

INDIANA COLLECTION

*The
Community's
Schools*

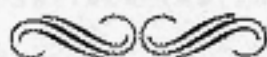
AN INFORMAL REPORT
TO THE PATRONS OF THE
EVANSVILLE PUBLIC SCHOOLS
STRESSING THE SERVICES
WHICH THE SCHOOLS RENDER
TO THE PUBLIC

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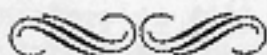
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THE COMMUNITY'S SCHOOLS



An Informal Report to the Patrons of the Evansville Public Schools



Prepared Under the Direction of

J. RALPH IRONS

Superintendent of Schools

ALEX. JARDINE

Editor

ROBERT B. NEWMAN

Photographer

Evansville, Indiana

September, 1938

Directory of Schools

ELEMENTARY SCHOOLS

- BAKER SCHOOL**
1 West Virginia Street
- CARPENTER SCHOOL**
450 Carpenter Street
- CENTENNIAL SCHOOL**
112 North Twelfth Avenue
- CHESTNUT-WALNUT SCHOOL**
910 Chestnut Street
- COLUMBIA SCHOOL**
601 West Columbia Street
- DANIEL WERTZ SCHOOL**
1519 Delmar Avenue
- DELAWARE SCHOOL**
500 East Delaware Street
- EMMA ROACH SCHOOL**
1067 Keller Street
- FULTON SCHOOL**
400 North Fulton Avenue
- HENRY REIS SCHOOL**
1900 Stringtown Road
- HOWARD ROOSA SCHOOL**
1216 East Illinois Street

JOHN M. CULVER SCHOOL
1301 Judson Street

LINCOLN ELEMENTARY SCHOOL
635 Lincoln Avenue

STANLEY HALL SCHOOL
808 East Chandler Avenue

THIRD AVENUE SCHOOL
1420 North Third Avenue

WASHINGTON SCHOOL
1801 Washington Avenue

WHEELER SCHOOL
310 Mulberry Street

SECONDARY SCHOOLS

BENJAMIN BOSSE HIGH SCHOOL
1300 Washington Avenue

CENTRAL HIGH SCHOOL
203 Northwest Sixth Street

FRANCIS JOSEPH REITZ HIGH SCHOOL
Forest Hills

LINCOLN HIGH SCHOOL
635 Lincoln Avenue

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Letter of Transmittal

PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
EVANSVILLE, INDIANA

September, 1938

Members of the Board of Education,
Evansville, Indiana

Ladies and Gentlemen:

Historically and industrially, Evansville is one of the most important river cities in the United States. Since Civil War days the site of the present city has been recognized as of tremendous social and economic importance.

Our public schools are not a separate entity, but a part of that larger whole that is our American way of living. Thus, necessarily, they reflect and share the national life, the problems and dangers of our times.

The world of yesterday is old-fashioned. The world of today is changing rapidly as progress marches on. History is full of examples of methods, once thought to be perfect, which were later abandoned as old-fashioned. Only the main ideals and principles live on, and these through new methods, new changes, form the next step in human progress. Through economics, transportation, medicine, manufacture, and education, the changes have been especially obvious. All social progress affects education, which must keep up with the march of time.

Progressive schools must change, carefully and scientifically, yes, but they must change if they are to improve. They not only must keep up with this generation but they must be ahead of it, for they are training children to cope with the world of tomorrow.

This report reflects: a five-year program of curriculum development; expansion of health service and health education; continuation of the building program; improvement in child accounting procedures and school attendance; development of a more effective organization and administrative staff; modification in the methods of budgetary and business procedure, including preparation of the budget and control of expenditures; and expansion of such services as libraries, vocational education, audio-visual education, guidance, and special educational opportunities for children who are physically and mentally handicapped.

I am most grateful for the spirit of cooperation that has been manifest in the preparation of the material for this report. I wish to acknowledge my indebtedness to the teachers, directors, supervisors, principals, and other members of the corps, whose cooperation and devotion to the welfare of our children made possible the significant advances herein set forth. Special acknowledgment is given Mr. Alex. Jardine, Director of Visual Education, for the critical editing of this work.

In closing may I record my deep personal gratitude to the members of the Board of Education, and to all those in the service of the city, whose generous and loyal cooperation has insured the continuing efficiency of the Evansville schools.

Respectfully submitted,

J. Ralph Brown
Superintendent of Schools

6/29/42
Office of Public Schools
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recommendations and findings of this highly professional survey have been followed. Many of the recommendations are long range in nature and can only be achieved slowly.

2. Both in the elementary and secondary areas there has been much attention given to the important problems of curriculum construction and experimentation in instructional technics. Courses of study on all subjects and at all levels have been reconstructed to conform more nearly to the present needs of Evansville's school children. The curriculum program is a long term affair and is constantly undergoing revision and change so as to keep it up-to-date.

Significant in the new curriculum is the idea that for every child there should be activities at which he may succeed. (The

old stereotyped course of study with its narrowly prescribed subject goals is passing.) Experimentation has shown that these same goals plus other desirable knowledges, skills, and concepts may be presented by more effective and more desirable technics. The question and answer form of pedagogy has been supplanted to a great degree by alert scientific teaching.

During the school year 1937-38 many teachers were engaged in experiments to determine the superiority of one method over another in teaching. Further experiments which have been planned indicate that teachers are no longer satisfied to

Safety Patrol boys are on duty at all dangerous crossings near school buildings to help safeguard children on their way to and from school.





Benjamin Bosse High School students enjoy attending school in this fine building. Attractive school environment induces happy school life.

accept the traditional practice. They wish to present through modern technics a curriculum which is vital and meaningful.

Responsibility for curriculum study and for experimentation is vested in the Assistant Superintendent in Charge of Elementary Education, in the Director of Research and Secondary Education, in department directors and supervisors, and in scores of able teachers. These persons have cooperated over long periods of time to develop a program for the Evansville schools which is most meritorious.

3. Providing an environment in which children can work, study and play happily has been of paramount importance in Evansville. Obviously, new buildings may not be constructed to replace serviceable old structures. But much is being done to make the older buildings safer and more livable. The older school houses along with the newer are painted regularly, and are thoroughly renovated during vacation periods.

Children are taught to take pride in

keeping their school rooms and yards neat and attractive.

Modern equipment is to be found in the classrooms, laboratories, libraries, and shops. The school is becoming more and more an interesting place for children. Not so long ago it was popular to believe that children did not want to go to school. The cartoonist frequently pictured the teacher as a martinet and the pupil as interested in things more material than learning prosaic lessons. Present-day facts belie that picture. Children are attending the public schools with less compulsion than ever before. They are more regular in their attendance and this all without the services of the "old-fashioned" truant officer as such.

One modern elementary school has been added to the Evansville Public School properties in the last two years. The Washington Elementary School represents the best thought in present-day school structures. As it stands, it is one of the finest elementary schools in the state.

Another plant under construction is the new Mechanic Arts High School which when finished will be a unique addition to the Evansville educational program. The plant, its equipment, and its program are the result of painstaking study and planning on the part of local, state, and national leaders in vocational education.

4. In every school system there is a small portion of the school population in need of special assistance. These are the children who are below normal in certain respects but who should be cared for by the public schools. Evansville ac-

cepts this responsibility by providing skilled teachers especially conversant with problems in special education. These teachers spend much time in individual instruction. Whenever possible the boys and girls in these classes are permitted to participate in the activities of the group to which they would normally belong.

In general, the Evansville classrooms are organized on a democratic basis without reference to special abilities or disabilities. Pupils study, work, play, and progress with other pupils of the same age. As will be shown later in the report the problem of eliminating unnecessary acceleration and retardation has been seriously studied in Evansville.

5. Healthy children are an important asset to every community. The Evansville Public Schools through its Health and Physical Education Department seeks to teach every child the importance of a sound healthy body. Posture tests, dental

inspections, physical examinations, with subsequent recommendations to the home are but a small part of the local program. In some cases the schools provide remedial dental work and cooperate with other community agencies in providing medical aid.

6. Special services now rendered to small groups within the total school population include instruction in lip-reading for the hard of hearing and speech correction for pupils with speech difficulties. These pupils are given highly specialized instruction by expert teachers. The results in terms of child happiness are immeasurable.

7. Other areas in which the Evansville schools have made considerable progress within the past few years include: guidance, audio-visual education, cafeteria

Francis Joseph Reitz High School students congregate on the veranda to discuss the day's happenings.



