

University of Kentucky

College of Education



Announcement

of

The University Training School

1930-1931

CALENDAR

1930-1931

FIRST SEMESTER

SEPTEMBER 11—*Registration and Classification*
NOVEMBER 27—*Thursday, Thanksgiving Holiday*
DECEMBER 20—*Christmas Holiday Begins*
JANUARY 5—8:00 a. m., *Christmas Holiday Ends*

SECOND SEMESTER

JANUARY 26—*Second Semester Begins*
APRIL 2 to APRIL 7—*Wednesday 3:00 p. m. to Tuesday 8:00 a. m.,
Easter Holiday*
MAY 27—*Class Day*
MAY 28—*Commencement*
MAY 29—*Semester Ends*

UNIVERSITY TRAINING SCHOOL

OFFICERS OF ADMINISTRATION

FRANK LEROND McVEY, Ph. D., LL. D.
President of the University

WILLIAM SEPTIMUS TAYLOR, Ph. D.
Dean of the College of Education

MOSES EDWARD LIGON, M. A.
Principal of the University High School

MRS. MAY K. DUNCAN, M. A.
Supervisor of Elementary Teacher Training

DORIS BRANAMAN, M. A.
Secretary to the Dean of the College of Education

KATHRYN DOUGLAS LANDER
Secretary to the Principal of the University High School

FACULTY

GRACE ANDERSON, M. A.
Instructor in English

MARY L. WEST, M. A.
Instructor in Latin

JOHN STAPP MITCHELL, M. A.
Instructor in Mathematics

ANNA B. PECK, M. A.
Instructor in Social Sciences

DURBIN C. KEMPER, A. B.
Instructor in Science

GERTRUDE GRIFFIN, A. B.
Assistant in Home Economics

KATHERINE ROGERS, A. B.
Assistant in Home Economics

MARTHA SHIPMAN, A. B.
Instructor in Social Sciences and English

LEROY KEFFER, A. B.
Instructor in Mathematics and Science

FRANCES K. MARTIN, M. A.
Kindergarten Training Teacher

(To be supplied)
First Grade Training Teacher

ELSIE LOCKMEYER, A. B.
Second Grade Training Teacher

LOUISE WILSON, A. B.
Third Grade Training Teacher

MARJORIE LEONARD, A. B.
Fourth Grade Training Teacher

MARY E. PALMER, M. A.
Fifth Grade Training Teacher

KATHERINE CONROY, A. B.
Sixth Grade Training Teacher

MRS. BERNICE CANNON HOOKS, A. B.
Librarian

LENORE WILSON, M. A.
Supervisor of Music

1. The first part of the paper is devoted to a general
discussion of the problem. It is shown that the
problem is of great importance and that it has
not been completely solved. The author then
presents a new method for solving the problem.
This method is based on the use of the
variational principle. It is shown that this
method is more accurate than the methods
previously used. The author then applies this
method to the case of a specific problem.
The results of the calculations are presented
and compared with the results of previous
calculations. It is shown that the new method
gives results which are in better agreement
with the experimental data. The author then
discusses the limitations of the method and
suggests some possible improvements.

General Statement

HISTORY OF THE SCHOOL

The high school of the University of Kentucky was organized in September, 1918. During the school year 1918-19, the school was under the partial control of the Board of Education of Lexington. The teachers and pupils were furnished by the city; the building, equipment and principal were furnished by the University. This arrangement was discontinued at the close of the first year and the High School was made a part of the Department of Education of the University. From September, 1919, to June, 1923, the high school was wholly under the management of the Department of Education. The College of Education was organized and began to function in September, 1923. Since this date the high school has been under the control of the College of Education.

THE NEW BUILDING

During 1927 the General Education Board of New York offered the University a gift of \$150,000 for a new training school building on condition that the State of Kentucky give an equal sum. The General Assembly of 1928 appropriated the amount necessary to secure the gift. This new training school building will be ready for use in September, 1930. It will be one of the most beautiful and commodious training schools in the South. The classrooms, laboratories, libraries, gymnasium, cafeteria and recreation courts will be of the most modern design. With the opening of the new building the program of training will be expanded to include the kindergarten, elementary school and junior high school.

