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UNIVERSITY OF LOUISVILLE

HISTORY OF PUBLIC
SECONDARY EDUCATION
IN LOUISVILLE

A Dissertation

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 Arts

Department of History

By

HAROLD S. KEELING

Year

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SECONDARY EDUCATION
IN LOUISVILLE

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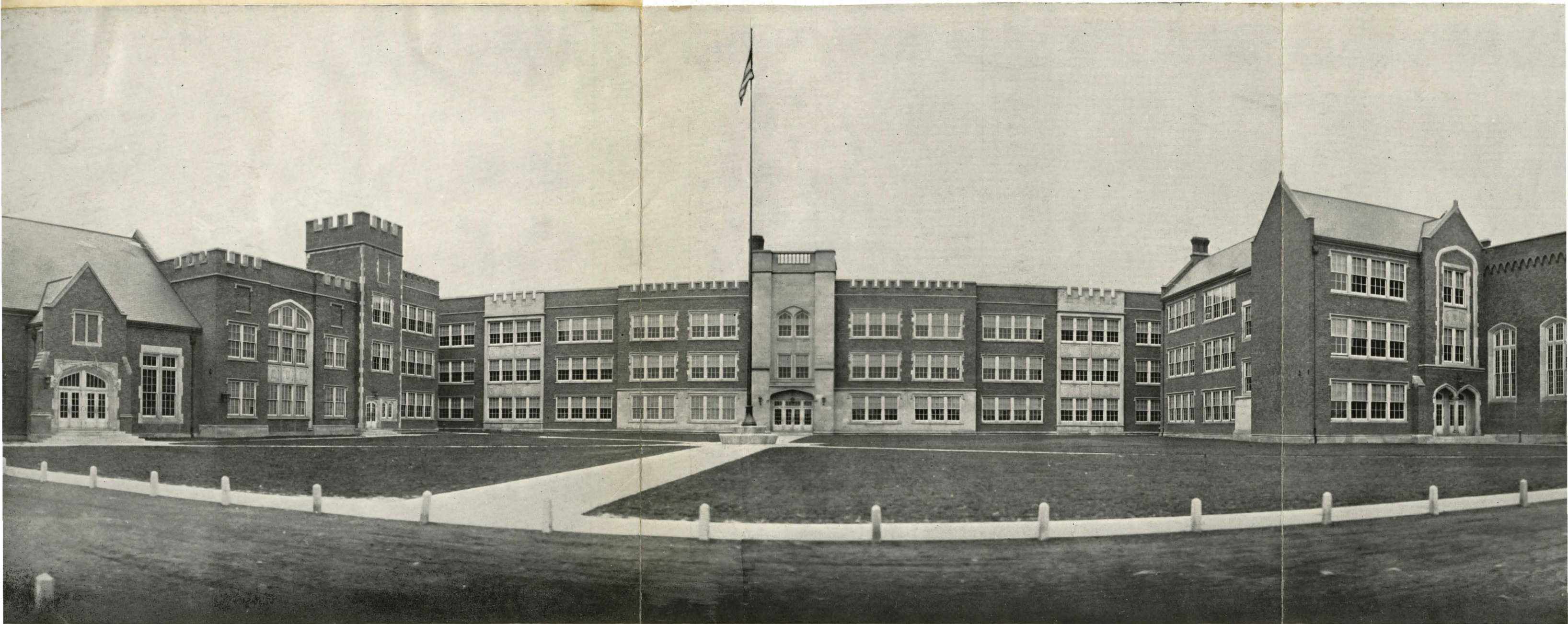
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HERE WE LIVE LIKE LORDS OF RENOWN

SHAWNEE HIGH SCHOOL

INTRODUCTION

The development of secondary education in Louisville is significant because this city (together with the City of Covington) took the lead in establishing high schools in Kentucky. Although the state legislature from early days encouraged county seminaries and private academies, it gave practically no attention to high schools until 1908. After the Civil War various cities established high schools. There were few county high schools until the last decade of the century (1890-1900). Fifty-nine Kentucky high schools were accredited by the State University in 1908, but there were perhaps as many unaccredited (with two or three year curricula).¹

The City of Louisville has not always been the flourishing "Gateway To The South" that it is today and neither has the secondary educational system of this city always been what it is today. There had to be a simple, unpretentious beginning. The writer feels that a brief historical introduction will serve the purpose of connecting the past with the present and of laying a foundation on which to base the thesis itself.

It is common knowledge that the Falls of the Ohio made Louisville a thriving, hustling town early in the nineteenth century. Both people coming down the Ohio and people traveling up the Ohio had to stop at the Falls. Here, naturally, inns sprang into existence and warehouses were built to house freight while waiting for

1. Ligon, M. E., A History of Public Education in Kentucky (Bulletin of the Bureau of School Service, College of Education, University of Kentucky), Vol. xiv, No. 4, June, 1942, pp. 215-219.

boats to pick it up and carry it to its final destination either above or below the Falls. The excellent harbor on the south side of the Ohio caused Louisville to become the center of much of this traffic.

In the year 1773 Captain Thomas Bullitt, of Virginia, set out for the Falls of the Ohio to survey lands at that point for Dr. John Connolly and others. His idea was to settle permanently in this new country himself. Bullitt laid off a town on this Connolly survey in August, 1773; but none of his papers showing the plan of the town as laid out by him are known to have been preserved. The lines of 2000 acres lying immediately opposite the Falls were run for Dr. Connolly, to whom Lord Dunmore issued a patent on December 10, 1773. The description was as follows:

"On the upper half of this survey, beginning on the river bank near the foot of First Street and running down the river to a point nearly opposite 12th Street, thence in a south-westerly course to near the intersection of Broadway and 18th Streets, thence up Broadway to near the intersection of Shelby Street and thence northwesterly to the point of beginning."

Thus the City of Louisville was first laid out.

Captain Bullitt returned to Virginia in 1773, intending to return and bring others with him later. However, the Indian War detained him, and before he had a chance to return to the Falls of the Ohio, he died. In April, 1774, Dr. John Connolly and Colonel John Campbell advertised lots for sale at the Falls, and in 1775 Sanders Stuart and others were sent out by them to occupy their lands. Evidently nothing very definite was done in the way of

2. Durrett, Reuben T., The Centenary of Louisville, Vol. 8, p.23.

3. Ibid., p. 27.

4. Ibid., p. 28.

actually building a settlement until three years later.

In May, 1889, General George Rogers Clark, following the instructions of Patrick Henry, Governor of Virginia at the time, set out from Redstone on the Monongahela River accompanied by a few volunteer troops to conquer the British Posts in the Illinois territory. Approximately twenty families, emigrants for Kentucky, accompanied Clark and his troops down the Ohio River. When they arrived at the Falls of the Ohio they landed on Corn Island, where they built block-houses to protect Clark's military supplies and also cabins for themselves. Clark is regarded as the founder of the City of Louisville because it was he who brought about the
5
first settlement.

On April 17, 1779, the first official step toward the founding of the town of Louisville was taken. At the suggestion and encouragement of the Court of Kentucky County the inhabitants held a public meeting and appointed seven trustees for the purpose of establishing a town. The trustees agreed on a plan for the
6
town and decided to call it Louisville. It was probably named in honor of Louis XVI, King of France, who had signed an alliance with the United States.

The Legislature of Virginia in May, 1780, enacted a law which provided that one thousand acres of land located at the present site of Louisville be vested in trustees and be divided by any four or more of them into lots of one-half acre each. The one thousand acres were to be established as a town and the name of

5. Ibid., pp. 29 and 40.

6. Ibid., p. 33.

the town was to be Louisville. John Todd, Jr., Stephen Trigg, George Slaughter, John Floyd, William Pope, George Meriwether, Andrew Hines, James Sullivan, and Marsham Brashiers were the trustees at this time and constituted the governing body of the town. Their first meeting was held on February 7, 1781.⁷

For the next forty-eight years Louisville was governed by trustees, who were either appointed by the legislature or elected by the voters of the town.⁸

The town of Louisville had no public schools. Not until Louisville received a charter as a city (1828) did it give any support to education.

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7. Collection of Acts of Virginia and Kentucky Relating to Louisville and Portland, 1839, p.3.
 8. Durrett, op. cit., p.54.

CHAPTER 1

BEGINNINGS OF EDUCATION IN LOUISVILLE

CHAPTER 1

BEGINNINGS OF EDUCATION IN LOUISVILLE

Louisville's citizens did not wait, however, for free schools for their children or for public money to build them. Very early in the life of the town excellent private schools were established throughout the town. They were taught mostly by French and Irish "gentlemen of learning" who had been exiled from their native countries. Probably the earliest of these private schools was opened at 12th and Market Streets in 1783. It was taught by an English gentleman whose name was George Leech. Another school located on the corner of 7th and Market Streets was taught by a Mr. Dickinson. The Reverend Mr. Todd, an Episcopal minister, taught still another one which was situated on Market Street between 4th and 5th Streets. A Mr. Langdon conducted one at the corner of 6th and Market Streets and another one situated on 6th Street between Market and Jefferson Streets was under the ownership of a Mr. New. These were but a few of the number established, but they were among the very first.

The usual fee was \$2.50 per quarter. From these small log schoolhouses, shutterless, comfortless, with board roofs and puncheon floors, came many of the Louisville boys of the period. Among them were many who made both Louisville and Kentucky famous in the fields of law, politics, religion, and literature.

In the Louisville City Charter of 1828 is found the first

1. Johnston, J. Stoddard, Memorial History of Louisville. Vol. 1, p. 233.

legislation in Kentucky for free education. Several of the governors of Kentucky in their messages had something to say concerning those who were unable to pay for education, but nothing was done by our State Legislature until after Louisville had taken the initiative. At the close of section eleven of the Charter of the City of Louisville of 1828 the following is to be found:

"The Mayor and Councilmen shall have the power and authority to establish one or more free schools in each ward in the city, and may receive donations of real and personal estate to erect the necessary buildings and to provide the necessary revenue for their maintenance, and may supply the funds from time to time by a tax in the ward where such school or schools shall be established."(3)

The Mayor of Louisville, John C. Bucklin, was very much interested in education, and in 1829 in a special message to the City Council recommended the adoption of a specific plan for the opening of free schools. On April 14th of the same year the City Council passed an ordinance which established the Free School of Louisville. It provided that:

"1. The said school shall be conducted upon the monitorial system of education.

2. No tuition fees shall be charged in said school. It shall be conducted exclusively at the expense of the city.

3. All white children, from six to fourteen years of age, whose parents or guardians reside within the charter limits of the city, shall be entitled to admission into said school, and shall enjoy all the advantages thereof." (5)

2. Durrett, op. cit., p. 103.

3. Collection of Acts of Virginia and Kentucky Relating to Louisville and Portland, p. 57.

4. Durrett, op. cit., p. 104.

5. Annual Report of the Board of Trustees of the Male High School, Female High School and Public Schools of Louisville To The General Council of the City of Louisville for the Scholastic Year 1859-1860, p.11; Minutes of the Board of Trustees, 1834-1850, p. 213.

As a result of this ordinance, the first public city school was opened in 1829 in the upper story of the old Baptist Church, on the southwest corner of Fifth and Green Streets, with Mann Butler as principal. Butler was paid the salary of \$750 a year while his assistant, Edward Baker, received the sum of \$400 per annum.⁶ Soon the attendance reached two hundred and fifty pupils, crowding the room to capacity. The studies were confined to the common branches of elementary education. There was no fee for tuition. It was the first free school in Kentucky, established by law.

The erection of a school building on the southwest corner of Fifth and Walnut Streets was begun in 1829. When completed, it was a very imposing building, accomodating between 700 and 800 pupils, having both male and female departments. Messrs. James Guthrie, James Vonstreet, William Sale, Samuel Dickinson, Fortunatus Cosby, Jr., and Dr. J. P. Harrison were on the board of trustees at the time. This board was in reality Louisville's first Board of Education. The school cost the city \$5,682 the first year.⁷

An ordinance was passed by the City Council in September, 1829, providing "that a female assistant be employed by the Trustees of the Public Schools, to take charge of the female department of the Free Public School for six months; and that

6. Durrett, op. cit., p. 104.

7. Johnston, op. cit., pp. 234-235.

said assistant shall be entitled to the sum of \$300 annually for
her salary."⁸

In spite of reference to the Free Public School there is reason to believe that it was not entirely free, but that some pupils paid tuition. George W. Anderson, Superintendent of the Public Schools, in his report to the Trustees in 1860 made the following comment:

(9)
"Had it been continued it would have sooner or later annihilated the School. The admixture of pay and free destroyed at once the very prestige of all Free Schools, which aimed to bring the poor and the rich man's sons and daughters side by side on the forum to receive a common instruction, without money or without price to either."

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8. Annual Report of the Board of Trustees, etc., 1834-1850, op. cit., p. 17.
 9. Annual Report of the Board of Trustees, etc., for the Scholastic Year 1859-1860, p. 18.

CHAPTER 2

BEGINNINGS OF SECONDARY EDUCATION IN LOUISVILLE

CHAPTER 2

BEGINNINGS OF SECONDARY EDUCATION IN LOUISVILLE

By an act of February 10th, 1798, the Legislature of Kentucky gave to each county in Kentucky 6000 acres for the support of a seminary. The act provided that "All the lands lying within the bounds of this commonwealth, on the south side of Cumberland River below Obey's river, which is now vacant and unappropriated,"¹ should be held for this general purpose. It provided further that each Seminary could sell its part to raise funds for the purpose of buying land and erecting buildings in its particular county.

The Jefferson Seminary, named after Jefferson County, was to be located in Louisville. John Thompson, William Crogan, Alexander S. Bullitt, James Meriwether, John Hinton, Henry Churchill, William Taylor, and Richard C. Anderson were the trustees.²

On December 27 of the same year, the trustees were given permission to raise \$5,000 by a lottery for the benefit of the Seminary. In this manner the first public secondary School in Louisville was endowed.³

In 1808 the gift of the land to Jefferson County was ratified and a new board of trustees named.⁴

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1. Littell, William, Digest of the Statute Laws of Kentucky, Vol. 2, p. 1120.
 2. Johnston, op. cit., p. 233; Durrett, op. cit., p. 104.
 3. Ibid., p. 233.
 4. Littell, op. cit., p. 1121. (The trustees named at this time were Alexander S. Bullitt, Richard A. Anderson, Robert Breckenridge, Abraham Hite, Abner Fields, Gabriel J. Johnson, Samuel Oldham, John Bales, David L. Ward, and James Ferguson).

For some time it was only a school on paper. On July 2, 1813, the trustees purchased from Colonel Richard C. Anderson a two and one-half tract of land on which a brick schoolhouse was built. The tract was the west half of original lot No. 12 and the price paid was \$700. Later the trustees paid Colonel Anderson \$100 for an adjoining quarter of an acre. The building erected was a two-story house located on the west side of Eighth Street between Green and Walnut Streets. It was sixty feet long and twenty feet in width. There were two large rooms on the first floor and four smaller rooms on the second floor. Even though Jefferson Seminary was a public school under county control it was not free. A tuition fee of \$20 was charged for each annual session which was six months in length. The building was not ready for use until 1816, when the Seminary was finally opened with Mann Butler as principal, and Reubrn Murray and William Tompkins as assistant teachers. Mann Butler's salary was \$600 per year while each of his assistants drew \$500 a year. All of the pupils, numbering between forty and fifty, were males. For many years, evidently, the State of Kentucky did not think that females were entitled to the benefit of grants for secondary school purposes.⁵

Until 1830 the Jefferson Seminary was controlled by trustees chosen by the fiscal court of Jefferson County. In that year the trustees of the Seminary were by law required to convey to the City of Louisville "one moiety of the real estate

5. Johnston, op. cit., p. 233.

belonging to that institution, and one moiety of the cash and other funds, belonging to the same, for the purpose of purchasing a suitable lot and erecting a suitable building for a High School in the city of Louisville." ⁶ The other half was allotted to the Orphan Asylum located at Middletown, Kentucky. The lot and building in Louisville were agreed on as the one-half to go to the city. However, the legal transfer was not made until fourteen ⁷ years later, that is in 1844.

For some years Louisville citizens tried to have a medical school located in their city and in 1837 specific attention was given to higher education, both medical and academic. After the establishment of the Louisville Medical Institute in 1837, James Guthrie introduced in November an ordinance to establish the Collegiate Institute of Louisville. As passed by the City Council, this ordinance provided:

"That an Institute of learning by the name and style of the Collegiate Institute of Louisville shall be and is hereby established on the seminary lot on the west side of Eighth Street with provision for instruction in the following departments of learning: viz: (1) Mental and Moral Science and Political Economy; (2) Mathematics, Natural Science, and Civil Engineering; (3) Latin, Greek, and Hebrew language and Literature; (4) Modern Languages: viz: French, Spanish, German, and Italian; (5) Belles Letters and History; (6) Elementary Branches of English Literature; and (7) History and Principles of Agriculture, Manufacture, and the Mechanic Arts.

That there shall be chosen by the Mayor and Council, a President, a professor of Mathematics, Natural Science, and Civil Engineering, a professor of the Latin, Greek, and Hebrew languages and literature, a professor of Belles Letters and History, and the President and professors may employ one

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6. Collection of Acts of Virginia and Kentucky Relating to Louisville and Portland, 1839, p. 92.
 7. Johnston, op. cit., p. 254.

or more tutors and allow the compensation out of the income of the Institute as they may stipulate, and other professors may be hereafter provided for." (8)

Thus, authority was given for the employment of seven professors, but in the beginning only three of them besides the president were to be engaged. Probably this was due to the great expense of having all seven. This was the very beginning of an uncertain project.

The first faculty, selected in 1838, consisted of the following: the Reverend Mr. B. F. Farnsworth, President and Professor Philosophy and Political Economy; John Harney, Professor of Mathematics, Natural Science and Civil Engineering; James Brown, Professor of Greek and Latin; Leonard Bliss, Professor of Belles Lettres and History; and H. F. Farnsworth, Tutor of Latin. It is said that Mrs. B. F. Farnsworth taught young ladies in a separate building.

In 1840 the Collegiate Institute of Louisville was chartered as Louisville College. The act, approved on January 17, 1840, stated that "Under the powers granted to the City of Louisville to establish a high school, the Mayor and Council of said city have established an institution of learning by the name of the Louisville College," and provided "that the Mayor and Council

8. City Journal, No. 7, p. 370.

9. Ibid., p. 478.

10. A grand-daughter of the first president of the Institute gives the following information: B. F. Farnsworth of North Bridgton, Me., born December 17, 1793, was principal of the Newhampton (N.H.) Theological and Academical Institute (1826-) and president of Georgetown (ky) College (1836). He married Maria Cates Ripley. Henry Fitch Farnsworth was a son by a previous marriage. Died June 4, 1851, at Lexington, Kentucky. (MS. of Amelia H. Thomson, partly copied by H. F. Bryant, U. S. Bureau of Agricultural Economics, Louisville, Kentucky).

of the City of Louisville shall have authority, annually to choose a board of trustees for the Louisville College, not exceeding nine."¹¹

At this time the faculty consisted of J. H. Harney, President and Professor of Mathematics and Natural Philosophy; Noble Butler, Professor of Ancient Languages; William H. Newton, Professor of Moral Philosophy, Rhetoric, etc.; and L. Lewinski,¹² Professor of French.

Up to 1843 the Louisville College was still active,¹³ offering "the subjects generally found in a college course." In 1844, however, it was said to be "yet in its infancy. It had a faculty until very recently, but the gentlemen composing it, have, for some reason, resigned; and the college edifice is temporarily closed. This College has an endowment, but which at present is not sufficiently productive to enable the trustees to provide the proper buildings and sustain a faculty. No great time, it is believed, will elapse, before it will be placed on a respectable footing."¹⁴

In an effort to revive the college it was proposed that it be combined with the more prosperous Medical Institute, as the medical professors had agreed when the school had been started. Although the proposal was discussed for some time, nothing was done until the year 1845. In December of that year a Mr. Pope revived the matter by introducing a resolution in the City Council. This resolution came as a result of an

11. Collection of Acts of Virginia, etc. op. cit., p. 191.

12. Johnston, op. cit., p. 235.

13. Collins, G. Louisville Directory, 1843-1844, pp. 187-188.

14. Haldeman's Picture of Louisville, Directory and Business Advertiser for 1844-1845, p. 69.

investigation of the condition of the Medical Institute. It suggested the transfer of the Medical Institute to the College. It further proposed that graduation and matriculation fees should not be distributed among the professors of the Medical Institute as formerly but instead that they should be expended for the general purposes of the College. Quite naturally the professors of the Medical Institute objected to the transfer. They contended that they had consented to be transferred to a "university," but not to a "college." After prolonged bickering about the distinction, the City Council offered to settle the matter by petitioning the Kentucky Legislature "to grant to the Louisville College and the Louisville Medical Institute a charter as one institution under the name and title of the University of Louisville."¹⁵

The above mentioned charter was passed by the legislature¹⁶ and was approved by the governor on February 7, 1846. It provided for the establishment of "all the departments of a university, for the promotion of every branch of science, literature, and liberal arts." It repealed the act of 1840 that had created the Louisville College and stipulated that the funds received from the sale of the "seminary lot," where the College was situated, should be spent for the purpose of erecting a building for the "Academic Department" of the University. The

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15. Louisville Morning Courier and American Democrat, December 12, 13, 15, and 31, 1845; City Journal, 1845-1846, pp.93, 95, 96, 127, 143, and 144.
16. Kentucky State Senate Journal, 1845-1846, p. 208.

financial condition of the college was not helped by the new charter, because it was forbidden by the new arrangement that the fees of one department be used to help any of the other departments. Six public school students named by the Mayor and City Council were to be admitted to the University without paying any fees. Eleven trustees were to be selected, two by the Mayor and City Council every two years for terms of ten years, while the President of the Board of Trustees was to be chosen by the other trustees for an indefinite term.

The erection of an academic building, having two rooms reserved for the Law School, was authorized by the City Council. Funds necessary for the erection of the building were taken from the proceeds of the sale of the seminary lot. The building was located at the western end of the "University Square" at Ninth and Chestnut Streets. The architect was John Stirewalt, the City Engineer. (This building is occupied today by the Annex of the Central Colored High School). About this time the City Council approved a proposal that the authority of the University over the Academic Department be transferred to the Order of Odd Fellows. Evidently, nothing came of this proposition which contained the conditions that the arrangements might be terminated after twelve months, that no religious creed might be taught, and that \$40 tuition annum be the maximum charged.

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17. City Journal No. 12, pp. 5, 10, and 18.
 18. City Journal No. 12, pp. 144, 216.

By 1850, the public school movement in the United States had developed to the point where there was increasing demand for secondary education at public expense. In the Northeast especially, a considerable number of high schools were established. The new Kentucky constitution (1850) provided for public schools to be established throughout the state, but no support was given to high schools. The county seminaries had, by this time, largely disappeared but there were a large number of private academies. These were considered quite adequate by those people who could afford to give their children secondary education. There seems to have been little demand for secondary education on the part of the poorer citizens. In Louisville, however, there was a renewed interest in education. The City Council inquired as to the possibility of establishing the Academic Department of the University as had been contemplated in the University's Charter. The University Trustees, in reply, explained the effort they had made to secure an endowment fund for the Academic Department.

Although the new organization was expected to help the Academic Department, it failed to do so. The Trustees of the University attempted to secure two hundred contributions of \$500 each in an effort to establish an endowment fund. However, only sixteen such contributions were pledged and all of them were cancelled because the full number had not been obtained. In

19. Ligon, op. cit., pp. 39-52.

reply to an inquiry from the Mayor and City Council, in 1850, concerning the Academic Department, the Board of Trustees answered as follows:

"To the Mayor and Council of Louisville. The Trustees of the University of Louisville received their resolution of the 18th of March last and respectfully note that they have felt exceedingly anxious to put the Academic Department of the University of Louisville into operation but are without any funds upon which to base an organization, and they felt convinced that no prosperous and advantageous organization could be made without adequate capital from which to draw a sufficient annual income to give reasonable salaries to the various professors. They find that no university or respectable college has been sustained prosperously without such a capital, and that it will not do to rely upon the tuition fees of the department. Many citizens expressed the opinion that the Mayor and Council should make the proper endowment out of the joint fund of all the Citizens and the Trustees are satisfied that at the present time, the proper endowment can be obtained from no other source. It would be a worthy act on the part of the citizens to have the endowment made out of the joint fund of the City and would be carrying out the principles that governed them when the project of the University was first agitated. They understand that the City of Louisville has recently subscribed \$200,000 to the Louisville and Frankfort Rail Road Company and will hold that amount of stock and they would respectfully suggest and solicit that \$100,000 of said stock be set apart and applied as a capital and endowment for the Academic Department, the dividends only to be annually expended. All of which is respectfully submitted." (20)

This plan, however, did not appeal to the Council.

Instead, they petitioned the State Legislature to make the Academic department of the University a part of the City's School system, financed by the city taxes. They proposed that all the public educational institutions be brought under one board of trustees, two elected from each of the twelve wards.

20. Mallalieu, W. C., Origins of the University of Louisville, Vol. XII, The Filson Club Quarterly, Jan., 1938, p. 38, quoting Minutes of the Board of Trustees of the University of Louisville for the Years 1851-7.

The law and medical departments were practically proprietary schools. They were under only nominal control of the University Trustees, being largely self-governing. There was apparently some confusion in the minds of the Council as to the difference between colleges and high schools, because they made no provision for education between the elementary schools and the Academic Department. This new board was to be called "The Trustees of the University of Louisville, the Female High School and the Public Schools of Louisville," Both the Academic Department and the Female High School were to be free to qualified students from the public Schools. James Guthrie, President of the University Trustees, was sent to Frankfort to "remonstrate before the Legislature on behalf of the University against the passage of that part of the City Charter which conflicts with the present government and subverts the rights and privileges of the University."²¹

The Kentucky Legislature passed the Charter in the form asked for by the City Council, but added a proviso that the part concerning the Academic Department of the University was not to be enforced until its constitutionality had been tested in the courts.²² As a result counsel was retained by the University Trustees to represent them in the matter.