Stressing the Fundamentals

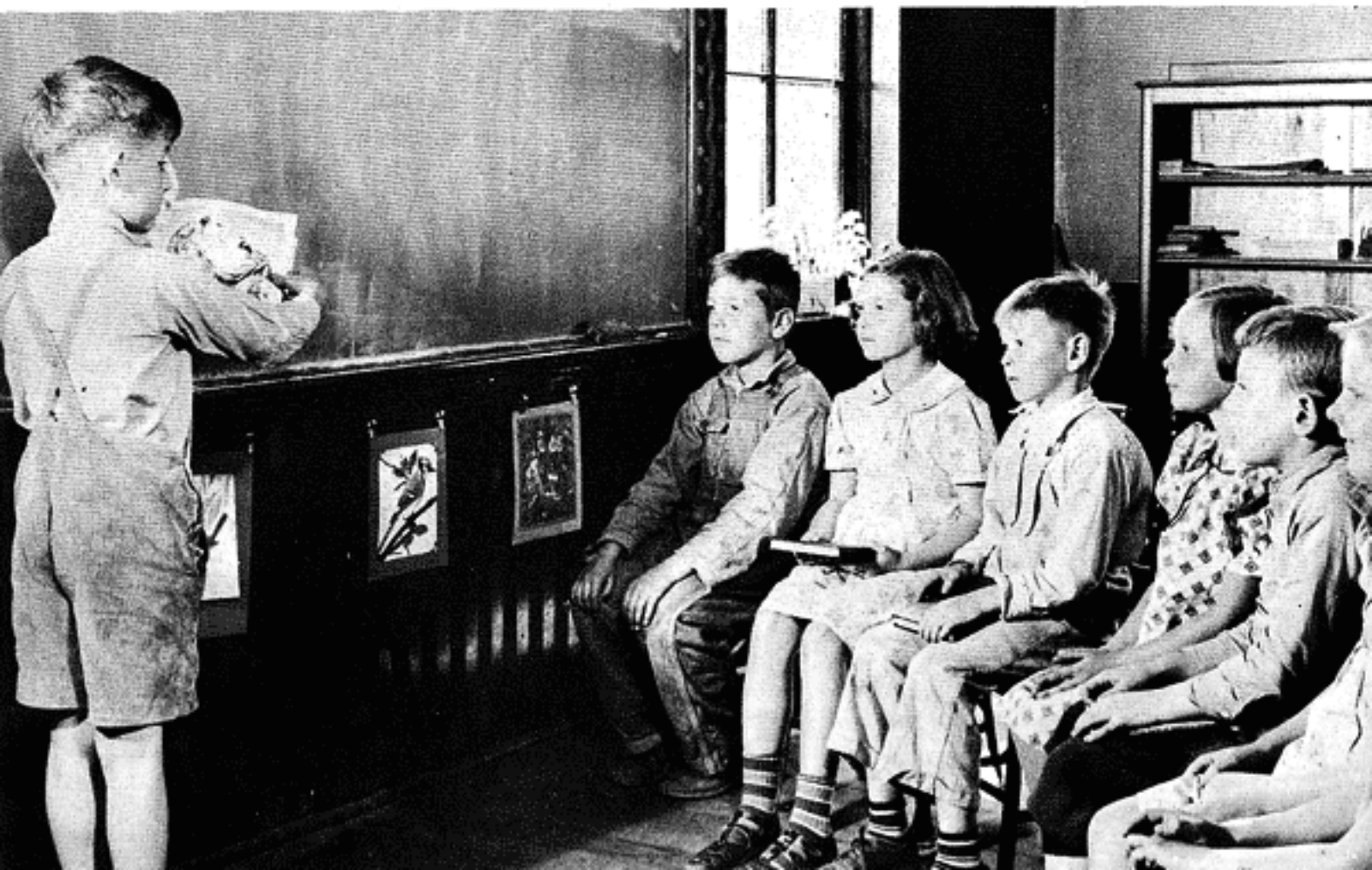
More than ever before, the Evansville public schools are concerned with the problem of acquiring proficiency in the fundamental skills. However, teachers at all levels of instruction are aware that technics of teaching the basic skills are constantly being improved. A new philosophy is emerging to the effect that in a progressive school system those elements which tend to succeed are those flexible enough to change when superior practices are discovered. Evansville teachers have the experimental viewpoint. Most recently attention has been focused on reading, spelling, and writing technics particularly in the primary grades.

For the first time in Evansville, manuscript writing was taught in all 1B and 1A rooms in the city last year. The ground work had been laid by giving all teach-

ers lessons in manuscript writing; by a special bulletin on practical uses written by a group of teachers; and by a demonstration lesson by one of the teachers. Plans for future work include continuing manuscript writing in 2B, and experimental work to discover the best place to change to cursive writing.

Spelling textbooks were discontinued in grade 2B in September, 1937, and in 2A in February, 1938. Second grade teachers were encouraged to use children's language and social science work as indicative of spelling words to be studied. As the children wrote compositions and felt a need for learning how to spell and

This boy is teaching his classmates how to hold a book. Sharing experiences is a wholesome and natural way to learning.





By the pleased expression on this child's face it must be a lot of fun to play secretary.

write words, the teachers presented the words for study.

There were many children who needed special help with reading during the year past. Some of these children were tested, their reading ability fairly well determined and remedial reading lessons outlined for their use. These lessons were work-type material to accompany readers. Sometimes the remedial reading material was used with an entire group of children who needed extra lessons; sometimes individual children had the material for special help periods. The classroom teachers carried on daily work with the children and the Director of Kindergarten-Primary Education worked with the groups or individuals as often as she could. The results showed considerable gain on the part of most children.

An experiment in teaching reading was carried on in the primary grades during the first semester of the school year. The experiment was undertaken for the purposes of testing the value of adapt-

ing reading material to children's abilities, needs, interests and experiences, of finding the value of much supplementary reading materials, and of building a new course of study.

The plan of the experiment was to study four groups of children at each grade level, two groups in each grade to be called the experimental group, two, the control. Groups were not "picked" classes in any sense of the word. Teachers in the control group were asked to follow the course of study in reading, and to strive to have each child fulfill the requirements of the grade. Teachers of the experimental groups were asked to adapt reading materials to the abilities of the children. Much supplementary reading was a feature of the program for the experimental groups. With the help of the city libraries and a "core" library sent from the school office, many different books were placed in each room. While reading lessons went on as usual, so that reading skills and habits would be established, one period a day was given to free reading, during

Kindergarten children like to play "house." Daddy calls the grocer, Mother takes care of baby, and the cook prepares dinner.



which children were encouraged to read the interesting books available.

Every group in the reading experiment made commendable gains. However, the groups using the experimental procedure made a marked improvement over those using the control method. The study has served to show the value of adapting reading material to children's abilities, needs, interests, and experiences and of supplying much supplementary reading for children's use. The experiment will serve as a basis for revising the course of study in primary reading.

New equipment such as aquaria, pet cages, and wood work benches, with tools and lumber was supplied to some primary rooms in September, 1937. New sets of blocks were supplied to two kindergarten rooms. One primary room was given new desks and chairs, replacing screwed down desks. All of this equipment is in constant use and is appreciated by both the children and their teachers. As time goes by, it is hoped that additional equipment of this type may be added.

The following brief statements indicate other activities of this department during

the year past. During the spring of 1938, the National Education Association asked that one section of the kindergarten-primary packet for American Education Week be prepared by Evansville. This packet designed to interpret American Education Week to classroom teachers was prepared by a committee of Evansville teachers and administrators working with the Director of Kindergarten-Primary Education.

A new organization of primary grades was adopted by all schools last year, and includes one semester of Kindergarten, one of Junior Primary, one of 1B and one of 1A. An extra semester of Junior 1B will be included for children who need pre-first grade work.

The schools have adopted a new time schedule for the primary grades, changing the time of the morning dismissal for third grade children to 11:30 corresponding to the first and second grade dismissal. Afternoon dismissal for third grade children was changed to three o'clock to correspond with first and second grade dismissal.

Old-fashioned desks are no longer desirable. Tables and individual chairs just the right size give much more freedom. Each pupil has a drawer in which his crayons, books and other materials are stored.



Building Courses of Study

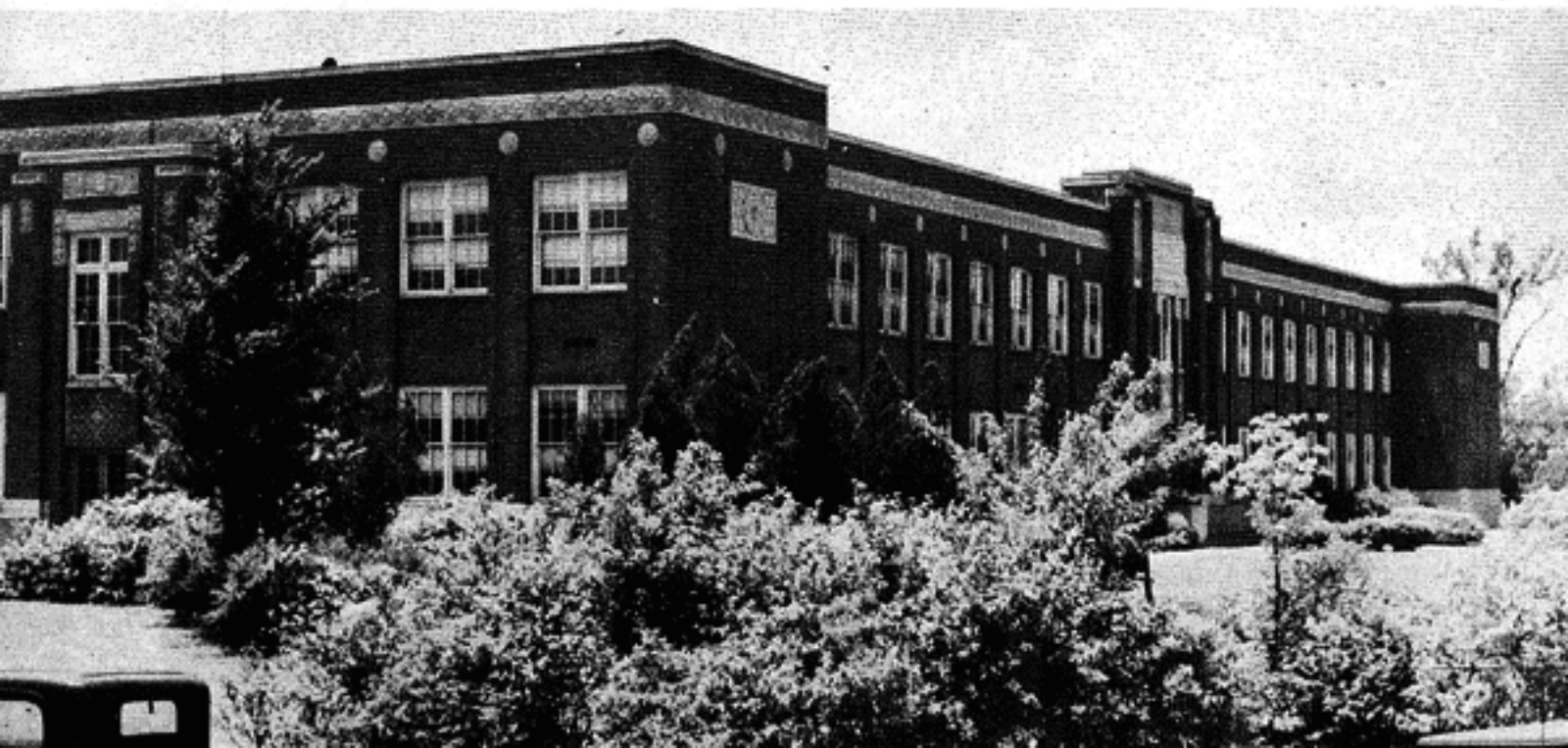
Perhaps the most significant activity of the past year or two in the upper grades and junior high school levels has been the intensive research, study, planning, and construction of various courses of study. Within the past year much time has been spent in building curricula for Language Arts, Science, Social Studies, and Safety. In all of these fields a unique plan has functioned in this work. In addition to a great amount of teacher participation in the planning and production of these courses, there has also been considerable pupil participation. Although pupils did not actually take part in the sense of writing and producing the courses, they did contribute materially through answering questionnaires and through personal interviews. In Evansville it has been a policy to make all courses of study flexible so that they may be changed when the occasion demands. The new courses in the intermediate and departmental levels are no exception to the rule. In fact, the course in science is so designed as not to be completed until after it has been in effect for some time. Then on the basis of the contributions made by the pupils and teachers, it will be written in a more complete form.