THE UNIVERSITY HIGH SCHOOL

LOCATION AND EQUIPMENT

The University High School is located in the College of Education Building in Scoville Park, opposite the Administration Building on the main campus. The classrooms, laboratories, and library are equipped with high grade modern furniture and instructional auxiliaries.

STATEMENT OF AIM

The University High School serves two distinct purposes. (1) It aims to make itself a useful and effective factor in the whole education of young people. (2) It serves as a laboratory and demonstration school for the College of Education.

METHOD OF INSTRUCTION

The most improved and refined methods of classroom instruction and supervision in all subjects are demonstrated in the school. The teachers are men and women of excellent training and of known ability and skill in teaching. The fact that the school is used as a laboratory and demonstration school for the training of teachers gives the students the advantages of superior instruction.

ADMISSION REQUIREMENTS

The University High School is a six-year high school. No pupil will be admitted without a personal interview with the principal and satisfactory evidence of good moral character. The conditions of admission are as follows:

- (1) Pupils who have completed the work of the sixth grade of a city school system of recognized standards.
- (2) Pupils who have completed the sixth grade of the county rural schools.
- (3) Pupils who have completed the sixth grade of private elementary schools upon certificate of the principal of that school.
- (4) Pupils from other schools may be admitted to advanced standing upon presentation of a letter of honorable dismissal and statement of work previously done.

THE SCHOOL CALENDAR

The school year is composed of two semesters of eighteen weeks each. There are short recesses at Christmas and at Easter. The school year begins and ends one week before the University school year.

The school day is identical with that of the University. School opens at 8:00 and closes at 4:00. Class periods are fifty minutes in length. Classes meet five times per week. The noon recess is one hour.

ATTENDANCE

Regular and punctual attendance is required of all members of the school. Absentees must present a written explanation of their absence upon return to school. All work missed because of absence must be made up within a reasonable time. Parents are urged to plan appointments with physicians, dentists and others so that school work will not be interrupted.

DISCIPLINE

The pupils of the University High School are a selected body of boys and girls of high school age representing the best homes of Lexington and Central Kentucky. The organization is based on the assumption that boys and girls prefer freedom in right conduct. In accordance with this policy, there are standards, but few rules of con-

duct. The school seeks to instill a sense of personal and collective responsibility in neatness, politeness, gentleness, kindness, love, truthfulness, duty, obedience, gratitude, honesty, self-control, modesty and the other virtues essential to the development of character. The discipline of the school is not adapted to those individuals who require severe restrictions, constant surveillance and pressure in order to behave agreeably or to do good work. The school reserves the right to eliminate any student who cannot conform to the standards of conduct.

SCHOLARSHIP

The school maintains a high standard of work. A grade of "D" is necessary for promotion in a subject. A pupil failing to make a passing grade in two or more subjects in any semester will be dropped from the school.

SYSTEM OF GRADING

For purposes of ranking the pupils in the quality of work done the following scheme is used:

A.....	Excellent
B.....	Good
C.....	Fair
D.....	Poor
E.....	Failure
I	Incomplete

CREDIT SYSTEM

Credit for courses completed is measured in units. A unit has been defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of one hundred twenty sixty minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work.

PUPIL LOAD

Each pupil is required to carry four subjects. Five subjects may be carried by pupils who have made a standing of "B" or better in all subjects. All adjustments of programs shall be completed within a period of one week after the beginning of class work.

REQUIREMENTS FOR GRADUATION

Sixteen units of work are required for graduation. Eight and one-half units are required as follows: English 4; Algebra 1; Plane Geometry 1; General Science 1; American History 1; Civics $\frac{1}{2}$; the remaining seven and one-half are elective.

In the required work Home Economics is substituted for General Science for the girls.