"The City of Louisville filed her petition (No. 551) in the Jefferson Circuit Court, against the president and trustees

21. Ibid,, p. 39.

22. Acts of the General Assembly of the Commonwealth of Kentucky 1845-1846, p. 135.

of the University of Louisville and at the February term in 1852 of said court a decree was rendered quieting the title to the university square, library, buildings, apparatus, etc., in the trustees elected under the act of February 7, 1846, and settled the question that the city charter, in so far as it proposes to place said property under the control of the sixteen trustees selected by the people is an infringement of private vested right, a violation of the original deed of endowment of the 17th of November, 1837, from the city to the trustees of the medical institute, and therefore unconstitutional." ²³

The city of Louisville appealed the case to the Court of Appeals of Kentucky, but the decision of the lower court was upheld in 1854. ²⁴ The University, therefore, was free of the control of the school trustees, but it had no funds to operate a college in its Academic Building.

This building, which had been finished in 1848, was first occupied by the Law School and from 1851 to 1856 by the Kentucky Institute for the Education of the Blind.

As a result of the decision of the Court of Appeals, John Heywood, President of the School Trustees, in his annual report for the year ending July 1, 1854, made the following remarks which serve as a preview of the events to come:

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23. Strattan, O. H. and Vaughan, J. M. eds., A Collection of State and Municipal Laws, pp. 126-127, note p. 127.
 24. Monroe, Ben, Report of Cases, Decided in the Court of Appeals of Kentucky, 1854-1855, Vol. XV, pp. 642 ff.

"It now devolves upon the Board to say what action shall be taken. A High School is imperatively demanded for the young men of the city. The public school system would be incomplete without it. Possibly the Trustees of the University would consent that the building now occupied by the Blind School shall be set apart as a High School building when vacated by the Blind Institution. At any rate it is all important that measures be taken at once for the purpose of establishing a Male High School at the earliest time possible." (25)

The University Trustees named a committee in February, 1855, to meet with the School Trustees for the purpose of discussing the future of the Academic Department. As a result the representatives of the two boards entered into the following agreement on March 20, 1855:

"The Trustees of the University to place the Trustees of the University and Public Schools in possession of the house built for the Academic Department and the University lot...for one year from the eighth of September next free of rent, until one year's notice to quit.

"The House to be used...for a High School, to keep the house in repair, to keep it insured and pay all city assessments and charges upon the property for the term, to return the property at the end of the term in as good a condition as when received." (26)

On March 24, 1856, the School Board resolved to establish the Academic Department immediately. It actually began on April 7, 1856, with forty-two pupils. The School continued on the southeast corner of Ninth and Chestnut Streets until January 1, 1899. Then it was moved to a building on First Street, between Walnut and Chestnut Streets which had been vacated by the Female High School. This building was located on one of the lots

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25. The Annual Report of the Board of Trustees of the University and Public School etc. for the Year ending July 1, 1854.
 26. Minutes of the Board of Trustees, etc. Years 1851-7, p. 304; quoted by Mallalieu, op. cit., p. 39.

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now occupied by the Theodore Ahrens Trade High School.

Even in 1856 the Academic Department was often referred to as Male High School, although that name was not legally adopted until 1860. The first principal, Mr. W. H. Harney, also taught ancient languages. Mr. W. Hailman taught modern languages in both the Academic Department and the Female High School, which also opened in 1856.

In those early days and for many years, it was the practice to give both entrance examinations and final annual examinations to the various classes. The very first of these final examinations was given publicly in June, 1856. It lasted from the first to the fifteenth of the month. Although the records refer to it as an examination of the "Louisville High School" we know it was of the Academic Department for three reasons. First, Mr. E. A. Grant is mentioned as being principal of the School and we know that he was principal of the Academic Department at that time. Second, in the instructions for taking the examination, one taking it is referred to as "him," therefore it was probably not an examination of the Female High School. Third, nowhere else in the records of the Louisville School System do we find any mention of the "Louisville High School."

The questions were printed, each set on a separate sheet, and each student was required, in the presence of a teacher, carefully to answer, in writing, all the questions given him for

27. Reports of the Louisville School Board for the School Years 1907-8 and 1908-9, p. 307.

the day, without leaving the building or consulting any person, book or paper, on any subject. At the close of each exercise every student certified that he had neither given nor received assistance during the examination.

To the Freshman Class 19 questions on Natural Philosophy were given; 28 questions on Latin; 15 questions on geometry; 20 questions on Physiology; 29 questions on Algebra; 12 on Grecian Mythology; 13 on French; 12 on History; 12 on Rhetoric and Composition; and 10 on Single Entry Bookkeeping.

To the Sophomore Class 11 questions on Double Entry Bookkeeping were given; 22 on Universal History; 21 on Greek; 21 on Latin; 5 on Geometry; 9 on Trigonometry; 15 on French; 18 on Rhetoric; and 19 on Natural Philosophy.

To the Junior Class 9 questions on Calculus were given; 9 on Analytical Mechanics; 21 on the Elements of Criticism; 22 on History; 17 on Greek; 20 on Latin; 19 on French; and 18 on Natural Philosophy.

To the Senior Class 15 questions were given on "Active and Moral Powers of Man;" 21 on Intellectual Philosophy; 14 on Chemistry; 17 on Greek; 18 on Latin; 24 on French; 3 on German; 8 on Mechanics; and 6 on Astronomy.

The examination covered the respective fields completely and all of the questions required great factual knowledge and the exercise of the powers of reason to answer.

The second annual examination took place in June, 1857.

An interesting account of this examination was given by a newspaper reporter who witnessed it:

"The pupils in the Academic Department of the University of Louisville are under-going their annual examination. Large assemblages are present at the building on Chestnut Street, near Ninth, and pay strict attention to the interesting exercises. The examination is conducted upon an entirely different principle from that adopted in other schools. The plan is, in fact, similar to that practised in the German universities and by two celebrated institutions in this country - Brown University and the University of Virginia. Each pupil is presented with a series of printed questions to which he is required to give written answers. These embrace the whole scope of the year's studies and are such as the teachers think will best develop his progress and attainments. The pupil, of course, is unaware of the nature of the questions propounded to him until brought before the audience and handed the list of queries. Then without having any opportunity to consult authorities or seek assistance, he has to solve the problems.

"To have seen the printed list (sic) one cannot but marvel at the facility with which most of the young men return answers to the most difficult propositions in mathematics, the languages, and sciences. They certainly exhibit wonderful proficiency.

"The Male High School is an institution of which Louisville may justly boast. The standard of scholarship is fully as elevated as that of any western college and the students are as thoroughly drilled in their different studies." (29)

Mr. W. F. Beach was professor of mathematics and principal for the year 1857-1858. Mr. William N. McDonald was appointed to the chair of Rhetoric and Mr. Jacob Schenk to that of Ancient
30
Language in 1857.

A list of textbooks for the Academic Department adopted 1857 shows that the curriculum included four years each of English, mathematics, science, German, Latin, Greek, and History.

29. Louisville Daily Journal, June 25, 1857, p. 7.

30. Minutes of the Board of Trustees of the University and Public Schools etc., for the years 1857-1865, p. 42.

For the Freshman Class: Loomis' Algebra and Geometry,
 McClintock and Crook's First Latin Book, Jacob's Latin Reader,
 Caesar, Quackenbos' Rhetoric, Goldsmith's History of Greece,
 Gray and Adam's Geology, Loden's German Method, Adler's Reader,
 31
 Sargent's Speaker, and Declamations.

For the Sophomore Class: Loomis' Trigonometry, Surveying,
and Navigation, Loomis' Analytical Geometry and Calculus,
 Zumpt's Latin Grammar, Virgil, Cicero's Orations, Kuchner's
Greek Grammar, Jacob's Greek Reader, Xenophon's Anabasis,
 Cleveland's Compendium of English Literature, Gibbon's Roman
Empire, Eaton's Botany, Heyse's German Grammar, Koerher's
 31
Dialogues and Declamations.

For the Junior Class: Olmstead's Astronomy, Cicero's
De Officiis and Pro Lege Manila, Livy, Latin Syntax and Composition,
 Homer's Iliad, Xenophon's Memorabilia, Herodotus, Hallam's Middle
Ages, Shakespeare, Milton, Latham's Handbook of the English
Language, Agassiz's Zoology and Physiology, Trosauher-Hanssschatz,
 and Schiller's English Composition.

For the Senior Class: Descriptive and Perspective Geometry,
 Mathematical Drawing, Civil Engineering and Architecture, Cicero's
de Orations et Liberis, Horace-Syntax Ornata, Sophocles,
 Demosthenes' Philippica, Greek Composition, Latham's Handbook of
the English Language, Macaulay's History of England, Sheperd's

31. Declamation, by definition, is the art of speaking according to rhetorical rules. This instruction was probably what is known today as public speaking. For some years it was the practice for each senior, before he graduated, to give a senior speech in the regular weekly school assembly. However, this practice was discontinued some years ago.

Constitution of the United States, Fitch's Physical Geography,³²
Silliman's Chemistry, Goethe's Faust, and English Composition.

Military training was also very probably a part of the curriculum. This is indicated by the fact that the Kentucky Legislature passed an act in 1856 allowing the Academic Department³³ the use of the "public arms."

On November 2, 1857, it was reported to the board that there were 131 pupils enrolled in the school as compared with 130 the same month in 1856. The average expense per teacher was \$118.33 and the cost per pupil was \$53.78 for the year.³⁴

At this time no definite course of study had been adopted. Using the textbooks adopted, the teachers evidently used their individual best judgment as to what to teach and how to teach.

For the year 1858-1859 the same textbooks were adopted as³⁵ had been used in the preceeding year except for a few changes. In the Sophomore class, botany and English literature were dropped and rhetoric was added. Philosophy, astronomy, rhetoric, criticism, psychology, and German composition were added and medieval history, English, and Zoology were dropped in the Junior class. In the Senior class English, English history, physical geography and chemistry were dropped while psychology, rhetoric, logic, ethics, and philosophy were added.

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32. Minutes of the Board of Trustees of the University and Public Schools etc., for the years 1857-1865, pp. 42 and 43.
 33. Acts of the General Assembly of the Commonwealth of Kentucky, 1857-1858, chap. 598.
 34. Minutes of the Board of Trustees etc., op. cit., for the years 1857-1865, pp. 52 and 53.
 35. See table 1 on page 95.

During the school year ending in June 1859, ninety-seven pupils entered the Academic Department while the average attendance was fifty-six and there remained at the end of the school year forty-seven students.

36

The first graduation exercises of the school were held on Saturday, June 18, 1859, in the Masonic Temple. There was a capacity attendance. Diplomas were given to the graduates.

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W. N. McDonald served as principal from 1857 to 1859. On September 5, 1859 Professor E. A. Grant was elected principal of the school.

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36. Annual Report of the Board of Trustees etc., for the year ending June 30, 1859, p. 5.
 37. Minutes of the Board of Trustees etc., 1857-1865, p. 160.
 38. Ibid., p. 185.

CHAPTER 3

HISTORY OF LOUISVILLE MALE HIGH SCHOOL

CHAPTER 3

HISTORY OF LOUISVILLE MALE HIGH SCHOOL

Although the Louisville Male High School was at first officially named the Academical Department, many of the citizens and students referred to it as "the Male High School" or simply as "High School." This latter designation explains why the official letter of Male even today is an "H."¹

By 1860 there were 321 high schools in the United States - nearly all in New England, New York, Ohio, and Michigan. Only 33 were in the South. Few offered college preparatory courses - still fewer were for girls.² The curricula of most of the better schools, in the North Central States from 1860 to 1900, were about the same as that of Male except that many of them did not teach Greek, Latin, and philosophy.³

On February 28, 1860, the General Assembly of Kentucky approved an act to amend the charter of the City of Louisville to legalize the name Male High School. It also provided that the school board's title should be changed accordingly to "Trustees of the Male High School, Female High School, and the Public Schools of the City of Louisville." It further

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1. Milburn, W. S., The Male High School of Louisville, Kentucky, Vol. 1, No. 4, The Southern Association Quarterly, November 1937, p. 425.
 2. Cubberly, E. P., History of Education, p. 196 ff.
 3. Stout, J. E., The Development of High School Curricula in the North Central States from 1860 to 1918, pp. 11, 17, 24, 27, and 42;

provided that "It shall be the duty of the general council of the city to establish and create, by ordinance, a sufficient fund, and appropriate the same, for the erection, establishment and maintenance of the Male High School, the Female High School, and the Public Schools of Louisville, under the control and management of the board of trustees..."⁴

Examinations for admission to the Male High School were given for many years. A typical example of these examinations⁵ may be found in the appendix. In it sixty-seven questions on the subjects of grammar, geography, history of the United States, arithmetic, and algebra are to be found.

The curriculum was revised at this time (1860) so that the School might give "to every youth in the city an opportunity to secure the most thorough and complete course of instruction compatible with the peculiar circumstances of each individual." Three separate curricula were outlined: the classical course, the English course, and the partial course. The classical course was a complete four-year collegiate course which entitled the graduate to the degree of Bachelor of Arts. The English course was recommended to those students who wished to qualify themselves as architects, engineers, or manufacturers, or for any of the commercial or mechanical pursuits. It was a four year course and the graduate received a Bachelor of Science

4. Acts of the General Assembly of the Commonwealth of Kentucky, 1859-1860, Vol. 2, p. 429; Louisville Daily Journal, February 28, 1860, p. 3.

5. See table 2 on Page 97.

degree. The partial course was designed for those students who could afford no more than two years to devote to the studies of the school. It included algebra, geometry, rhetoric, elements of mental and moral philosophy, elements of natural philosophy and chemistry, bookkeeping, commercial accounts, and political economy. Graduates were given certificates of graduation in the partial or commercial course. ⁶ The granting of degrees was authorized by an act passed in 1861, providing that "The Male High School shall be in fact, and in law, a college; the institution shall be entitled to the rights, privileges, and immunities enjoyed by other colleges in this Commonwealth; and on the recommendation of its faculty, the board of trustees aforesaid shall have power to confer any and all degrees that may be lawfully conferred by any college or university in the Commonwealth of Kentucky, and attest the same by a diploma, under the seal of the institution, signed by the president, vice president, and secretary of said board of trustees, and the faculty of the said Male High School." ⁷

For some years after the passage of this act, Male High School was also designated as "The University of the Public Schools of Louisville," even though no legal recognition was ever

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6. Report of the Principal of the Academical Department of the University of Louisville (Male High School) for the year 1860, p. 4.
 7. Acts of the General Assembly of the Commonwealth of Kentucky, 1861, p. 62. Louisville Daily Journal, February 9, 1860, p. 3.

given to the name. It appears in the records both at the Board of Education and at Male High School, and on the seal of the

8

diplomas.

Discipline at Male High School in 1860, was based on

"the principle that the best government for the youth is that which cultivates such a habit of self-government as will here-after control the man. That this is correct in theory, none will deny; that it is altogether practicable, the results of the past year will satisfy the most incredulous.

"In the enforcement of discipline, no punishment is inflicted that is in any way calculated to destroy the student's own self-respect. As a result of this system, the "Dungeon" has fallen almost entirely into disuse. Its key has been turned upon a student but once since the undersigned assumed the charge of the school, and then but for a few moments, and without his knowledge.

"Students are taught, that although they have done wrong, and must submit to the penalty of wrong-doing, yet they are regarded as gentlemen, who desire to do right and not as felons without principle. When confinement becomes necessary, it is expected of each, that his own honor will confine him more effectually than could bars or bolts of iron. By thus manifesting, towards even the most refractory student, an undisguised respect for all that is good or manly or noble in his character he learns to respect himself too highly to do any act unworthy of a noble character." (9)

Dr. F. A. Grant was principal at the time that the above statement was made concerning the disciplinary problems of the school. It has served as the foundation for the control of discipline at the institution ever since.

During the school year 1862-1863, by-laws for the govern-
10
ment of the school were adopted. There were twenty-one by-laws,

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8. Reports of the Principal of Male High School (The University of the Public Schools), 1861-1867; Reports of the Board of Trustees, etc., 1861-1867; Matriculation Books of Male High School, 1856-1867.
 9. Report of the Principal of the Academical Department of the University of Louisville (Male High School) for the year 1860,
p. 9.
 10. See table 3 on Page 102.

each being quite lengthy. Generally speaking, they still serve as the by-laws of the institution.

The graduates of the school first received A. B. degrees in 1862. They were Lewis David Kastenbine and James S. Pirtle. In 1863, Albert Shelby Willis, Francis Asbury Seymour, and Charles E. Seymour were graduated. In 1864 four boys received their degrees. They were Edward Young Parsons, Benjamin Lee Young, William A. Ronald, and William Monroe Gray. Between 1865 and 1867, including both years, twenty-four students received
11
their diplomas.

In August 1867 it was decided by the Louisville School Board that the length of the school day was to be five hours. The school day was to begin at 8:30 a.m. from April 1 to
12
November 1 and at 9:00 a.m. from November 1 to April 1.

13
In 1870 the Course of Study was again changed. A preparatory course had come into existence in 1868 thus extending the Course of Study to five years. However, in June, 1883, this preparatory Course was dropped.

Between 1870 and 1873, including both years, twenty-two
14
diplomas were awarded to graduates.

Between 1870 and 1873 no material change was made in the textbooks to be used. In the latter year a number of subjects
15
were added to the curriculum. Drawing was added to the first

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11. Honorary Album, Book 1, Graduates of Male High School, p. 1.
 12. Minutes of the Louisville School Board, 1856-1878, p. 91.
 13. See table 4 on page 108.
 14. Honorary Album, op. cit., p.2.
 15. See Table 5 on Page 111.

session of the Preparatory Class. For the first session of the Freshman Class botany was added. Physiology was added to the second session of the Freshman Class. For the first session of the Sophomore Class, English literature, drawing, astronomy, chemistry, and French were added. English literature, chemistry, and French were added to the second session of the Sophomore Class. For the first session of the Junior Class, chemistry and French were added. Medieval history and civil engineering were added to the second session of the Junior Class. For the first session of the Senior Class, modern history, mechanics, and chemistry were added. History of the world, astronomy, and French literature were added to the second session of the Senior Class.

It will be noticed that the years were divided into two sessions. The most important changes in this new curriculum was the addition of courses in science, French, English literature, and history.

Many students found it difficult to meet the high standards required by the curriculum. In 1876, every member of the senior was failed. Parents frequently complained of the difficult studies to which their sons were subjected.

No material change in the course of study was made after 1873 for many years but "beginning about 1890, greater sanity in respect to the number of subjects carried began to prevail." At the suggestion of the President of the Board of Education, Mr.

W. W. Morris, less home study was required of the students and the instructors were less exacting in their grading. Definite subject and credit requirements for graduation were also set up at this time.

By 1890 there were 2526 high schools in the United States-
17
mostly co-educational and stressing college preparation.

In 1896 the course of study still covered a period of four years. A number of changes, however, had been made. There was a department of science that included practical work in the laboratory, and practical instruction in dynamics, heat, electricity and magnetism; a department of English with the principal and two professors in charge; a department of mathematics, extending to spherical trigonometry and surveying, with practical field exercises with the use of instruments; a department of Latin, for all classes and including Horace and Sallust for the senior class; a department of Greek, for all classes; a department of modern languages, in which German and French were taught; and a course for the senior class in
18
psychology and logic.

In 1897 a total of thirty-eight credits were required for graduation. They were: English, 8; mathematics, 8; Latin, 8; physics, 2; Greek or German, 6; French or science, 4; psychology, 1; logic, 1; and political economy, 1. A semester's work in one
19
subject constituted a credit.

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16. Milburn, op. cit., p. 425.
17. Cubberley, op. cit., p. 196 ff.
18. Johnston, op. cit., p. 239.
19. Milburn, op. cit., p. 425.

Only slight changes were made in the above requirements until 1911. At that time the entire plan was altered. Some individual selection from the subjects offered was permitted, taking the place of the rather definite requirements mentioned in the preceding paragraph. Thirty-two credits became necessary for graduation. They were English, 8; mathematics, 5; a foreign language, 4; United States history and civics, 2; physics or chemistry, 2; and electives, 11.²⁰

Degrees were granted until 1912. In 1913 Male joined the Southern Association of Colleges and Secondary Schools. As a result it was necessary for Male to be either a college or a secondary school. It could not qualify as a college so it became just another high school.²¹

On June 4, 1894 a committee was appointed by the President of the Louisville School Board to consider the advisability of having co-education in the High Schools. However, on June 22 of that year the committee reported that "without expressing their opinion as to co-education, the condition of the High School buildings made it inexpedient and impracticable at the time."²²

Mr. R. P. Halleck, a teacher of the school, was made principal on June 18, 1897. Professor John B. Carrington was

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20. Report of the Superintendent to the Board of Education, 1911-1912.
 21. Milburn, *op. cit.*, p. 425. Information given to the present principal of Male High School by Mr. J. B. Carpenter (now deceased), a teacher at the school in 1913.
 22. Minutes of the Louisville School Board, 1889-1897, pp. 260 and 262.

elected Professor of English at \$1500 per year to take Mr.
 23
 Halleck's place.

The Louisville Male High School was held in the Academic Building of the University of Louisville until 1899, when it was moved to the building previously occupied by the Female High School, which was moved to a new building located at Fifth and Hill Streets. The new site of Male High School was on the west side of First Street about midway between Walnut and Chestnut Streets. The Theodore Ahrens Trade High School building
 24
 now is situated on the lot.

In 1907 the alumni started a subscription drive to purchase a site for a new building. The site selected was known as the Caldwell property, a lot approximately 468 feet by 525 feet, situated between Brook, Breckendidge, Caldwell, and Floyd Streets. It had been used by the institution as an athletic field for the
 25
 preceding six years. It was called "High School Park."

In January of that year President T. C. Timberlake of the Male High School Alumni and others interested held a meeting in the School Chapel. Colonel Andrew Cowan made an appeal for the purchase of the "Park" and led off with a subscription of \$1000. Nearly \$7,000 was subscribed at that meeting. A Male High School Realty Committee was appointed by the Association. The members of the Committee were T. C. Timberlake, W. R. Belknap, Andrew

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23. Minutes of the Louisville School Board, 1889-1897, p. 412.
 24. Reports of the Louisville School Board, 1907-1909, p. 307.
 25. Records at Louisville Male High School.

Cowan, Fred W. Keisker, S. B. Tinsley, R. P. Halleck, A. S. Brandeis, John W. Barr, J. Van Norman, Judge Shackelford Miller, and Judge James P. Gregory. This Committee held weekly meetings to devise means of increasing the fund and it solicited subscriptions. In October, 1907, this Committee made a formal tender of \$25,000 to the Louisville School Board on condition that the Board add a like amount to buy the property for the sole use and benefit of Male High School. The tender was unanimously accepted by the Board.

However, the owners of the property wanted \$60,000 for it. In January, 1909 the Board raised its share to \$35,000 and on March 16, 1909, the deed was executed.

The principle clause of the deed, determined the vested rights of the Male High School Alumni Association in this property. It is as follows:

"The said Louisville School Board hereby covenants and agrees with said Alumni Association of the Louisville Male High School that it will hold said property for the exclusive use and benefit of said Male High School of Louisville and the white pupils thereof, and that the said Alumni Association of the Louisville Male High School, or its successors, being a general organization of the Alumni of the said Louisville Male High School, shall have the right to enforce this covenant and agreement." (26)

The Louisville Courier-Journal had the following to say concerning the purchase of the Brook and Breckenridge Square:

"The raising of \$25,000 by the friends and alumni of the Male High School is a feat of which they are justly proud. The generous interest which so many citizens of Louisville manifested in securing the Brook and Breckenridge square for

26. Reports of the Louisville School Board for the years 1907-1909, p. 309.

a site for a new high school building and for an athletic field has served to stimulate every boy in the school. Large numbers of High School boys subscribed as classes and individuals. Other subscribers, whose names are not given below, have not yet paid their subscriptions.

"Among those who have paid \$1,000 each are William R. Belknap, C. T. Ballard, Andrew Cowan, Samuel Culbertson, T. C. duPont, R. T. Durrett, George Gaulbert, C. C. Stoll, and C. C. Vogt."
(27)

Between 1909 and 1914 various movements were made to provide a new building for the Louisville Male High School and the Manual Training High School. A very definite desire to consolidate the two schools mentioned above was expressed by many students, alumni, and citizens.

At a meeting of the Board of Education held on January 12, 1915, Mr. Rutledge, attorney for the Board of Education, made a statement to the effect that the passage of a recent School Improvement Bond Issue had made possible the construction of a building to house both Male and Manual. On March 27, of the same year, bids for equipping the buildings were opened.

The alumni of both Male and Manual held meetings on June 4, 1915 and agreed to name the new school the Louisville Boys' High School.

Mr. C. E. Reed was elected principal of the institution on July 6, 1915. He had been principal of the high school in Omaha, Nebraska. Mr. S. B. Tinsley, principal of the Male High

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27. Louisville Courier-Journal, March 19, 1909, p. 10.
 28. Book 5, Minutes of the Board of Education, p. 305.
 29. Ibid, p. 408.
 30. Book 6, Minutes of the Board of Education, p. 48.

School, and Mr. E. P. Chapin, principal of the duPont Manual
31
Training High School, were elected assistant principals.

In the fall of 1915 the new building was occupied by the Louisville Boys High School. All the manual training and drawing work was transferred to the duPont building located at Brook and Oak Streets. The new building was located at Brook and Breckenridge Streets.

John C. Strother, President of the Board of Education, presided at the dedication program and delivered a short address. John H. Buschmeyer, Mayor of the City of Louisville, Judge James P. Gregory, President of the Male High School Alumni, and Fred G. Speidel, representing George E. Zubrod, President of the duPont Manual Training School Alumni, were also present and made speeches. Judge James S. Pirtle, the only surviving member of the first graduating class of Male High School and H. A. Davidson, a member of the first graduating class at duPont Manual Training High School, were on the stage. Music was furnished by Professor Karl Schmidt and his orchestra.

32

A capacity crowd was on hand.

The entire course of study was again changed in 1918. There were six definite courses with rigid requirements. They were: Classical, Scientific, General, Four-Year Commercial,
33
Two-Year Commercial, and Manual Training.