SAFETY EDUCATION

The question of safety is one in which everyone is vitally interested. For that reason it is urgent that the children of the schools become "safety conscious" not only for their present needs but for their future needs as well.

Rather than requiring another period set aside for the teaching of safety with the time taken from other subjects already overcrowded, it has become a policy of the schools to correlate the work in safety with other subjects already in the curriculum. For example, in the primary grades, safety readers and stories, safety projects, and safety pictures have been used to supplement the regular reading materials. In social studies man's economic and scientific development have been linked with the study of transportation and traffic. In language arts, plays, compositions, stories, essays, informational reading, and other activities, the work has been related to the general subject of safety. In arithmetic, a study of the

Equality of educational opportunity takes on real meaning in Evansville. Lincoln school staffed with competent teachers is one of the finest Negro schools in the country.



Ancient sports as well as modern are part of the intra-mural program arranged for all pupils.

cost of loss of life and property through accidents and other similiar activities has proved to be practical.

Visual aids will be used extensively in teaching safety. Slides and motion pictures bearing directly on the subject have been listed and will be brought into classroom situations whenever they are needed. Teachers relate that in teaching safety one picture is worth a thousand words.

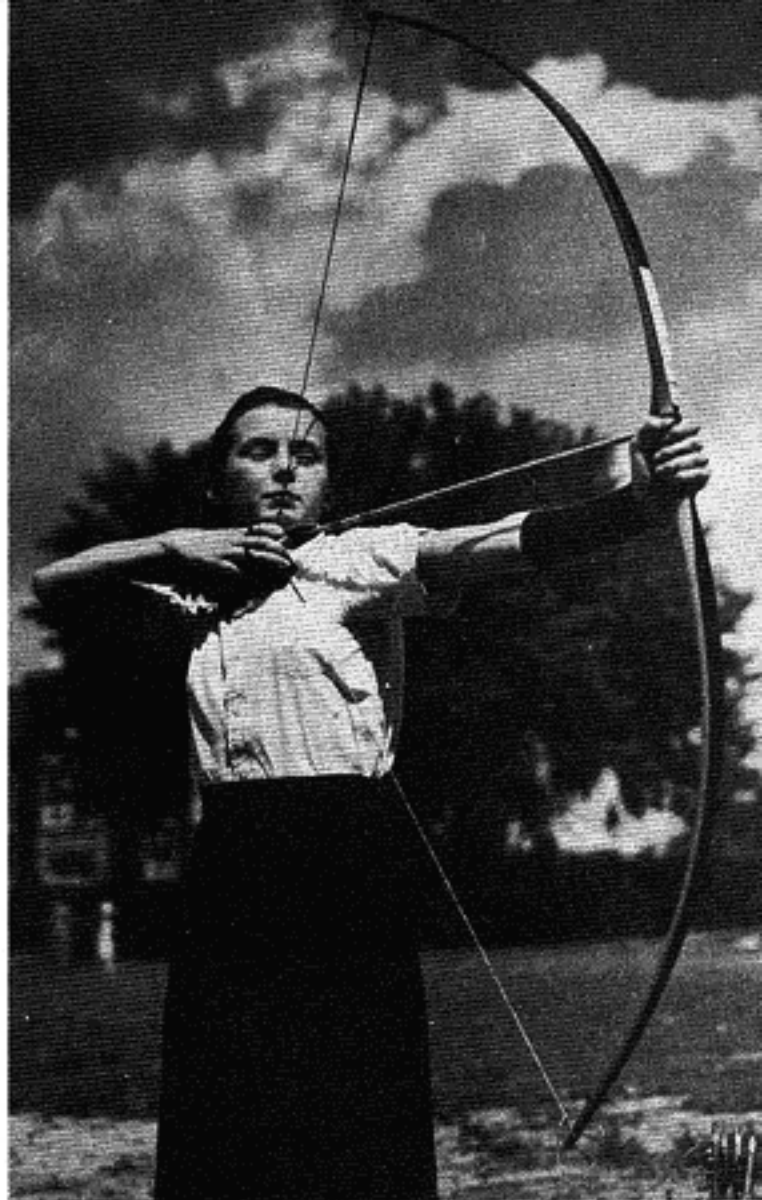
All of these points indicate the latitude which is given to each school in making its safety program functional.

SCIENCE

A cumulative course of study for science from the first through the eighth grade was constructed during the last school year. In all, the course consists of fourteen general units cast on the level of the ability of the children being taught. The more difficult concepts are taught at later levels. There is also an arrangement for correlation of science with Home Economics, Industrial Arts, and Language Arts. In the upper grades simple laboratory equipment, gas, and water is provided for experimental purposes. However, much of the equipment for simple experimentation is constructed by the pupils and teachers.

The objectives as outlined are of a practical nature.

1. To give a child an understanding of natural phenomena which occur within his own experience.
2. To keep alive the natural curiosity of the child by helping him to discover causes and effects of various occurrences.
3. To displace superstition with knowledge.
4. To help the child work independently by having him discover simple scientific truths for himself.



LANGUAGE ARTS

In this field instead of beginning with technical grammar the new courses of study begin with pupil needs. This has been done in a measure by having teachers at all levels list errors occurring in pupils' written work. An effort has been made in the courses constructed from the fifth through the eighth grade to correlate the work in both grammar and written composition with work in other subject areas. Visual aids materials are listed and are widely used by teachers of these courses to give more vitality to classwork. In each unit of the courses so far constructed, there are numerous activities suggested so that any teacher who may need such suggestions may have them, yet enough freedom is permitted to teachers in their choice of activities that they need not be bound by the letter of the course.

Two very important developments growing out of these courses in Language Arts are the proposed future construction of a workbook for each grade, and the building of a series of diagnostic tests to be used in the Evansville schools. These tests, the first of which is to be used this fall, are entirely the work of the Evansville staff and are built particularly to serve Evansville pupils.

SOCIAL STUDIES

Committees of teachers have constructed new courses of studies for the Social Studies departments of the public elementary schools during the year, 1937-1938. In reality the new courses are a revision of the old with objectionable features removed and necessary changes made. This is characteristic of much of the course of study construction in Evansville.

In planning the social studies courses the various committees made rather complete outlines, believing that, for many teachers who plan their work, it would be easier to delete than to supply information. The enriched course was intended, also, to give brighter pupils opportunities to widen their social heritage. As the courses are planned every pupil will have ample chance to live up to the maximum of his abilities.

Beginning in the fifth year the pupil will first study the Far East. In succeeding semesters the pupil is brought westward through southern Asia, next to northern Africa, then to the Mediterranean countries. Next in order the classes study western and central Europe, Scandinavia, and the British Isles. Then comes the period of exploration and colonization of the

western hemisphere, the establishment of government, the struggles of a new nation, and the expansion to the Pacific. In the eighth grade the United States is studied as a world power. The aim is to present both a geographical and chronological sequence without unnecessary duplication.

Previously the subject of social studies was studied as a succession of religious, political, and military events. The new courses attempt to place proper emphasis on these important phases of the past but place greater stress on social and economic aspects on world happenings. In all grades some attention is being given to current events. The newspaper and the radio are becoming an integral part of the social studies curriculum.

ARITHMETIC

During the current school year, course of study committees will be at work on all arithmetic courses from the second through the eighth grades. There has been a definite feeling that arithmetic as it now is being taught is not functioning in the lives of Evansville school children. This condition exists in spite of the fact that more time is being devoted to arithmetic than to any other subject in the curriculum.

Business men and parents will be consulted to determine of what they think current courses in arithmetic should consist. A specialist in the area from one of the state universities will serve as consultant to the committees. In arithmetic as in other areas the idea is to make the subject content functional with respect to the lives of school children.



Libraries are an essential part of the schools. This one located at the Washington School is a branch of the public library and serves the community as well as the school.

"You and Your Schools," a series of programs broadcast each week, keeps the public informed of the work in the schools.



THE COURSE OF STUDY

In respect to the actual course of study, high school pupils select, under careful guidance, from a great number of offerings. These are grouped into lanes, according to present and future needs and interests. For instance, pupils interested in preparing themselves for college entrance enroll in the college course, which includes those subjects most commonly demanded by colleges as requirements for entrance, as well as studies set out by the school as general education for life. It is the intention of Superintendent Irons that the Evansville boy or girl preparing for college may be offered a course as strong as that offered any place in the country. The rich course offered is preparatory for either state university or highly selective private college. Bosse, Central, and Reitz high schools each offer three foreign languages as well as extensive mathematics, social studies, English, and science programs. Just as the school recognizes good college preparation, it likewise recognizes through its guidance program that eighty-five per cent of the graduates are not going to college and therefore need other courses.