ACCREDITED RELATIONS

The school is approved by the State Department of Education as a legal school. It is accredited by the Association of Kentucky Colleges and classified as an "A" school. The school is a member of the Southern Association of Colleges and Secondary Schools. This membership gives the graduates of this school admission to all Southern Colleges. The Southern Association has reciprocity relations with the North Central Association of Colleges and Secondary Schools, which fact admits graduates of secondary schools of the Southern Association to the Colleges of the North Central Association.

REPORTS TO PARENTS

For the purpose of reporting to pupils and parents, each semester is divided into three periods of six weeks each. On Wednesday following the close of each six-week period a report covering all details of the pupil's work will be sent to the parents. These reports are for the purpose of showing to the parents the school's judgment of results being attained. They are based upon daily oral and written attainments and upon special examinations. These reports should be inspected, signed by the parent, and returned promptly.

TEXTBOOKS

The school adopts from time to time the most improved and worthwhile texts. The pupils furnish their own books, paper, pencils, note-books and other needed supplies. These can be purchased at the Campus Book Store.

THE PARENT-TEACHERS' ASSOCIATION

The cooperation and helpful interest of the Parent-Teachers' Association contributes to the success of the school's social program and serves to bring into close relationship the parents of the pupils and the teachers. Meetings of the Association are held once a month during the school year.

EXTRA CURRICULAR ACTIVITIES

A school paper, dramatic club, orchestra, athletics, the U-Club, Home Economics Club, and debating club are some of the school organizations which function outside of regular school hours.

SCHOOL HONORS

At commencement the senior who has made the highest grade while in high school is announced as valedictorian, and the senior making the second highest grade is announced as salutatorian. A candidate for senior honors must have attended University High at least two years. Also at commencement the pupil of each of the other three classes making the highest grades for the year is announced.

NATIONAL HONOR SOCIETY

During the second semester of 1926 a charter of the National Honor Society was granted the University High School by the National Council of the National Honor Society.

The rules governing the selection of members to this society are as follows:

Membership in this chapter shall be based on scholarship, service, leadership and character.

Candidates eligible to membership in this chapter shall have scholarship rank in the first fourth of their respective classes.

To be eligible for membership the student must have spent at least one year in the University High School.

Not more than 15% of any senior or graduating class shall be elected to membership in this chapter.

Election of not more than 5% of 11A class may take place during the last month of the 6th semester. Election of not more than 10% may take place before the end of the 7th semester. The remainder may be chosen during the 8th or last semester before graduation.

The purpose of this organization shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop secondary schools.

No honor conferred by the school excels that represented by this society.

TUITION AND FEES

The tuition for the year is \$60.00 payable as follows:

\$30.00 per semester, payable in advance to D. H. Peak, Business Agent of the University.

An incidental fee of \$5.00 is paid by each pupil to the principal of the high school upon entrance for season ticket to all activities of the high school.

COURSES OFFERED

Seventh Grade

English
Mathematics
Social Studies
Science
Home Economics
Penmanship
Spelling

Ninth Grade

English
Algebra
History
Science
Latin
Home Economics

Eighth Grade

English
Mathematics
Social Studies
Science
Home Economics
Spelling

Tenth Grade

English
Plane Geometry
Latin
History
Biology

Eleventh Grade

English
 Latin
 French I
 Problems of Democracy
 Physics
 Algebra
 Arithmetic

Twelfth Grade

English
 American History
 Latin
 French II
 Chemistry
 Government

ENGLISH

The University High School requires for graduation six years of English. Of these the first three years, or the Junior High School English, is divided about equally between grammar and the mechanics of English and the study of Literature according to the need for the former. The three upper years of work, or the Senior High School English, is given mainly to the study of literature with due allowance for the teaching of the forms of discourse and a more thorough mastery of the mechanics of writing. The general method of instruction throughout the six years is according to the laboratory plan, plenty of time being given to free reading and the working out of individual problems. Each classroom is equipped with class libraries, collateral reading, dictionaries, reading tables, bulletin boards and plenty of materials with which to work.

