Matthews Elementary School, and those placed in the Educable group were sent to Zachary Taylor and Greathouse Schools.

The parents of Stivers have adjusted to this program in a most gratifying way. They did not accept it without understanding, but the purpose and benefits of the program were explained to them and it was accepted as a worthwhile step in education.

The Continuous Progress Program: The "Continuous Progress" program was an entirely different program from the "Five Program" plan, but was confused by many people to be a single plan. The "Continuous Progress" program recognized the individual patterns of growth, and provided for differences; academic, physical, social and emotional. There was no repetition, but continuous growth. While this program was based upon reading, growth in other areas was considered and evaluated. This program has been heartily endorsed by the Stivers parents as all parents are eager to see the progress of their children.

Reading: As the child approached the intermediate grades he had a basic mastery of reading techniques and

a definite independence in reading material on his level. In these grades he learned to vary his technique with reading material and with the purpose for which he was reading. The Stivers faculty believed that the pupil should have a reason for his reading and that he should understand how the reading was to be adapted to his purpose. One purpose might require skimming and another might demand organization of thought, verifying answers, etc.

Some of the kinds of reading taught were skimming, locating information, organizing and reading for association. In oral reading they were striving to develop a pleasant voice, improve diction, develop poise and self-confidence.

The time spent in reading per day depended upon the characteristics of the children and of the group. Group work varied from twenty minutes to fifty minutes. Stivers adhered to the policy that the child be taught on the reading level to which he had progressed, therefore it was impossible to separate skills taught grade by grade. However, certain proposed accomplishments were given for each grade.

A child in grade four should have been able to read at fourth grade level with good phrasing and little

or no difficulty. He should have recognized words through the use of phonetic and structural analysis and pronounced words correctly. He should have been able to use context clues to determine word meaning and develop an interest in reading for recreation.

A fifth grade child should have comprehended fully material at fifth grade level. He should have been able to organize material, arrange events in sequence, understand the central thought of the paragraph and make and use an outline. He should have been able to locate information through a table of contents, dictionary, encyclopedia or atlas. He should have interpreted simple maps, and solved problems by reading.

A sixth grade pupil should have read fluently and accurately material at sixth grade level, used reference material, drawn conclusions, evaluated ideas read, and given enjoyment to a group through oral reading. He should have had a desire to read for personal and social growth.

Spelling: Spelling was an inseparable part of the written work and not a subject taught by itself. Correctly written material was expected in all written work. The basic source for spelling words was the text

for the grade level, however many other words were taught as the need arose in other subject areas.

Besides the special drill on word lists from the book, other activities were used such as writing letters, stories, themes, announcements, articles for the school newspaper, etc.

About twenty minutes a day was given to spelling and handwriting in the intermediate grades.

Handwriting: Handwriting was considered a tool of communication and was an integrated part of the language arts. However, some formal drill was given as the teacher felt the need arose. The Stivers teachers tried to instill a pride within the pupil of all his written work, and the realization that improvement in handwriting came from careful analysis and persistent practice.

English: The purpose of English in the Stivers curriculum was to develop, to the greatest potential in each individual, the ability to communicate. Under the teacher's guidance the child became more skillful at organizing and presenting thoughts in sequence and expressing himself clearly and concisely.

The activities of the children included oral and

written reports, stories, poems, plays, announcements, etc. They wrote both business and friendly letters, outlined and summarized material, dramatized, and many other activities. In the fourth grade, emphasis was placed upon sentence structure, paragraph organization, capital letters, punctuation and grammar.

In the fifth grade the pupils were taught simple outline, how to select and organize fact and opinion bearing on a problem, using more meaningful vocabulary and to use good voice, poise and grammatical expressions. The use of nouns, pronouns, verbs, adjectives and adverbs was also taught.

In the sixth grade, attention was given to language courtesy in conversation, telephoning, introductions and discussions. Here they extended and used an enriched vocabulary, increased understanding of grammatical principles, expanded ability in use of correct form for titles, friendly and business letters, and outlines. Here they increased command of such mechanics as capitalization, punctuation, sentence type and structure, paragraph form and parts of speech.

Trips were taken to the Mascie Home Printing Shop and the Courier-Journal in connection with editing the school newspaper.

Social Studies: Social Studies were taught mostly through the unit of work. However, in 1960-61 social studies were started being taught by television. There was a twenty minute lesson two times a week with a follow-up period by the classroom teacher for fourth, fifth and sixth grades.

The fourth grade first studied their own state, then the Northeast States, the North Central States, States in the South, States in the West, then Alaska and Hawaii. These were the units of work covered in the text, In All Our States by Scott Foresman & Company. The work in this book was correlated with the history text which was Great Names In Our Country's Story by Laidlaw. The units covered in this book were; Settling A New Land, Founding a New Nation, Opening the West, Famous Names In The War Between the States, Inventors Who Helped America, and America and World Leadership.