Most popular of all other courses offered is the commercial, due no doubt to public faith in the work leading to actual employment once the pupil has been graduated. In Evansville, as all over the

country, there has been a strong faith in the stenographic offerings as the road to a position, and consequently each year far more graduate from the course than there are positions to be filled. To correct this situation two years ago the local high schools made an intensive community survey of the two thousand business firms, in an effort to reorganize the commercial offerings on the basis of actual community needs and job possibilities. A copy of this survey, the Evansville Job Opportunity Survey, may be secured free at the Public Schools Office.

While only 210 new employees had been hired in stenographic positions during the twelve months previous in Evansville, there had been 335 hired to book-keeping positions, 298 to general clerical positions, and 583 to salesmanship positions. Such facts as these, revealed in the survey, have led to a reorganization of the public high school commercial course into three lanes—stenographic, salesmanship, and clerical. Guidance counselors are making use of such figures to encourage pupils to appreciate the value of the new offerings, such as salesmanship, as possible means toward positions. It is only natural that the better commercial positions open each year are going to those who have applied themselves most industriously and have made the best progress. The importance of neat

dress, pleasant manners, and a dynamic personality in the business world is emphasized in the schools' training program. Although the commercial course appreciates the personal use value of its offerings, its big appeal is vocational.

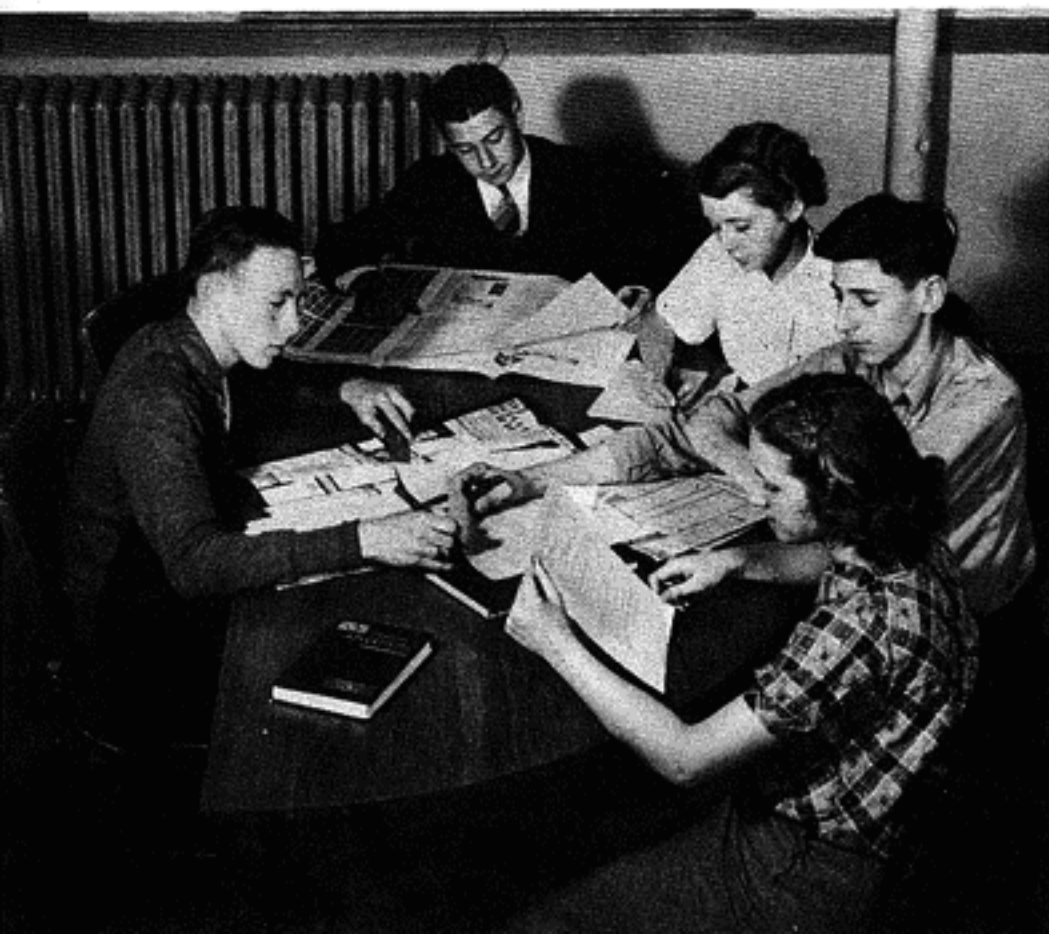
The industrial course for boys likewise points a pupil toward the world of work. Basic training is given in certain vocations that are prevalent in this community, but the school considers such work as only a beginning and by no means a final preparation for a vocation. The broad general background of education is the school's first duty to the future citizen. The industrial course looks to the boy's first position in the industry, and cannot train him for those positions higher up to which he may aspire. The new trade school that will be in operation later this year is a further attempt to care for this vocational preparation, and will go further than the past program in bridging the gap between graduation and the industrial shops of Evansville. Boys on this course will transfer to the new school at the end of the tenth year of school, where they will secure an intensive shop training patterned after the actual conditions in the local industries. Their program will be

rounded out with a general and related course which will lead to regular graduation. The interest of industry in the trade school and the administrative care in setting up the program promise a close correlation between graduation and vocational placement. Enrollment in the school will be limited to three hundred.

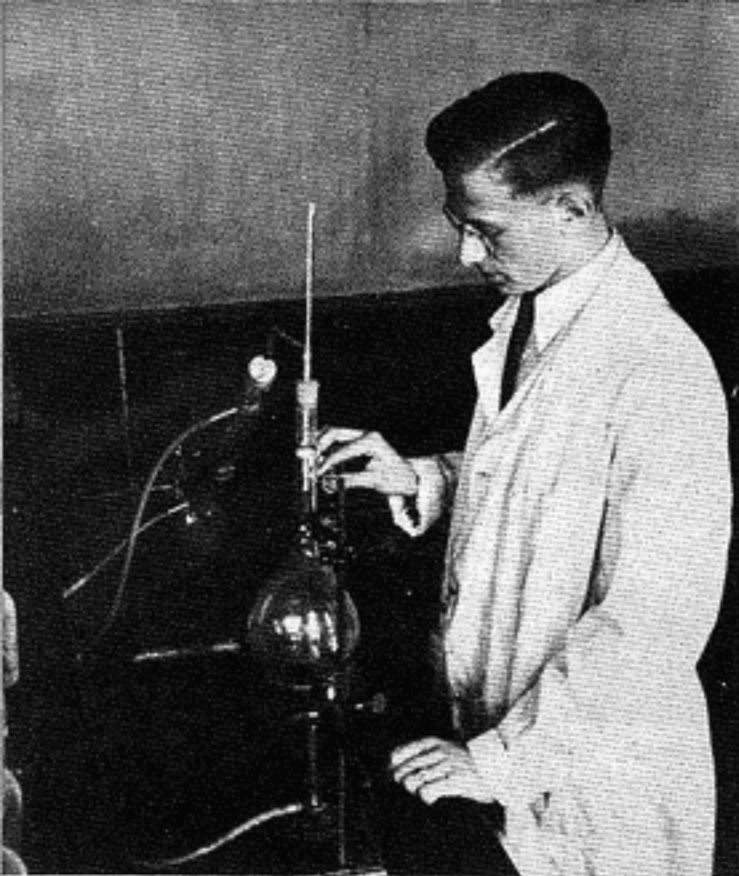
A vocational agricultural course is offered at Reitz under trained specialists, the heavy rural enrollment justifying such a course in that school. In progress now is the development of a parallel course for the rural girl which will have as its pattern the common life experiences of the woman on the farm.

The pupil who has not selected a goal finds a place in the general course, many special interests being provided for them. The boy who likes art, the girl who is musically inclined, the girl who is training for homemaking — all find opportunity to explore their interests in this course. The possibilities in this lane are unlimited, under careful guidance.

Beginning this year, every high school student is offered a course in safety education. Coming as a part of the current interest in traffic safety, the course goes further and treats as well safety in the



Planning the next edition of the school newspaper is a real problem. High school students in Evansville produce some of the nation's best school publications.



Fine laboratory equipment is essential for successful experiments. High school students are able to learn much today with the excellent instruction and plentiful supplies which are provided.

home, in industry, and in recreation. It is a required course in the eleventh year.

A BROADENED CURRICULUM

The curriculum in the Evansville public high schools is no longer seen as merely a series of isolated subjects set out to be mastered by the pupils. Instead, it is conceived as a part of the here-and-now life of boys and girls. It is seen as comprising all the experiences of the student under the auspices of the school, which in turn is a recognition of the value of that side of school life often known as the extra-curricular activities. If youth are to be prepared to participate in the life of the community, all life's natural worthwhile activities must be recognized in that period of preparation. Education is experience in living life, rather than training for life. The high school's value can no longer be limited to that which takes place in the actual classroom. Not only does the rest of the life of the school

Social life is an important part of school life. These typical high school students are perhaps talking over the possibilities of a winning football team or they may be planning the next class dance.

play its educative part, but furthermore, experiences afforded by the community through the school become a part of the learning situation. The high school is no longer a cloistered institution removed from the life of the community. It is fast growing into that life.

Offices held by pupils in school are not merely passing honors, they are opportunities for development in leadership, initiative, and cooperation. School clubs present a wide area of learning experiences to supplement the regular classroom curriculum.

Extensive athletic, journalistic, forensic, and music programs add to the educative enjoyment of youth in the Evansville public high schools. National recognition is an established thing in respect to the educational program here, and thousands of parents and citizens each year visit the schools and secure a better understanding of this high school education that has changed so much since the day of their own schooling.



As was previously mentioned, the services of a physician for an eye, ear, nose, and throat clinic held each week in the public schools were made available by one of the service clubs of the city of Evansville. A fraternal organization agreed to pay the cost of glasses for children of families unable to meet the full cost and in some cases paid the entire cost. The public spirit of these two organizations and genuine concern for the welfare of future citizens of Evansville is to be commended.