AIMS

Throughout the course the aim is to teach the pupil to think clearly, to express himself efficiently and well in both speech and writing and to cultivate in him an appreciation for good literature; that is, to help the pupil to form a taste for good reading and to teach him to find books that are worth while. Expression in speech includes the ability to answer questions clearly and accurately; to collect and organize material for oral discourse; and to present effectively this organized material to a class, club, or group; and to read aloud in such a manner as to convey to his hearers, the writer's thought and spirit, and to interest them in the matter presented.

Expression in writing includes the ability to write a letter according to the forms appropriate to the occasion, to compose a paragraph or several paragraphs on related subject matter, with due observance of the principles of composition; to analyze and present, in outline form, the gist of a lecture or piece of literature, and to write an expansion of that outline; to work out a clear, interesting, well ordered report upon some topic of special interest; and to write a short story or other bit of imaginative discourse.

Appreciation of literature includes:

- (1) The ability to find pleasure in books.
- (2) Knowledge of a few of the greatest authors, their lives and their works.
- (3) Skill in reading.

- (4) The power to enter into the thought of an author and to interpret his meaning.

ENGLISH I-B

TEXT: *Literature and Living, Book I, Lyman-Hill.*

Junior High School English, Book I, Hosic-Crumpton.

The first semester's work in English is devoted to better everyday speech, letter writing, the simple sentence, and the recognition of the parts of speech in sentences. The time devoted to this part of the work is determined by the pupils' proficiency in each unit. The reading is grouped around the units, *Making Homes, Going to School, and Finding Enjoyment.*

ENGLISH I-A

TEXTS: *Literature and Living, Book I, Lyman-Hill.*

Junior High School English, Book I, Hosic-Crumpton.

This semester's work consists of a study of the simple paragraph, an introduction to the mechanics of English and Spelling. Objectives are set up for each semester and the pupil is expected to master them before he passes to the next year. The reading this semester centers around the themes of *Providing Safety, Seeking New Homes, and Making the Best of One's Self.*

ENGLISH II-B

TEXTS: *Literature and Living, Book II, Lyman-Hill.*

Junior High School English, Book II, Hosic-Crumpton.

Further work on the sentence, complex and compound parts of speech, letter writing and the paragraph is given this semester, tending toward the mastery of certain requirements as in the preceding year. The reading themes this semester are *Conquering Nature, Making and Building, and Buying and Selling.*

ENGLISH II-A

TEXTS: *Same as first semester.*

This semester's work concentrates on the mechanics of writing, word study and Business English. The reading units are *Communication and Traveling, Saving and Conserving, Finding and Doing One's Work.*

ENGLISH III-B

TEXTS: *Literature and Living, Book III, Lyman-Hill.*

Junior High School English, Book III, Hosic-Crumpton.

The emphasis this semester is placed upon planning a whole composition, the making of outlines, the development of the paragraph, social letter writing. There is given also a thorough review of gram-

mar. The reading this year follows the same general plan, the units this time being *Friendship and Neighbors*, *Team Work and Cooperation*, and *Helping the Handicapped*.

ENGLISH III-A

The aim in this semester is to teach thoroughly the mechanics of writing, simple description, exposition, and story telling. Further attention is given to word study and Business English. The units in reading are built around the themes of *Loyalty and Service to Our Country*, *Promoting World Fellowship* and *Being a Good Citizen*.

ENGLISH IV-B

TEXTS: *Literature and Life, Book II, Greenlaw-Miles.*

New Practical English for High Schools, II, Lewis-Hosic.

The type study of literature is begun this semester with units in Narrative Poetry, Fiction and Easy Drama, namely the one-act play and light comedy. The same laboratory plan of instruction is followed, as in the earlier years. The composition work attempts to teach the principles of good writing, organization of material into connected discourse, description and story writing. The composition is done largely in connection with the literature, and may be as extensive as the pupil's interests allow.

ENGLISH IV-A

TEXT: *Literature and Life, Book II, Greenlaw-Miles.*

The semester's work in literature covers American writers from the colonial period to the present. This semester's work in composition covers the writing of poetry, exposition, argumentation, note taking, reports and easier journalism.