The correlation of these two books were brought about in the studying of different sections of the United States. For example, "States In The West" would be studied along with "Opening The West", etc.

Trips taken by the class included a trip to the locks, concerning the history of Louisville, a trip to the market in Louisville where they saw and purchased unusual foods which were common to the early settlers

such as wild grapes, papaws, chestnuts, etc. The generators on Paddy's Run were also visited during their study on electricity. About fifty minutes a day three times a week were given to social studies except when the units were correlated with practically every subject taught.

The fifth grade students were taught to develop an appreciation of their own country. They studied how their country was built and something about the sacrifices its people made in its development. They learned about its natural resources and how to conserve them. Some of the units used were The Early Explorers, The Colonial Period, The Pioneer Period and the Civil War. Some of the trips taken are, trips to Farmington, Fort Harrod, Perryville, Springfield and My Old Kentucky Home.

In the sixth grade, students had the opportunity to study and appreciate the beginning and growth of the civilization in which they live. They saw how today's culture in the United States was an outgrowth of many early cultures which had their origin many centuries ago. A partial list of units for the sixth grade included, Early Egyptian Civilization, Roman and Greek Culture, Medieval Time, Feudal Life, Industrial Develop-

ment, and the United Nations.

Again, emphasis was placed on correlating the different subjects with the social studies unit. For example, when the Early Egyptian Civilization was studied, astronomy would be brought in for science, the climate, soil and foods will be studied bringing in geography and health. Of course art was brought in as well. Trips were taken such as going to see the movies "Ben Hur," "Spartacus," and "The Ten Commandments" which showed the life of the people at that period.

Science and Health: The Stivers faculty attempted to develop scientific attitudes in the child to provide first hand observations and experimentations to satisfy his scientific curiosity and to encourage the child to solve his own problems through the use of scientific methods.

Stivers had science and health books which were sometimes used as texts, but were usually used as supplements for units rather than straight texts. Beginning in 1960-61 the fourth, fifth and sixth grades were taught science by television. There were three, twenty minute periods a week with a follow-up period by the teacher.

The fourth grade science covered simple machines, safety, energy, electricity, the human machine, plants and conservation.

The fifth grade retaught or reviewed much of the material covered in the fourth grade and at the same time expanded the subjects and activities. For example, the body was studied again with emphasis on the teeth, ears, etc. One unit of special interest which was always taught in the fifth grade at Stivers was "Mental Health And How We Grow Emotionally". The children took special interest in this unit.

The sixth grade science and health also reviewed and retaught what had been taught in fifth grade but expanded still further in each field. The first unit was always conservation since the conservation essay contest was conducted near the beginning of school and the children always participated in this contest. This contest was sponsored by the "Louisville Times," WHAS, and WHAS-TV in cooperation with Kentucky Association of Soil Conservation District and the State Department of Education. Each year there was a winner and a runner-up chosen from each school with the winner receiving a United States Saving Bond as a prize. Other units were "Astronomy" (space and planets), "Anatomy" (a study of the

human machine). "Electricity", "Weather", and "Sound". Experiments were carried on in all grades showing theory put into practice.

Arithmetic: The belief of the Stivers faculty was that to be meaningful, arithmetic should be made purposeful, reasonable and should move from the concrete to the abstract. Also the arithmetic should be differentiated to provide for the varying ability levels of the children. Arithmetic was taught in groups with the two groups receiving about forty-five minutes per day.

The fourth grade students were expected to understand addition and subtraction, multiplication and division facts and to see their relation to each other. They should have understood the four processes in long division, understood simple fractions, understood the vocabulary pertaining to the work to be covered in the fourth grade, developed the habit of checking for accuracy in computation, estimated a reasonable answer and other phases of number work such as Roman numerals, etc.

The fifth grade developed skills in proceeding from concrete to abstract, developed the ability to make estimations and check of work, developed skill in mental multiplication and independence of the written number, broadened the concept of fractions taught in the fourth

grade, developed the skills of addition and subtraction, two figure multiplication and division, the addition and subtraction of like and unlike fractions, the addition and subtraction of decimals to hundredths, developed the ability to solve verbal problems and extended the reading and working knowledge of arithmetic vocabulary.

In addition to an extension of all skills developed in the fifth grade the sixth grade should have recognized the relationship between percentage and decimal fractions, used maps, charts, diagrams and tables, read and followed directions, had the desire to check own work for accuracy and appreciated the importance of numbers in the development of various cultures.

Physical Education: The fourth, fifth and sixth grade physical education included seasonal games such as basketball, baseball, softball, etc. Rhythmical activities such as square dancing and folk games were more often played in the winter months when physical education was played indoors due to the weather. Tumbling was taught and enjoyed by both boys and girls. Relay races such as dashes, broad jumps, etc., were also a part of the program. Different rooms of the same grade sometimes played each other in volley ball, kick ball, etc., but no competition was carried on with other schools. Thirty minutes a day were allowed for physical education.