An eye, ear, nose, and throat clinic was held from December 7, 1937, until May 3, 1938. During that time there were 47 hearing cases received by the clinic; 44 eyelid infections; 2 nose cases; 2 nose and throat cases; 135 refractions; and 103 pairs of glasses were ordered.

The immunization and vaccination clinics carried on by the City Board of Health in the schools of the city year were intended to provide protection for the individual child as well as to insure against the possibility of epidemic. The number

of cases cared for by the clinics held at each public school was a reflection of the interest of the home and the school in the physical welfare of the children. As a result of this interest the vast majority of approximately nine hundred children immunized were protected against diphtheria and its unfortunate consequences. There was also a total of 831 children vaccinated in these clinics. Although this report is reasonably good, this program should be stressed until every child in school is protected. The possibility of an epidemic is remote, but from the viewpoint of the individual child and the unwillingness of his parents to protect him or their failure to understand the need is serious.

The educational work for the Mantoux program was again centralized in the health classes. However, there was considerable effort to get more pupils as well

School doctors and nurses make regular checkups on all pupils. In this way the home and the school get a better insight into pupil health.





Playground space is at a premium at Central High School. These girls are playing pushball on a blocked street.

tive work is not the answer to the problem. A preventive program utilizing present available knowledge would go far toward decreasing the severity if not the incidence of dental defects. In this field as in others previously mentioned a program of adult education aimed to give accurate information about child feeding is necessary. During the year there were 14,877 children examined. Of this number 56 were treated for gum infections; 1,241 teeth were extracted; 2,917 fillings were made; and there were 587 prophylactic treatments. There was also a total of 223 cases of high school patients treated by the City Dental Clinic.

During the school year 1937-38 there was an unusually large number of cases of communicable diseases among Evansville school children. The large number of cases of measles during the year was not unexpected. The cyclical behavior of certain childhood diseases is well known.

as teachers to take the test. This fall the Vanderburgh County Tuberculosis Association has agreed to furnish Mantoux tests before the beginning of the athletic season for those members of athletic squads who intend to participate in the more strenuous sports.

An effort is made each year to get all Freshmen enrolled in the high schools to take the Mantoux test. During the past year there were 1,423 freshmen enrolled in the high schools and of this number 1,102 or 77.44 percent took the test. In addition many teachers and pupils made use of the clinic and took the test bringing the total number taking the test to 2,036.

Conditions in Evansville with reference to dental defects are probably no worse than any other comparable city. Repara-



A well rounded intra-mural athletic program is offered in each of the Evansville public schools. These girls are playing softball.

However, the total number of cases is never really known due to the failure of some parents to call in a physician for diagnosis and treatment.

After conferences with members of the Parent-Teacher Associations and with elementary school principals, it was decided to minimize the emphasis upon health button awards by giving the pupil recognition for accomplishment in the field of personal health at any time during the school year. Previously, all children receiving buttons had been required to meet the standards during the six weeks preceding May Day. As yet the results of this new program are not clear. Some schools prefer to retain certain features of the former program, such as not actually giving out the award until May Day although the requirement could be met at any time during the school year. Other schools preferred to use a different method and it seemed advisable to allow each school to work out its own solution. The results of the new method of carrying out this program in terms of the number of awards was about the same as the previous year. Altogether a total of 2,605 health buttons and 7,990 health ribbons were awarded. The new method will be continued during the coming school year.

Another important step taken during the year was the completion of a health teaching outline for the fifth and sixth grades. A work unit for each topic to go along with the ninth grade health teaching outline was also completed. These outlines were prepared by committees of elementary and secondary school teachers. The material has been mimeographed and will be used during the fall semester for the first time.

Play Through Activity

A considerable amount of adult education is necessary in connection with a sound program in Physical Education. One way such education may be effected would be to secure a broader use of school property by parents of school children at specified times under competent and purposeful leadership. This is one of the best ways of ultimately combating delinquency of juveniles, improving the health status of children and of making a genuine contribution to the standards of the community. Such a program might

These high school track athletes are running the half-mile relay race. Their rivalry is a friendly one but each boy is doing his best to win for his school.



Smooth coordination plus a strong physique assist this hurdler to lead his field.

be started in a section of the city where on the basis of evidence now on hand the promise of results would be the greatest.

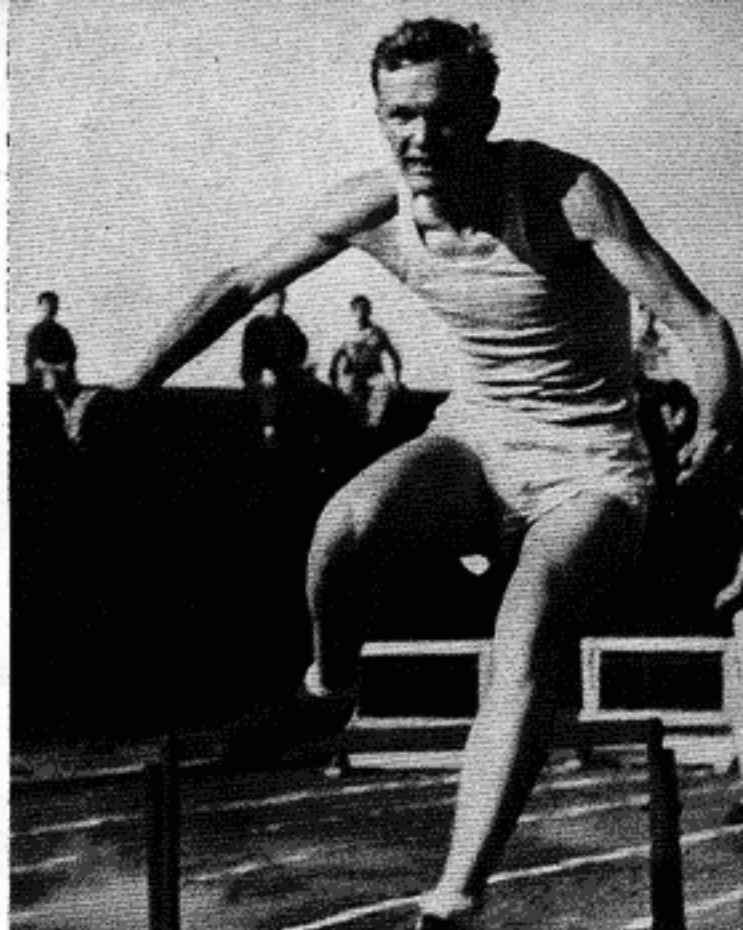
The program of physical education in the elementary schools has gradually become better balanced during the past few years. However, there is still an opportunity for the enrichment of the program particularly in the primary grades and in the girls' elementary program. In this latter area the tendency has been away from the athletic type of activity and in the direction of rhythmic expressed by various types of dancing. More of this work is being done than formerly.

THE ELEMENTARY SCHOOL PROGRAM

The past two years has seen the introduction of equipment new to the elementary schools. Such equipment as table tennis, badminton, archery, and shuffleboard has added greatly to the program. There is still a great need for additional equipment to carry on a more complete program of activities. This type of equipment aids greatly in helping the Evansville schools to keep abreast of the trends in modern physical education.

Highlights of the year 1937-38 included:

1. A definite plan of work outlined for the four upper grades. Examinations were given each boy and girl, testing their skill in and knowledge of the activities outlined.
2. A series of tournaments were held in sports taught during the physical education classes. Ribbons, printed in the school shops, were awarded room, school, and city champions. These tournaments resulted in an increase in the number of boys and girls actually participating at each school.
3. Girls were able to take part in a better program, due to the emphasis placed upon rhythmic, archery, table tennis, shuffleboard, and badminton.



4. The annual elementary school track and field meet was the best yet held. The Kiwanis Club, sponsors of the meet, took a greater part in the activities. The same may be said of the boys taking part and of the playground directors in charge. The quality of performance was high.

Evansville may continue to expect a well rounded program of physical education for the elementary grades for some time to come. This is largely due to the high calibre of teachers who are in this department and who will be added as necessity demands. As time passes, other improvements to the program which may be expected are:

1. The modernization of physical facilities of dressing rooms and gymnasiums.
2. Hard surfacing of certain playground areas, to be used as auxiliary gymnasiums and play space when the grounds are wet and muddy.
3. Grading and treating playgrounds to free them from dust and water.



Even in the most crowded school districts it is possible to find a spot for a garden. These boys took pride in delving and caring for this little garden plot.

Opportunities for the Handicapped

SPECIAL EDUCATION

Molding a unified approach toward the problem of education of mentally retarded children has been the major aim in the work of the department of special education during the past school year. Through a curriculum study committee, a statement of purpose and philosophy for the department was formulated. The keynote of the statement of philosophy is the realization that the individual child should be given an opportunity to develop himself to the limit of his capacities, "to the end that he may become a happy and useful member of society." Thus, the individual as a member of the group was considered. With this in mind, an attempt was made to foster a greater degree of socializing activity in individual classrooms, in order to overcome a tendency in some classes to deal with the individual child as an isolated problem only, rather than as a member of his group.

The curriculum committee determined that the unit of activity offered the best medium for carrying out group programs,

while at the same time giving ample opportunity for teachers to work with individuals. During the coming school year it is hoped that a tentative basic curriculum for special classes may be worked out, growing from an appraisal of the work now being done. This curriculum will be based upon the needs and limitations of the children to be taught.

A second committee, working on records and reports, studied the methods of various school systems for making periodic reports to parents of children in special education rooms, and of keeping individual and class records. It was recognized that the regular monthly report card used in the schools is not adequate for special class use because it is impossible to show satisfactorily the true progress of the individual child who is doing work at various grade levels. The committee agreed that it was desirable to indicate to parents whether the child was or was not doing his best work at his own level of ability regardless of grade placement or comparison with other children. In ad-

dition, since so much emphasis is being placed on social development, it is also desirable that a fairly detailed report on progress in habit formation be given. Both the conventional type of report card and the narrative type of report were studied and given consideration. This work will be continued during the coming year, since no decision was reached by the committee as to which was the more satisfactory type of report to use.