31. Ibid., p. 145.

32. Ibid., p. 247.

33. See Tables 6,7,8,9,10,and 11 on Pages 114,115,116,117,118, and 119.

In 1919, at the beginning of school in September, the Boys' High School was abolished and Male and Manual again were created, each in its own building. Male remained at Brook and Breckenridge while Manual returned to Brook and Oak. The alumni of both schools had a lot to do with this separation. Athletic competition, especially in football, had not been the same while the two schools had been combined. The alumni of both schools and the citizens of Louisville, generally, had missed the traditional rivalry between the athletic teams of Male and Manual.

The plan of study adopted in 1918 was changed in 1932. A return was made to a system very much like that of 1911 except that there were more electives. Under the new plan 32 credits were required. They were: English, 8; mathematics, 2; science, 2; United States History, 2; and electives, 18. The electives had to be chosen so as to have two majors of six or more credits each (English included) and two minors of four credits each. This plan was put into effect generally in all
34
of the senior high schools in the city.

By 1938 the number of students enrolled at the school had increased to such a point that it was imperative that additional rooms be added. On November 22, 1938 a bid of F. W. Owens, of Louisville, was accepted. According to this bid, a new gymnasium and eight class rooms were to be added to the school at a cost of \$221,800. The old gymnasium was to be

remodeled to provide more suitable quarters for the music department and the R. O. T. C. department. These improvements were completed in December, 1939 and on December 14, 1939, a dedication program was held. H. K. Blandford, Class of 1914, who had worked particularly hard for this new addition, presided. ³⁵

At the present time, the course of study adopted in 1932 is still in effect.

The eighty-fourth commencement was held on June 8, 1942, at the Louisville Memorial Auditorium. Mr. Harold T. Turner delivered the Alumni Address while Mr. John Miller awarded the diplomas. There were 273 graduates as contrasted with the 2 who received diplomas in 1862, at the first commencement. ³⁶

Since 1856 the school has had seventeen principals. ³⁷ Probably the most famous of them was R. P. Halleck who, after leaving Male in 1912, wrote many textbooks, especially on American and English literature.

Physically, the institution has developed enormously. In 1940 the total valuation of its site, buildings, and improvements was estimated at \$457,942.94. ³⁸

In 1940 the average daily attendance was 1474 as compared with 86 in 1860. ³⁹

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35. Minutes of the Board of Education, 1937-1942, p. 208.
Twenty-eighth Report of the Board of Education, p. 39.
Dedication Program.
36. Commencement Program of 1942.
37. See table 13 on page 122.
38. See table 14 on pages 123, 124, and 125.
39. See table 15 on page 126.

CHAPTER 4

HISTORY OF THE LOUISVILLE GIRLS' HIGH SCHOOL

CHAPTER 4

HISTORY OF THE LOUISVILLE GIRLS' HIGH SCHOOL

For many years the Louisville Girls' High School was known as the Female High School. Although this was the official name the institution was also called Girls' High School and the High School for Girls by the students and the public at large.

The very first mention of anything that indicated that the Board of Trustees were contemplating an institution of this nature was made on December 6, 1852, when a committee was appointed for the purpose of selecting a lot on which a Female High School was to be built.¹

Later, on January 17, 1853, the Board of Trustees passed a resolution to the effect that three school houses were to be built and if there were sufficient funds the Female High School was to be built.²

Almost two months later, that is on March 7, 1853, the committee on finance of the Board of Trustees was given the power to buy a house and lot from a Mr. Pollard as a site for the school at a price not to exceed \$6,000. This lot was located on Green Street (now Liberty Street) between First and Second Streets.³ Apparently this lot was later considered unsatisfactory for on October 9, 1854, the Board voted that the Building Committee be

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1. Minutes of the Board of Trustees of the University and Public Schools of the City of Louisville, 1851-1857, p. 110.
 2. Ibid., p. 119.
 3. Ibid., p. 144.

given the authority to advertize for a new lot. This motion contained a proviso that the lot must be situated between Second Street, Sixth Street, Green Street, and Broadway Street. At the same meeting the Finance Committee was given the power to sell the Pollard lot in the most advantageous manner.⁴

As a result the Building Committee made a report on November 6, 1854 that included an offer of a lot from Messrs. McBurnie and Perring. The lot was situated on the southwest corner of Fifth and Walnut Streets, extending on Walnut Street to Center Street. It was almost two years before the proposition of Messrs. McBurnie and Perring was accepted.

In In April, 1856, the Female High School was opened and sixty-nine students were admitted. Shortly afterward the building at Fifth and Walnut was ready and the school was transferred to that building.

An examination for admission to the school was held for the first time in July, 1856. The first commencement was held in the old Mozart Hall, located on the northeast corner of Fourth and Jefferson Streets. Nine girls composed the class. Each was required to read a composition.

Frederick Augustus Holyoke was elected Principal on October 31, 1856. For some time no definite course of study was adopted, so far as can be discovered. In September, 1857, Professor Holyoke suggested to the Board that the Senior Class

4. Ibid., p. 338.

should receive instruction in the Theory and Practice of Teaching. This plan was carried out and continued as a part of the curriculum until the Normal School was established in September, 1871.

An intermediate Course was adopted in 1857 for the purpose of preparing the pupils from the ward schools to enter upon the study of the High School Course.⁵

In 1858, at the instigation of Professor Holyoke the first official list of textbooks was adopted.⁶ In comparing this list of textbooks with the list used at Male, in the same year, we are impressed with the fact that the work at the Female High School was much easier and less comprehensive.⁷ Among the subjects studied were rhetoric, grammar, arithmetic, algebra, geography, English, history of the United States, Latin, French, Geometry, and English history. Examinations for admission to the school were given for many years. A typical one was given in 1860.⁸ Questions in grammar, geography, and arithmetic were given. Altogether thirty-six questions were asked. It contained no algebra questions and in other ways was much easier and shorter than the one given at Male in the same year.⁹

Rules and regulations of the Female High School were adopted during the school year 1862-1863.¹⁰ They are very similar

5. Reports of the Louisville School Board, 1907-9, pp. 254-260.

6. See table 16 on page 127.

7. See table 1 on page 95.

8. See table 17 on page 128.

9. See table 2 on page 97.

10. See table 18 on page 131.

to the by-laws for the government of the Male High School.¹¹

However, the fact that girls and not boys constituted the student body undoubtedly had a bearing on the nature of some of the rules. To a great extent they have been the rules and regulations in effect ever since that time.

By 1862 the building on the corner of Fifth and Walnut Streets was too small to house the growing student body. The School Board began looking for another location. During this year the Curd property, situated on First Street between Walnut and Chestnut Streets was purchased for the sum of \$16,000. Enlargement and improvements also were necessary. The sum of \$6,000 was spent for this purpose. Dedication exercises were conducted on January 11, 1864, in the building.¹²

By 1871 this building was found to be too small. The School Board decided to enlarge the lot and erect a larger building. This building was finished in 1873. During 1871 and 1872 while the new building was being erected, the school held its classes in Glover's Rink, on Seventh Street near Chestnut Street.

On January 3, 1898 the School Board passed a resolution to the effect that the new school building located at Fifth and Hill Streets and originally intended for a ward school be changed to house the Female High School.¹³ This was done within a year.

11. See table 3 on page 102.

12. Reports of the Louisville School Board, 1907-9, pp. 254-260.

13. Minutes of the Louisville School Board, 1897-1901, p. 10.

It is interesting to note that the first building occupied by the school was its home for seven years and nine months, the second for nine years and seven months, and the third was occupied for twenty-six years. The first building and lot cost \$13,000; the second building and lot \$22,000; and the third building and lot \$144,000.¹⁴

No material change was made in the textbooks or course of study until about the time the building at Fifth and Hill Streets was occupied. Then the course of study was divided into four parallel courses. They were: the Latin Course, the Modern Language Course, the English Course, and the Combination Course. Latin served as the basis of the Latin Course, modern language as the basis of the Modern Language Course, English as the basis of the English Course while in the Combination Course both Latin and modern Languages served as the basis.

In 1912, however, four definite courses were put into effect.¹⁵ They were called the College Preparatory Course, the General Course, the General Language Course, and the Commercial Course. A student was required to select one of the courses and to follow it exactly. On January 12, 1915, the Board of Education voted to change the name of the institution to Louisville Girls' High School, a name still used.¹⁶

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14. Minutes of the Louisville School Board, 1907-1909, pp.254-260.
 15. See tables 19, 20, 21, and 22 on pages 138, 139, 140, and 141.
 16. Book 5, Minutes of the Board of Education, p. 304.

Because of crowded conditions among the secondary schools in that section of the city, the Board of Education, on July 7, 1928, accepted a proposition to buy the tract of land known as the "Masonic Home Site" for \$350,000. The tract was bounded by Second, Lee, First, and Avery Streets. For some time there was indicated an intention of erecting a new building for Male High School on this site. However, the alumni insisted that the same "covenant and agreement" as existed between the Board of Education and the Alumni Association of Louisville Male High School be incorporated in the conditions concerning the new building.

Therefore, the Board decided to erect a Junior High School building. Tentative plans were approved for a building to accommodate 1200 pupils. In 1931, however, Superintendent Gregory submitted a detailed statement suggesting that a larger building be erected. Finally the Board decided to erect a building large enough to house both a Junior High School and the Louisville Girls' High School.

On July 3, 1934, at the request of the Alumae Club of the School, the Board voted to perpetuate the name "Louisville Girls' High School," for the senior high school in this new building.

It was decided that the new building was to be called Reuben Post Halleck Hall and that both the Louisville Junior High School and

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17. Book 16, Minutes of the Board of Education, p. 350.
 18. Book 17, Minutes of the Board of Education, p. 114.
 19. See page 36.
 20. Book 18, Minutes of the Board of Education, p. 276.
 21. Book 19, Minutes of the Board of Education, p. 19.
 22. Book 20, Minutes of the Board of Education, p. 391.

the Louisville Girls' High School were to conduct their classes
²³
 there.

The curriculum was based on the system of majors and
 minors adopted at this time for all of the Louisville Senior
²⁴
 High Schools. Thirty-four credits were required for graduation.
 Of these sixteen were constant. They were English, 8;
 mathematics, 2; science, 2; American history, 2; and health and
 physical education, 2. This plan is still in effect.

Halleck Hall was formally dedicated on November 23, 1934.
²⁵
 From its opening until the school year 1940-1941 Mr. S. B. Tinsley,
 was principal. Mr. W. F. Coslow and Miss Anna Voegtler were
 assistant principals. During the school year 1940-1941, Mr.
 W. F. Coslow was elected principal, Mr. E. R. Martin and Miss
 Voegtler were made assistant principals and Miss Grace B. Green
²⁶
 became dean. All except Miss Green still occupy the same
 positions. She died during the fall of 1942 and was succeeded by
 Miss Mabel Martin, a former teacher of Latin in the school.

The most recent commencement of the school was held on
 June 10, 1942 at the Louisville Memorial Auditorium. It was its
 eighty-fourth June Commencement. Two hundred girls were awarded
²⁷
 diplomas. Rabbi Joseph Rauch delivered the address.

The average number belonging has increased from 97 in 1860

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23. Book 21, Minutes of the Board of Education, p. 66.
 24. See tables 23 and 24 on pages 142, 143.
 25. Dedication Program of Reuben Post Halleck Hall.
 26. Louisville School Directories, years 1934-1942.
 27. Eighty-fourth Commencement Program of the Louisville Girls'
 High School.

to 1139 in 1940.²⁸

In 1940 the total value of the site, buildings, and
improvements was estimated to be \$1,030,651.63.²⁹

Between 1856 and this year there have been only eight
principals.³⁰ Mr. W. H. Bartholomew served as principal the
longest period of time, acting as such from 1881 to 1911.

28. See table 25 on page 114.

29. See table 14 on pages 123, 124, and 125.

30. See table 26 on page 145.

CHAPTER 5

HISTORY OF LATER HIGH SCHOOLS

CHAPTER 5

HISTORY OF LATER HIGH SCHOOLS

(a) INTRODUCTION

The expansion of Louisville high schools after the Civil War was influenced by a number of factors. The abolition of slavery made it necessary to provide for education of Negro children, although secondary education was not provided for some years. The advent of the business woman made it desirable to provide business courses for girls. Later the whole problem of vocational education became important. New ideas began to influence the traditional high school curriculum and organization; co-education, manual training, increased emphasis upon physical science and engineering. The increasing number of students was also an important factor that had to be taken into consideration.

(b) HISTORY OF THE CENTRAL COLORED HIGH SCHOOL

The question of Negro education came up at the end of the Civil War. On February 13, 1867, an act was passed by the Kentucky Legislature amending the charter of Louisville so as to provide that the taxes collected from persons of the African race within the city should be applied to the education of the children of the African race residing in this city and the funds so arising shall be used alone for the educational benefit

of the children of said African race. The act also provided for the establishment and maintenance of such schools.

The first colored elementary schools were established between the above date and August 5, 1872, the records showing that there were two elementary schools for colored children on the latter date. One was located at Campbell and Chestnut Streets and the other at Fourteenth and Broadway Streets.

On April 5, 1872, a lot was purchased for the erection of a new building for the education of colored children in the elementary grades. This lot was located on the northeast corner of Fifth and York Streets where the Monsarrat Junior High School is now. ¹ The building erected at the time is still being used.

Although there had been a desperate need for a building to house a high school for colored children for many years, it was not until the Central Colored High School was opened in September, 1882, that this need was provided. It was housed in the building now occupied by the Mary D. Hill School at Sixth and Kentucky Streets. Mr. J. M. Maxwell was the first principal and there were twenty-seven pupils. A Mr. Houser was one of the first teachers.

At that time, the Course of Study included the following subjects: rhetoric, general history, English literature, American

1. Article on Training School for Teachers in Miss Kress' Office, Board of Education, Louisville, Kentucky, pp. 3 and 4.

literature, the Constitution of the United States, trigonometry, arithmetic, geometry, algebra, physiology, physical geography, zoology, botany, geology, natural philosophy, astronomy,² intellectual philosophy, and methods of teaching.

The original list of textbooks was changed from time to time and gradually grew larger and more comprehensive. Generally speaking, the subjects taught were the same as were taught at Male and the Female High School. About the time that manual training was taught at Male, 1890, similar courses were begun at this institution.

In 1916 the curriculum offered three courses of study. The first was a college preparatory course which was intended to prepare those who took it to enter freshman class at any of the leading colleges. Second, the teacher preparatory course, which differed from the first course in that less Latin and mathematics were required. Third, manual training for boys and domestic science and art for girls were given in the vocational course.³

In 1895 the school was moved to Ninth and Magazine Streets with Mr. Albert E. Meyzeeck as principal. Mr. Frank L. Williams was principal for the school year 1897-8. In 1898, Mr. F. S. Delany became principal and remained as such until in 1904 when Mr. D. L. Lawson was elected to the office. He held the office until 1912 when Mr. W. B. Matthews became principal.⁴

2. See table 27 on page 146.

3. Report of the Central Colored High School, December, 1916, p.7.

4. School Directories, 1862-1912.

The institution was again moved in 1917, this time it was transferred to the building located on the southeast corner of Ninth and Chestnut Streets which had been used by the Male High School.⁵

During 1924 an addition was made to the building. It provided space for ten class rooms, a girls' rest room, a girls' toilet, shower rooms, locker rooms, a cafeteria, a kitchen, and a gymnasium. Six class rooms in the old building were also remodeled.⁶

Between 1916 and 1932 the courses of instruction were very similar to those offered at Male, Girls' Manual Training, and Ahrens High Schools. In the latter year, in accordance with the plan adopted by the Board of Education for the Senior High Schools of the city, a new course of study came into existence. This is known as a system of majors and minors.⁷

During 1936 Central Colored High School took over the building at Eighth and Chestnut Streets originally occupied by the Louisville Medical Institute and later by the administration offices of the Board of Education. This building became known as the Administrative and Practical Arts Building of the Central Colored High School. It provided a much needed unit for the institution.⁸

From the enrollment of twenty-seven in 1882 the number has steadily increased. In January, 1937, thirty-six graduated;

5. School Directories, 1862-1912.

6. School Directories, 1935-1942.

7. See tables 12, 23, and 24 on pages 120, 121, 142, and 143.

8. Book 25, Board of Education Reports, p. 89.

in June, 1937, eighty-four received their diplomas; in January, 1938, eighty-four completed their courses; and in June, 1938, an even hundred graduates were given diplomas.

Although the course of study is still based upon the system of majors and minors adopted in 1932, the school has also a program of vocational training. Subjects such as dressmaking, auto mechanics, foundry, tailoring, garment servicing, and carpentry are offered.

It is the only colored high school in the city. Both boys and girls attend. Such extra-curricular activities as athletics and dramatics are sponsored.

The total value of the site, buildings, and improvements of the school in 1940 was \$334,211.56.

In 1940 the average daily attendance was 916. On June 3, 1942, at the Louisville Memorial Auditorium 160 graduated. Dr. Zenos Scott made an address and awarded the diplomas.

(c) HISTORY OF THE COMMERCIAL HIGH SCHOOL

In 1887 a class in stenography was formed at the Female High School. It was composed of graduates of that school. Several years later a class in bookkeeping was formed at the Normal School. Pupils who had finished the Common School Course were permitted to enter. The class in stenography was also transferred to Normal. Commercial subjects were apparently not considered at this time

9. The 1938 Centralian, pp. 10-47.

10. Suggested Guidance Programs at the Central Colored High School.

11. See table 14 on pages 123, 124, and 125.

12. See table 28 on page 147.

13. The 1942 Commencement Program, Central Colored High School.

the type of work to be given at the Female High School.

About 1890, these two classes were combined and taught at the Normal School for some few years as the Commercial Department of the Public Schools. This department became too large for the Normal School, and in 1897-1898 it was divided, two classes going to the Tenth Ward School. Then the course of study covered a period of two years.

During the school year of 1903 and 1904 the course of study was lengthened to a period of three years. Several supplemental subjects were added at that time. Pupils having certificates of proficiency in the eighth grade work in the Public Schools were admitted to the first-year classes without an examination. Pupils from private institutions were required to pass the Superintendent's examination before they were admitted. Graduates of the High Schools were admitted to the third-year classes without an examination. Students at the high schools who had completed one year's work satisfactorily were admitted to the second-year classes without taking an examination. Students who had finished two or three years of high school work satisfactorily were admitted after taking special examinations to determine their grading. Both boys and girls attended the school.

In 1910 the principal, Mr. J. T. Gaines, taught political economy and there were five teachers in the stenography department, five in the bookkeeping department, two in the English department, and two general assistant teachers.

In September, 1911, the Commercial High School was consolidated with the Girls' High School. The boys of the school, however, were transferred to Male. At that time Commercial Courses were considered a very vital and practical part of the high school curriculum.

The first graduation of the Commercial High School was in 1888 with twenty students receiving diplomas. From that time on the number of graduates increased until the school was
14
discontinued.

(d) HISTORY OF THE duPONT MANUAL TRAINING HIGH SCHOOL

Manual training education appeared on the scholastic scene about 1625 in Europe. Comenius, who was born in 1592 and died in 1670, was among its earliest pioneers. At first the instruction was practically "bookish." It developed an interest in craftsmanship and handwork, gradually getting away from the strictly "bookish" phase. Very soon the objectives became the "development of respect and love for work; of habits which make for order, exactness, cleanliness; and of independence and self-reliance."
15

Manual training was introduced in this country by a Russian exhibit at Centennial Exposition in Philadelphia in 1876. The first American manual training high school was established in St.
16
Louis in 1880.

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14. Reports of the Louisville School Board for the years 1907-8, 1908-9, pp. 223-245.
 15. Encyclopedia of the Social Sciences, Vol. 10 on Manual Training, pp. 103-105.
 16. Cubberley, op. cit., p. 324.

In the summer of 1877, President J. D. Runkle, of the Massachusetts Institute of Technology, at a meeting of the National Educational Association held in Louisville, called attention to the "new education," that is manual training education. He had been very much impressed by the Russian exhibit which he had seen in Philadelphia.

From that time on the movement grew until on August 8, 1880, Mr. Philip Speed at a meeting of the Board of Trustees of the Louisville Public Schools tendered the following resolution:

"that the Committee on High Schools be instructed to inquire into the feasibility of establishing a branch of polytechnics in the Male High School with a view to the education of such boys as may select the course, to a practical knowledge of mechanics and that said Committee be directed to report on or before the monthly meeting of this Board in November next."

The resolution was adopted by the Board and on November 15th the Committee reported favorably.

On June 30, 1881, a report was presented to the Board of Trustees recommending that a branch of mechanics be added to the studies of the public schools. It was also recommended that the course be taught in the Male High School; that 24 pupils be admitted the first year; that these pupils be selected by the Trustees after passing the examination into the preparatory class of the Male High School; that they substitute drawing and practical work in the shop for dead and foreign languages; that the term for the mechanical branch be two years; and that such necessary tools

and material be purchased - the cost not to exceed the sum of
¹⁷
 \$2,000. Evidently the purpose, at the time, was to provide
 manual training experience for practical employment.

A special committee was appointed on June 2, 1890, to
 investigate the establishment of a separate Manual Training
¹⁸
 Department or School. As a result Mr. H. F. A. Kleinschmidt
 was selected as a teacher for the Manual Training Department of
 Male High School, which opened on the 13th of October, 1890.
 Twenty-four boys from the Freshman Class at Male High School
 composed the first class. They spent one hour before the
 regular session of the school began, on a drawing lesson and
¹⁹
 two hours after school on shop practice.

The Manual Training Department of Male High School was
 conducted in this manner for several years. In 1892 Mr. A. V.
 duPont, a wealthy citizen of Louisville, because of his interest
 in this type of education, offered to donate to the School Board
 a fully equipped manual training school. He annexed the
 following conditions to his gift:

"First - That the said property shall be used as a Manual
 Training High School and not otherwise.

"Second - That the Board shall establish and maintain in
 said building a Manual Training High School of the first order
 as a part of the public school system, free to all white boys
 in the city qualified to enter the Male High School, and not
 under thirteen years of age.

"Third - the teachers and professors in the manual
 department shall in every case be graduates of some Manual
 Training School.

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17. First Annual Catalogue of the Manual Training High School,
 pp. 9-11.
 18. Minutes of the Louisville School Board, 1889-1897, p. 62.
 19. Ibid., p. 74; First Annual Catalogue of the Manual Training
 High School, p. 13.

"Fourth - The Board shall keep the property fully insured, and if destroyed by fire, rebuild the building property at once.

"Fifth - That no special trade shall be taught in said school, nor any articles manufactured therein for sale.

"Sixth - That if the Board, at any time, fail to comply with the conditions herein, the trust shall cease, at my option, provided that six months notice of a purpose to declare said trust ended shall be given by me or my heirs to said Board; and if within that time the terms of the trust be complied with in good faith, said trust shall not cease, but continue upon the same conditions as before.

"Seventh - If the trust be terminated, as provided in the foregoing section, the Board shall reconvey the property herein, on demand, to me or my heirs."

The School Board accepted the proposition and assured Mr. duPont of their appreciation of his munificence.

No time was lost. Ground was broken for the buildings on June 1, 1892. By October the shop building was ready for use. The school opened on the 3d of October with 122 pupils, 43 of them having been transferred from Male. Twenty-nine others entered during the first year, approximately half of them from Male and the other half from the Ward Schools.

The first faculty was composed of H. F. A. Kleinschmidt, principal; Ira W. Davenport, English; R. Ellsworth Call, physics and chemistry; F. F. Twing, mathematics; W. F. Barnes, drawing; F. J. Corl, joinery, woodturning and wood carving; E. H. Sheldon, joinery, woodturning and pattern making; J. M. Strother, history, civil government, and political economy.

The school was divided into three classes designated as the Junior, the Intermediate, and the Senior. Each class was

20. Annual Register of the Manual Training High School, September 26, 1892 to February, 1904.

21. First Annual Catalogue of the Manual Training High School, September 26, 1892 to February, 1904.

subdivided into divisions, each division having no more than twenty-five students enrolled.

The course of instruction covering three years, embraced five parallel lines, three purely intellectual, and two both intellectual and manual, as follows:

First: A course in pure mathematics, including arithmetic, geometry, algebra, and plane trigonometry.

Second: A course in science and applied mathematics, including physiology, physics electricity, chemistry, mensuration, and bookkeeping.

Third: A course in language and literature, including the structure and use of English, composition, literature, and political economy.

Fourth: A course in free-hand, mechanical, and architectural drawing.

Fifth: A course of tool instruction, including joinery, wood-turning, wood-carving, pattern-making, molding and casting, sheet metal work, brazing, soldering, forging, vise work and machine-tool work in metals, and mechanical construction.

In 1892 three separate and distinct buildings comprised the physical plant. The one nearest Brook Street contained no machinery, and was used for the "quiet" work of the institution. A rear building was devoted entirely to tool instruction. It was, and still is, 37 feet from the front building. It has its noisiest windows away from the front building. This latter

building is situated behind the Brook Street building facing Brook Street with its side wall along Oak Street. In the southeast corner of the lot is located the third building which contains the heating and power plants.

On June 15, 1894, the first annual commencement took place in the Masonic Temple, at 8 p.m. Twenty-two pupils²² received diplomas.

On July 3, 1901, the name of the school was changed to the duPont Manual Training High School in honor of its founder²³ who died in May, 1893.

The course of study covered a period of three years' work²⁴ until about 1901 when it was extended another year. In this fourth year the subjects taught in the first three years were²⁵ continued. By 1914 it still had not changed a great deal. From the fall of 1915 to September, 1919, the school was consolidated with Male High School and was known as the Manual Training Course²⁶ of the Boys' High School.

During 1923 the duPont Manual Training High School Stadium, located at Shelby and Burnett Streets, was dedicated. It was given to the Board of Education, without obligation, by the Alumni and many other public-spirited citizens.²⁷

The only important addition to the original building was completed in 1924. A building was erected adjacent to the one

22. Ibid., pp. 22, 29, and 32.

23. Minutes of the Louisville School Board, 1889-1897, p. 195.
Minutes of the Louisville School Board, 1897-1910, p. 462.