Art: About an hour and a half a week was spent on art. This time was not all within a given art period, but might include time used to finish work which was started during the art class and finished during the students free time. The program included painting, drawing, creating designs, block printing, mosaics, portrait painting, cutting, pasting, sculpturing, paper mache, mobiles, blueprinting, marble-like work, and making things from boxes, string, wire, cans and cardboard.

Music: The music teacher met with the classes once a week and the classroom teacher followed up the music teacher other days of the week. In 1960-61 the fifth grade music was taught by television. There were two twenty minute periods a week. The activities in music included singing experiences, listening experiences, rhythmic experiences, music reading and creative activities.

The intermediate children had a knowledge of great composers, their compositions and the characteristics of their music. They learned self-expression through music and became more creative. They learned to have an understanding of instruments and had the ability to recognize orchestra families and individual instruments. The children were able to sing, play and interpret both

unison and part songs. They also learned that music was a natural means of relaxation and a means of bodily expression.

Spanish: Conversational Spanish was taught by television in the fourth and fifth grades. There were three twenty minute periods a week. Spanish was started at Stivers in 1959-60 in the third and fourth grades only. The children learned to carry on simple conversation in Spanish, the name of foods, articles of clothing, how to count, the names of common animals, etc.

Intelligence Quotient and Achievement Test In The Intermediate Grades: The fourth grade as a whole was not tested at Stivers with exception of the California Arithmetic Test which in 1960 was given to every grade at the beginning and the end of the year.

The fifth grade was given a Kuhlman-Anderson I.Q. Test, and the Stanford Achievement Test in reading. Beginning in 1960 the sixth grade was given the complete battery of Stanford Achievement Tests.

The table below will show a comparison of the fifth grade at Stivers with that of Jefferson County in

regard to average scores in I.Q. and reading achievement. Shown here is the average chronological age, mental age, and the I.Q. scores along with the average scores in paragraph meaning, word meaning and the average reading level.

The Stivers fifth grade showed higher scores than the Jefferson County scores both in I.Q. and achievement scores giving further indication that Stivers school was above average.

TABLE III
 A COMPARISON OF THE FIFTH GRADE AVERAGES OF VARIOUS
 TESTS RESULTS OF STIVERS SCHOOL AND THOSE OF JEFFERSON
 COUNTY

YEAR	SCHOOL	NO. PUPILS	CA	MA	IQ	PARA. MEAN.	WORD MEAN.	AVG. READ.
1956-57	Stivers	97	10.5	11.9	113	7.0	7.0	7.0
	County	3696	10.8	11.1	104	4.8	5.2	4.9
1957-58	Stivers	103	10.8	11.5	107	7.0	7.3	7.2
	County	3531	10.8	11.1	104	5.4	5.6	5.5
1958-59	Stivers	104	10.7	11.6	109	6.3	6.9	6.6
	County	3133	10.8	10.11	102	5.2	5.4	5.3
1959-60	Stivers	96	10.8	11.8	110	6.3	7.1	7.0
	County	3417	10.9	11.3	105	5.6	5.7	5.7
1960-61	Stivers	81	10.7	11.7	110	6.8	6.5	6.7

CHAPTER VII

ACTIVITIES AND ORGANIZATIONS WITHIN THE STIVERS SCHOOL

Introduction: The Stivers School ascertained that the task of building democratic human relations was perhaps one of the greatest responsibilities of the public schools. The child growing up in a school where pupils are permitted independence of action, and where they are placed in situations in which they need to exercise judgment and initiative will develop a sense of responsibility. As a result, he will be better able to manage himself. Some of the specific organizations and methods used to carry out the teaching of this philosophy are described in the present chapter.

The School Patrol: The Stivers School Patrol was organized to make Stivers a safer and better school. The school had certain rules of conduct for the playground, halls, and loading dock, which the boys and girls were to follow. The Patrol members were selected to help the children remember the rules and follow them.

The boys of the Patrol had posts at different points of the playground, street, and railroad crossings near the school. Each member of the Patrol was assigned his station and also his duties. Each year the Patrol members were introduced to the P.T.A. and were honored

for their services at that time. Their good work had also been recognized by the community. One token of appreciation for their good work was shown by the St. Matthew Lions Club in the presentation of eighteen raincoats to the school to be used by the Patrol boys on rainy days.

The Patrol was composed of sixteen regular boys and six substitutes selected by faculty members from the two upper grades. The Patrol met every two weeks with the faculty sponsor and the captain who was elected by the Patrol members. Problems pertaining to the safety of the student body were discussed. Outside speakers whose experience might be helpful to the Patrol members in their duties were often invited to attend. The Patrol was on duty from 8:00 to 8:20 mornings, and 2:20 to 2:40 afternoons. The boys were also on duty at P.T.A. meetings and other functions of the school. The Patrol members were highly respected by the student body and it seemed the secret ambition of many of the younger students to become a member of the Stivers School Patrol when they reached the upper grades.