ENGLISH V-B

TEXT: *Reading in Literature, Book I, Hanes, McCoy.*

This semester's work continues the type study of literature with the units of the Drama and the Epic. The laboratory system of instruction prevails, creative work is encouraged in floor talks, papers and special problems. No limit is set for the amount of work to be done.

ENGLISH V-A

TEXT: *Reading in Literature, Book II, Hanes, McCoy.*

The work this semester follows the same plan as the first semester. The units studied are the Essay and Lyric Poetry.

ENGLISH VI-B

TEXT: *Literature and Life, Book IV, Greenlaw-Miles.*

This course is a survey course of English Literature from the historical point of view. It is intended also as a college preparatory

course. Collateral reading and oral and written reports on the social and economic background of literature are required. Creative work in composition is encouraged as before. The same method of instruction is used as in other years. The first semester's work covers the different periods up to 1744.

ENGLISH VI-A

TEXT: *Literature and Life, Book IV, Greenlaw-Miles.*

The second semester covers the work from 1744 to the present. A great deal of attention is given to present day writers.

LATIN

The course in Latin consisting of four years' work, is open to all students. Some oral work is done in first year Latin at the beginning for acquiring a proper pronunciation, the simple forms of cases, and a useful vocabulary. Connected Latin reading is used from the very first.

AIMS: (1) To develop the ability to read connected Latin with ease in the shortest possible time. (2) To gain knowledge of grammatical principles by repeated illustration. (3) To teach each year a useful vocabulary. (4) To stress English derivatives from the Latin words studied. (5) To stress the study of Roman life, customs and civilization.

FIRST YEAR

TEXT—"Latin for Today," Gray and Jenkins.

The general plan of the first year's work is to introduce the student to the subject not by a formal study of grammar but by extensive practice in reading easy Latin. The work is planned on the unit system, rather than by lessons, each student being allowed to work at his own speed. Different Latin texts and easy readers are used in the class room as supplementary reading, for which extra points are given. Collateral reading in English based on the Latin stories is also done. Floor talks are made by members of the class on collateral reading at the end of each unit.

SECOND YEAR

TEXT—"Latin for Today," Second Year Course, Gray and Jenkins.

In the second year the same plan is followed as in the first. The second year's course is divided into five parts:

1. Stories of Mythology.
2. Roman Life.
3. Roman History.
4. Greek and Roman Heroes.
5. Caesar's Conquest of Gaul.

THIRD YEAR

TEXT—"New Cicero," Bennett.

Required Reading:

1. In Catilinam I.
2. In Catilinam III.
3. De Imperio—Pompei.
4. Pro Archia Poeta.
5. One of the following:
 - a. In Catilinam II
 - b. In Catilinam IV
 - c. Pro Marcello.
 - d. Selected Letters of Cicero.
 - e. Selections from "In Verren."

Stress is placed on the understanding of Cicero's political and literary life, and of the country and period in which he lived. Considerable time is given to composition work in this year.

FOURTH YEAR

TEXT—Vergil's "Aeneid," Knapp's revised edition.

The required readings are as follows:

1. Aeneid, books I, II, IV and VI.
2. One of the following:
 - a. Book III of the Aeneid.
 - b. Book V of the Aeneid.
 - c. Selections from Ovid's "Metamorphoses."

The aim of the fourth year's course is to develop an appreciation of good literature as to subject matter, style, and idealism as is found in the Aeneid. The part the Aeneid has played as a foundation of the modern novel is also stressed. Some time is also given to scansion and figures of speech.

FRENCH

The course in French, as now organized, is a two-year course, open to juniors and seniors only. In the first year, French is the chief language of the classroom. At first very simple ideas are expressed, then more complicated ones are developed as the growing vocabulary permits. Conversation is carried on through the introduction of objects in the room and by means of the pupil's daily actions and interests. Literature is taught not only for the style and thought of the author, but the insight into the customs and ideals of the French people.

The general aim in the teaching of French is to develop the ability to read French with ease, interest and pleasure. The other aims are: (1) To acquaint the pupils with the geography, history, and civilization of the country. (2) To develop the ability to express

oneself in the common expressions of everyday life. (3) To have a reasonable aural competence. (4) To express one's thoughts in written French.