Definite progress has been made in setting up a uniform method for placing children in special classes. In the majority of schools this procedure is followed: The child is referred by the teacher to the principal, who in turn refers him to the department of special education. In case there has been no individual intelligence test within fairly recent years, one is given. In addition, some type of achievement test is given, provided there is no record of a recent one. The health record is carefully examined, and consultation is held with the school nurse when some defect is indicated. In some cases, a thorough physical examination either by the family physician or the school physician is asked for before any decision is made as to class placement. A conference is held with the child's teacher, and in most cases, when it is decided that the child should be placed in the special class, a visit to the home is made to discuss with

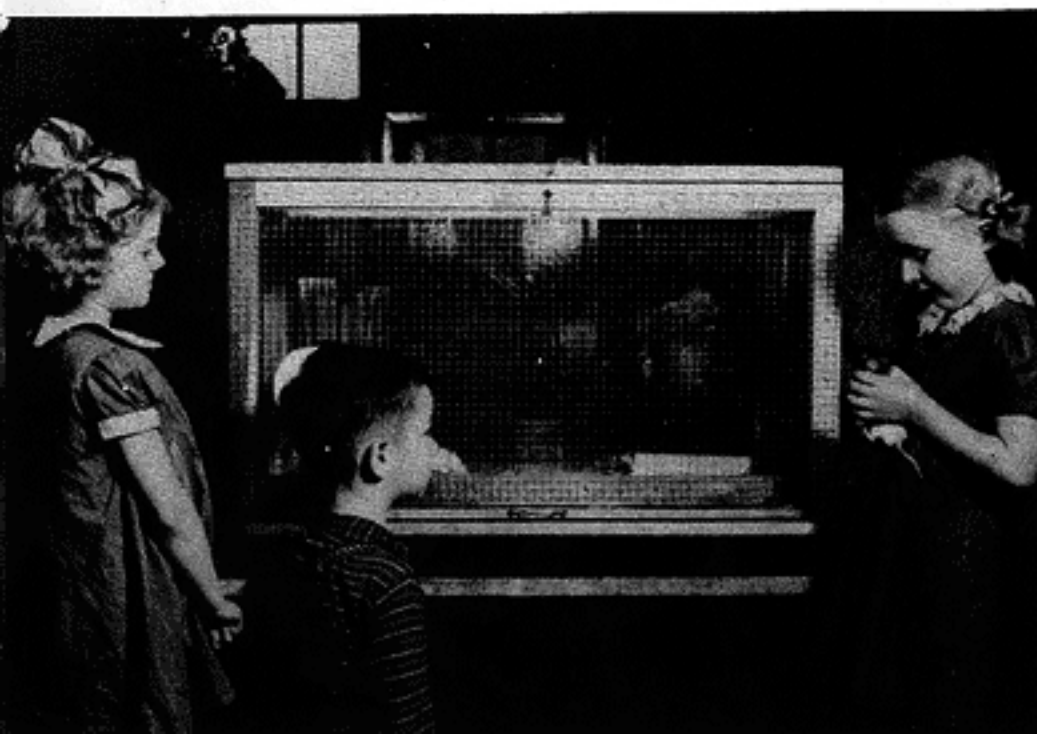
the parents the reasons why this is to be done. It has been found, in the majority of cases, that when the parents are thus contacted there is little difficulty in helping the child to adjust himself to the new situation with a minimum of resentment and unhappiness.

SPEECH CORRECTION

This was a new division added to the Department of Health during the school year 1937-38. The speech correctionist began her work by testing individuals whose names had been supplied by the principals of the schools. The test consisted of a physical examination of gross speech structures; a test for defective or impaired sounds; a test for defective voice quality; and a test of the individual's conversation. In this manner the correctionist was enabled to diagnose the cases examined.

It was thought advisable to have corrective work in each school, thereby gaining the interest of the principals and teachers. The correctionist, therefore, chose five or six cases in each school, these cases being of the type that would lend themselves to correction, no physical impairment being involved. Notes were sent to parents of cases selected, notifying them of the corrective program and giving them an opportunity to have a conference.

Some of the cases examined had minor speech problems which could be cor-



Lower grade rooms are equipped with pet cages such as these. White rats, turtles, rabbits and other pets make fine classroom zoos.

rected within a few lessons, or by some exercises used privately. Parents and teachers of such cases were consulted and advised as to helpful measures. These cases were not included among the few cases selected from each school for special work.

Cases examined and found to have physical impairments were recommended for medical treatment before speech correction could be undertaken.

In most cases of speech correction the children received individual attention. Whenever two or more cases in the same school presented a similar problem, these were grouped as a class. It was found that greater good could be accomplished where the home cooperated with the school by having the child practice at

home the exercises learned at school. Commendable work was in evidence on the part of classroom teachers who gave constant attention to the special cases coming under their supervision.

The correctionist frequently interviewed the teachers in various schools concerning the progress or lack of progress of individual cases. A sampling of three schools was made to determine the amount of defective speech to be expected in the city schools. A total of 1,938 children were examined. Of this number 1,612 were found to be normal and 326 were discovered to be defective in some way or an-

This teacher is giving special attention to small groups of children who may have speech difficulties.



Teaching lip reading to pupils with hearing defects often assists them to make adjustments which they otherwise could never make.



other. This was approximately 16 per cent of the total enrollment of the three schools.

In all there were 76 cases which received direct attention during the second semester. Fifty-three parents were seen for consultation; 164 consultations were held with principals or teachers; 92 new cases were examined; and 12 talks were made concerning speech defectives.

During the current school year it is planned that the speech correctionist will give talks to teachers in each school, and to Parent-Teacher Associations to help make the teacher's and parent's role clear in the work of speech correction.

LIP READING

Most of the work in teaching lip reading to children with permanently damaged hearing must of necessity be with individual students or with small classes. It has been found that a class of six is near the maximum size which can be handled effectively, and the smaller the class the faster the progress of the pupil.

Classes were started in January, 1937, with a maximum enrollment of eight in a class when that many pupils requiring lip reading instruction were found in a school. These classes lost some pupils through graduation; through transferring to schools outside of the city; through leaving school; and also, through the return of normal hearing in a few cases. Additional classes were started at the beginning of the 1937-38 school year and were for the most part children below the third

grade in school who gave evidence of having definite hearing impairment. A total of 57 pupils received instruction in the classes during the year. This total refers only to children who were in regular classes and who were in these classes throughout the year. It does not include six pupils who were near the normal line and did not want to take lip reading after entering high school and who were released at the end of the first semester. Four others returned to normal during the year through medical treatment and were released. A few cases left their classes after starting and a few moved out of the city.

Through audiometer tests there was found to be an average of 2.8 per cent hearing defectives in the elementary schools and nearly 4 per cent defectives in the secondary schools.

Many physicians believe that 98 per cent of deafness is due to neglect. An impaired condition is permitted to continue until the hearing apparatus has become permanently injured. They believe that by annual tests of hearing and careful watching of children's ears especially after the child has had a contagious disease much of this deafness might be eliminated. Through the use of educational talks to pupils, parents, and clubs, it is hoped to remedy this unfortunate condition. These talks should also enable the classroom teacher to explain the benefits derived from lip reading instruction.

School and Home Cooperate

During a year of increased unemployment and in spite of a large number of cases of measles the general attendance of the school city of Evansville for the year 1937-38 was exceptionally good. There was a loss of only six-tenths of one per cent of attendance over the previous year, but a gain of two per cent in attendance over the figure of two years before.

By way of statistical report there were 4,953 children contacted during the year; there were 6,819 homes visited; there were 435 office interviews; and 134 cases referred to other social agencies. Credit for increased attendance and decreased number of calls during the year is due to the schools and homes which have become attendance-minded.

Special mention should be made of the splendid cooperation of the various welfare agencies with the attendance department. Three cases referred through the Probation Office to the Juvenile Court were handled promptly and satisfactorily. During the year the out-patient clinic of the Evansville State Hospital was of great help in dealing with psychological cases. Frequent use was also made of the Special Education Department to which problem cases were assigned.

In order to keep abreast of the times, members of the department made educational trips to the Indiana State School for Delinquent Boys, the Indiana State School for the Feeble-Minded, and the Epileptic Village at Newcastle.

In an effort to establish a uniform and central system of attendance records, and

to improve attendance in the Evansville schools, a committee visited the schools of Gary, Ft. Wayne, Terre Haute, and Indianapolis comparing their accounting systems. This committee, together with a group of principals, gave thorough consideration to every local need and requirement. Attendance forms were compiled by the committee, and were then submitted to and adopted by the principals.

Due to the over-crowded conditions of certain schools and the increased traffic hazards of the times, the superintendent asked that a study be made of the various school districts. A pin map of the student load of each district was developed. A separate map of arterial highways, automatic stop-and-go signals and special traffic hazards was made with the assistance of the City Traffic Department. Finally a questionnaire was sent to each school. After studying the needs with reference to the safety and the relief of congested schools, suggestions of boundary changes were presented to the principals for consideration.

This department has rapidly moved away from merely truant officer activities and has entered the social work field. Due to the very personal nature of the work with the child and the home, it is not possible to give specific cases in this report. However, where successful results have been obtained in the past it is safe to say that the results were brought about only through the complete cooperation of the home and the school with the attendance department.

EVANSVILLE
INDIANA

Working With Other Agencies

The Group Work Agencies consisting of the Boy Scouts, Girl Scouts, Junior Red Cross, Y.M.C.A. and Y.W.C.A., with the cooperation of the Evansville Public Schools, have reported a successful year for 1937-38. Each agency expanded its work in the schools during the year with the result that many more children were served. There were a total of 116 such clubs in the public schools.

Outstanding in the work of this department last year was the study made of the juvenile delinquency in the city of Evansville during the years, 1936 and 1937. The data for the survey was secured from the files of the Vanderburgh County Probation offices. All delinquency cases which passed through the Vanderburgh County Juvenile Court during the two-year period were recorded and used. The type of delinquency was not investigated but only the age, sex, race, and address of the offender was taken into consideration.