Each year a luncheon was given in honor of the Patrol in conjunction with the members of the Student Council. This occasion was always anxiously awaited

since the members of the two organizations were allowed to plan their own program and menu.

The Stivers Student Council: The Student Council was started November 19, 1954, and met each Friday with the teacher-sponsor, and the principal. Problems of the school and ways in which these problems might be solved were discussed. Some of the topics of discussion were: noise in the halls, breaking windows, dogs following children to school, good manners in the school lunch room, and safety problems of the school.

The Student Council consisted of girls from the fifth and sixth grades. Those who represented the Student Council in any way were given arm bands to wear. The armbands were in the school's colors and bore the initials, S.S.C., standing for Stivers Student Council. The girls were chosen for the Student Council by the fifth and sixth grade teachers. The Council members were given the inside duty of trying to keep the school in good order, while the Patrol boys had the responsibility of the outside duty. Officers of the Council consisted of a captain, first lieutenant, second lieutenant, and sergeant.

In addition to maintaining order inside the school, one activity of the Student Council was the making of a

"Safety Calendar". The purpose of the Calendar was to let the children and faculty see on which days accidents occurred. This was done by placing a gold star over the number of the date on which no accident occurred. For the days that accidents did occur a black ball was placed over the date. The Calendar was displayed on a hall bulletin board and the children took great interest in trying to keep all gold stars on the Calendar. When the black balls did appear, the accident was discussed and ways in which these accidents could be prevented were given.

National School Safety Awards: Stivers was among thirteen schools in Jefferson County and among 295 in the nation to win the 1953 National Safety Award. Only one other school in the State, besides the thirteen in Jefferson County, received this recognition. Three of the twenty-four standards that Stivers and the other schools had to meet to receive the honor were: (1) to have participated in student accident reporting plans, (2) to have used monthly safety lessons, units and posters, (3) to have conducted a safety inspection of school buildings and grounds, and to have eliminated hazards. Each year from 1953 until 1960, Stivers received a plaque for

this rating. These were displayed in the office.

The Conservation Club: The Conservation Club was started in the fall of 1954 with Mr. Tom Fuller as the leader. The purpose of the club was to teach the conservation of wildlife, soil, forests, and water, as well as the need for conservation.

Mr. Fuller used slides, films, pictures or other audiovisual aids in presenting conservation programs to the boys. These programs covered such topics as, the handling of firearms, a lesson in casting, the seasons and what they mean, and "what animal or thing that grows does not depend upon top soil"?

Every other year a "Father and Son Banquet" was held at Stivers for members of the Conservation Club and their fathers. The dinner was served which was donated in part by the mothers. After dinner a film was shown and speakers and guests were introduced. Some of the past speakers have been Mr. Harry Towles, Editor of the magazine, Happy Hunting Ground, Mr. Cliff Sipe, Wildlife Supervisor of the Third District, Mr. Tom Fuller, Supervisor of District SA, and Mr. John Barker, Chairman of the Junior Conservation Club Committee of the Sportsman Club of Jefferson County.

On alternate years of the banquet the boys were taken on a trip to the Game Reserve at Frankfort, Kentucky. Each summer the boys were provided the opportunity to attend a camp for a period of two weeks for a fee of nine dollars. Many of the Stivers boys attended this camp thereby making it possible to put into practice the things they had been learning throughout the year. Membership in the Stivers Conservation Club was limited to fifth and sixth grade boys and the membership usually totaled about sixty. After six years, Mr. Fuller continued to serve as the leader of the club. The teacher-sponsors of the club stated that they have "rarely seen such respect and admiration as the boys show for Mr. Fuller."

Stivers School Library: The Stivers School library opened January 25, 1955, with approximately one thousand books. Five hundred books had been borrowed from the Louisville Free Public Library, one hundred had been given by the Jefferson County Board of Education, and the other four hundred were bought by funds, totaling about \$950.00, donated by the Stivers P.T.A. Each year the number of books were increased, mainly as a result of contributions from the Stivers P.T.A. and the Board of Education. Several hundred dollars were received each year from these two sources to purchase new and different books.

The ladies on the library committee worked faithfully day by day for many weeks, getting the books ordered, catalogued, numbered and ready for use in the library. Members of the committee consisted of: Mrs. Fredrick Dietsch, Chairman, Mrs. B.M. Nichols, Mrs. S. Pearson Guerback, Mrs. William Newell, Mrs. T.A. Meyer, Mrs. William Pugh, Mrs. Phillip Perkins and Mrs. Albert Clements.

The day of the first visit to the library was indeed a joyous occasion for each of the classes. The first grade children were brought in for a story hour once a week. A member of the library committee would either read or tell a story as the children sat in a circle on the floor, spellbound by the fairy tales and stories of adventure. At the beginning of each school year the first graders were not permitted to check out books while the children in the other grades were allowed to check out one or two books each week. Later, the first grade classes were allowed the same privilege after learning the value and care of books.