24. See Table 29 on page 148.

25. See table 30 on page 149.

26. See table 11 on page 119.

27. Thirtieth Report of the Louisville School Board, p. 5.

on the corner of Brook and Oak Streets just south of the older building and connected with it. This addition provided space for eight class rooms, offices, a teachers' room, a cafeteria, a kitchen, locker rooms, shower rooms, and a combination gymnasium and auditorium. This helped greatly in relieving the crowded condition existing at that time.²⁸

In 1928 the course of study was again slightly changed. Two separate and distinct courses were offered. They were the General Course of Study which was about the same as the original course offered in 1901,²⁹ and the College Preparatory Course of Study which was a new course that provided a background for those who planned to attend college.³⁰ Less emphasis was placed on the courses which provided definite trade experience because of the fact that the Theodore Ahrens Trade High School had opened in 1926.

These two courses of study remained in effect until the school year 1936-1937 when three different courses of study were adopted. They were the Industrial Education Course, the Pre-Engineering Course and the College Preparatory Course. The first course was for those who were definitely sure that they were not going to college and wanted an industrial training before going to work; the second course was for those who planned to enter an engineering school; and the third was a College Preparatory Course which offered Latin and other

28. Ibid., p. 34.

29. See tables 29 and 31 on pages 148 and 150.

30. See table 32 on page 151.

31
 academic subjects. They remain the only courses offered at the school today.

In 1940 the total value of the school property, including the sites, the buildings, and improvements was \$391,625.29.³²

The average number belonging in 1940 was 1335 and the average daily attendance was 1262.³³

On June 9, 1942, the Forty-Fifth Annual Commencement was held at the Louisville Memorial Auditorium. There were 196 graduates. The Reverend Edward C. Chamblee offered the Invocation and the Benediction. Mr. F. J. Davis, the principal, awarded the honors and presented the diplomas while the Reverend J. Wilson Hunter delivered the Commencement Address.³⁴

Since the institution was first opened in 1892 there have been only five principals. Mr. E. P. Chapin was principal for the longest period of time, having served from 1903 to 1935. Mr. F. J. Davis is the present principal.³⁵

Today training in industrial arts is regarded as a phase of education that should exist in our schools from the first grade through the high school. Manual supplies this need generally and also, specifically, presents an opportunity for boys to prepare themselves with a background necessary for admittance to either a trade or to a technical college.

31. See tables 33, 34, and 35 on pages 152, 153, and 154.

32. See table 14 on pages 123, 124, and 125.

33. See table 36 on page 155.

34. Forty-Fifth Annual Commencement Program of the duPont Manual Training High School.

35. See table 37 on page 156.

(e) HISTORY OF THEODORE AHRENS TRADE HIGH SCHOOL

Among the needs of the Louisville Public School System in 1912, according to the report of the Board of Education, was that of a technical or vocational high school. ³⁶

In 1913 the Consumers' League of Kentucky tended the Board of Education a plan for an educational experiment and secured the Board's cooperation in opening the Pre-Vocational School at 17th and Madison Streets. This school was not the result of a gradual development of the educational system, but was a response to what was felt by the Consumer's League to be an urgent need for specialized training for the young worker.

Sixteen boys and girls comprised the first class. The names and addresses of those children who had told of their intention of leaving school to go to work were obtained. Their homes were visited and as a result the members of the initial class were selected.

Printing was selected as the first trade school course. Mr. Louis A. Bacon was selected as the shop executive at an annual salary of \$2,500 which was paid by the Consumers' League. Miss Ethel Lovell, the present principal, was chosen as the other instructor.

In 1915 the Board of Education incorporated the school into the Louisville Public School System. The Federal Smith-Hughes Act became a law in 1918. Its purpose was to promote

36. First Report of the Board of Education, p. 10.

Trade and Industrial Education below the college level. In order to benefit by this law the length of the school day was made six and one-half hours. The name of the school became the Louisville Vocational School. It was, at this time, located in the building vacated by Male High School (546 South First Street). This building has since been torn down but the present building was erected on the same lot and on several more on either side of it. From time to time new courses were added. Cabinet making and dressmaking were the first to be added to printing. Shortly after, bookbinding was begun. In 1918 the Commercial Course was instituted. Shorthand, typewriting, bookkeeping, comptometer operating and filing were introduced as part of the Commercial Course. Commercial English, commercial geography and economics soon made their appearance. Electricity and salesmanship were included in the course offered between 1920 and 1925.

37

During the school year 1924-1925 the school had reached its high peak of attendance. The average daily attendance then was 303.

38

Mr. Theodore Ahrens, then president of the Standard Sanitary Manufacturing Company, of Louisville, paid a visit to the institution during the spring of 1925. Three weeks later it was announced that he had given \$250,000 to the City of

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37. Dedication Program of the Theodore Ahrens Trade School,
pp. 10-12.
38. Book 13, Board of Education Minutes, p. 31.

Louisville with the proviso that it was to be spent for a new trade school lot and building. Later Mr. Ahrens added \$50,000 to the original gift for the purpose of erecting a gymnasium. Dedication exercises were held in the building on Wednesday evening, December 1, 1926, at 8 p. m. Mr. Ahrens was present and delivered an address. ³⁹ Miss Ethel Lovell headed the faculty ⁴⁰ of twenty-six as principal.

At a meeting held by the Board of Education on September 7, 1926, it was decided that the school be officially recognized as a high school and that the name, in the future, ⁴¹ would be the Theodore Ahrens Trade High School. Plumbing, machine shop, linotype operating, sheet metal work, millinery, baking, English, citizenship, and economics were added to the course of study.

On May 23, 1930, Mr. Ahrens made an additional gift for the benefit of the school. This time the sum of \$300,000 was ⁴² given for the enlargement of the institution. Additional land was purchased and a new addition was built. In it sixteen class rooms, six shops, a library, necessary auxiliary and storage rooms, toilets, showers, and lockers for the pupils were provided. Consequently, the building then had ample space for the accommodation of 1100 students. Installation of equipment ⁴³ of the most modern type was made.

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39. Book 14, Board of Education Minutes, p. 55; Dedication Program of the Theodore Ahrens Trade School, pp. 5 and 13.
 40. See table 38 on page 157.
 41. Book 15, Board of Education Minutes, p. 157.
 42. Book 17, Board of Education Minutes, p. 432.
 43. Book 29, Reports of the Board of Education, p. 27.

The total value of site, buildings, and improvements of the institution in 1940 was \$889,894.63⁴⁴ In 1941 the average number belonging was 1195 and the average daily attendance was 1062.⁴⁵

By 1941 several more subjects had been added to the course of study. Prospective students were required to make three selections. Each shop course had with it four or five academic subjects. Because of the great number of pupils at the school, it is sometimes impossible to give each student his first or second choice and therefore he or she is required to make a third.⁴⁶ This method is still in effect. At the latest commencement, June 11, 1942, 221 graduates received their diplomas.⁴⁷

Miss Ethel M. Lovell has remained as principal. Under her in 1940-1941 were fifty-eight teachers. This is more than 100% increase as compared with the first faculty of twenty-six.⁴⁸

(f) HISTORY J. M. ATHERTON HIGH SCHOOL FOR GIRLS

Because of the fact that the building occupied by the Girls' High School was over-crowded it became necessary to have another high school for girls. Due to the fact that the southeastern section of Louisville known as the "Highlands" was growing more rapidly than any other section it was decided to

44. See table 14 on pages 123, 124, and 125.

45. See table 39 on page 158.

46. See table 40 on page 159.

47. Commencement Program of the Theodore Ahrens Trade High School, June, 1942.

48. Directory, Louisville Public Schools, 1940-1941.

locate the new school in the eastern section of the city.

On October 2, 1922, the Board of Education directed its business manager to advertize for bids for the construction of the J. M. Atherton School for Girls which was to be located on Morton Avenue between Rubel and Edward Streets. ⁴⁹

By January, 1924, the two-thirds of the building was complete and ready for use. Miss Emma J. Woerner was named principal. Seventeen teachers were transferred from the Girls' High School and nine from the elementary schools to make up the first faculty. ⁵⁰

Dedication of the building took place on Wednesday, April 16, 1924, at 8 p.m. April 17 and 18 were set aside for public inspection of the school from 8:30 a.m. to 5 p.m.

Students attended it for regular work beginning January 28, 1924. ⁵¹

The original plans called for another wing to be built to the school, but this has not been done even to this day. In the fall of 1924 when the school first opened there were 307 enrolled in the ninth grade, 230 in the tenth grade and 209 in the eleventh grade.

In the fall of 1924 two buildings located on the corner of Morton and Rubel Streets were bought and converted into class rooms. Another building between the school proper and the two buildings on the corner of Morton and Rubel was purchased and torn down to provide a larger playground.

49. Book 12, Board of Education Minutes, p. 231.

50. Book 13, Board of Education Minutes, p. 256.

51. Ibid., p. 325.

On June 11, 1925, the first commencement was held at the Strand Theater. Mr. James H. Richmond, then State Superintendent of Education, was the speaker and 103 girls were awarded diplomas. 52

From the beginning the same courses were offered as were then being offered at the Louisville Girls' High School. In 1932 the system of majors and minors was put into effect. 53 54

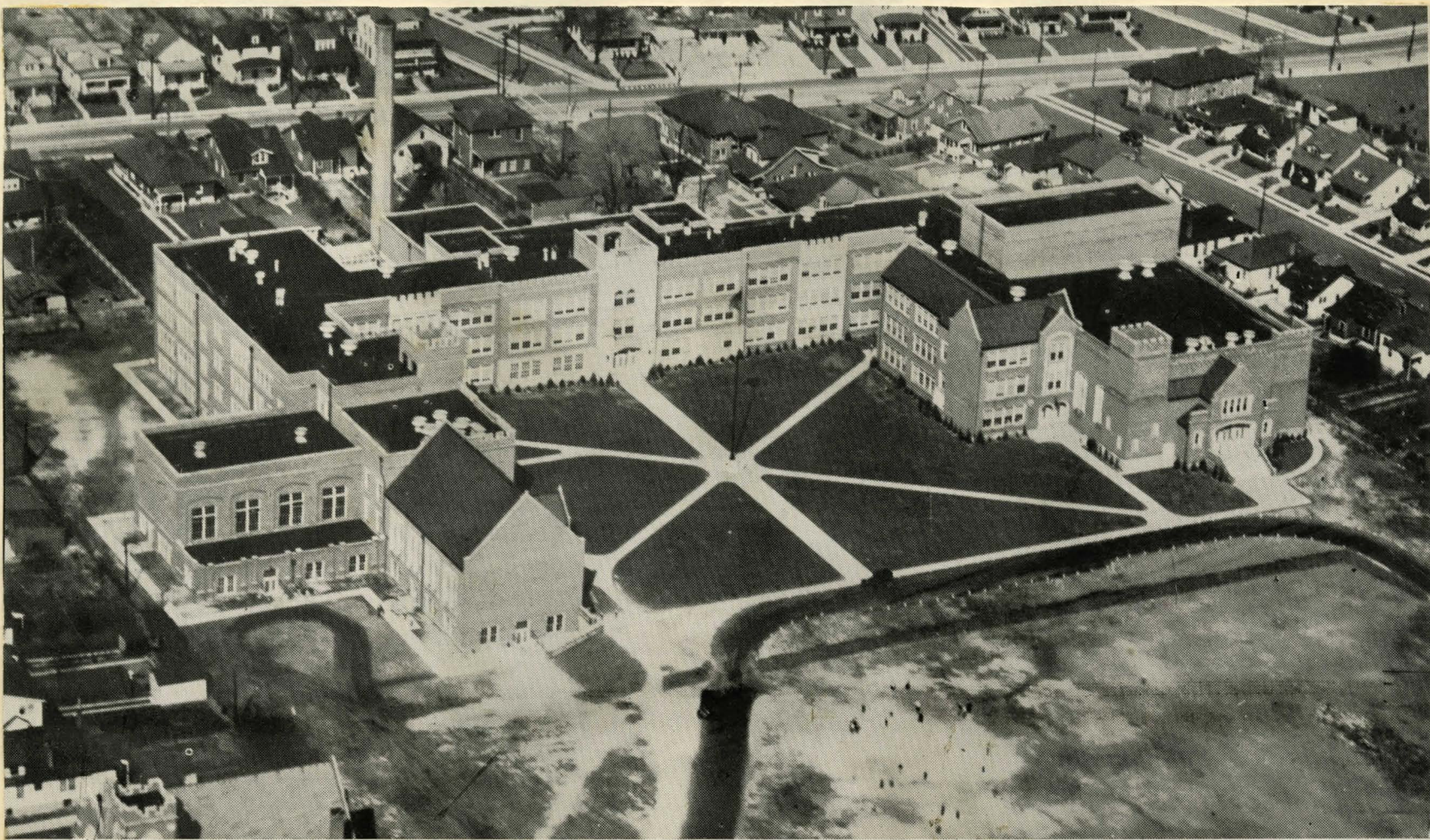
In 1940 the total value of the site, buildings, and improvements was \$396,412.18. 55 The average belonging in 1941 was 944 while the average daily attendance was 873. 56

At the last annual commencement, on June 5, 1942, 214 girls were graduated. 57

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52. School Records at J. M. Atherton High School for Girls.
 53. See tables 19, 20, 21, and 22 on pages 138, 139, 140, and 141.
 54. See tables 23 and 24 on pages 142 and 143.
 55. See table 14 on pages 123, 124, and 125.
 56. See table 41 on page 160.
 57. Commencement Program, 1942, J. M. Atherton High School for Girls.

CHAPTER 6

HISTORY OF THE SHAWNEE HIGH SCHOOL



SHAWNEE HIGH SCHOOL

CHAPTER 6

HISTORY OF THE SHAWNEE HIGH SCHOOL

By 1927 the western section of the city had become so populated that it was apparent that a senior high school for girls was necessary for that section. The Louisville Girls' High School building was again over-crowded.

The bids for the construction of the building now occupied by the Shawnee High School were opened on December 20, 1927. Originally it was planned to erect two buildings on the lot, one for the Western Girls' High School and the other for a Junior High School. The second building, which has never been erected, was to have been built on the Larkwood Street portion of the lot, facing the first building with a campus between them.¹

Later the idea of erecting two buildings was dropped and it was decided by the Board of Education to house both the Western High School for Girls and the Shawnee Junior High School in one building. On July 2, 1929, the building was accepted by the Board.²

Miss Anna Voegtle was the first principal. The faculty of the school during its first year, 1929-1930, numbered fifty-two.³ In the fall of 1929 the enrollment consisted of 84 boys and 542 girls.

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1. Book 16, Minutes of the Board of Education, p. 124.
 2. Book 17, Minutes of the Board of Education, p. 209.
 3. See table 42 on page 161.

Because of illness, Miss Voegtle requested to be relieved of her duties as principal in 1930. Mr. Robert B. Clem was then named principal of the Western High School for Girls and also of the Shawnee Junior High School on the same date. Miss Evelyn Wells was elected assistant principal of the two schools at the same time. Miss Nate Lee Woodruff who had been principal of the Shawnee Junior High School was transferred to Parkland Junior High School, as principal of that institution. Miss Louise M. Kornfeld⁴ was appointed dean of the school at that time.

On September 18, 1930 the Western High School for Girls and the Shawnee Junior High School were combined into a six year high school known as the Western Junior-Senior High School. Superintendent L. R. Gregory recommended the consolidation in order to conform with the best administrative types of organization.⁵ About two months later, at the request of a number of west end organizations, the Board again changed the name of the school. It was called Shawnee High School, with Junior and Senior Divisions.⁶

The first commencement was held at the school on February 2, 1931. There were sixty-five graduates. Superintendent of Schools, Leslie R. Gregory, delivered the principal address. The diplomas were presented by Mr. Leland Taylor, President of the Louisville

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4. Records of Shawnee High School; Book 18, Minutes of the Board of Education, p. 85.
 5. Ibid., p. 104.
 6. Ibid., p. 139.

Board of Education, Lillian E. Carey won first honors while Evelyn Jane Ayres took second honors. The officers of the class were: Lillian E. Carey, President; Ethel L. Pfeiffer, Vice-President; Helen S. Middleton, Secretary; Elizabeth Money Penny, Treasurer; Anna K. Bell, Cheer Leader; Naomi P. Deters, Pianist; and Miss Leonora Johnston, of the faculty, was Class Advisor.

By February, 1932, the enrollment had increased to 739. From its opening until this time the courses of study were the same as those of the Louisville Girls' High School. In 1932 the system of majors and minors was put into effect in the institution. On June 23, 1932, the name was changed again. It became known as Shawnee High School, its name at the present time.

On January 22, 1937, which was the last school day of the first term of the school year 1936-1937, the waters of the Ohio River started backing up into the streets from the sewers near the school. A faculty meeting was called and it was decided to have only one short home-room period, during which time pupils were to be given their reports and then sent home immediately. This was done by 9:15 a.m.

This was the beginning of the greatest flood our city has ever experienced, lasting for a month. Shawnee High School was

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7. Records of Shawnee High School.
 8. See tables 19, 20, 21, 22 on pages 138, 139, 140, and 141.
 9. See tables 23 and 24 on pages 142 and 143.
 10. Records of Shawnee High School; Book, 19, Minutes of the Board of Education, p. 185.

damaged to such an extent that it could not be used until the following September. After February 22, the faculty and pupils of the institution were divided among five other schools. To ease the over-load Shawnee teachers and pupils attended school on Saturdays but did not attend on Tuesdays. The school day was lengthened one-half hour daily to make up the time that had been missed.

Of the student body, 213 boys and girls and 5 teachers were transferred to Eastern Junior High School; 375 boys and girls and 8 teachers were sent to Parkland Junior High School; 426 boys and girls and 13 teachers were sent to Western Junior High School; 458 girls and 23 teachers were sent to Hallech Hall; and 299 girls and 12 teachers were sent to Atherton High School for Girls. Ten teachers alternated teaching among the five schools and one teacher was transferred to Southern Junior High School.

Mr. Clem, the principal, visited all five schools daily; Miss Kornfeld visited three schools daily; and Miss Wells visited two schools daily. The school secretary, Miss Lucille R. Stark, maintained the school office at her home. Miss Mary Cummings and Miss Pearl Logsdon, the school clerks, worked various days
11
at the five schools.

11. Report 26, Board of Education Reports, pp. 18-20; Records of Shawnee High School; and from personal memory, the writer having been a teacher at the school during the time.

Miss Lucie Lowry, of the English teachers, worked out a most unusual and unique project with a class of Shawnee students. the class was designated the "Grammar and Composition Class." There were twenty-four enrolled in the class. Each girl wrote a short story based on her personal experiences during the flood. Miss Lowry edited the stories, had them copyrighted and then had them published in a volume which was published, printed, and distributed by The Standard Printing Company, of Louisville, Kentucky. The volume contained 92 pages not counting a preface
12
of two pages by Miss Lowry.

Beginning in September, 1938, a "Cooperative Study" was made by the principal, the assistant principal, dean, and faculty of the school. The purpose of the study was to evaluate the physical properties, the faculty, and the curriculum of the school in relation to certain standards of similar institutions of learning.

The subject of the study was Shawnee High School. Mr. Clem was chairman of the general committee which was composed of the six sub-committees and the school secretary, Miss Lucille Stark.

The study was divided into two sections. Each section contained six sub-committees. The names of the sub-committees of the first section were as follows: "Philosophy and Objectives," "Pupil Population and School Community," "Curriculum and Course

12. Flood Stories by Shawnee High School Girls.

of Study," "Library Service," "Pupil Activity Program," and "Guidance Service." The names of the sub-committees of the second section were as follows: "Instruction," "School Staff," "School Administration," "Outcomes of Educational Program," "School Plant," and "Summary Forms." Untold value was obtained from the study. Those participating received a great amount of factual knowledge concerning the school.

Later, an evaluating committee, composed of authorities on school administration, studied the results of the study, paid personal visits to the school, and then rendered their findings. This committee was composed of the following: Dr. J. D. Williams, Chairman of the State Committee for the Southern Association of Colleges and Secondary Schools; Dr. W. C. Jones, Dean of the Eastern State College at Richmond, Kentucky; Mr. L. N. Taylor, State Superintendent of High Schools; Dean Oppenheimer of the University of Louisville; Mr. F. D. Davis, principal of the duPont Manual Training High School; Mr. W. S. Milburn, principal of the Louisville Male High School; Mr. W. F. Coslow, assistant principal of the Louisville Girls' High School; Miss E. J. Woerner, principal of the Atherton High School for Girls; and Miss Dorothy Graff, principal of the Louisville Collegiate School. The committee made its report on May 15, 1940. Their findings rendered untold benefits to the faculty.

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13. Records of Shawnee High School.

In 1940 the total value of the site, buildings, and
improvements was \$773,303.21.¹⁴ During the school year 1940-
1941 the faculty consisted of 74 teachers.¹⁵ The average number
belonging was 895 while the average daily attendance during
1940 was 823.¹⁶

The twenty-fourth commencement of the school was held
June 4, 1942. One hundred and forty-four girls received
diplomas.¹⁷

14. See table 14 on pages 123, 124, and 125.

15. See table 43 on page 162.

16. See table 44 on page 153.

17. Twenty-fourth Commencement Program of Shawnee High School.

CHAPTER 7

HISTORY OF THE JUNIOR HIGH SCHOOLS OF LOUISVILLE

CHAPTER 7

HISTORY OF THE JUNIOR HIGH SCHOOLS

(a) Introduction

Undoubtedly the underlying reason for the reorganization of the American public school system was the desire to provide an equal division of time between the elementary and secondary education. As a result the six-six plan came into existence first. The plan to divide the six-year secondary system into junior and senior divisions did not become prominent until about ¹1910.

There were three main reasons for the adoption of both the six-six plan and the six-three-three plan. They were: "first, that it would make for economy of time in education; second, that it would provide a more gradual and more natural transition from elementary to secondary education; and third, that it would result in a more suitable school for the adolescent ²age."

Other reasons for the organization of such schools were: "to provide educational opportunity; to provide for earlier differentiation; better for grades 7, 8, and 9; to increase retention; to bridge the gap between elementary and high school; to utilize old high-school buildings; to use the entire plant; ³and to introduce prevocational work earlier."

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1. Smith, William A., The Junior High School, p. 150.
 2. Ibid., p. 151.
 3. Briggs, Thomas H. The Junior High School, p. 34.

The first important development of the junior high school idea occurred in California "with the reorganization in Berkely by Bunker in 1909 and in Los Angeles by Francis in 1910." Between 1910 and 1917 two hundred and sixty-six Junior⁴ High Schools were established.

Louisville did not adopt the junior high school plan for many years. In 1912, however, fifteen departmental centers for the seventh and eighth grades were established. These departmental schools gave some of the advantages claimed for⁵ the junior high schools.

From time to time inquiries came to the Board of Education concerning the establishment of junior high schools in this city. More and more demands from the citizens caused the Superintendent of Schools to render a detailed report explaining why Louisville had not adopted the junior high school plan. He gave eight good reasons. They were: first, sufficient buildings were not available and funds were not available for the construction of new buildings; second, the eighteen departmental seventh and eighth grades were working satisfactory; third, it was better to have ninth graders ride long distances than seventh and eighth graders; fourth, field excursions were no more important than the elementary laboratory experiments; fifth, the seventh and eighth grades provided for the handling of individual differences

4. Ibid., p. 32.

5. Annual Report of the Superintendent to the Board of Education, July, 1912.

as well as the junior high schools could; sixth, a new manual training school was needed more than the junior high schools; seventh, segregation of the sexes should be made in the ninth grade since boys had a right to have men teachers for four years; and eighth, the junior high schools would increase further the cost of secondary education which was already costing too much in proportion to the percentage of pupils attending the secondary schools.

As time went on, the citizens demanded a reorganization of the local school system. The success of junior high schools in other cities and the necessity that immediate relief be given to the over-crowded school buildings caused these demands to be made. Consequently, Superintendent Hartley recommended in 1925 that plans be made for the erection of junior high school buildings in the western, eastern, southern, Shawnee, Parkland, Crescent Hill, Highland, and central sections of the city. The architect was instructed to prepare the plans.

In the same year Dr. Strayer and Dr. Englehardt, of the Columbia University, were employed to make a survey for the purpose of determining just exactly where the buildings were to be located and how many were necessary. They were paid \$20,000 but very few of their recommendations were adopted.

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6. Report of the Superintendent on Junior High School question, 1917.
 7. Book 14, Board of Education Minutes, p. 121.
 8. The original report was lost in the 1937 flood. These facts were obtained from Henry B. Manly, secretary of the Louisville Board of Education for many years.

In 1927 the school day of the departmental schools was lengthened one hour, making six hours daily. The school program was broadened by exploratory courses, elaboration of shopwork, and expansion of physical educational activities. These changes served as the foundation of the junior high school program which was to follow comparatively soon.

When the junior high schools were opened a very definite program of studies was installed. The same program was in effect⁹ in all of them. Although this program was definite it provided several choices and a number of exploratory and experimental subjects. Both men and women teachers were employed and various shop courses, such as printing, woodwork, simple mechanics, and metal work were offered. There are now eleven junior high schools in Louisville, nine for white children and two for colored.

For the valuation, etc., of all junior high school properties see table 46 on pages 165, 166, and 167.

Information concerning average number belonging, average daily attendance, salaries, and total cost per pupil of all the junior high schools from 1928 to 1941 may be found in tables 47, 48, 49, and 50 on pages 168, 169, 170, and 171.

(b) HIGHLAND JUNIOR HIGH SCHOOL

On January 29, 1928 the school was opened for public inspection. The following day pupils enrolled for the first time.

9. See table 45 on page 164.

It is located at the intersection of Norris Place and Roanoke Avenue in that section of the city known as the "Highlands."

The building contains thirty-eight rooms, an auditorium, a gymnasium, a cafeteria, a library, medical rooms, and offices. Miss Eva T. Mason has been principal ever since it first opened. ¹⁰

(c) WESTERN JUNIOR HIGH SCHOOL

This school was opened on the same day as Highland Junior High School. It is located at 22d and Main Streets. The building has forty-three class rooms. It is fire proof except for the wooden floors in the class rooms. There are various shops for both manual training and science. The auditorium includes stage facilities necessary for the ordinary amateur dramatics, including dressing rooms, stage lighting, etc. The gymnasium has a capacity of 100 with shower and dressing rooms for both boys and girls. Miss Gertrude Kohnhorst has been principal ever since it opened. ¹¹

(d) EASTERN JUNIOR HIGH SCHOOL

It was first established in 1928 when the Highland Junior High School was opened. The first building occupied was the old Eastern Departmental Building located at 622 Rubel Avenue. When the Normal School was discontinued, the school was moved to that building located at 1128 East Broadway Street. Mr. Samuel V. Noe is principal. The school is handicapped because of a lack of

10. Book 16, Board of Education Minutes, p. 156; Book 17, Reports of the Board of Education, p. 34; Directories, Louisville Public Schools.