FIRST YEAR

TEXT—"Beginning French," Eddy; "Si nous Lisions," Cochran and Eddy; "Pierrille," Cochran and Eddy; "French Work Book," Eddy.

SECOND YEAR

TEXT—Continuation and review of grammar work.

READING—"Le Second Livre," Meras; "Eight French Stories," Manley; "L'Abbe Constantin," Halevy; "La Poudre Aux Yeux," Labiche and Martin; "Le Paris Aujourd'hui," Schoell; "Le Pêcheur d'Islande," Loti. Any other may be selected by the students for outside reading.

The reading is of two types, the intensive, consisting of the more difficult French to be read in class; the extensive, consisting of the easy French to be read as outside reading.

THE SOCIAL STUDIES

The course in the social studies in the seventh and eighth grades consists of history, civics and geography, one year's work being given in each subject.

The course in history deals with the expansion and development of the United States, growth in population and a study of the American origins in Europe.

The course in civics is intended to acquaint the young citizens with the functions of institutions in their community, to acquaint them with the functions of the governmental agencies and to show them some of the social and industrial problems of the day.

The objectives of the course in geography are:

1. To give an understanding of the position of the United States as a world power.
2. To show the interdependence of the various sections of the United States.
3. To show the interdependence of the United States and the other countries of the world.
4. To provide a background which will make for a more intelligent reading of newspapers and magazines.

The courses have been planned to give the pupils of the seventh, eighth, ninth, tenth, eleventh and twelfth grades an appreciation of the nature and laws of social life, a sense of responsibility of the individual as a member of social groups, and an intelligence and the will to participate effectively in the promotion of the social welfare.

WORLD HISTORY IN THE MAKING

TEXT—*McKinley, Howland, Dann.*

This is a one-year course. It is the story of human progress from prehistoric times to the end of the eighteenth century. It covers the principal aspects of the development of civilization down to the great economic and political revolutions with which the eighteenth century closed and furnishes a desirable background for the study of the nineteenth century in European and American History.

WORLD HISTORY TODAY

TEXT—*McKinley, Howland, Dann.*

This is a one-year course and is planned to show in proper perspective the essential steps in the development of the modern world. It traces the growth of the modern political organization with its liberal suffrage, the modern system of industry, of transportation, and of commercial interchange of commodities on a world-wide scale. It is designed for those who have studied world history down to the nineteenth century and for those taking up world history for the first time.

PROBLEMS OF DEMOCRACY

TEXT—*Hughes, Problems of Democracy.*

The aim of this one-year course is training in deliberation and in the cultivation of the scientific attitude of mind toward the important issues and problems of our social, economic and political life. The course will include some study of comparative government.

AMERICAN HISTORY

TEXT—*Fish, History of America.*

The material in this course is organized in units, comprising topics, summary questions on each topic, map assignments, oral reports and projects. Wilson's Laboratory Manual in American History will be used with the text.

MATHEMATICS

The University High School offers three semesters of algebra, two of plane geometry, and one of arithmetic. One year of algebra and one year of plane geometry are required for graduation.

The objectives of the courses in mathematics are threefold: (1) To enable the pupils to understand and appreciate to the fullest extent the activities of man and the world about them and to be of the greatest service to humanity. (2) To prepare the pupils to pursue more advanced courses in mathematics, the sciences, engineering, etc. (3) To develop certain general characteristics and to form certain mental habits.

Mathematics for the seventh and eighth grades will cover the subjects of arithmetic, elementary algebra, and elementary geometry.

ALGEBRA I—FIRST SEMESTER

TEXT—*"First Course in Algebra," Edgerton and Carpenter.*

Positive and Negative Numbers, Addition and Subtraction, Multiplication and Division of Polynomials, Use of Parentheses, Factoring, Simple Equations involving the use of Principles and Processes previously studied.

ALGEBRA I—SECOND SEMESTER

Operations with Fractions, Fractional Equations, The Statistical and Formula Graph, Graphs of Linear Equations, Systems of Equations, A Short Introductory Study of Powers, Roots, Radicals and Quadratic Equations.