The library period had a tremendous influence for good on the behavior of the entire student body. The library seemed to satisfy the needs of the children for both recreational and reference reading. To see the children

browsing through the books and getting so much enjoyment from the library was a gratifying sight.

The women of the library committee served as librarians until 1958 at which time a librarian, Mrs. Nita Faulkner, was employed by the County Board of Education. She was only able to be at Stivers one and a half days a week as she was also librarian for two other schools. In the fall of 1960, Mrs. Virginia Clifford became librarian. She was shared by only one other school which gave her two and a half days a week at Stivers with the library committee still serving as assistants.

The spring of 1961 found the library with a total of 3422 books. Included in this number were reference books such as World Book, Britannica Junior, and Compton's Pictured Encyclopedia. Also included was a professional library for the teachers and a P.T.A. shelf.

The School Paper, The Inkwell: A school paper was started by the two eighth grade classes in 1958, the only year Stivers had an eighth grade class. Before publishing the first edition the students studied different papers and their styles of writing and learned to write different types of stories. The staff was selected as a result of that unit of work. A field trip was then taken to the Masonic Home, on Frankfort Avenue, to inspect

their printing shop. The two classes were conducted on a tour through the plant where they were shown all the stages of getting out a paper. The staff met with Mr. Foley, the manager, and gave him a contract for printing the paper. This procedure was followed each year with the sixth grade classes which were in charge after the first year of publication. The Stivers school paper was published four times a year every year from 1955 until the present date. The news was sent in from each classroom throughout the school, as well as by roving reporters from the fifth and sixth grades who wrote editorials and general school news. Every child in the school received a copy of the paper. The cost of the paper was included in the supply fee paid by each child at the beginning of each school year.

A school-wide contest was conducted throughout the school to select a name for the school paper. Almost five hundred names were sent in by students of all grades. After the staff had screened the names, a faculty-student committee met and selected "The Inkwell" as the best name sent in. Don Dever, an eighth grade student, was the winner. He received a year's subscription to the paper and had the honor of seeing his choice used.

The first issue of "The Inkwell" was dedicated to Mr. Orville J. Stivers, for whom the school was named. The dedication read, "We are proud to dedicate this, the first issue of 'The Inkwell' to our friend Mr. Orville J. Stivers. We hope that it will mean as much to the school and to the St. Matthews Community as Mr. Stivers has meant to the children, teachers, and school patrons of Jefferson County for so many years."

The Garden Club: A Garden Club was organized at Stivers for the first time in 1957. The club met the second Monday of each month from two-thirty until four o'clock. The members paid five cents dues each meeting. There were sixty-three members the first year.

Members of the club dug four flower beds and planted trees. They also planted tulips, iris, jonquils and snowballs. On Arbor Day in 1958, the Garden Club planted forty seedlings and two magnolias. In other years they planted forsythia bushes and chrysanthemums. Two concrete garden benches have been purchased for the garden with money contributed by the whole student body. Each year the Garden Club had some specific project to beautify the school and to further the interest of the children in gardening.

The Glee Club: Under the direction of Miss Jane Thomas, the Stivers Glee Club was organized the first year the school was opened. Miss Thomas has remained with Stivers from the beginning of the school until the present date, 1961. The first year the Glee Club was composed of the sixth and seventh grades. The following year there were two Glee Clubs consisting of the sixth grade Glee Club and another which was a combination of the seventh and eighth graders. From the third year, the Glee Club has been drawn from the sixth grade classes only.

Each year a Christmas program and a Spring concert was given by the Glee Club in conjunction with the orchestra. An event looked forward to by the Glee Club was going caroling in a downtown hospital and the business district of St. Matthews. On one occasion the Glee Club was honored by being asked to sing with the Louisville Symphony Orchestra at the Making Music Concert. The Glee Club sang Beethoven's "Heaven Resound", first by themselves and then with the entire audience. They have also appeared on Singing Christmas Cards on WAVE-TV.

The Orchestra: The Stivers Orchestra was started in

1952, the first year the school opened with Mrs. Ray Ritchie as director. Meetings were held once a week. There were about twenty-five members of the first orchestra consisting of students from the fourth grade on through the upper grades. The instruments of the orchestra included the cello, viola, trumpets, trombones, flutes, saxophone, piano, violins, clarinets, and drums. The orchestra provided the school with some outstanding music on many occasions such as Christmas programs and Spring concerts. Mrs. Ritchie has been the director each year from the beginning of the orchestra until the present with the exception of one year.

The Spelling Bee: Each year a "spelling bee" has been held with children from the third through the sixth grade participating. The three best spellers from each room were chosen and a "spell down" was held to determine the finalists and semi-finalists. On some years the final "spelling bee" was held on P.T.A. night and at other times, during the school day. But, at all times the parents were invited to attend. The prize for the winner was a silver pin.