11. Ibid.

playground space, but the children use the lot behind the Rubel
 12
 Avenue Elementary School.

(e) SOUTHERN JUNIOR HIGH SCHOOL

This building was reported ready for occupancy in
 September, 1928, and was accepted by the Board of Education at
 that time. However, it was not occupied until in September 1929.
 Miss Fannie H. Loewenstein has been principal ever since it
 13
 opened.

(f) SHAWNEE JUNIOR HIGH SCHOOL

Of all the junior high schools in the city, this one has
 had the most individual and peculiar existence. It was opened
 in September, 1929, in the same building as the Western High
 School for Girls. Miss Nata Lee Woodruff was principal. However,
 when Parkland Junior High School was opened Miss Woodruff was
 made principal of that institution and Mr. Robert B. Clem was
 named principal of the Shawnee Junior High School on August 29,
 1930. On September 18, 1930, the school was combined with the
 Western High School for Girls and became known as the Western-
 Junior-Senior High School. Approximately two months later it
 became the junior division of the Shawnee High School. However,
 some of the records, among which are data concerning the average
 daily enrollment, average daily attendance, salaries, and total
 cost per pupil are still found under the heading of Shawnee

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12. Book 16, Minutes of the Board of Education, p. 156; personal
 knowledge.
 13. Book 16, Minutes of the Board of Education, p. 396; Book 18,
Reports of the Board of Education, p. 18.

14

Junior High School.

(g) PARKLAND JUNIOR HIGH SCHOOL

The bids for the erection of this institution were opened on June 4, 1929. On November 4, 1930, it was announced that the building was completed and ready to be occupied. It was accepted by the Board of Education and opened a few days later with Miss Nata Lee Woodruff as principal. She remained as principal until the school year 1940-1941 when she was made principal of the Alex. G. Barrett Junior High School. At that time Mr. R. J. Bell was named to succeed Miss Woodruff. The school is located on the north-west corner of 25th and Wilson Streets in that section of Louisville known as "Parkland."¹⁵

(h) ALEX G. BARRETT JUNIOR HIGH SCHOOL

On June 20, 1930, the bids were opened for the erection of this school, which at that time was to be called the Crescent Hill Junior High School. It was renamed the Alex G. Barrett Junior High School on April 5, 1932. The building was occupied for the first time at the beginning of the 1932-1933 school year. Mr. Glenn Kendall was made principal at that time. He served as such until the 1936-1937 school year when Mr. E. R. Martin succeeded him. When Mr. Martin became assistant principal of the Louisville Girls' High School and the Louisville Junior High School during the 1940-1941 school year he was succeeded by Miss

14. See tables 47, 48, 49, and 50 on pages 168, 169, 170, and 171.
 15. Book 17, Minutes of the Board of Education, p. 144; Book 18, Minutes of the Board of Education, p. 145; Directories, Louisville Public Schools.

Nata Lee Woodruff. The school is located at the intersection of Grinstead Drive and Peterson Avenue in that part of the city known as "Crescent Hill."¹⁶

(i) JACKSON STREET JUNIOR HIGH SCHOOL

The building was accepted by the Board on July 2, 1929. Mr. A. E. Meyzeeck was named principal at that time and has been principal ever since. In the beginning there were 16 teachers on the staff. During the 1940-1941 school year 26 teachers composed the faculty. It is for negroes and located at Jackson and Breckenridge Streets.¹⁷

(j) MADISON STREET JUNIOR HIGH SCHOOL

This school is also for Negroes. On July 2, 1929, the Board of Education accepted the building. Mr. Atwood S. Wilson was made principal in the beginning but in 1934 he became principal of the Central Colored High School and was succeeded by Mr. W. H. Perry, Jr., who remains in that capacity. In 1929 the faculty consisted of 22 teachers. During the 1940-1941 school year the faculty numbered 43. It is located at 1719 West Madison Street.¹⁸

(k) LOUISVILLE JUNIOR HIGH SCHOOL

This school is located in the Reuben Post Halleck Hall at Second and Lee Streets. Its program of study is the same as the other junior high schools. It was opened in November, 1934.

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16. Book 18, Minutes of the Board of Education, p. 17. Book 19, Minutes of the Board of Education, p. 105; Directories, Louisville Public Schools.
17. Book 17, Minutes of the Board of Education, p. 209; Directories, Louisville Public Schools.
18. Book 17, Minutes of the Board of Education, p. 209; Directories, Louisville Public Schools.

Reuben Post Halleck Hall is also shared with the Louisville Girls' High School but there is only one principal with two assistant principals, and one dean who compose the administrative staff of both schools. The total cost of Halleck Hall for site,¹⁹ building, and equipment was \$1,180,332.65.

(1) MONSARRAT JUNIOR HIGH SCHOOL

The eleventh and latest of the junior high schools in the city is this school which was opened in 1936. The building had been occupied for years by the Monsarrat Elementary School. For a number of years before 1936 it had been a departmental school. Mr. Paul E. Harris served as principal from 1936 to 1941 when he was succeeded by Mr. R. T. Brom. In 1936 there were 15 teachers on the staff while during the school year 1940-1941 the faculty²⁰ numbered 18.

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19. Book 24, Reports of the Board of Education, p. 65; Directories, Louisville Public Schools.
 20. Directories, Louisville Public Schools.

CONCLUSION

CONCLUSION

Taking it all in all, the City of Louisville, with its seven senior high schools and eleven junior high schools, has a secondary school system that adequately provides for the secondary education of the children of the city.

Of the seven senior high schools, one, Male, is a regular three year academic and commercial school for boys. Another, Manual, is a three year manual training high school for boys. Ahrens is a three year co-educational trade school. Girls' High is a three year academic and commercial school for girls. Atherton is the same type as Girls' High. Shawnee has two divisions, one a three year academic and commercial senior division for girls in grades ten, eleven, and twelve and a three year junior division for boys and girls in the seventh, eighth, and ninth grades. The Central Colored High School is a three year co-educational institution that offers academic, commercial, manual training, and trade courses.

Of the eleven junior high schools, all co-educational, nine are for white children; two for colored children. They are located in various parts of the city so as to be as convenient as possible for the pupils who attend them.

In a number of the schools, adequate playground space is lacking. This is particularly true at duPont Manual Training High School, Eastern Junior High School, and Monsarrat Junior High School.

Although, generally speaking, the system is adequate and modern, its development has been rather slow and late when compared with other systems. The citizens of Louisville have been prone to wait until other cities have established new ideas in education, thus taking the advantage of seeing whether or not the new ideas were worked out successfully.

Increased emphasis has been given to social sciences since 1920. With the institution of Ahrens Trade High School the course of study in all the schools was broadened and a greater choice of subjects was offered. Manual training and the teaching of trade courses have changed from being purely manual training or trade experience courses to a combination of either manual training and academic work or trade courses and academic subjects. The growth of the city and the need for modern educational opportunities have necessitated the erection of additional buildings for the various schools which specialize in definite types of courses. Today what was originally called manual training is generally spoken of as "Industrial arts."

Co-education, generally, does not exist in the senior high schools of this city, principally because of the traditions of Male and Manual. A most unusual situation exists here concerning the athletic competition between the two schools, particularly in football. A capacity crowd of about 14,000 persons witness the annual game on Thanksgiving Day.

The loyal alumni of both Male and Manual have been very active for many years. They, in their desire to help their

particular school, have raised large sums of money for the development of scholastic and athletic facilities of the two institutions. As a result we find "trusts" that forbid certain property being used except by and for the benefit of the particular school as it is.¹ Thus when co-education was instituted in practically all of the other cities it was hardly physically possible here.

The writer has made a study of co-education and is cognizant of its benefits. However, he attended Male for four years; has been more or less an active member of its alumni for twenty years; has witnessed practically every Thanksgiving Day football game between the two schools during the past twenty years; has taught in the Louisville secondary system for twelve years; is now teaching at Manual; and therefore is in a position to understand the situation here, in that he is able to appreciate the spirit and traditions that exist between Male and Manual. Concerning whether or not co-education would be desirable here it seems that it is a case of "an irresistible force meeting an immovable object."

Financially, the system has had a number of "tough breaks." For instance, in 1929 when the Board of Education was in a financial position to have built a number of new secondary schools, the depression came along. As a result their plans had to be changed. Instead of building a Western High School for Girls and a Shawnee Junior High School, only one building was erected to house both schools.

1. See pages 36, 57 and 58.

It is quite evident, too, that the secondary schools have benefited at the expense of the elementary system. However, this is justified to some extent by the financial and practical problems that have confronted the Board of Education. It appears to have been "a necessary evil." New schools had to be built, the secondary system was to be changed, and therefore it was only logical to build new buildings for the secondary system and to compel the elementary schools to get along the best they could with their old buildings and with what the secondary schools discarded.

Between 1860 and 1940 the population of Louisville increased 366% while during the same period the public school secondary population showed an increase of 9295%.² In considering these facts, however, it should be kept in mind that the junior high schools were installed between 1928 and 1936, thus taking two grades from the elementary system and placing them under the secondary system.

2. See table 56 on page 177.

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APPENDIX

TABLE 1

TEXTBOOKS ADOPTED FOR ACADEMIC

DEPARTMENT FOR THE YEAR 1858-1859¹

Freshman Class

Loomis' <u>Algebra and Geometry</u>	Jacob's <u>Latin Reader</u>
McClintock and Crook's <u>First Latin Book</u>	Caesar
Quackenbos' Rhetoric	Gray and Adams <u>Geology</u>
Smith's <u>History of Greece</u>	Loden's <u>German Method</u>
Sargent's <u>Speaker</u>	Declamations

Sophomore Class

Loomis' <u>Trigonometry, Surveying, and Navigation</u>	Virgil
Loomis' <u>Analytical Geometry and Calculus</u>	Declamations
Zumpt's <u>Latin Grammar</u>	Cicero's <u>Orations</u>
Kuchner's <u>Greek Grammar</u>	Xenophon's <u>Anabasis</u>
Liddell's <u>Rome</u>	Heyse's <u>German Grammar</u>
Koerher's <u>Dialogues</u>	Smith's <u>Rhetoric</u>

Junior Class

Cicero's <u>De Officiis</u> and <u>Pro Lege Manila</u>	Livy
Olmstead's <u>Astronomy</u>	Latin Syntax and Composition
Xenophon's <u>Memorabilia</u>	Homer's <u>Iliad</u>
Olmstead's <u>Philosophy and Astronomy</u>	Herodotus
Kane's <u>Elements of the Human Mind</u>	Student's <u>Hume</u>
Kane's <u>Elements of Criticism</u>	Campbell's <u>Rhetoric</u>
German Composition	

1. Annual Report of the Board of Trustees, etc., for the year ending June 30, 1858, p. 32.

TABLE 1 TEXTBOOKS ADOPTED FOR ACADEMIC
 DEPARTMENT FOR THE YEAR 1858-1859

Senior Class

<u>Descriptive and Perspective Geometry</u>	Sophocles
Stewart's <u>Elements of the Human Mind</u>	Demosthenes
Whateley's <u>Rhetoric</u>	Whateley's <u>Logic</u>
Stewart's <u>Moral and Active Powers</u>	<u>Philippica</u>
Butler's <u>Analogy</u>	Mathematical Drawing
German Composition	Civil Engineering and Architecture
Cicero's <u>de Oratione et Liberis</u>	Goethe's <u>Faust</u>
Horace- <u>Syntax Ornata</u>	Greek Composition
Shepherd's <u>Constitution of the United States</u>	

TABLE 2

EXAMINATION FOR ADMISSION TO THE MALE
HIGH SCHOOL (THE ACADEMICAL DEPARTMENT 2
OF THE UNIVERSITY OF LOUISVILLE) IN 1860

GRAMMAR

1. Define a proper diphthong, and an improper diphthong.
2. What is a primitive word, and what a derivative?
3. Name the different classes of nouns, define them, and give an example to each.
4. State the rule forming the plural of nouns, and give the plural of the following irregular nouns: tooth, woman, penny, die.
5. When are horse and foot plural?
6. Decline man-servant.
7. Define the two classes of adjectives, and give examples of each.
8. State the rule forming the Comparative and Superlatives of Adjectives, and mention when the adverbs more and most are prefixed; give the comparative and superlative of the following adjectives: little, many, near, old, red.
9. State the rules for using the pronouns who, which, what and that.
10. What are transitive verbs, and what intransitive? Form a sentence containing each.
11. When is a verb regular, and when irregular?
12. Give the past and auxiliary perfect participle of the following verbs: go, smite, slay, lie, cleave, shoe, seethe.
13. State the difference in use between shall and will.
14. Define apposition, and give an example.

2. Public School Reports, 1853-1864, pp. 34-38 of Examination Papers of 1860.

15. Correct the following examples, and give the rules: She looks beautifully. Either soldier in the ranks could do it.
16. Analyze the sentences, and parse the words enclosed in quotation marks, in the following lines:

Yet "oh", when that "wronged" spirit of our race
 Shall break, "as" soon he "must", his long worn "chains"
 And leap in freedom "from" his prison place,
 "Lord" of his ancient hills and fruitful plains,
 "Let" him not rise, like those mad "winds" of air
 To waste the loveliness "that" time could spare,
 "To" "fill" the earth with woe, and "blot" her "fair"
 Unconscious breast with blood from human veins.

GEOGRAPHY

1. Name the principal geographical circles.
2. What is longitude?
3. Name some of the principal islands of Oceanica.
4. Name five seas in Europe, and tell where they are situated.
5. Mention five rivers in Asia.
6. Where is Nippon?
7. Where is cape Good Hope?
8. What Empire is on the Western Continent?
9. What States border on the Mississippi River?
10. Name the Capitals of the Southern States.

HISTORY OF THE UNITED STATES

1. When and by whom was America discovered?
2. Which was the first colony settled in the United States? Under what leader?
3. By whom was Pennsylvania first settled? New York?
4. Who was the discoverer of the Mississippi River? What was his fate?

5. Who was the Commander of the American forces at the battle of Saratoga? Who commanded the British forces?
6. Where was Fort Du Quesne? And who commanded the British and colonial forces when an unsuccessful attempt was made to drive the French from it?
7. Where was the first battle of the revolution fought? Where the second?
8. Who was the leader of the American forces in the expedition into Canada during the revolution? And for what act was he afterwards known?
9. Who commanded the American forces at Yorktown? What allies did the Americans have at this battle?
10. Who was the first President of the United States? And where was he inaugurated?
11. What wars have the United States been engaged in since the revolution?
12. How many colonies were engaged in the revolutionary war? How many States at present compose the United States?
13. For how long a term is the President of the United States elected?
14. For how long a term a Senator? A Representative?

ARITHMETIC

1. A bought a piece of ground for 1080 dollars, which was at the rate of 27 dollars per acre; and B purchased 3 tracts, each containing 125 acres, 18750 dollars. What quantity did A purchase? What did B pay per acre?
2. What is a prime number?
3. Resolve 4350 into its prime factors.
4. Definite multiple, common multiple, and least common multiple.
5. For what could I hire workmen, for one month, at 15 dollars, 21 dollars, or 24 dollars each, allowing the whole sum to be thus expended?

6. Find the entire cost of $\frac{3}{4}$ of a pound of pepper at $\frac{1}{4}$ of a dollar a pound, $\frac{3}{4}$ of a hundredweight of flour at 2 and $\frac{1}{2}$ dollars a hundred, 2 and $\frac{1}{8}$ yards of cloth at 7 dollars a yard.
7. Find the value of the expression: (254 plus $\frac{2}{7}$ plus $\frac{3}{8}$ minus $\frac{4}{5}$ of 15) divided by 2 and $\frac{1}{2}$ divided by 5.
8. Required the sum that should be paid for 10T. 13 cwt. 2 qr. 23 lb. of coal, at $\$5.37\frac{1}{2}$ per ton.
9. Loaned to a friend $\$436.75$, at 5 per cent interest. What sum will discharge the debt at the end of 1 yr. 2 m. 15 da.?
10. How much cloth may be bought for $\$73.75$, when 4.25 yards of the same kind cost $\$12.75$?

ALGEBRA

1. In how many ways may division in algebra be expressed, and what are they?
2. What is the use of this sign (), and what other sign is used for the same purpose?
3. Add together $b^2 c^2$ plus 2 minus y^2 , y^2 minus $3b^2 c^2$ minus 10, $2b^2 c^2$ minus 3 plus $2y^2$ and $b^2 c^2$ minus y^2 plus 5.
4. From the sum of $5y^2$ minus $3ax$ minus $2bc$, $4ax$ minus $2y^2$ plus $5bc$ and $3ax$ plus y^2 minus bc plus 5, subtract ax minus bc plus $3y^2$ minus 1.
5. Find the product of $(3x^2$ minus $2xy$ plus $5)$ X $(x^2$ plus $2xy$ minus $3)$.
6. Divide a^4 plus $4x^2$ by a^2 minus $2ax$ plus $2x^2$.
7. Reduce $(a^2$ minus $x)$ over $(a^2$ minus $a^2 x)$ to the lowest terms.
8. From 1 over $(x^2$ minus $y^2)$ subtract 1 over $(x^2$ minus $y^2)$.
9. Divide $2x^2$ over $(a^2$ plus $x^2)$ by x^2 over $(x^2$ plus $a^2)$.
10. Multiply ax^2 over y^2 by ay^2 over x^2 and divide the product by a^2 plus b^2 over 3 .
11. Divide the number 91 into two such parts that if the greater be divided by their difference the quotient will be 7.

12. A man and his wife usually drank out a cask of beer in 12 days, but when the man was from home it lasted the woman 30 days; how many days would the man alone be drinking it?
13. Given x over 2 plus y over 3 equals 7 and x over 3 plus y over 2 equals 8 to find the value of x and y .
14. A number which is expressed by two digits is equal to 4 times the sum of its digits, and if 18 be added to the number, its digits will be interchanged with each other; what is the number?
15. A and B have both the same income; A saves $\frac{1}{5}$ of his annually, but B, by spending \$50 more than A, at the end of four years finds himself \$100 in debt; what is their income?
2
16. Find the value of x in the equation of x over 2 minus x over 3 plus $20\frac{1}{2}$ equals 42 and $\frac{2}{3}$.
17. Divide the number 60 into two such parts that their product shall be to the sum of their squares as 2 to 5.

TABLE 3

BY-LAWS FOR THE GOVERNMENT OF

3

MALE HIGH SCHOOL

1. The faculty of this institution shall consist of a Principal and such other professors and tutors as shall from time to time be designated and elected by the Board of Trustees of the Public Schools of Louisville.

2. The Principal shall have the general direction and management, and discipline of the school; and in the exercise of his duties, he shall have power, at all times, to visit any and all the rooms in the College Building. And it is made his duty to see that the instruction and discipline in each department, is such as to insure the highest mental and moral culture of all the students.

3. To secure proper obedience to the laws and usages of the institution, and a prompt discharge of duty on the part of the students, the Principal shall have power to punish any neglect of duty or violation of rule or decorum, by private or public reprimand, by imposing extra tasks, by lowering the standing of the student, by confinement, (not exceeding six hours in any one day,) and with the concurrence of a majority of the faculty, by suspension or expulsion from the school, (as the nature of the case may demand,) subject, however, to an appeal to the Board of Trustees.

4. The Principal shall also have power to prescribe such rules, for the regulation of the internal affairs of the school, as

3. Annual Report of the Board of Trustees of the Male High School, Female High School and Public Schools of Louisville to the General Council of the City of Louisville for the Scholastic Year 1862-1863, p. 89.

in his opinion, shall best promote its usefulness and efficiency; and on the first Monday in each month he shall report, to the Chairman of the High School Committee, the condition of the school, and make such suggestions as to him may seem advisable.

5. Each Professor and Tutor may prescribe such rules, for the regulation of the classes in his recitation room, as, in his opinion, will best promote to advancement and proper discipline of the students. And, to enforce obedience, may reprimand, may impose extra tasks, may lower the class standing of the student, or, at his election, may report the delinquent to the Principal or Faculty in full meetings for graver punishment.

6. Each Professor and Tutor shall keep a daily record of the recitation and deportment of each student, according to the following method of notation; 1 signifies very bad, 2 bad, 3 indifferent, 4 good, 5 excellent, and 6 without fault; and shall report such averages in a book to be kept by him for that purpose.

7. Any student whose weekly averages for lessons or deportment shall fall below 3 for the space of one month, shall forfeit his membership in the school, and only be permitted again to enjoy its privileges by entering a class below the one in which he so forfeited his membership.

8. The Faculty shall hold weekly meetings, to consult in regard to the condition and efficiency of the school, at which meetings the roll of students shall be called, and the name of any student who, for any reason, shall be thought worthy of special

commendation shall be recorded in a book to be kept by the Secretary of the Faculty for that purpose, and the Principal shall either publicly or privately inform such student that he has been thought thus worthy, and the reason therefore. The book containing these names shall be continually preserved among the archives of the college.

9. For admission into this school the candidate shall be at least 12 years of age, and shall pass a satisfactory examination in Reading, Writing, Spelling, Geography, History of the United States, Grammar, Mental Arithmetic, Written Arithmetic, and Elementary Algebra.

Provided, always, That any young man, a resident of Louisville, who will present, to the Principal, satisfactory evidence of good moral character, and shall show that his engagements are such that he has not the time to enter as a regular student, but wishes to pursue any branch of learning taught in the school, shall be admitted to that class, if found competent; and for the time he is in the school shall be entitled to all the privileges of this class, and subject to the discipline of the school.

Provided, also, That any teacher in the Public Schools of Louisville shall be permitted to enjoy the benefits of the Normal Class under such restrictions as the Board of Trustees may direct.

10. The members of the Faculty shall be, ex-officio, the Board of Examiners for admission and no candidate shall be examined till he has registered his name with the Superintendent of Public Schools, and received a card for examination. The candidate, during examination, will be known only by the number on this card. Printed or written questions only shall be used in this examination, and the candidates will be required to answer them in writing, giving to each answer the number corresponding to the number of the question. He will also write the number on his card, at the top of each sheet of his answers; but any paper on which the name of the candidate shall be found written shall be rejected. These papers shall determine the qualifications of the candidate, and shall be carefully preserved by the Superintendent of Public Schools.

11. No candidate, who shall be found unqualified for admission, shall be entitled to a second examination during the same year except by permission of the Committee on High Schools, which permission shall be given only on recommendation of the Board of Examiners.

12. No candidate will be permitted to leave the room or hold any communication with any person, or consult any book, till all the questions given him are answered.

STUDENTS AND THEIR DUTIES

13. Each student is expected to be regularly and promptly in attendance at the hour for opening the school. Habitual

tardiness or unnecessary absence is an offense against good order, which will not be tolerated in any student. For every absence or late attendance the student shall bring a written excuse except when excused by the Principal.

14. All running, jumping, loud talking, whistling or sports of any kind, in the rooms or halls of the institution, is totally forbidden. In the recitation rooms, perfect silence and earnest attention to his duties is enjoined upon every student.

15. No student is allowed to smoke, or use tobacco in any form, in or about the college buildings.

16. No student shall cut, deface, or otherwise damage the buildings, furniture, or other property belonging to the school and in addition to other penalties, shall be required to repair the damage done.

17. No student shall be guilty of obscenity, profanity, or other immoral conduct in or around the college building.

18. No student shall carry fire arms or other deadly weapons in or about the college building, and for such offense, in addition to whatever other penalty may be imposed by the teacher, he shall surrender and forfeit the weapon.

19. Any damage done to the apparatus, furniture, or building, and not promptly reported to the Principal, is an offence against sound morals, and punishable at the discretion of the faculty.

20. No student is permitted to leave the college grounds, or engage in any sports in or about the college building during the hours of study, except by special permission.

21. Students are expected to cultivate habits of self-government and self-respect, and be moral, courteous and gentlemanly in their deportment, not only when at school, but elsewhere. A failure to do so subjects the offender to discipline or expulsion.

Freshman Year

Belles Lettres - History of Greece, Bonnell's Rhetoric.

Latin - Caesar, Ovid Metamorphoses, Harkness' Grammar, Virgil's
Aenid.

Greek - Xenophon's Anabasis, Kuhner's Elementary Grammar, Homer's
Iliad.

Mathematics - Warren's Drafting, Algebra, Geometry.

Natural Science - Well's Natural Philosophy.

Bookkeeping - Bryant and Stratton.

German - Woodbury's New Method.

French - Fasquelles' Napoleon.

Sophomore Year

Belles Lettres - History of Rome, Bonnell's Rhetoric.

Latin - Cicero's Orations, Latin Grammar, Sallust.

Greek - Iliad, Grammar.

Mathematics - Robinson's Geometry, Leveling, Typographical Drawing.

Natural Science - Roscold's Chemistry.

German - Woodbury's New Method, Woodbury's Eclectic Reader.

French - Fasquelles' French Napoleon.

Junior Year

Belles Lettres - Gibbon, Shakespeare, Milton.

Latin - Cicero de Officiis, Grammar, Composition, Horace.

Greek - Euripides Alcestis, Grammar, Essays.

Mathematics - Analytical Geometry, Civil Engineering, Roads and
Railroads, Bridge Construction, Integral Calculus,
Projections, Descriptive Geometry.

Natural Science - Mineralogy, Chemistry.

German - Maria Stewart, Composition.

French - Monescho's Oral Racine.

Senior Year

Belles Lettres - Hallam's Middle Ages, Hume, Guyzots' Civilization,
Philosophy of Human Mind.

Latin - Tacitus.

Greek - Demosthenes' de Corna, Plato's Gorgias, Grammar, Essay

Mathematics - Mechanics, Practical Astronomy, Canal and River
Engineering, Subterraneous Survey.

Natural Science - Practical Chemistry, Chemical Manufacturing.

German - Don Carlos, Composition.

French - Manescho's Oral Racine.