The distribution of the delinquency cases, as shown by the map which was prepared, points to the fact that the conditions in different sections of the city vary, and that the home and the school is faced with a real problem. The fact that this condition may have always existed does not alter the situation. The primary purpose of the survey was to bring graphically to the attention of those interested the real urgency of the problem. For pur-

poses of the survey the boys were divided into two groups on the basis of age, the first group being between 8 and 11 years of age, and the second group being between 12 and 15 years of age. There was a total of 46 boys in the former classification during the two-year period and a total of 345 boys in the latter classification during the same period. Girls were divided into similar groups but the ages were 10 to 13 and 14 to 17. Twenty girls were reported in the lower age group and 116 in the higher. There was a total of 527 cases reported during the two-year period. These data indicate the work that is still to be done with the adolescent child. It is the hope of the Group Work Agencies department that greater interest in the activities offered by the social agencies in the schools will aid materially in reducing the number of juvenile offenders.

School attendance officers are now on better terms with the homes which they visit.



Orderliness and care of property may be emphasized in the school shop. These young workmen take pride in keeping everything in its place.

met for four hours. The requirement for attendance was a total of 144 hours each year during the term of apprenticeship. Forty-four apprentices from local industries were regular members of the class. After receiving the instruction offered by skilled teachers, these young men were better qualified to become skilled workers.

THE NEW TRADE SCHOOL

A trade school, planned for an enrollment of 300 students on a two-year course, will be ready for use during the latter part of the school year 1938-39. Students wishing to enroll in this school must have completed two years of high school and must have shown ability to profit by the type of instruction offered.

It is expected that the new vocational school will become the center of trade and apprentice training. Approximately four and one-half hours per day will be given to the day trade school program, three hours of this will be spent in shop practice and an hour and a half in related subjects.

Tentative trade courses being contemplated for the new school include: Pattern-



making; Cabinet Making; Beginning Machine Shop; Advanced Machine Shop; Drafting and Design; Machine Repair; Electrical Maintenance; Sheet Metal Work; and Welding. Tentative related subjects include: Blue Print Reading and Shop Sketching; Related Mathematics; Related Science which will include a study of precision instruments; Heat Treating; Industrial Chemistry; and Mechanics.

Adult Education

Work offered in the field of Adult Education was largely trade extension in character, although some Commercial and Special courses were offered. The trade extension courses are limited to those who are employed in an occupation or related occupation to the course offered. Some of the trade courses offered last year were: Blue Print Reading; Printing for Apprentices; Chemistry for Nurses; Industrial Metals; Shop Mathematics; Stationary Engineers Course; Mechanical Drawing; and Commercial Art. A total of 187 students was attracted to these courses.

Forty-seven people took advantage of the Commercial courses. The Special



Machinery of this type with many additions not now available will soon be found in the new Mechanic Arts High School.

course which was a class in Lip Reading for Adults attracted nine students.

DISTRIBUTIVE OCCUPATIONS

This new feature was inaugurated last year. It was designed primarily to give instruction to employee and employer groups in certain occupations in the proper technics of salesmanship.

Education for Family Life

Education for home and family life is one of the important areas of education in the Evansville public schools. In the elementary school a survey course is offered which includes work in foods, clothing, home arrangement and home care, family and social relationships, budgeting, child development, and care of the sick. In the secondary schools each of the divisions of the elementary survey course are treated at greater length. Three semesters are offered in Foods, four in Clothing, one each in Family Relations, Euthenics, Home Nursing and Child Development, Boys' Home Economics, and Home Management.

In most of the elementary schools of the city Home Economics is taught only in the seventh and eighth grades. At Washington Elementary School last year this subject was offered as low as the third grade. Below the fifth grade it was found best to have the work only when it related to

Although the courses were not begun until some time after the opening of the regular session of the school, there were 136 persons affected by the program. Courses offered included: a Grocers course, a Grocers employees course, a Shoe sales course, courses in Salesmanship at two Evansville department stores, and a course in Women's Apparel.

some other activity in the class. In these classes of younger children, the home room teacher accompanied her group to the Home Economics room. Further experimentation along this line will be conducted in the future.

A functional program in Home Economics has been planned and is being put into effect at the Lincoln High School. With the building of the new federal housing project and all its concomitant problems, there was an obvious challenge to the Home Economics Department of that school. Girls were trained to care for homes properly, were taught proper choice of furnishings and decorations, and were instructed in the making of well-balanced meals on a restricted budget. The test of the program will be how well the students practice what they have learned.

Considerable work was done during the year past on curriculum adjustment at both elementary and secondary school levels. These new programs have been put in the hands of all Home Economics teachers and are being put into effect.



Commercial courses which require actual selling experience are now to be found in each of the public high schools.



Most schools have trouble in finding one French horn player. This quartet from the same school won state and national honors.

Developing Creative Expression

Art education has for a long time received considerable attention in the Evansville public schools. All elementary and secondary schools in the system have teachers who are art specialists. In the lower grades each teacher devotes part of the class time to art instruction. Last year committees of teachers from each of the eight grades, under the leadership of the Supervisor of Art, constructed a tentative art course to be used throughout the grades. The following objectives have been set up by the committees to serve as a guidepath for art education.

1. To encourage growth in creative expression by allowing freedom of expression.

2. To develop knowledges such as correct forms in lettering, how to harmonize colors, how to mix colors, giving a variety of craft experiences, teaching definite information on becoming combinations in wearing apparel.

3. To work with other departments by correlating art experiences with units of work being studied.

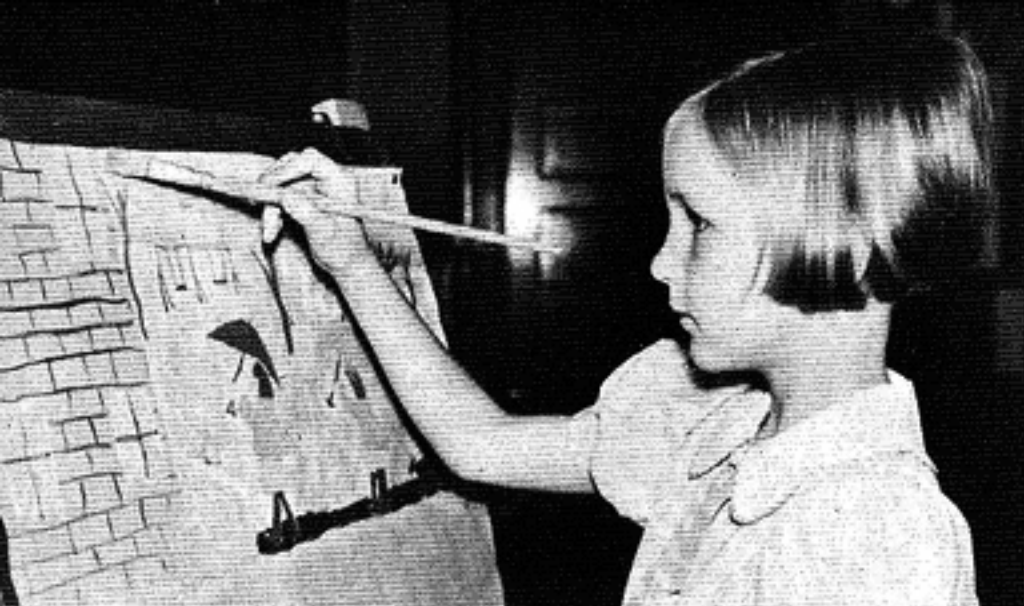
4. To develop neat and accurate work habits.

5. To encourage an appreciation of art in all its forms.

One of the principal functions of an Art Department is to render whatever service it can to the school and community. If the number of posters made and exhibits dis-

This mural representing the life of the school now is on display in the front hall at Francis Joseph Reitz High School. The mural was done entirely by students.





Small children get great personal satisfaction out of creating their own pictures. This child is putting the finishing touches to a rainy day picture.

played are a criterion of the success of the Art Department, then last year was a banner year.

Another activity of the Art Department was cooperation with the Civic Clean-Up group. The Women's committee sent reports of the work of the Art Department to the Superintendent's office at intervals.

A number of children in both the elementary and high schools participated in poster contests sponsored by various civic groups. Some of these organizations were: the Dental association and the Junior Chamber of Commerce which sponsored an Air Mail Contest.

During the year six elementary schools held art exhibits in their buildings, and the high schools presented an art exhibit at the Museum of Art and Natural History.

Members of the Art Department served during the year in various capacities in promoting the art interests of the city of Evansville. One was a member of the board of directors of the Museum; one was a member of the program committee

of the Fine Arts Section of the American Association of University Women, and others made talks on art to teachers' and Parent-Teachers' meetings.

Music Serves the Community

As in the past the Music Department continued to be of great service to the community. This report will not concern itself with the curricular aspects of the music program but will recount briefly some of the activities of the elementary and high school music groups during the year past. Numerous concerts were given by individual schools and combined schools during that time. In addition, school music groups contributed to P.T.A. programs, school assemblies, civic luncheon clubs, church services, radio programs, and many similar programs.

The following events were especially noteworthy:

Washington School children take a hand in helping to beautify the school grounds.



ARE YOU PLANNING TO GO TO COLLEGE?



These students are looking over college literature. The Guidance Department assists them in making proper preparations for college entrance.

home room teachers, class counselors, and deans under the supervision of the Director of Guidance. The manuals consist of many home room programs adjusted to the level and needs of the class they serve. The programs supply information for making wise choices. They also offer a more economical way, as far as time is concerned, of disposing of the many personal problems which seem to concern the majority of the group. One period out of each week is set aside for the adviser and home room group to work together on one of the programs suggested in the manual or on some other project which will lead to

a better adjustment of the group to the school or the community or to themselves.