First Grade Day: The date of the First Grade Day was

determined by all the schools in this area, and each school planned it's own program. The pre-school children were invited to come to school where they were to be enrolled for the following school year. Then they were conducted on a tour of the first grade rooms. After this, they were given their lunch in the cafeteria. This was followed by a program given by the first graders. As they left the school, each child was given a small gift which was made by a first grade child.

The Recreational Program: The Recreational program which was held after school included tap and ballet dancing lessons for children from the first through the third grades; athletics, for both boys and girls from the fourth grade up; the French Club, Dramatics, and the art class for all grades.

The Gra-Y Club: The Gra-Y club of Stivers was organized in October of 1955. The meetings were held each Thursday at Stivers. The purpose of the club was to help the boys to be strong in body, mind and spirit, and to live in a Christian way in their homes, schools, churches and community.

Charities: The Junior Red Cross was supported each year at Stivers. The children from each room brought their contributions and received a button which was worn with pride to show they had had a part in helping the Red Cross.

Another charity project which had been participated in for five years was the making of "surprise balls" for the crippled children at Children's Hospital. About fifty balls were contributed each year.

Planting Trees: Each year on Arbor Day the children brought a contribution for the school to buy a tree. An Arbor Day program was given by the children, and each child felt he had had a part in providing a new tree for the school.

Parent-Teacher Association: The Parent-Teacher Association of Stivers was organized during the spring and fall of 1952. Mrs. Robert Kraft was elected the first president.

One of the first acts of this organization was to make plans for a carnival to raise money for the various needs of the new school. The carnival was a tremendous success. Besides the fun it afforded, the

carnival brought in over \$1100.00. The second year another carnival was held with equal success. The third year, however, this activity was discarded with plans made for a subscription drive instead of the carnival. This proved to be an even more successful plan for raising money and this plan has been kept in practice until the present year.

Other means of raising money have been a paper sale each spring and fall, style shows, square dances, plays, and ice cream socials besides numerous other activities.

Some of the contributions to the school have been; each year the P.T.A. paid a good portion of the salary for the school secretary; made a large donation around one thousand dollars to the library; have given money for programs of safety, gardening, art music, and instrumental music. They have bought and presented to the school a portable blackboard, a primary typewriter, venetian blinds for the office, medical room and the teachers' lounge, furniture for the teachers' lounge, an opaque projecture, record players and numerous other things.

Plans for next year include buying maps for the fifth grades, and dark blinds for the windows in the

auditorium so that films may be shown there.

The attendance at the Stivers P.T.A. has always been good. The "Acorn" award has been presented to them for a number of years, this means there has been an average of at least 350 persons at each meeting. About ninety per cent of the parents were members of the P.T.A. and have a keen interest in the meetings. One year, every parent in the school was a member of the P.T.A. This of course, brought special recognition for the association from the state level of the organization. Each fall a contest is held in the school to see how many rooms can get two hundred per cent, or every father and every mother to join the P.T.A. The competition is strong and the membership is high.

In the next chapter a general description of the curriculum in the primary grades at Stivers will be discussed.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND LOOKING TO THE FUTURE

Summary: The Stivers School District began in a rapidly growing community with such an expansion in population that it was necessary to change the school district boundary almost every year. However, since 1957 there have been few, if any, significant changes in the school district boundary. The neighborhood around Stivers has built up to the point that there is little room left for building homes and subdivisions as was done in Stivers beginning period. The school has had a more stable atmosphere in the last few years with an air of permanency. The parents, children and faculty now have a feeling of security.

The school has enlarged its facilities and curriculum to provide for the present enrollment. Parents and patrons want to help in the task of building a better school and providing a better program for the children. The good public relations based upon understanding, did not happen by chance. It required much energy of the school people and a generous effort of educational leadership. Yet in building an adequate program for the children, parental and public participation is essential.

Conclusions: Stivers fits into the concept of a

community school from the standpoint of its curriculum and activities as well as other aspects. The community recognizes the needs of the school and its attempts to help solve problems; the school, on the other hand, is familiar with many problems of the community. In the Stivers community, one finds the school and parents cooperating exceedingly well.

During the nine years as a teacher at Stivers School, the writer has seen the way in which teachers and parents have constantly worked together for the development of the school and for the good of the children. There is good reason to hope for continuing service and continuing co-operation.

Looking To The Future: The Stivers School is making plans for a Summer Library. The Library will be open to the entire district and anyone may obtain books. A fee of twenty-five cents will be charged each person in order to defray expenses. The mothers who will work in the Library have been chosen and are ready to start working. The Summer Library is being started in order to encourage the children to continue their reading through the summer months with the belief that they will be better readers in the fall as well as enjoy the reading during the summer.

Stivers is seeking to strengthen its orientation program to Junior High by acquainting and preparing the sixth grade children for the programs of the Waggener High School and the new Westport Road High School.