TABLE 5
 TEXTBOOKS ADOPTED FOR MALE
 6
 HIGH SCHOOL IN 1873

For the first session of the Preparatory Class: Fowler's Grammar, Elocution and Composition; Bingham's Grammar for Latin; Robinson's New University Algebra; Bartholomew's Drawing Series; Hoocker's Natural History; and Woodbury's New Method and Exercises for German.

For the second session of the Preparatory Class: Fowler's Grammar, Elocution and Composition; Anderson's General History, Bingham's Grammar and Reader; Robinson's New University Algebra; Bartholomew's Drawing Series; Steele's Natural Philosophy; and Woodbury's New Method and Exercises for German.

For the first session of the Freshman Class: Bonnell's Rhetoric; Rawinson's Ancient History; Bingham's Grammar and Reader; McClintock and Crook's First Lessons; Robinson's New University Algebra; Warren's Elementary Plane Problems; Gray's How Plants Grow; and Woodbury's New Method and Exercises for German. Reading, Composition, and Declamation were taught once a week.

For the second session of the Freshman Class: Bonnell's Rhetoric; Rawlinson's Ancient History; Bingham's Grammar and Reader; Cornelius Nepos' Plain Text for Latin; McClintock and Crook's First Lessons and Reader; the first three books and

exercises in Chauvenet's Geometry; Warren's Elementary Plane Problems; Hutchinson's Physiology; Woodbury's New Method and Exercises for German. Drawing from objects was taught three times per week. Reading, Composition, and Declamation were taught once a week each.

For the first session of the Sophomore Class: Shaw's Outlines of English Literature; Shakespeare; Milton; Composition; Declamation; Gildersleeve's Grammar; Chase and Student's Caesar; Kuhner's Grammar; Xenophon's Anabasis; Chauvenet's Geometry; Smith's Topographical Drawing; Steele's Astronomy; Roscoe's Inorganic Chemistry; Fasquelle's Large French Course; Worman's Echo; and Hans Anderson's Tales.

For the second session of the Sophomore Class: Shaw's Outlines of English Literature; Shakespeare; Milton; Composition; Declamation; Gould's Ovid; Kuhner's Grammar; Xenophon's Anabasis; Chauvenet's Geometry; Robinson's Surveying; Roscoe's Inorganic Chemistry; Fasquelle's Large French Course; Fasquelle's Telemaque; Spiers and Surrene's Dictionary for French; Worman's Echo, and Composition for German.

For the first session of the Junior Class: Stewart's Philosophy of the Human Mind; Gildersleeve's Grammar and Composition; Chase's Virgil; Kuhner's Grammar; Johnson's Herodotus; Chauvenet's Plane Trigonometry; Robinson's Surveying; Roscoe's Organic Chemistry; Philosophe sous les Toits; Heyse's Grammar and Composition; and Maria Stuart.

For the second session of the Junior Class: Wayland's Political Economy; Medieval History; Chase's (edition of) Cicero's De Officiis; Homer's Odyssey; Chauvenet's Plane Trigonometry; Mahan's Civil Engineering; Dana's Mineralogy; Philosophe sous les Toits; and William Tell.

For the first session of the Senior Class: Coppee's Logic; Modern History; Lincoln's Livy; Homer's Iliad by Owen; Chauvenet's Special Trigonometry; Peck's Mechanics; Analytical Chemistry; Noel and Chapsal's Grammar and Composition; Echo; and Jean Paul's Walt and Valt.

For the second session of the Senior Class: Wayland's Moral Science; History of Civilization; Lang, Chase, and Student's Horace; Champlin's Demosthenes; Robinson's Analytical Trigonometry; Loomis' Practical Astronomy; Dana's Geology; Moliere's Lectures on Literature; and German Essays and Lectures.

TABLE 6 THE COLLEGE PREPARATORY-CLASSICAL COURSE OF
 STUDY IN LOUISVILLE BOYS' HIGH SCHOOL IN 1918⁷

Year	Subjects and Credits	Total Credits
1.	English-1 Algebra-1 Latin-1 Greek History-1	4
	English-1 Algebra-1 Latin-1 Roman History-1	4
2.	English-1 Algebra-1 Latin-1 Modern Language-1	4
	English-1 Geometry-1 Latin-1 Modern Language-1	4
3.	English-1 Geometry-1 Latin-1 Modern Language-1 Science-1	5
	English-1 Geometry-1 Latin-1 Modern Language-1 Science-1	5
4.	English-1 Algebra-1 Latin-1 Modern Language-1 Science-1 or American History-1	5
	English-1 Trigonometry-1 Latin-1 Modern Language-1 Science-1 or Civics-1	5
		36

Modern Language included either French or German or Spanish

Science included either Physics or Chemistry

7. Seventh Report of the Board of Education from July 1, 1917 to June 30, 1918, p. 121.

TABLE 7 THE COLLEGE PREPARATORY-SCIENTIFIC COURSE OF
STUDY IN LOUISVILLE BOYS' HIGH SCHOOL IN 1918⁸

Year	Subjects and Credits	Total Credits
1.	English-1 Algebra-1 Modern Language-1 Greek History-1 English-1 Algebra-1 Modern Language-1 Roman History-1	4 4
2.	English-1 Algebra-1 Modern Language-1 Modern Language-1 English-1 Geometry-1 Modern Language-1 Modern Language-1 Physics-1	4 5
3.	English-1 Geometry-1 Modern Language-1 Modern Language-1 Physics-1 English-1 Geometry-1 Modern Language-1 Modern Language-1 Chemistry-1	5 5
4.	English-1 Algebra-1 Modern Language-1 Modern Language-1 Chemistry-1 English-1 Trigonometry-1 Modern Language-1 Modern Language-1 Chemistry-1	5 4 or 5
		36 or 37

Modern Language included four years of either French or German.

Modern Language included four years of either French or German or Spanish.

In the second term of the senior year Chemistry three was optional.

8. Ibid., p. 122.

TABLE 8 THE GENERAL COURSE OF STUDY IN
 LOUISVILLE BOYS' HIGH SCHOOL IN 1918⁹

Year	Subjects and Credits	Total Credits
1.	English-1 Algebra-1 Language-1 Greek History-1 or Drawing & Shop-1 or Physiology-1 English-1 Algebra-1 Language-1 Roman History-1 or Drawing & Shop-1 or Physiography-1	4 4
2.	English-1 Algebra-1 Language-1 European History-1 or Drawing & Shop or Biology-1 English-1 Geometry-1 Language-1 English History-1 or Drawing & Shop or Biology-1	4 4
3.	English-1 Geometry-1 Science-1 Language-1 or Drawing & Shop-1 or Geography-1 or Commercial Law-1 English-1 Geometry-1 Science-1 Language-1 or Drawing & Shop-1 or Physiology-1 or Chemistry-1	4 4
4.	English-1 American History-1 Language-1 or Drawing & Shop-1 or Science-1 or Algebra-1 English-1 Civics-1 Language-1 or Drawing & Shop-1 or Science-1 or Trigonometry-1	4 4
		32

Language included either Latin or French or German or Spanish.
 Science included either Chemistry or Physics.

9. Ibid., p. 123.

10
 TABLE 9 . THE FOUR YEAR COMMERCIAL COURSE OF
 STUDY IN LOUISVILLE BOYS' HIGH SCHOOL
 IN 1918

Year	Subjects and Credits	Total Credits
1.	English-1 Commercial Arithmetic-1 Penmanship & Spelling- $\frac{1}{2}$ Commercial Geography-1 English-1 Commercial Arithmetic-1 Penmanship & Spelling- $\frac{1}{2}$ Commercial History-1	$3\frac{1}{2}$ $3\frac{1}{2}$
2.	English-1 Community Civics-1 Bookkeeping-1 Language-1 or Algebra-1 or Biology-1 English-1 Commercial Law-1 Bookkeeping-1 Language-1 or Geometry-1 or Biology-1	5 5
3.	English-1 Stenography & Typing-1 Bookkeeping-1 Language-1 or Science-1 or Geometry-1 English-1 Stenography & Typing-1 Bookkeeping-1 Language-1 or Science-1 or Geometry-1	4 4
4.	English-1 Stenography & Typing-1 Economics-1 Language-1 or Science-1 or History-1 English-1 Stenography & Typing-1 Advertising-1 Language-1 or Science-1 or History-1	4 4
		33

Language included either French or Spanish or German.
 Science included either Physics or Chemistry.

TABLE 10 THE TWO-YEAR COMMERCIAL COURSE OF STUDY¹¹
IN LOUISVILLE BOYS' HIGH SCHOOL IN 1918

Year	Subjects and Credits					Total Credits
1.	Commercial English-1	Arithmetic-1	Commercial Geography-1	Penmanship and Spelling- $\frac{1}{2}$	Stenography and Bookkeeping-1	4 $\frac{1}{2}$
	Commercial English-1	Arithmetic-1	Commercial History-1	Penmanship and Spelling- $\frac{1}{2}$	Stenography and Bookkeeping-1	4 $\frac{1}{2}$
2.	Commercial English-1	Community Civics-1	Stenography, Typing, and Bookkeeping or Bookkeeping and Typing-2			4
	Commercial English-1	Commercial Law-1	Stenography, Typing, and Bookkeeping or Bookkeeping and Typing-2			4
						17

11. Ibid., p. 125.

12

TABLE 11 THE MANUAL TRAINING TECHNICAL COURSE OF
STUDY IN LOUISVILLE BOYS' HIGH SCHOOL IN
1918

Year	Subjects and Credits	Total Credits
1.	English-1 Algebra-1 Drawing & Shop-1 $\frac{1}{2}$ Physiology-1 English-1 Algebra-1 Drawing & Shop-1 $\frac{1}{2}$ Geometry-1	4 $\frac{1}{2}$ 4 $\frac{1}{2}$
2.	English-1 Geometry-1 Drawing & Shop-1 $\frac{1}{2}$ Physics-3/4 English-1 Geometry-1 Drawing & Shop-1 $\frac{1}{2}$ Physics-3/4	4 $\frac{1}{4}$ 4 $\frac{1}{4}$
3.	English-1 Algebra-1 Drawing & Shop-1 $\frac{1}{2}$ Chemistry- $\frac{1}{2}$ Language-1 or Commercial Geography-1 English-1 Trigonometry-1 Drawing & Shop-1 $\frac{1}{2}$ Chemistry- $\frac{1}{2}$ Language-1 or Electricity-1	5 5
4.	English-1 Mechanics-1 Drawing & Shop-1 Chemistry- $\frac{1}{2}$ American History-1 Language-1 or Trigonometry-1 English-1 Mechanics-1 Civics-1 Language-1 or Engineering-1	5 $\frac{1}{2}$ 4

37

Language included either French or Spanish or German.

TABLE 12 GRADE PLACEMENT AND SEQUENCE OF SUBJECTS
 OFFERED AT LOUISVILLE MALE HIGH SCHOOL IN 1932

Grade	English	Mathematics	Language	History	Science
10	English 3	Algebra 1 Algebra 2 or	Latin French German Spanish	World 1	Botany 1 Botany 2 or
	English 4	Geometry 1 Geometry 2		World 2	Zoology Physiography
11	English 5	Geometry 1 Geometry 2 Geometry 3	Latin French German Spanish	United States 1	Physics 1 Physics 2 or
	English 6	Algebra 3		United States 2	Chemistry 1 Chemistry 2
12	English 7	Geometry 3 Algebra 3	Latin	Civics	Physics 1 Physics 2 or
	English 8	or	German	English	Chemistry 1 Chemistry 2 or
	Creative Writing	Trigonometry Algebra 4 Surveying	French Spanish	So. American Economics	Chemistry 3 Physiology

13. Forms and Records at Louisville Male High School; The Organization and Administration of Instruction in the Senior High Schools of Louisville, Kentucky, September, 1936.

TABLE 12

GRADE PLACEMENT AND SEQUENCE OF SUBJECTS

13

OFFERED AT LOUISVILLE MALE HIGH SCHOOL IN 1932

Grade	Drawing		Commercial		Music	Physical Education
10.	Mechanical or Free Hand	Bookkeeping 1 Bookkeeping 2	Typewriting 1 Typewriting 2	Economic History Commercial History	Vocal or Instrumental	Physical Education or Military Training
11.	Mechanical or Free Hand	Bookkeeping 3 Bookkeeping 4	Stenography 1 and Typewriting Stenography 2 and Typewriting	Marketing Advertising	Vocal or Instrumental	Physical Education or Military Training
12.	Mechanical or Free Hand	Accounting Money and Banking	Stenography 3 and Typewriting Stenography 4 and Typewriting	Sales Store Management Economics Commercial Law	Vocal or Instrumental	Physical Education or Military Training

13. Forms and Records at Louisville Male High School; The Organization and Administration of Instruction in the Senior High Schools of Louisville, Kentucky, September, 1936.

TABLE 13 PRINCIPALS OF LOUISVILLE MALE
14
HIGH SCHOOL FROM 1856 TO DATE

Name of Principal	Year
William H. Harney	1856-1857
W. F. Beach	1857-1857
William N. McDonald	1857-1859
Dr. E. A. Grant	1859-1866
R. L. Butler	1866-1869
William N. McDonald	1869-1872
W. H. Anderson	1872-1875
J. W. Chenault	1875-1878
A. D. Hert	1878-1883
R. H. Carothers	1883-1886
M. Kirby	1886-1897
R. P. Halleck	1897-1912
S. B. Tinsley	1912-1915
C. E. Reed	1915-1917
L. H. King	1917-1918
J. B. Carpenter	1918-1931
W. S. Milburn	1931-

14. The Annual Reports of the Board of Trustees of the etc.;
Minutes of the Board of Education; Seventeenth Edition of
"H" Book of Louisville Male High School.

TABLE 14 VALUATION OF ALL HIGH SCHOOL PROPERTY, ETC.

15
UNDER CONTROL OF THE BOARD OF EDUCATION IN 1940

Property	Size of Lots	Value of Lots	School Buildings	Portable Cottages	Separate Buildings	Total Value of Bldgs. and Improvements	Total Value of Sites, Bldgs. & Improvements
High School	393 $\frac{1}{2}$ x200	\$184,607.18	\$658,095.23	None	None	\$658,095.23	\$842,095.41
Annex	120 x 200	\$ 9,000.00	\$ 38,799.22	None	None	\$ 38,799.22	\$ 47,799.22
W.erton	590 x 200	\$ 20,620.68	\$355,591.33	\$2,258.29	None	\$357,829.62	\$378,450.30
Annex					\$17,962.88	\$ 17,962.88	\$ 17,962.88
High School	<u>200</u> 265x300	\$ 26,579.49	\$300,101.69	\$2,378.60	None	\$302,480.29	\$329,059.78
Stad.	657x533	\$ 20,708.86	\$ 33,043.36	\$6,150.30	\$ 2,667.99	\$ 41,861.65	\$ 62,565.51
Tech Hall	420x900	\$350,710.91	\$674,564.23	\$5,376.49	None	\$679,940.72	\$1030,651.63
High School	468 x 525	\$147,995.18	\$509,947.76	\$ None	None	\$309,947.76	\$ 457,942.94
High School	15 acres	\$ 92,207.89	\$662,782.64	\$5,519.52	\$12,793.16	\$681,095.32	\$ 773,303.21
High School	210 x 210	\$ 60,643.10	\$257,378.23	\$2,852.03	\$13,338.20	\$273,568.46	\$334,211.56

TABLE 14 VALUATION OF ALL HIGH SCHOOL PROPERTY, ETC.

16
UNDER CONTROL OF THE BOARD OF EDUCATION IN 1940

Buildings	Material Building Roof	Number of Stories	No. of Class Rooms	No. of Gymnasiums	Number of Assembly Rooms	Value of Furniture and Equipment
High School	Brick Mtl. & Comp.	2	50	1	None	\$36,131.40
High School Annex	Brick Mtl.	3	12	None	None	\$11,079.81
High School	Brick Gravel	2	25	1	1	\$24,411.11
High School Annex	Brick Metal	2	7	None	None	None
High School	Brick Slate	3	42	1	None	\$25,289.27
High School Stadium	None	None	None	None	None	\$ 315.85
High School	Brick Comp.	2	77	1	1	106,696.27
High School	Brick Gravel	2	54	1	1	\$35,669.65
High School	Brick. Com. & Slate	3	83	2	1	\$86,444.64
High School	Br. & Con. Metal	3	34	2	None	\$17,820.05

TABLE 14 VALUATION OF ALL HIGH SCHOOL PROPERTY, ETC.

17

UNDER CONTROL OF THE BOARD OF EDUCATION IN 1940

	Number of Buildings Not Portable	Number of Portable Buildings	Pupil Capacity	Seating Capacity of Assembly Rooms	How Heated	How Lighted
s	None	None	1,100	None	Steam	Electricity
Annex	None	None	None	None	Steam	Electricity
on	None	2	1,083	976	Fans	Electricity
Annex	2	None	None	None	Furnace	Electricity
l	None	2	975	None	Steam	Electricity
Stad.	1	3	None	None	None	Electricity
ck	None	6	2,685	1,200	Fans and Steam	Electricity
	None	None	2,000	1,500	Fans	Electricity
ee	4	7	1,500	1,124	Fans and Steam	Electricity
al	1	3	837	None	Fans and Steam	Electricity

TABLE 15 DATA ON MALE HIGH SCHOOL EVERY
18
FIFTH YEAR FROM 1860-1940

Year	Average Number Belonging	Average Daily Attendance	Salaries of Faculty	Total Cost per pupil
1860	98	86	\$ 5,930	\$ 85
1865	102	98	7,283	\$ 90
1870	143	134	\$ 10,502	\$ 90
1875	198	189	\$ 13,879	\$ 73
1880	214	209		
1885	210	198	\$ 11,223	\$ 54
1890	281	276	\$ 13,508	\$ 48
1895	270	260	\$ 15,520	\$ 55
1900	347		\$ 14,564	\$ 70
1905	366	346	\$ 22,980	
1910	440	417	\$ 33,130	\$ 97
1915	778	737	\$ 40,219	\$ 71
1920	977	918	\$ 68,197	\$105
1925	1279	1187	\$117,426	\$131
1930	1137	1060	\$137,801	\$168
1935	1392	1300	\$120,325	\$113
1940	1576	1474	\$141,437	\$119

18. Annual Reports of the Board of Trustees of the Male High School, Female High School and Public Schools of Louisville To The General Council of the City of Louisville for the Scholastic Years 1860-1886; Annual Reports of the Louisville School, 1886-1911; Annual Reports of the Board of Education 1911-1940.

TABLE 16 LIST OF TEXTBOOKS USED IN THE
19
FEMALE HIGH SCHOOL IN 1858

Intermediate Department

Quackenbo's Rhetoric
Butler's Grammar
Dodd's High School Arithmetic
Dodd's Elementary Algebra
Warren's Physical Geography
English Analysis
History of the United States

First Year

Dodd's Elementary Algebra
Green's Analysis of English
Warren's Physical Geography
Andrew and Stoddard's Latin Grammar
Pinney's French Reader

Second Year

Dodd's Algebra
Quackenbo's Rhetoric
Hale's History of the United States
Andrew's Caesar
Noll and Chapsal's French Grammar
Aesop's Fables.

Third Year

Latham's Geometry
Analysis of English
History of the United States
English History
Virgil
Racine
Moliere

19. Special Report of E. A. Holyoke, 1858.

2. What two are so connected in the Western Hemisphere? Name the isthmus in each.
3. What cape is at the southern extremity of South America? Of Africa?
4. What are the principal islands in the Mediterranean Sea?
5. Between what countries is the Adriatic Sea?
6. Where are the Orkney Islands?
7. Mention some of the largest cities in the United States.
8. What mountains lie between Tennessee and North Carolina?
9. What three large lakes, connected with each other, lie in the northern part of the United States?
10. What mountains separate Hindustan from Chinese Tartary?
11. Which is the largest inland sea in Asia? The smallest?
12. Through what bodies of water would you have to pass to go from Louisville to San Francisco, by way of New York? By the way of New Orleans?

Questions in Arithmetic.

1. What is the greatest common measure of the numbers 24, 48, 132, and 144? Show how it is found.
2. Multiply the numbers $25\frac{1}{2}$ and 33 and $\frac{1}{3}$ together without changing them to improper fractions first.
3. Reduce to a simple fraction ($2\frac{1}{2}$ plus $\frac{3}{4}$) over ($\frac{2}{5}$ X 1 and $\frac{1}{6}$).
4. Divide 1 and $\frac{4}{5}$ by $\frac{6}{11}$, and multiply the quotient by $\frac{7}{8}$.

5. What are decimal fractions?
6. Add decimally one and five-tenth, three hundred and forty-nine-thousandths, and sixteen-millionths.
7. At simple interest, what is the amount of \$241.20 for six months and 20 days, at 5 per cent?
8. What principal will in 1 year and 2 months, at 6 per cent, amount to \$642.?
9. What is the discount of \$460, due 2 years and 6 months hence, at 6 per cent?
10. By proportion find what 24 yards of ribbon will cost, if 8 yards cost 63 cents.
11. If 8 men in 12 days earn \$96, how much would 4 men earn in 6 days?
12. What is the square root of $64/144$, of $7/8$, and of 47096?
13. What is a ratio?
14. What is a proportion?

as, in his opinion, shall best promote its usefulness and efficiency; and he shall have the power to cause pupils to go over the studies of any one year, or part of a year again, if he shall conclude that they neglected or failed to reap the advantages of the school for that period; he shall also have power to suspend indefinitely any pupil who shall absent herself from any written or oral examination, or public exhibition of the school, without rendering an excuse satisfactory to him, and shall immediately report the case to the Chairman of the High School Committee, for his action thereon. The Principal of the High School shall send a monthly or quarterly report to the parent or guardian of each pupil, showing the averages of the pupil in scholarship and attendance, to be signed by the parent or guardian, and returned to the Principal.

5. The examination of applicants for admission shall be held annually in the months of June and September.

6. For admission into the school the candidate shall pass a satisfactory examination in Reading, Writing, Spelling, Geography, English Grammar, Arithmetic, and History of the United States.

7. No applicant shall be examined till she has registered her name with the Superintendent of Public Schools, and received from him a card of admission. The candidate, during the examination, shall be known only by the number on this card. Printed or written questions only shall be used in this examination, and

candidates will be required to answer them in writing, giving to each answer the number corresponding to the number of the question. She will also write the number given her by the Superintendent at the top of each sheet of her answers; but any paper on which the name of the candidate shall be found written shall be rejected. These papers shall determine the qualifications of the candidate, and shall be carefully preserved by the Secretary of the Board of Trustees of the Public Schools.

8. No candidate will be permitted to leave the room or hold any communication with any person, or consult any book, till all the questions given her are answered.

9. The whole examination shall be under the control of the Principal of the Female High School, who shall be ex-officio the chief examiner, assisted by the professors and teachers of the school. He shall attend the examination, make any rule of order for the better conduct of the same, and dismiss any candidate who may manifest a willful disobedience of the necessary requirements. He shall cause the answers of the applicants to be carefully examined, and shall report the result, in writing, to the Secretary of the Board.

10. At the commencement of the session it shall be the duty of the Principal to register the name, age, nativity, and residence of each pupil, together with the occupation of the parent or guardian.

11. The Principal shall call the roll of pupils and teachers each day, and report on the first Monday in each month, to the Chairman of the High School, the condition of the school, and make such suggestions as may seem to him advisable.

12. Habitual tardiness or absence on the part of a pupil, except in case of sickness of herself or some member of her family, shall be sufficient ground for dismissal of the pupil from her class; the Principal, however, shall at once report any case of dismissal for such a cause to the Chairman of the High School Committee.

13. The Course of Study shall be progressive, through a period of four years. The School shall be divided into four classes, to be named as follows: First Year Class, Second Year Class, Junior Class, and Senior Class.

14. The pupils shall be required to pursue all the studies and attend all the recitations prescribed for the class to which they may belong.

15. Each professor and teacher shall keep a daily record of the recitation of each student, according to the following method of notation: 1 signifies very bad, 2 bad, 3 indifferent, 4 good, 5 excellent, and 6 without fault; and shall report the average of these numbers weekly to the Principal, who shall record such averages in a book to be kept by him for that purpose; these averages, together with the results of the pupil's written

examinations, shall be a basis for awarding the honors of the School.

16. Any pupil whose weekly averages for recitation shall fall below three for the space of one month, shall forfeit her membership in the School, and only be permitted again to enjoy its privileges by entering a class below the one in which she so forfeited her membership.

17. The professors and teachers shall hold weekly meetings, to consult in regard to the condition and efficiency of the School, at which meetings the roll of pupils shall be called, and the name of any one who for any reason shall be thought worthy of special commendation shall be recorded in a book to be kept for that purpose; and the Principal may, either publicly or privately, inform such pupil that she has been thought thus worthy.

18. At the close of each year the teachers shall prepare a set of questions, each in the studies taught under his or her supervision during the fourth year of the course. The members of the class of said year, without any assistance whatever, shall prepare written answers to these questions. Their papers shall be examined by a committee of four gentlemen, who shall be appointed by the Board from among the citizens of Louisville, having no connection with the Public Schools. The Principal shall be ex-officio a member of this committee. After a careful examination of these papers, together with the general average

of the candidate during her course of study, the members of this committee shall vote upon the question of awarding certificates of graduation, each candidate being voted upon separately.

19. The School shall hold a daily session of five hours, to commence at eight or nine, a. m., at the discretion of the Principal.

20. Times for commencing the year, vacation, holidays, etc., shall be the same as in the Ward Schools, when not defined in these rules.

21. The Principal may allow any class to go out with a teacher for the express purpose of studying any of the Natural Sciences, when he may deem such out-door study necessary to the more thorough understanding of the subject studied.

22. There shall be a public examination of the Female High School on or about the 20th of June.

23. The High School Committee shall have power to fix the time for the Annual Exhibition, or may omit it altogether, if, in their judgment, it is useless or injurious, subject to the approval of the Board.

24. The President of the Board of Trustees shall present every graduate with a certificate of graduation, signed by the President, Vice-President, and Secretary of the Board.

25. Pupils distinguished for superior excellence in scholarship, or perfect regularly in attendance for a period

of five months shall receive an "Honorary Certificate,"
signed by the Principal of the School and the President of the
Board of Trustees.