The guidance program is administered in the high schools by a guidance committee consisting of the principal, the dean of girls, the dean of boys, and four class counselors. This group plans the guidance program for a particular school — including group as well as home room activities. The program in the grade schools is determined by the principal and the home room advisers concerned.

Other portions of the guidance program, namely those city-wide in character or those involving time or special training, can be more efficiently administered from the headquarters office. For instance, the administration of records concerns all schools alike and calls for uniformity of interpretation so all regulations concern-

The entire family is interested in planning the older daughter's college course.





Regular deliveries of audio-visual aids and other supplies help to keep schools running smoothly.

ing records are centered in the guidance office.

Likewise, the city-wide testing program, consisting of achievement and intelligence tests, is also directed from the guidance office. The use of these objective standards of measurement during the past two years has had a material effect on promotions and adaption of work to the ability of the children in the various schools. Failure statistics over this same period of time indicate a reduction of over fifty per cent in retardation.

Placement activities also are directed from the guidance office. Evansville schools accept the responsibility for aiding and assisting the graduates of its high schools to enter the occupation for which they have been trained. During this past spring a working agreement has been reached with the Indiana State Employment Service whereby that service has installed a Junior Division in its Evansville office to take care of boys and girls between the ages of 16 and 21.

Cooperative training activities were new last year. For the first time in the history of our schools, students in the

Senior Selling courses in our high schools were permitted to spend a portion of a day in one of the Main Street stores getting the practical side of the selling work they were studying in classes. This program has possibilities of expansion if the splendid interest and sincerity now evident will continue. The direction of this program is centered in the guidance office.

An interesting program conducted by the Guidance Department during the school year, 1937-38, in cooperation with one of the civic clubs was the bringing into Bosse, Central, and Reitz High Schools of a rather large group of business and professional men and women to discuss their occupations and to give advice and counsel to students interested in the advantages and disadvantages of their respective fields of work.

Another program which received aid from the civic groups in the city was the

Business Administration of the Schools

Business management in the Evansville public schools includes most of the aspects of school administration which are not directly related to classroom instruction, selection of personnel, supervision of teachers, and the selection of subject matter of the curriculum. Business management deals directly with accounting, budgetary control, finance, cafeteria management, custodial service, supply and equipment management, maintenance, and secretarial service.

The school system is a public business similar in many respects to a privately owned enterprise. The growing efficiency in public school business management is due in a large measure to the fact that many principles of private business have been adopted. A review of our schools will indicate to the community that certain aspects of good business management are very much in evidence. The majority of citizens do not have time to investigate and scrutinize the school program and it is because of this fact that we are taking this opportunity to define

the functions of the various departments in business administration.

It is the duty of the administrative officers of the school system to inform the public with reference to the educational program. Business management is an integral part of the educational program and involves every phase of finance. It is because of this fact that the community should know and understand what is being done in the Evansville public school system to satisfy the needs of the educational program. The following subdivisions deal directly with business administration in the Evansville public schools.

BUSINESS OFFICE

The business office is concerned with the preparation of budget reports, financial reports, payrolls, accounting, statistics, insurance, bonds, purchasing, and numerous other phases of administration that may be classified under these headings. The chief concern of the business office is to inform the superintendent and the Board of Education about matters pertaining to finance and budgetary control. These data are then given out to the public as informational material. This department must necessarily have an overview of all school activities in order to prepare budget appropriations.

As previously pointed out the business office is primarily concerned with the keeping of records and reports. Statistical data are frequently assembled and distributed for public consumption. Information



Films, slides, and other teaching aids are constantly repaired and kept in proper condition.

Strict accounting of all school funds, properties, and materials insures the greatest service to the community at a minimum cost.



improve the service to the students. Constant attention is given to safety with respect to the employees and students alike. Proper facilities for cafeteria employees such as rest rooms, wash rooms, etc., have been given attention.

It is the desire of the cafeteria department to prepare healthful and nutritious food and to serve this food in large quantities so that the student will get the maximum benefit from his purchases. The cafeteria department is not desirous of making a profit and should therefore sell food at less cost than can be obtained elsewhere.

A progressive step taken during the past year was the construction of a salary schedule for cafeteria personnel. The salary schedule was adopted by the Board of Education. This schedule does not provide for any net increases but tends to equalize remuneration on the basis of services rendered.

At the present time there are forty-four employees in the three high school cafeterias.

CUSTODIAL SERVICE

There is no department in the public

school system more important than that dealing with the proper care of the buildings. This involves cleaning, sanitation, ventilation, and heating, which are all primary factors in caring for the health of the child. The ninety-one custodians, engineers, firemen, and matrons have a real service to perform in the public school system. The men and women of this department have long considered that service to children is more important than anything else. It is with this ideal of serving first the children of the community that has enabled them to maintain such a high standard in the Evansville public schools. This department is made up of men who have had long years of experience and training. The average years of service in the Evansville public schools of the men in the custodial department is about fifteen years. In addition to their experience, 95 per cent of the men have taken additional training in custodian and engineering training schools which have been held in the past three years at Oklahoma City, St. Louis and Evansville. The employees in this department are constantly alert to the responsibility of their



Well balanced, low cost meals are prepared for thousands of high school students daily.

jobs and have adopted this slogan for the school year 1938-39: "Think less about your rights, more about your duties."

New technics as well as new equipment and supplies for the ordinary operation of the buildings are rapidly being developed. A training school for custodians and engineers is held each year in conjunction with the annual convention of the National Association of Custodians, Engineers and Firemen. It is interesting to note that the local organization of custodians and engineers is affiliated with the national organization and has been one of the pioneer groups in developing the idea of better service in the interests of the children. In 1936-37, Mr. John Shephard, head custodian at Central high school, was president of the National Association of Custodians, Engineers and Firemen.

No longer is a custodian looked upon as a man who handles a broom and a mop and does very little else in the building. Today his work is chiefly one of learning new cleaning processes, particularly with reference to windows, blackboards, floors, walls, ceilings and fixtures. He must test materials that are available for cleaning purposes to deter-

mine from a scientific point of view whether they will be satisfactory. He must know how to clean toilet bowls, lavatories and other plumbing fixtures to eliminate colonization of germs. The buildings must be heated to a proper temperature during the winter months to eliminate common colds and other diseases that may occur. Buildings must be conditioned so that a sufficient amount of fresh air is brought in from the outside. The custodian must have some knowledge of child psychology in order to handle groups of children that frequently come under his jurisdiction. The school custodian in the Evansville public schools is a man with average intelligence, trained in the work of caring for the buildings and one who is courteous and diligent in the work that he has to do.

SUPPLY AND EQUIPMENT MANAGEMENT

Beginning with the school year 1938-39, a new system of supplies and equipment management becomes operative. The individual schools will no longer maintain a storeroom for material to be used during the school year. A central warehouse has been constructed for the purpose of

storing school materials. Requisitions will be received every two weeks from each school for materials needed for the ensuing two weeks. This will enable the director of supplies and equipment to furnish fresh material without delay. Under the old system of supply control there was a tendency to waste materials, either by using them unnecessarily in the classroom or by storing them for a few years until they became obsolete. The new system will make available money for additional items of material. In substance, it will permit economy in management that can not possibly exist under a decentralized control system.

Considering the fact that there are approximately 3,000 different items of supplies that are furnished each year at a cost of approximately \$35,000, there is great need of proper records and efficient management in distribution of materials. Economy can be practiced in wise usage of materials—it is this theory of economy which we hope is part of the entire program of the Evansville public schools.

The management of equipment, which is a part of the work of the director of supplies and equipment, is becoming increasingly important. Five years ago the Board of Education owned very few music instruments and little audio-visual education material. Today more than \$50,000 is invested in music instruments and audio-visual aid materials. More equipment is being bought in the science, commercial, visual education, health and athletic departments. This equipment must be properly inventoried, catalogued and kept in constant repair so that maximum use can be made of it. It is the desire of this department to keep all equipment in use so that the teacher will not be handicapped in her work and the child will receive the benefit of public money invested in this equipment. It is well to

know that a school program can not progress unless proper materials are furnished at the proper time and in sufficient quantities. The director of supplies and equipment is aware of this fact and will make every effort to supply the demands of the educational department.

MAINTENANCE

The sound depreciated value of all buildings in the Evansville public school system is \$5,586,400; the sound depreciated value of all equipment is \$410,000. This represents in round figures six million dollars of buildings and equipment that must be kept in first class condition in order to be of the greatest value. Approximately \$84,000 was spent during the school year 1937-38 for the upkeep of all buildings and equipment. This is less than one and one-half percent of the replacement value. In order to maintain the buildings and equipment on this amount, efficient mechanics must be employed. Were it not for the fact that WPA labor has been employed in the schools for the past few years the cost of maintenance would be much greater or else the buildings would not be in proper condition for school use. Our staff of twelve men has worked diligently to improve the schools. With approximately forty per cent of our buildings over forty years old, we realize that, with the most efficient service, there is still room for improvement. Parent-Teacher Associations and other groups of parents have been very helpful in the past in suggesting changes and alterations. For the most part the suggestions have been fulfilled. If they were not fulfilled it was because something more important needed to be done or else labor and appropriations for materials were not forthcoming. The people of Evansville can help materially in reducing the cost of building and equipment maintenance by protecting the school property from vandals and



School days are among the happiest days of one's life. This school day friendship may last throughout life.

by encouraging children to give more attention to the care of school buildings and equipment.

SECRETARIAL SERVICE

Secretarial service in the Evansville public schools includes those people who are employed as secretaries to the elementary and high school principals and supervisors. The twenty-five secretaries employed in school offices are charged with the responsibility of keeping attendance records, reports for the schools, issuing indigent orders, and are called upon

to do all the duplicating work involved in the administration of a school or department. Their work also involves contact with patrons and visitors in the school. They are ambassadors of good will between the school and the public.

The Evansville public school system is indeed fortunate in having a corps of well trained, courteous secretaries. They have maintained a high standard of efficiency which is evidenced by the fact that they are called upon to do important work for all school organizations.