The Westport Road High School will be opened in the fall of 1961. The building is now under construction with plans for a two-story building with a total of forty-two rooms. The new school will open with an enrollment of almost a thousand students. About half of Stivers' Sixth grade will go to the Westport Road High School while the others will go to Waggener. Stivers School is almost on the dividing line of the two High School districts.

The counselors of these two schools have visited the Sixth Grade at Stivers and the children have visited Waggener in return. Conferences between the Stivers' Sixth Grade teachers and the Seventh Grade teachers of the two High Schools would help to clarify any weaknesses in the Stivers program and help the teachers in preparing the children for Junior High School.

Teaching by television has been considered a problem by some of the fifth and sixth grade teachers due mainly to the fact that there are no television sets in these classrooms. For every television class the children must

be taken to the auditorium for that class period, then back to the classrooms for the follow-up work. This has been an unpleasant task for both the teachers and the children. However, the rooms have now been wired for television and plans have been made for television sets to be placed in each classroom next fall.

BIBLIOGRAPHY

A. BOOKS

Dabney, Charles William. Universal Education In The South Chapel Hill. University of North Carolina Press; 1936, p.261.

McVey, Frank L. The Gates Open Slowly. Lexington, Ky: University of Kentucky Press, 1949, p.3,257.

Speed, James. St. Matthews Makes It's Bow. George G. Fetter Company, Louisville, Kentucky, July 16, 1938. (Pages are unnumbered).

B. PUBLICATIONS

The Christian Science Monitor. December 19, 1925.

The Courier-Journal. Louisville, Kentucky, August 25, 1957.

The Inkwell, (School Paper of O.J. Stivers School)
November 4, 1954.

The Herald Post. Louisville, Kentucky. October 17, 1936.

The Louisville Times. Louisville, Kentucky, June 18, 1957.

C. MISCELLANEOUS

Board of Education of Jefferson County. Minutes of Meeting. November 17, 1951, pp.191.

Board of Education of Jefferson County, Office of
Miss Leona Stewart, Census Department.

"Boundary Line Descriptions of New Schools," Jefferson
County Board of Education, July 8, 1954.

Osborne, Ruth H. "Some Contributions of Parents and Teachers
To The Development of Greathouse School, St. Matthews,
Kentucky." Unpublished Master's Thesis. The
University of Louisville, Kentucky, 1952, p.6.

"Philosophy of the O.J.Stivers School." Mimeographed.

"Proposed Boundary of O.J.Stivers School District."
Jefferson County Board of Education, 1952.
(Mimeographed)

D. INTERVIEWS

Dunn, Ruth, Primary Elementary Supervisor, Jefferson
County Board of Education, Louisville, Ky. May 1, 1961.

Jenny, William, President of St. Matthews Business Association,
St. Matthews, Kentucky, November 18, 1960.

Osborne, Ruth H. Principal O.J.Stivers School, Louisville, Ky.
Personal Interview, April 15, 1961.

Rafferty, William, Editor, Voice of St. Matthews, St. Matthews,
Kentucky, December 19, 1960.

Stallings, Conrad, Project Coordinator, Jefferson County
Board of Education, Louisville, Kentucky, May 7, 1961.

APPENDIX A

 LIST OF TEACHERS AND NUMBER OF YEARS TAUGHT AT
 STIVERS SCHOOL

Atherton, Miss Jean	1
Bervoets, Miss Theresa M.	1
Bibb, Miss Carolyn	1
Blanton, Mrs. Louise	1
Bohannon, Mrs. Louise	3
Bottomley, Mrs. Ellen	6
Bowen, Mrs. Barbara Ann	6
Brimm, Mrs. Verna Mae	4
Bruning, Miss Dorothy P.	3
Burns, Mrs. Charlotte	1
Campbell, Miss Nancy	2
Chafee, Mrs. Patricia	3
Charley, Miss Virginia	9
Clifford, Miss Lois	1
Clifford, Mrs. Virginia	1
Cobb, Mrs. Mildred	2
Corey, Mrs. Geraldine	9
Crenshaw, Mrs. Shirley	1
Dean, Miss Garnet	1
Devine, Mrs. Eleanor	4
Dozier, Mrs. Jimmie	3
Dulin, Mrs. Lou	2
Eddy, Mrs. Katherine D.	1
Edmonds, Mrs. Juline	1
Edwards, Miss Anna	2
Elder, Miss Meta	6
Elliott, Mrs. Gay H.	1
Evans, Miss Flora Gay	1
Faulkner, Mrs. Heita (Librarian)	3
Gilpin, Mrs. Mary	3
Grunwald, Mrs. Josephine	3
Guillen, Mrs. Louise	5