TABLE 19 COLLEGE PREPARATORY COURSE AT
LOUISVILLE GIRLS' HIGH SCHOOL IN 1912 ²²

First Year		
First Term		Second Term
English 1		English 2
Algebra 1		Algebra 2
Latin 1		Latin 2
History 1		History 2
General Science 1		General Science 2

Second Year		
First Term		Second Term
English 3		English 4
Geometry 1		Geometry 2
Latin 3		Latin 4
German 1		German 2
French 1		French 2

Third Year		
First Term		Second Term
English 5		English 6
Geometry 3		Algebra 3
Latin 5		Latin 6
German 3		German 4
French 3		Physics 2
Physics 1		Chemistry 2
Chemistry 1		French 4

Fourth Year		
First Term		Second Term
English 7		English 8
Algebra 3		Latin 8
Latin 7		German 6
German 5		French 6
French 5		Physics 2
Physics 1		Chemistry 2
Chemistry 1		Physiology 1
Physiology 1		

Evidently there was a choice in the third year of taking Chemistry 1 and 2 or Physics 1 and 2 instead of German 3 and 4. There seems to have been a choice, too, in the fourth year since only five subjects were both permitted and required.

22. Report of the Girls High School, January 1, 1911, to July 1, 1912, p. 32.

TABLE 20 GENERAL LATIN COURSE AT LOUISVILLE
 23
 GIRLS' HIGH SCHOOL IN 1912

First Year		
First Term		Second Term
English 1		English 2
Algebra 1		Algebra 2
Latin 1		Latin 2
History 1		History 2
General Science 1		General Science 2

Second Year		
First Term		Second Term
English 3		English 4
Geometry 1		Geometry 2
Latin 3		Latin 4
German 1		German 2
French 1		French 2

Third Year		
First Term		Second Term
English 5		English 6
Geometry 3		Algebra 3
Latin 5		Latin 6
German 3		German 4
French 3		French 4
Physics 1		Physics 2
Chemistry 1		Chemistry 2

Fourth Year		
First Term		Second Term
English 7		English 8
American History 1		Civics
Latin 7		Latin 8
Physics 1		Physics 2
Chemistry 1		Chemistry 2
Physiology 1		Physiology 1
Domestic Science		Drawing
Botany 1		Botany 2

In the second year domestic science, drawing or biology could have been substituted for the modern language.

TABLE 21 GENERAL LANGUAGE COURSE AT LOUISVILLE
24
GIRLS' HIGH SCHOOL IN 1912

First Year		
First Term		Second Term
English 1		English 2
Algebra 1		Algebra 2
Latin 1		Latin 2
German 1		German 2
History 1		History 2
General Science 1		General Science 2
Second Year		
First Term		Second Term
English 3		English 4
Geometry 1		Geometry 2
Latin 3		Latin 4
German 3		German 4
French 1		French 2
General Biology 1		General Biology 2
Third Year		
First Term		Second Term
English 5		English 6
Geometry 3		Algebra 3
Latin 5		Latin 6
German 5		German 6
French 3		French 4
History 3		History 4
Physics 1		Physics 2
Chemistry 1		Chemistry 2
Botany 1		Botany 2
Fourth Year		
First Term		Second Term
English 7		English 8
Latin 7		Algebra 3
German 7		Latin 8
French 5		German 8
American History 1		French 6
Physics 1		Civics 1
Chemistry 1		Physics 2
Botany 1		Chemistry 2
Physiology 1		Botany 2
		Physiology 1

TABLE 23 ORGANIZATION OF INSTRUCTION IN THE
26
SENIOR HIGH SCHOOLS FOR GIRLS IN 1932

Field of Study	Grade 10	Grade 11	Grade 12
English	English 2,3,4	English 5,6,	Electives: English 7,8 Grammar & Composition Recent Literature Creative Writing Public Speaking Journalism
Math.	General Math.1,2 Algebra 1,2 or Geometry 1,2	Geometry 1,2 or Geometry 3 Algebra 3 Trigonometry	Geometry 3 Algebra 3 or Trigonometry Algebra 4
Bookkpg.	Bookkeeping 1,2	Bookkeeping 1,2,3,4,5,6	Bookkeeping 1,2,3 4,5,6
Language	Latin French Spanish	Latin French Spanish	Latin French Spanish
Social Studies	World History 1,2	U.S.History 1 2.Economics	U.S.History 1,2 Democracy in the Making, 1,2
Science	Botany 1,2 or Zoology	Chemistry 1,2 Botany 1,2 Physiology	Chemistry 1,2,3 Physiology
Commercial		Typewriting 1,2 Stenography 1,2 Law (during English 6 only)	Stenography 1,2,3,4. Office Training Law
Fine Arts	Art 1,2 Art Appreciation 1,2 Harmony 1,2 Glee Club Voice Band Orchestra	Art 1,2,3,4. Art App. 1,2 Harmony 1,2 Glee Club Voice Band Orchestra	Art 1,2,3,4,5,6. Art App. 1,2. Harmony 1,2 Glee Club Voice Band Orchestra

26. Records at Shawnee High School.

TABLE 24 DATA ON INSTRUCTION IN THE SENIOR
27
HIGH SCHOOLS FOR GIRLS IN 1932

Work Required of all Pupils:

Sixteen of the thirty-four credits prescribed for all graduation (including those earned in Junior High School) are:

English	8 credits
Mathematics	2 credits
Algebra or General Mathematics	
Science	2 credits
General Science, Zoology, Physiology, Botany, Physics and Chemistry.	
American History and Government	2 credits
Health and Physical Education	2 credits
	Total 16 credits

Major and Minor Requirements:

The remaining eighteen credits are to be earned in subjects chosen by the student from the following fields of study:

- | | |
|--|---|
| 1. English | 7. Stenography and Type-writing (major only) |
| 2. Mathematics (Algebra, Geometry, Trigonometry) | 8. Fine Arts (Arts, Music, Drama, Interpretative Reading) |
| 3. Foreign Language | 9. Home Economics (Foods and Clothing) |
| 4. Social Studies | |
| 5. Science | |
| 6. Bookkeeping | |

Majors and Minors

A pupil is required to earn two majors and two minors for graduation. A major is six credits earned in any field of study. A minor is four credits earned in one such field.

General Information:

- Four terms of Stenography-Typing together give six hours credit and make the Stenography major.
- Office Training is open only to girls who are taking Stenography 4.
- Glee Club gives one-half credit for one semester's credit.
- If a girl enters LOB without Social Studies 1 and 2 she must take World History 1 and 2.
- If a girl enters LOB without Science 1 and 2, she should take Zoology or Botany in LOB and IOA.
- If a girl has only one credit in General Science when she enters LOB she must take 2 terms of Science in senior high school.
- If a girl plans to take both Chemistry and Physiology, Physiology should follow Chemistry.
- Two credits in U. S. History are required for graduation.
- Typewriting offers one-half credit for each term.
- Art Appreciation 1 offers one-half credit per term.
- Art Appreciation 1 and 2 required in Art Major.

27. Records at Shawnee High School; The Organization and Administration of Instruction in the Senior High Schools of Louisville, Kentucky.

TABLE 25 DATA ON LOUISVILLE GIRLS' HIGH SCHOOL
 28
 EVERY FIFTH YEAR FROM 1860-1940

Year	Average Number Belonging	Average Daily Attendance	Salaries	Total Cost Per Pupil
1860	97	73	\$ 4,391	\$ 51
1865	141	126	4,853	\$ 34
1870	185	176	7,972	\$ 43
1875	399	384	\$ 13,798	\$ 37
1880	337	320		
1885	380	356	\$ 10,779	\$ 28
1890	446	422	\$ 14,689	\$ 33
1895		516	\$ 21,250	\$ 56
1900	685	647	\$ 20,110	\$ 50
1905	783	731	\$ 30,482	\$
1910	917	874	\$ 43,837	\$ 63
1915	1452	1381	\$ 59,516	\$ 60
1920	1657	1535	\$ 82,275	\$ 75
1925	1407	1326	\$121,841	\$131
1930	815	772	\$106,739	\$187
1935	999	930	\$ 84,634	\$125
1940	1139	1051	\$105,199	\$118

28. Annual Reports of the Board of Trustees of the Male High School, Female High School and Public Schools of Louisville to the General Council of the City of Louisville for the Scholastic Years, 1860-1886; Annual Reports of the Louisville School Board, 1886-1911; Annual Reports of the Board of Education, 1911-1940.

TABLE 26 PRINCIPALS OF THE LOUISVILLE
29
GIRLS' HIGH SCHOOL

Name	Length of Service
J. C. Spencer.....	April, 1856-July, 1856.
E. A. Holyoke.....	October, 1856-November, 1861.
G. A. Chase.....	July, 1862-March, 1881.
W. H. Bartholomew.....	March, 1881-1911
O. L. Reid.....	1911-1916
H. B. Moore.....	1916-1923
S. B. Tinsley.....	1923-1939
W. F. Coslow.....	1940-

29. Annual Reports of the Board of Trustees of the Male High Female High School and Public Schools of Louisville to the General Council of the City of Louisville for the Scholastic Years 1860-1886; Annual Reports of the Louisville School Board, 1886-1911; Annual Reports of the Board of Education, 1911-1941; Directories of the Louisville Public Schools, 1893-1941.

TABLE 27 TEXTBOOKS ADOPTED FOR CENTRAL
30
 COLORED HIGH SCHOOL IN 1882

For English: Hart's Rhetoric, Anderson's General History, Shaw's English Literature, Shaw's American Literature, and the Constitution of the United States.

For mathematics: Brook's Trigonometry, Fish's Test Problems in Arithmetic, Brook's Geometry, and Brook's Algebra.

For Natural Science: Hutchinson's Physiology, Guyot's Physical Geography, Hooken's Zoology, Youman's Botany, Dan's Geology, Avery's Natural Philosophy, Sochyen's Astronomy, Intellectual Philosophy, and Methods of Teaching.

30. Annual Register, pp. 14 and 15. Annual School Board Minutes for the years 1878-1888, p. 245.

TABLE 28 . DATA ON CENTRAL COLORED HIGH SCHOOL
31
EVERY FIFTH YEAR FROM 1890-1940

Year	Average Number Belonging	Average Daily Attendance	Salaries	Total Cost Per Pupil
1890	96		\$ 2,600	\$ 27
1895				
1900		176	\$ 8,749	
1905	339	318	\$ 9,192	\$ 30
1910				
1915	278	261	\$15,517	\$ 77
1920	389	362	\$24,611	\$ 92
1925	686	639	\$51,068	\$115
1930	794	750	\$63,606	\$109
1935	805	736	\$60,496	\$102
1940	1036	916	\$83,710	\$119

31. Annual Reports of the Board of Trustees of the Male High School, Female High School and Public Schools of Louisville to the General Council of the City of Louisville Scholastic Years 1860-1886; Annual Reports of the Louisville School Board, 1886-1911; Annual Reports of the Board of Education, 1911-1940.

RABLE 29 COURSE OF STUDY AT du PONT MANUAL
32
TRAINING HIGH SCHOOL IN 1901

First Semester	Freshmen	Second Semester
Periods per week		Periods per week
English Grammar.....5		English Classics....5
Physiology.....5		Physical Geography..3
Algebra.....5		Algebra.....5
Free Hand Drawing....4		Concrete Geometry...2
Joinery.....8		Mechanical Drawing..5
		Turning and Cabinet Work.....8
Sophomores		
History of England...4		Rhetoric.....5
Physics.....5		Physics.....4
Geometry.....5		Algebra.....1
German or Latin.....4		German or Latin.....4
Mechanical Drawing...5		Mechanical Drawing..5
Foundry and Pattern Work.....8		Forge Shop.....8
Juniors		
Composition.....3		College Requirement in English.....3
Chemistry.....6		Chemistry.....6
Geometry.....1		Steam Engine.....2
Trigonometry.....4		College Algebra.....5
German or Latin.....3		Surveying.....5
Mechanical Drawing...5		German or Latin.....3
Forge Shop.....8		Mechanical Drawing..5
		Machine Shop.....8
Seniors		
Civil Government....4		History of English Language.....5
Physics or Chemistry.....6		Chemistry.....5
College Algebra.....4		Physics.....5
German or.....3		Analytic Geometry...4
French.....4		German or.....3
Mechanical Drawing...6		French.....4
Machine Shop.....8		Descriptive Geometry6
		Machine Shop.....6

TABLE 30 COURSE OF STUDY AT du PONT MANUAL
33
TRAINING HIGH SCHOOL IN 1914

First Semester	Freshmen	Second Semester
	Periods per week	Periods per week
Algebra.....5		Algebra.....5
Physiology.....5		Physical Geography..5
Latin or German.....5		English.....5
English.....5		Latin or German.....5
Turning for 10 weeks...5		Woodwork.....10
Joinery for 10 weeks...5		Drawing.....5
Drawing.....5		
Sophomores		
Geometry.....5		Geometry.....5
English.....5		English Literature..5
Ancient History.....5		German or Latin.....5
German or Latin.....5		Physics.....5
Forge.....10		Foundry and Pattern Work.....10
Drawing.....5		Drawing.....5
Juniors		
Geometry.....5		Algebra.....5
English Literature.....5		English.....5
German or Latin.....5		German, Latin, or French.....5
Physics.....5		Chemistry.....5
Forge.....10		Machine Work.....10
Practical Mechanics and Drawing.....5		Practical Mechanics and Drawing.....5
Seniors		
English Literature.....5		English Literature..5
German, French, or Trigonometry.....5		German or Mechanics.5
U. S. History and Civil Government.....5		U. S. History and Civil Government....5
Shop Work.....10		Chemistry or Physical Laboratory or Sur- veying.....5
Electricity or Drawing.5		Shop Work.....10
		Drawing or Elec.... 5

TABLE 31 GENERAL COURSE OF STUDY AT du PONT
34
MANUAL TRAINING HIGH SCHOOL IN 1928

First Semester	Freshmen	Second Semester
Periods per week		Periods per week
English Grammar.....		English Classics
and Composition.....5		and Composition....5
Algebra.....5		Algebra through
Physiology.....5		Quadratics.....5
Drawing.....5		Modern European
Woodwork.....10		History.....5
		Drawing.....5
		Woodwork.....10
Sophomores		
English 3.....5		English 4.....5
Geometry 1.....5		Geometry 2.....5
Modern European History.....5		Physics 1.....5
Drawing.....5		Drawing.....5
Forge and Pattern		Foundry.....10
Making.....10		
Juniors		
English 5.....5		English 6.....5
Algebra.....5		Trigonometry.....5
Physics 2.....5		U.S. History.....5
Drawing.....5		Chemistry.....5
Sheet Metal.....5		Machine Shop.....5
		Drawing.....5
Seniors		
English 7.....5		English 8.....5
Geometry 3.....5		Economics.....5
U. S. History.....5		Civics.....5
Chemistry 2.....5		Surveying.....5
Electricity.....5		

34. The Course of Study of the duPont Manual Training High School, 1928.

TABLE 32 COLLEGE PREPARATORY COURSE OF STUDY
 AT du PONT MANUAL TRAINING HIGH SCHOOL IN
 35
 1928

First Semester	Freshmen	Second Semester
Periods per week		Periods per week
English Grammar and Composition.....5		English Classics and Composition....5
Algebra.....5		Algebra through Quadratics.....5
Language.....5		Language.....5
Physiology.....5		Modern European History.....5
Drawing.....5		
Sophomores		
English 3.....5		English 4.....5
Geometry 1.....5		Geometry 2.....5
Modern European History.....5		Language.....5
Language.....5		Physics 1.....5
Drawing.....5		Drawing.....5
Foundry and Pattern Making.....5		Sheet Metal and Forge.....5
Juniors		
English 5.....5		English 6.....5
Algebra 3.....5		Trigonometry.....5
Language.....5		Language.....5
Physics 2.....5		U. S. History.....5
Drawing.....5		Chemistry 1.....5
Machine Shop.....5		
Seniors		
English 7.....5		English 8.....5
Geometry 3.....5		Economics.....5
Surveying or Language.....5		Chemistry 3 or Language.....5
Civics.....5		Electricity.....5
Chemistry 2.....5		

TABLE 33 INDUSTRIAL EDUCATION COURSE AT
du PONT MANUAL TRAINING HIGH SCHOOL IN
36
1937

Grade	First Term	Second Term
10	English 3 Algebra or Geometry 1 Technical Shop Mechanical Drawing Economic Citizenship World History 1 Band, Orchestra, Glee Club	English 4 Algebra or Geometry 2 Technical Shop Consumer Education World History 2 Mechanical Drawing Band, Orchestra, Glee Club
11	English 5 Physics 1 U. S. History 1 Technical Shop Mechanical Drawing Algebra 3 Industrial Art 1 Band, Orchestra, Glee Club	English 6 Physics 2 U. S. History 2 Technical Shop Mechanical Drawing Trigonometry Industrial Art 2 Band, Orchestra, Glee Club Debating
12	English 7 Chemistry 1 Solid Geometry Electricity Modern Problems 1 Typewriting 1 Technical Shop Mechanical Drawing Band, Orchestra, Glee Club	English 8 Chemistry 2 Surveying Economics Modern Problems 2 Typewriting 2 Technical Shop Mechanical Drawing Band, Orchestra, Glee Club

Minimum requirements for graduation:

English - 8 credits
 Mathematics - (Algebra-Geometry)-4 credits
 Science -(Physics-Chemistry)-4 credits
 U. S. History-2 credits
 Technical Shop-4 credits
 Mechanical Drawing-2 credits
 Electives-10 credits
 Total - 34 credits

36. Announcement of Courses Effective at the Opening of the
1936-1937 School Year.

TABLE 34 PRE-ENGINEERING COURSE AT du PONT
37
MANUAL TRAINING HIGH SCHOOL IN 1937

Grade	First Term	Second Term
10	English 3 Geometry 1 Technical Shop Mechanical Drawing Latin, French, German or Spanish World History 1 Band, Orchestra, Glee Club	English 4 Geometry 2 Physics 1 Technical Shop Mechanical Drawing Latin, French, German or Spanish World History 2 Band, Orchestra, Glee Club
11	English 5 Algebra 3 Physics 2 U. S. History 1 Latin, French, German or Spanish Technical Shop Mechanical Drawing Industrial Art 1 Band, Orchestra, Glee Club	English 6 Trigonometry Chemistry 1 U. S. History 2 Latin, French, German or Spanish Technical Shop Mechanical Drawing Industrial Art 2 Electricity Debate Band, Orchestra, Glee Club
12	English 7 Solid Geometry Chemistry 2 Technical Shop Mechanical Drawing Modern Problems 1 Surveying Typewriting 1 Band, Orchestra, Glee Club	English 8 Technical Shop Chemistry 3 Algebra 4 Mechanical Drawing Modern Problems 2 Economics Typewriting 2 Band, Orchestra, Glee Club
Minimum requirements for graduation:		
English - 8 credits		
Mathematics-7 credits (Algebra-3, Plane and Solid Geometry-3, Trigonometry-1)		
Science - (Physics-Chemistry)-4 credits		
U. S. History - 2 credits		
Technical Shops - 4 credits		
Mechanical Drawing - 1½ credits		
Electives - 7½ credits		
Total - 34 credits		

TABLE 35 COLLEGE PREPARATORY COURSE AT du PONT
38
MANUAL TRAINING HIGH SCHOOL IN 1937

Grade	First Term	Second Term
10	English 3 Geometry 1 Latin 3 Technical Shop Mechanical Drawing World History 1 Band, Orchestra, Glee Club	English 4 Geometry 2 Latin 4 Physics 1 Mechanical Drawing Technical Shop World History 2 Band, Orchestra, Glee Club
11	English 5 Algebra 3 Physics 2 U. S. History 1 Latin, French, German or Spanish Technical Shop Mechanical Drawing Industrial Art 1 Band, Orchestra, Glee Club	English 6 Trigonometry or Solid Geometry Chemistry 1 U. S. History 2 Latin, French, German of Spanish Technical Shop Mechanical Drawing Industrial Art 2 Electricity Debate Band, Orchestra, Glee Club
12	English 7 Chemistry 2 Technical Shop Mechanical Drawing Latin, French, German or Spanish Modern Problems 1 Surveying Typewriting 1 Band, Orchestra, Glee Club	English 8 Technical Shop Latin, French, German or Spanish Chemistry 3 Economics Modern Problems 2 Algebra 4 Typewriting 2 Mechanical Drawing Band, Orchestra, Glee Club

Minimum requirements for graduation:

English - 8 credits
 Mathematics - 6 credits (Algebra 3, Plane Geometry 2,
 Solid Geometry or Trigonometry 1)
 Science-(Physics-Chemistry) - 4 credits
 Foreign Language-4 credits (2 years in one language)
 U. S. History - 2 credits
 Technical Shop - 3 credits
 Mechanical Drawing - 1½ credits
 Electives - 5½ credits
 Total - 34 credits

TABLE 36 DATA ON du PONT MANUAL TRAINING HIGH
39
SCHOOL EVERY FIFTH YEAR, 1900-1940

Year	Average Number Belonging	Average Daily Attendance	Salaries	Total Cost Per Pupil
1900	212	204	\$14,716	\$130
1905	417	397	\$23,614	
1910	433	413	\$34,499	\$111
1915	411	393	\$32,254	\$122
1920	426	402	\$30,817	\$123
1925	933	889	\$88,095	\$133
1930	904	871	\$106,685	\$162
1935	1017	965	\$ 99,337	\$126
1940	1335	1262	\$125,081	\$118

39. Annual Reports of the Louisville Board, 1900-1911; Annual Reports of the Board of Education, 1911-1940.

41

TABLE 38 FACULTY OF THEODORE AHRENS TRADE
HIGH SCHOOL AT THE TIME OF ITS
OPENING IN DECEMBER 1926

Ethel M. Lovell, principal	
Marguerite G. Arnold, science	
Marion L. Attick, English and citizenship	
Harry Beauerle, linotype operating	
Alice Beuther, typing and filing	
Alice Cahill, commercial art	
Lula E. Denton, dressmaking	
Margaret Egner, bookkeeping	
Amelia Formhals, arithmetic	
Edith A. Lovell, bookkeeping	
Flora A. Gans, citizenship and economics	
Carrie R. Gross, English	
Hattie Gross, shorthand and typing	
Erwina Robinson, English and shop notes	
Ruth Sampson, arithmetic and citizenship	
John Sutcliffe, mathematics and science	
Asa R. Hudson, electricity	Charles P. McGuire, bookbinding
J. H. Nissen, printing	George Ochs, machine shop
Gertrude Rehkoph, dressmaking	Mrs. J. H. Rowell, millinery
H. W. Schell, cabinet making	R. F. Schwender, drafting
Alice Watkins, salesmanship	J. O. Williams, plumbing

41. Dedication Program, Theodore Ahrens Trade High School, p. 11.

TABLE 39 DATA ON THEO. AHRENS TRADE HIGH SCHOOL
 42
 EVERY YEAR FROM 1926-1941

Year	Average Number Belonging	Average Daily Attendance	Salaries	Total Cost Per Pupil
1926	325	906		
1927	528	493	\$ 51,409	\$367
1928	713	663	\$ 70,121	\$207
1929	783	747	\$ 82,814	\$155
1930	728	695	\$ 90,014	\$172
1931	832	791	\$ 93,430	\$158
1932	878	837	\$ 88,986	\$137
1933	861	812	\$ 83,175	\$128
1934	864	699	\$ 84,710	\$135
1935	818	751	\$ 85,380	\$144
1936	822	743	\$ 92,543	\$156
1937	830	754	\$ 98,990	\$164
1938	959	871	\$106,581	\$157
1939	1088	990	\$115,799	\$144
1940	1059	964	\$119,532	\$158
1941	1195	1062	\$123,956	\$151

42. Annual Reports of the Board of Education, 1926-1941.

TABLE 40

COURSES OF STUDY AT THEODORE AHRENS

43

TRADE HIGH SCHOOL

FIRST CHOICE	SHOP	INCLUDES
SECOND CHOICE		
THIRD CHOICE		
Automotive		Science, Mathematics, Shop Drawing, English, and Social Science
Bookbinding		Science, Mathematics, Shop Drawing, English, and Social Science
Cabinet Making		Science, Mathematics, Shop Drawing, English, and Social Science
Commercial Art		Science, Mathematics, English, Social Science, and History of Art
Business Education		Stenography, Typewriting, Bookkeeping, English, and Social Science
Drafting		Science, Mathematics (including Advanced Mathematics), English, Social Science
Dressmaking		Textiles, Mathematics, Design, English, and Social Science
Electricity		Science, Mathematics, Shop Drawing, English, and Social Science
Machine Shop		Science, Mathematics, Shop Drawing, English, and Social Science
Printing		Science, Mathematics, Design, English, and Social Science
Plumbing		Science, Mathematics, Shop Drawing, English, and Social Science
Salesmanship		Textiles, Mathematics, Design, English, and Social Science
Sheet Metal		Science, Mathematics, Shop Drawing, English, and Social Science
Welding		Science, Mathematics, Shop Drawing, English, and Social Science

TABLE 41 DATA ON J. M. ATHERTON HIGH SCHOOL FOR
44
GIRLS EVERY YEAR FROM 1924-1941

Year	Average Number Belonging	Average Daily Attendance	Salaries	Total Cost Per Pupil
1924	713	682	\$ 28,752	\$236
1925	907	868	\$ 66,032	\$121
1926	947	906	\$ 81,375	\$118
1927	1010	969	\$ 91,557	\$125
1928	1017	969	\$102,631	\$136
1929	837	793	\$ 97,588	\$157
1930	818	780	\$ 93,541	\$165
1931	770	739	\$ 99,964	\$172
1932	768	735	\$ 84,896	\$144
1933	728	691	\$ 72,034	\$130
1934	725	685	\$ 69,616	\$129
1935	738	699	\$ 66,411	\$124
1936	738	697	\$ 67,644	\$126
1937	777	737	\$ 74,217	\$128
1938	812	768	\$ 77,658	\$130
1939	851	778	\$ 82,010	\$133
1940	884	820	\$ 84,539	\$129
1941	944	873	\$123,956	\$122

44. Annual Reports of the Board of Education, 1924-1941.

TABLE 42 FACULTY OF SHAWNEE HIGH SCHOOL
45
FOR THE SCHOOL-YEAR 1929-1930

Lizzie Bach	Thelma Henriott	Irene Rhoads
Susette Baldwin	Edith M. Hester	Louise Richert
Anna Blye Blakey	Edwin B. Hundley	Esther Ritter
Marie Borries	Leonora Johnston	Tully B. Robb
Carleton Brewer	Harold S. Keeling	Elizabeth Robinson
M. Alberta Brusselbach	Frances W. Kennerly	Harry L. Routh
Regina Bryant	Julia K. Keyburn	Harriet Salin
Esther Clark	Louise M. Kornfeld	Sue H. Schroeder
Dorothy Coblin	Dorothea Kurk	Mattie B. Scott
Mary Catherine Coll	Fielding D. Lewis	Wm. Hamilton Slack
Esther Coogle	Wickliffe Lockett	Edith Stark
Lillian Elrod	Marguerite Lorenz	Ella Warren
Alice Farrell	Lucie Lowry	Georgia Wheeler
Ethel B. Fitzhugh	Louisa Luck	Elizabeth D. Yager
Alice Gossett	Margaret C. Maxwell	Helene Schuhman
Elizabeth L. Heil	Elizabeth McConathy	Frances Lee Day
John H. Heil, Jr.	Dorothy Moran	Lee Louise Elkin
	Florence Osborne	
Lucille R. Stark, Secretary		William Wilson, Engineer
Mildred Niemeier, Clerk		W. B. Hyndman, Fireman
Rita Frey, Clerk		Paul S. Bere, Head Janitor

TABLE 43 FACULTY OF SHAWNEE HIGH SCHOOL 1940-1941

Mary Louise Alford	Thomas B. Godfrey	Marguerite Nicklies
Minell Beuther	Alice M. Gregory	Henry N. Oakes
Agnes Borgman	Mrs. Selma Hamlet	Helen Peil
Marie Borries	Annabelle Hankins	Tully B. Robb
Alma K. Brown	Gertrude Hendershot	Elizabeth Robinson
Alberta Brusselbach	Edith M. Hester	Elizabeth Rogers
Mrs. Cora Burlingame	Leonora Johnston	Harriet Salin
Minnie Charton	Jean Jones	Mrs. Sue Schroeder
Esther Clark	Mary Kaltenbrun	Mattie B. Scott
Mary Catherine Coll	Harold S. Keeling	Albert M. Sego
Esther Coogle	Mrs. Julia Keyburn	Kathryn Sikking
Molly B. T. Coyle	Paul R. Kneisel	Eva M. Skillman
H. L. Cundiff	Frances Koop	W. H. Slack
Mrs. Irene Dearing	Dorothea Kurk	Huron Smyth
Charles Y. Duncan	Marguerite Lorenz	Anna W. Sohns
John G. Dunn	Lucie Lowry	Edith Stark
Lee Anne Durham	Elsie Luten	Mary Strickler
James R. Elliott	Elizabeth Lyon	Margaret Surmann
Lillian Elrod	Prudence Lyon	Carol Unruh
Alice Farrell	Elizabeth McConathy	Elizabeth Vance
Marie L. Fernow	Catherine McKeon	Harry H. Watson
Davis S. Fields	Dorothy Meinert	Georgia Wheeler
Leola Foster	Marjorie Moore	Mary Jane Wood
Hulda Gernert	Dorothy Moran	Frederick Zuercher

TABLE 44 DATA ON SHAWNEE HIGH SCHOOL
47
EVERY YEAR FROM 1930 to 1941

Year	Average Number Belonging	Average Daily Attendance	Salaries	Total Cost Per Pupil
1930	365	343	\$53,256	\$320
1931	537	510	\$64,480	\$185
1932	605	578	\$61,022	\$141
1933	636	604	\$58,427	\$123
1934	707	672	\$58,759	\$113
1935	687	654	\$53,597	\$109
1936	800	759	\$62,474	\$110
1937	790	745	\$74,415	\$123
1938	868	827	\$77,130	\$133
1939	829	784	\$77,714	\$125
1940	875	823	\$80,479	\$120

47. Annual Reports of the Board of Education, 1930 to 1941.

TABLE 45 PROGRAM OF STUDIES
Junior High Schools

	Periods a week		Periods a week
7B		7A	
English and library	5	English and library	5
General science	2	General science	2
Mathematics	5	Mathematics	5
Social Studies	5	Social Studies	5
Physical education	3	Physical education	3
Assembly	1	Assembly	1
Club	1	Club	1
Homeroom and guidance	1	Homeroom and guidance	1
Art	1	Art	1
Music	1	Music	1
Health	1	Health	1
Exploratory	5	Exploratory	5
(a) Foods (10 weeks)		(a) Clothing (10 weeks)	
(b) Clothing (10 weeks)		(b) Foods (10 weeks)	
(c) Mechanics (10 weeks)		(c) Metal (10 weeks)	
(d) Woodwork (10 weeks)		(d) Printing (10 weeks)	
8B		8A	
English	5	English	5
General science	3	General science	3
Mathematics	5	Mathematics	5
Social Studies	5	Social studies	5
Physical education	3	Physical education	3
Assembly	1	Assembly	1
Club	1	Club	1
Homeroom	1	Homeroom	1
Art	1	Art	1
Music	1	Music	1
Exploratory	5	Electives (any two of	5
(a) Business information (10 weeks)		the following)	
(b) Mechanical Drawing (10 weeks)		(a) General language (10 weeks)	
(c) General language (10 weeks)		(b) Commercial (10 weeks)	
(d) Clothing (10 weeks)		(c) Metal (10 weeks)	
(e) Foods (10 weeks)		(d) Woodwork (10 weeks)	
(f) Art (10 weeks)		(e) Mechanical (10 weeks)	
(g) Music (10 weeks)		drawing	
		(f) Printing (10 weeks)	
		(g) Electric. (10 weeks)	
		(h) Clothing (10 weeks)	
		(i) Foods (10 weeks)	
		(j) Art (10 weeks)	
		(k) Music (10 weeks)	

TABLE 45 PROGRAM OF STUDIES
 Junior High Schools (Continued)

9B	Periods a week	9A	Periods a week
English	5	English	5
General science	4	General science	4
Mathematics	5	Mathematics	5
Social Studies	5	Social Studies	5
Physical education	3	Physical education	3
Assembly	1	Assembly	1
Club	1	Club	1
Homeroom	1	Homeroom	1
Music	1	Music	1
Elective	5	Elective	5
(a) Language		(a) Language	
(b) Typing		(b) Junior business training	
(c) Clothing		(c) Clothing	
(d) Foods		(d) Foods	
(e) Metal		(e) Metal	
(f) Printing		(f) Printing	
(g) Woodwork		(g) Woodwork	
(h) Mechanical drawing		(h) Mechanical drawing	
(i) Art		(i) Art	
(j) Music		(j) Music	
(k) Home making		(k) Home making	

Sometimes there is a slight deviation from the number of periods assigned to the various subjects because of administrative necessity. The subject Social Studies includes units of study in geography, history, and civics. There are six periods each school day and five school days each week making a total of thirty periods each week. As a result there is a choice of subjects for one or two periods each week.

TABLE 46

VALUATION OF ALL JUNIOR HIGH SCHOOL PROPERTY, ETC.
50
UNDER CONTROL OF THE BOARD OF EDUCATION IN 1940

School	Size of Lots	Value Of Lots	School Buildings	Portable Cottages	Separate Buildings	Total Value of Buildings and Improvements	Total Value of Buildings and Imp.
Eastern	<u>248</u> 242X180	\$28,196.94	\$215,031.77	\$3,182.21	\$1,795.56	\$220,009.54	\$248,203.48
Barrett	7 acres	\$63,742.03	\$525,427.39	\$ None	None	\$525,427.39	\$589,169.42
Highland	9 acres	\$76,092.37	\$397,762.64	None	None	\$397,762.64	\$473,855.01
Monsarrat	90 X 200	\$27,318.94	\$ 33,954.61	None	None	\$ 33,954.61	\$ 61,273.55
Parkland	4 acres	\$42,911.94	\$511,653.14	\$ 847.42	\$ 842.25	\$513,342.81	\$556,254.75
Southern	12 acres	\$59,082.25	\$473,462.12	\$8,952.80	\$ None	\$482,414.92	\$541,497.17
Western	4 acres	\$39,870.63	\$420,463.66	\$7,038.77	None	\$427,502.43	\$467,373.06
Jackson St.	50 X 150	\$45,147.35	\$250,918.84	\$6,101.98	\$4,121.37	\$261,142.19	\$306,289.54
Madison St.	<u>344X150</u> <u>150X293</u> 420 X 161	\$28,849.05	\$354,414.92	\$2,048.33	None	\$356,463.25	\$385,312.30

TABLE 46 VALUATION OF ALL JUNIOR HIGH SCHOOL PROPERTY, ETC.
51
UNDER CONTROL OF THE BOARD OF EDUCATION IN 1940

Schools	Value of Furniture and Equipment	Material Building Roof	Number of Stories	Number of Class Rooms	Number of Gymnasiums	Number of Assembly Rooms
Barrett	\$43,651.94	Brick. Comp.	3	24	1	1
Eastern	\$11,876.78	Br. & Con.Gravel	2	25	2	1
Highland	\$24,961.91	Brick Comp.	3	24	1	1
Monsarret	\$ 3,218.60	Brick Metal	3	16	None	None
Parkland	\$49,742.23	Brick Comp.	3	33	1	1
Southern	\$30,639.54	Brick Comp.	3	33	1	1
Western	\$30,878.62	Brick Comp.	3	33	1	1
Jackson St.	\$24,898.35	Brick Comp.	3	16	1	1
Madison St.	\$39,939.33	Brick Mtl.& Comp.	3	37	1	None

51. Ibid., p. 34.

TABLE 46

VALUATION OF ALL JUNIOR HIGH SCHOOL PROPERTY, ETC.
52
UNDER CONTROL OF THE BOARD OF EDUCATION IN 1940

Schools	No. of Buildings Not Portable	No. of Portable Buildings	Pupil Capacity	Seating Capacity of Assembly Rooms	How Lighted	How Heated
Barrett	None	None	810	736	Electricity	Fans & Steam
Eastern	1	3	1,007	694	Electricity	Fans
Highland	None	None	800	700	Electricity	Fans
Monsarrat	None	None	521	None	Electricity	Steam
Parkland	1	1	1,160	730	Electricity	Fans & Steam
Southern	None	9	1,000	700	Electricity	Fans & Steam
Western	None	7	1,000	700	Electricity	Fans & Steam
Jackson Street	2	6	900	None	Electricity	Fans & Steam
Madison Street	None	2	1,100	None	Electricity	Steam

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TABLE 47 DATA ON ELEVEN JUNIOR HIGH SCHOOLS, 1928-1941

Year	Average Number Belonging											
	1	2	3	4	5	6	7	8	9	10	11	
1928	460	713										
1929	759	1133	214	768								
1930	742	983	259	863	821							
1931	731	975	338	906	895	697						
1932	717	834	380	942	814	1016	471					
1933	683	963	423	1005	894	1057	668					
1934	743	1064	529	1092	965	1128	760	589	1085			
1935	763	1203	588	1223	1037	1149	793	603	1182	1577		
1936	747	1283	909	1274	993	1053	715	604	1227	1749	368	
1937	742	1490	982	1294	1019	1199	753	618	1283	1734	434	
1938	764	1270	1059	1325	1030	1085	761	655	1332	1695	454	
1939	789	1228	1034	1300	1004	1052	789	653	1409	1687	394	
1940	742	1168	1051	1300	927	975	744	666	1316	1653	378	
1941	702	1108	1089	1262	897	1010	692	640	1323	1597	395	
1. Highland	3. Eastern	5. Shawnee	7. Barrett	9. Madison Street	11. Monsarrat							
2. Western	4. Southern	6. Parkland	8. Jackson St.	10. Louisville								

53. Seventeenth through Thirtieth Reports of the Board of Education.

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TABLE 48 DATA ON ELEVEN JUNIOR HIGH SCHOOLS, 1928-1941

Year	Average Daily Attendance											
	1	2	3	4	5	6	7	8	9	10	11	
1928	439	663										
1929	728	1067	195	709								
1930	719	943	235	802	787							
1931	712	950	310	842	862	660						
1932	696	816	348	887	787	971	446					
1933	663	937	384	941	862	1008	629					
1934	723	1038	484	1016	924	1063	707	521	979			
1935	739	1146	528	1114	986	1104	736	527	1057	1471		
1936	718	1233	803	1164	939	998	657	523	1083	1595	340	
1937	765	1394	1022	1368	1048	1136	786	657	1166	1880	495	
1938	813	1362	1049	1377	1062	1157	801	691	1394	1820	511	
1939	751	1177	902	1192	973	983	727	570	1248	1530	363	
1940	707	1092	909	1191	868	916	682	591	1147	1481	336	
1941	664	1005	921	1133	835	934	624	557	1139	1413	348	
1. Highland		3. Eastern		5. Shawnee		7. Barrett		9. Madison Street		11. Monsarrat		
2. Western		4. Southern		6. Parkland		8. Jackson St.		10. Louisville				

54. Ibid.

TABLE 49 DATA ON ELEVEN JUNIOR HIGH SCHOOLS, 1928-1941

Year	Salaries of Faculty											
	1	2	3	4	5	6	7	8	9	10	11	
1928	\$31,520	\$44,800										
1929	\$57,867	\$77,735	\$25,553	\$62,000								
1930	\$64,022	\$82,499	\$27,904	\$71,000	\$53,049							
1931	\$58,252	\$79,616	\$30,201	\$70,121	\$60,299	\$28,075						
1932	\$51,614	\$65,331	\$31,665	\$62,853	\$56,667	\$56,667	\$13,957					
1933	\$47,560	\$58,520	\$26,829	\$57,694	\$50,857	\$55,684	\$37,982					
1934	\$49,982	\$60,700	\$30,652	\$82,531	\$53,554	\$60,463	\$42,258	\$32,816	\$53,875			
1935	\$48,593	\$63,723	\$32,758	\$66,322	\$58,401	\$61,058	\$45,114	\$34,150	\$54,105	\$83,330		
1936	\$53,567	\$76,821	\$53,230	\$78,978	\$63,394	\$64,267	\$52,612	\$38,469	\$59,509	\$100,788		
1937	\$57,730	\$83,549	\$60,877	\$85,244	\$70,683	\$67,557	\$56,921	\$40,479	\$64,775	\$108,230	\$28,671	
1938	\$61,452	\$82,381	\$67,235	\$90,661	\$72,762	\$69,012	\$58,117	\$41,608	\$65,722	\$114,628	\$30,609	
1939	\$62,219	\$84,880	\$71,416	\$94,470	\$78,836	\$74,457	\$58,211	\$44,064	\$69,957	\$117,994	\$31,612	
1940	\$64,129	\$88,573	\$74,386	\$96,098	\$79,466	\$75,129	\$61,758	\$43,440	\$69,481	\$123,542	\$32,648	
1941	\$63,330	\$84,916	\$73,348	\$95,425	\$84,948	\$72,194	\$58,642	\$44,580	\$68,896	\$114,839	\$68,896	
1. Highland		3. Eastern		5. Shawnee		7. Barrett		9. Madison Street		11. Monsarrat		
2. Western		4. Southern		6. Parkland		8. Jackson St.		10. Louisville				

TABLE 50 DATA ON ELEVEN JUNIOR HIGH SCHOOLS, 1928-1941

Year	Total Cost Per Pupil											
	1	2	3	4	5	6	7	8	9	10	11	
1928	\$264.80	\$206.08										
1929	\$119.80	\$101.57	\$163.18	\$207.80								
1930	\$123.73	\$118.51	\$149.90	\$135.06	\$ 99.15							
1931	\$121.94	\$116.84	\$126.10	\$125.68	\$ 92.35	\$156.11						
1932	\$106.42	\$109.91	\$116.91	\$101.01	\$ 95.01	\$ 81.25	\$132.40					
1933	\$ 97.81	\$ 84.11	\$ 90.40	\$ 82.98	\$ 77.70	\$ 74.03	\$ 88.43					
1934	\$ 92.58	\$ 76.97	\$ 82.39	\$ 79.53	\$ 72.82	\$ 73.48	\$ 85.77	\$ 89.95	\$ 73.20			
1935	\$ 87.46	\$ 74.10	\$ 79.09	\$ 77.67	\$ 74.17	\$ 74.69	\$ 89.46	\$ 92.15	\$ 67.94	\$ 72.26		
1936	\$ 98.91	\$ 82.65	\$ 96.39	\$ 87.96	\$ 84.50	\$ 83.46	\$109.31	\$103.22	\$ 76.29	\$ 78.82		
1937	\$101.97	\$ 75.36	\$ 92.50	\$ 91.80	\$ 87.26	\$ 77.00	\$107.70	\$108.16	\$ 77.57	\$ 84.96	\$89.23	
1938	\$115.77	\$ 88.87	\$103.93	\$ 97.43	\$ 95.54	\$ 89.97	\$115.16	\$106.39	\$ 77.45	\$ 90.38	\$94.66	
1939	\$107.53	\$ 92.45	\$106.27	\$100.47	\$103.37	\$ 94.62	\$110.90	\$104.66	\$ 77.69	\$ 94.59	110.15	
1940	\$115.17	\$101.69	\$104.60	\$ 99.73	\$111.73	\$103.86	\$121.35	\$100.08	\$ 83.10	\$100.30	118.89	
1941	\$122.30	\$111.61	\$104.82	\$105.04	\$111.61	\$ 99.26	\$126.38	\$111.41	\$ 83.36	\$ 98.75	114.54	
1. Highland	3. Eastern	5. Shawnee	7. Barrett	9. Madison Street	11. Monsarrat							
2. Western	4. Southern	6. Parkland	8. Jackson St.	10. Louisville								

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TABLE 51 SUPERINTENDENTS OF THE
LOUISVILLE PUBLIC SCHOOLS

Name	Year	
Samuel Dickinson.....	1838	
Reverend James F. Clarke.....	1839	Each of the first three
Fortunatus Cosby.....	1839	was called an Agent of the
Samuel Dickinson.....	1841	Public Schools instead of a
James Overstreet.....	1843	Superintendent. Samuel
Silas Sesson.....	1846	Dickinson became the first
Fortunatus Cosby.....	1849	Superintendent of the
C. F. Johnson.....	1849	Louisville Public Schools in
James McBumies.....	1852	1841. The duties of the Agent
James Smith.....	1854	and the Superintendent were the
George Anderson.....	1859	same.
Joseph Sheens.....	1862	An elementary school located
George Tingley.....	1863	at 1311 South Preston Street
Dr. Edgar Mark.....	1894	was named after George Tingley
Ernest Holland.....	1910	who served longer than any
O. L. Reid.....	1916	other Agent or Superintendent.
Zenos O. Scott.....	1920	No other Agent or Superintendent
Byron Hartley.....	1923	has been honored in this matter.
Leslie Gregory.....	1929	
Frederick Archer.....	1929	
Zenos O. Scott.....	1937	

57. Minutes of the Board of Trustees of the Male High School, Female High School and Public Schools of Louisville to the General Council of the City of Louisville for the Scholastic Years 1860-1886; Minutes of the Louisville School Board, 1886-1911; Minutes of the Board of Education, 1911-1937; Minutes of the Board of Trustees of the Male High School, etc., 1834-1850, p. 124.

TABLE 52 DATA ON COST OF BOTH ELEMENTARY AND
SECONDARY SCHOOLS EVERY FIFTH YEAR FROM
58
1860-1940

Year	Total Cost	Cost of Secondary Schools	Per Cent of Total	Cost of Elem. Schools	Per Cent of Total
1860	\$ 64,596	\$ 11,984	19	\$ 52,612	81
1865	\$ 103,425	\$ 14,962	14	\$ 88,463	86
1870	\$ 188,884	\$ 21,758	12	\$ 167,126	88
1875	\$ 255,529	\$ 32,282	15	\$ 216,247	85
1880	\$ 197,699	\$			
1885	\$ 307,685				
1890	\$ 353,118				
1875	\$ 497,005	\$ 84,488	17	\$ 412,517	83
1900	\$ 608,774	\$ 92,016	15	\$ 516,758	85
1905	\$ 660,149	\$ 134,144	20	\$ 526,005	80
1910					
1915	\$1,171,549	\$ 217,589	19	\$ 953,960	81
1920	\$1,407,504	\$ 308,048	22	\$1,099,456	78
1925	\$2,491,177	\$ 663,721	27	\$1,827,456	73
1930	\$3,376,276	\$1,548,491	46	\$1,827,785	54
1935	\$2,964,635	\$1,451,530	49	\$1,513,105	49
1940	\$3,547,427	\$1,933,246	54	\$1,614,181	46

58. Annual Reports of the Board of Trustees of the Male High School, Female High School and Public Schools of Louisville to the General Council of the City of Louisville, 1860-1870; Annual Reports of the Louisville School Board, 1871-1910; Annual Reports of the Board of Education, 1911-1940.

TABLE 53 DATA ON COST, NUMBER OF TEACHERS, AND
AVERAGE DAILY ATTENDANCE OF ELEMENTARY
AND SECONDARY SCHOOLS EVERY TEN YEARS
59
FROM 1920 to 1940

Year	Elementary Schools		Secondary Schools	
	Number of Teachers	Average Daily Attendance	Number of Teachers	Average Daily Attendance
1920	557	20347	132	5217
1930	677	25553	421	9759
1940	500	19483	639	19483

By taking the cost of the elementary and secondary schools from the previous table for the above three years it can be seen that between 1920 and 1930 the cost of the elementary schools increased 66%, the number of teachers increased 22%, and the average daily attendance increased 26%. The cost of the secondary schools during the same period increased 403%, the number of teachers increased 219%, and the average daily attendance increased 203%. Between 1930 and 1940 the cost of the elementary schools decreased 12%, the number of teachers decreased 27%, and the average daily attendance decreased 24%. The cost of the secondary schools increased 25%, the number of teachers increased 52%, and the average daily attendance increased 79%.

To properly interpret these figures one must keep in mind that the Junior High Schools came into existence in 1928, when two of them opened. Each year after that for nine years one or more Junior High Schools came into existence until 1937 when there were eleven.

This means that the seventh and eighth grade classes were transferred from the elementary schools to the secondary schools. One must also keep in mind that the cost of building and equipping schools in late years has been tremendous. The fact that a larger percentage of boys and girls are staying in school for a longer period of time must also be recognized. However, some people believe that too much attention is being paid to the secondary schools at the expense of the elementary schools.

59. Ninth, Nineteenth, and Twenty-ninth Annual Reports of the Board of Education, 1920, 1930 and 1940.

TABLE 54 ELEMENTARY AND SECONDARY SCHOOL COSTS FOR TEN YEAR PERIOD
COST OF MAINTENANCE OF SENIOR HIGH, JUNIOR HIGH, AND
ELEMENTARY SCHOOL AND RELATIVE PER CENT OF EXPENDITURES

Year	Senior High	Junior High	Elementary	Senior High	Junior High	Elementary
1930	\$877,114.85	\$ 584,821.66	\$1,691,175.08	27.8%	18.9%	53.6%
1931-2	\$807,714.70	\$ 594,373.80	\$1,510,324.96	27.7%	20.4%	51.9%
1932-3	\$728,967.98	\$ 569,293.29	\$1,396,198.44	27.1%	21.1%	51.8%
1933-4	\$729,161.09	\$ 589,282.45	\$1,384,271.73	27.0%	21.8%	51.2%
1934-5	\$712,086.55	\$ 723,011.30	\$1,345,078.34	25.6%	26.0%	48.4%
1935-6	\$759,990.00	\$ 842,886.67	\$1,345,935.25	25.8%	28.5%	45.6%
1936-7	\$802,506.18	\$ 924,046.17	\$1,412,581.59	25.6%	29.4%	45.0%
1937-8	\$871,779.79	\$ 989,870.49	\$1,616,490.80	25.1%	28.5%	46.4%
1938-9	\$885,607.35	\$1,013,660.79	\$1,592,199.12	25.4%	29.0%	45.6%
1939-40	\$906,642.30	\$1,018,256.49	\$1,455,232.15	26.8%	30.1%	43.1%

TABLE 55 PER CAPITA SPENT UPON PUPILS IN THE
 SENIOR HIGH SCHOOLS, THE JUNIOR HIGH
 SCHOOLS, AND THE ELEMENTARY GRADES
 61
 DURING A TEN YEAR PERIOD

Year	Senior High	Junior High	Elementary
1930-1931	\$148.71	\$ 97.97	\$64.99
1931-1932	\$134.55	\$ 94.16	\$61.55
1932-1933	\$119.46	\$ 83.29	\$57.45
1933-1934	\$114.76	\$ 79.04	\$57.38
1934-1935	\$110.28	\$ 71.46	\$54.13
1935-1936	\$121.87	\$ 86.95	\$61.68
1936-1937	\$127.04	\$ 87.36	\$66.25
1937-1938	\$130.70	\$ 94.66	\$73.69
1938-1939	\$126.14	\$ 97.54	\$74.60
1939-1940	\$124.03	\$103.12	\$77.72

61. Twenty-ninth Report of the Board of Education, p. 62. (This per capita is based upon the average daily attendance of pupils.)

TABLE 56 LOUISVILLE'S POPULATION EVERY TEN YEARS WITH PER CENT OF INCREASE, AND SECONDARY SCHOOL POPULATION EVERY TEN YEARS WITH PER CENT OF INCREASE BETWEEN 1860 and 1940 (62 and 63)

Year	Population	Per Cent Increase	Secondary School Population	Per Cent Increase
1860	68033	57	195	
1870	100753	48	328	68
1880	123758	23	551	68
1890	161129	30	823	49
1900	204731	27	1461	77
1910	223928	9	2098	43
1920	234891	5	3449	64
1930	307745	31	8364	143
1940	319077	3	18824	143

The above figures show an increase of 366% in population between 1860 and 1940 with an increase of 9295% in secondary school population during the same period of time.

62. Population figures of all years except 1940 taken from Fifteenth Census of the United States, 1930, Vol.1., Population Number and Distribution, p. 432.
63. Population figures of 1940 taken from Census of the United States, 1940, Vol. 1., Population Number and Distribution, p. 11.