APPENDIX A

LIST OF TEACHERS AND NUMBER OF YEARS TAUGHT
AT STIVERS SCHOOL

Harned, Mrs. Dorothy	6
Hefley, Mrs. Edith	1
Heizer, Mrs. Ruth	2
Hennesy, Miss Carolyn	1
Hunt, Mrs. Treesie	6
Hunter, Mrs. Joy	5
Innings, Miss Christine	1
Jones, Miss Ann	3
Kirwan, Mrs. Katherine	1
Kuhn, Mrs. Virginia	3
Kurpees, Mrs. Billie Pitzer	4
Lepanto, Mrs. Lettie	4
Long, Mrs. Alice	1
Loroh, Mrs. Lois Short	2
Mohr, Mr. John	3
Neilsen, Mr. Stanley	1
Nelson, Mrs. Jo	2
Nichol, Mrs. Lillian	5
Offutt, Mrs. James	1
Patterson, Mrs. Olivia	1
Pierce, Mrs. Adaline Waller	5
Riedling, Mrs. Virginia Myers	3
Ritchie, Mrs. Eleanor	2
Rosenblatt, Mrs. Shirlye	2

APPENDIX A

LIST OF TEACHERS AND NUMBER OF YEARS TAUGHT AT
STIVERS SCHOOL

Shouse, Mrs. Joyce Miles	5
Smith, Mrs. Joan Von Gruenigen	2
Spurr, Mrs. Grace A.	4
Stewart, Mrs. Mavis Engle	6
Straub, Mrs. Marjorie	1
Stumbo, Mrs. Mazel	3
Thomas, Jane	9
Thomson, Mrs. Barbara	2
Venderheide, Mrs. Barbara Heck	5
Wade, Mrs. Marguerite	1
Wacker, Miss Mary Ann	3
Weakley, Mrs. Mary	2
Wygall, Mrs. Vivian	2

APPENDIX B

STATE ADOPTED TEXTS USED BY STIVERS SCHOOL

JEFFERSON COUNTY PUBLIC SCHOOLS 1960-61

BOOKS NEEDED BY GRADES

First Grade

- Children's Literature: The Wishing Well, Row, Peterson & Company.
- Music: Music Round the Clock, Pollett, Wolfe, et al.
- Reading: Open The Door; Day in and Day Out; Round About, Row, Peterson & Company
-

Second Grade

- Children's Literature: Down The River Road, Row, Peterson & Company.
- Reading: Friendly Village, Row, Peterson & Company.
- Spelling: My Word Book 2, Lyons and Carnahan, 1959.
-

Third Grade

- Arithmetic: The New Discovering Numbers, John C. Winston, 1956.
- Children's Literature: Thru the Green Gate, Row, Peterson & Company.
- Health: Keeping Fit For Fun, Lyons and Carnahan, 1952.
- Language: Easy Steps to Good English, Laidlaw Brothers, 1958.
- Reading: If I Were Going, Row, Peterson & Company.
- Science: *Finding Answers, L.W. Singer, 1955.
- Spelling: My Word Book 3, Lyons and Carnahan, 1959.
-

*Old Adoptions

Fourth Grade

- Arithmetic: The New Learning Numbers, John C. Winston Co. 1956.
- Children's Literature: Magic Carpet, Chas. Merrill, 1954.
- Geography: *A Geography of Many Lands, Rand McNally, 1952.
- Health: All Aboard For Health, Lyons and Gernahan, 1953.
- History: Great Names In Our Country's Story, Laidlaw, 1959.
*Pioneer Children of America, D.C. Heath, 1950
- Language: On The Trail to Good English, Laidlaw Brothers, 1958.
- Music: Music Near and Far, Silver Burdett, 1956.
- Reading: Singing Wheels, Row, Peterson and Company.
- Science: Singer Science Discoveries, L.W. Singer Co. 1959.
- Spelling: My Word Book 4, Lyons and Gernahan, 1959.

Fifth Grade

- Arithmetic: The New Exploring Numbers, John C. Winston Co. 1956.
- Children's Literature: Enchanted Isle, Chas. Merrill, 1954.
- Geography: The United States and Canada, Ginn, 1957.
- History: Our Country's Story, Laidlaw Bros. 1958.
- Language: Pathways to Good English, Laidlaw Bros. 1956.
- Reading: Engine Whistles, Row, Peterson and Company.
- Related Social Studies: They Were Brave and Bold, Row, Peterson and Company, 1953.
-

Fifth Grade (Continued)

Science: *Doing Experiments, L.W.Singer, 1955.

Spelling: My Word Book 5, Lyons and Carnahan, 1959.

Sixth Grade

Arithmetic: The New Understanding Numbers, John C. Winston, 1956.

Children's Literature: Adventure Lands, Chas.Merrill, 1954.

Geography: Eurasia, Ginn and Co., 1958.

History: Our Beginning in the Old World, Laidlaw Bros. 1957.

Language: Building Good English, Laidlaw Bros. 1958.

Reading: Runaway Home, Row, Peterson and Company.

Related Social Studies: These are the Tales They Tell, Row, Peterson, 1953.

Science: *Solving Problems, L.W.Singer, 1955.

Spelling: My Word Book 6, Lyons and Carnahan, 1959.

*Old Adeptions