ALGEBRA II—ONE SEMESTER

TEXT—*"Second Course in Algebra," Edgerton and Carpenter.*

Review of work of first year, Powers and Roots, Exponents and Radicals, Imaginaries, Quadratic Equations, Systems of Equations, Graphs.

GEOMETRY I—FIRST SEMESTER

TEXT—*"Plane Geometry," Revised, Palmer-Taylor-Farnum.*

Parallel lines, Quadrilaterals, Concurrent line theorems, Construction, The Circle.

GEOMETRY I—SECOND SEMESTER

Proportion and Similar Figures, Areas of Polygons, Regular Polygons, Measurements of the Circle.

GEOMETRY II—ONE SEMESTER

TEXT—*"Solid Geometry," Revised, Palmer-Taylor-Farnum.*

Lines, Planes and Angles in Space, Dihedral Angles, Polyhedral Angles, Prisms, Pyramids, Cylinders, Cones, The Sphere.

ARITHMETIC—ONE SEMESTER

TEXT—*"High School Arithmetic," Wells and Hart. "Rapid Calculation Pad," Powers and Loker.*

A combined course of general arithmetic and rapid calculation with special emphasis on practical application of fractions and percentage.

SCIENCE

These courses in science are given with the following objectives in mind:

1. To introduce to the pupils some of the leading scientists of all times and the discoveries and inventions they have made.
2. To point out some of the more common and useful natural laws and how they may prove helpful to man.
3. To develop the scientific attitude in the pupils regarding the method of attacking everyday problems of life.

4. To obtain the mastery of such facts, laws and principles as will seemingly prove of greatest help to the individual pupil and the community at large.

5. To develop initiative and self-reliance in the method of attacking a problem.

6. To instill in the pupil a desire for truth, a respect for law and order and a willingness to accept his responsibilities as a citizen and producer, so that he may contribute to the wise use of scientific products and help to improve upon them in whatever way he may.

The science courses for the seventh and eighth grades will be built around the general topic of "Our Environment." The text used in the seventh grade will be *Our Environment, Book I, Wood and Carpenter*. The text used in the eighth grade will be *Our Environment, Book II, Wood and Carpenter*.

GENERAL SCIENCE

TEXT—"Our Environment, Book III," *Wood and Carpenter*.

The course in general science will attempt to introduce the pupil to the great field of science. The first semester will include the study of air and water in all their general phases as related to health and economic life. The second semester will cover the subjects of work, energy, electricity and the earth's surface. Laboratory experiments will accompany all work.

BIOLOGY

TEXT—"New Biology," *Smallwood, Reveley, Bailey*.

This course deals with the functions of living things, plants or animals, movement, nutrition, respiration, reproduction, the interrelation of plants and animals and their economic relation. Around these interests the course is built. Problems of vital importance relating to human needs and interests will furnish the basis for study. Laboratory experiments and home projects will be used very extensively to make clear and impressive the relations that exist between plants and animals.

The first semester's work will emphasize the principles and applications of zoology and in the second semester the study will emphasize the principles of botany. At all times the important relations existing between plants and animals will be emphasized. Laboratory work is fundamental to the course.

PHYSICS

TEXT—"Elementary Principles of Physics," *Fuller, Brownlee and Baker*.

The work of the first semester will deal with the following: Properties of Matter, Mechanics of Solids; Properties of Liquids; Properties of Gases; Properties of Sound and Properties of Light and Illumination. The second semester's work will deal with Magnetism, Elec-

tricity, Force, Work, Machine and Heat. Emphasis is placed on the laboratory work and the practical application of many of the common principles of Physics.

CHEMISTRY

TEXT—*To be selected.*

The course in chemistry will attempt to introduce the pupil to the basic principles of chemistry. Laboratory experiments will accompany all work.

HOME ECONOMICS

SEVENTH GRADE

Two single periods per week for first semester, three single periods per week for second semester. This course includes home problems in foods and clothing that will be met by junior high school girls. It will include the planning and preparing of simple meals, emphasizing food in relation to health. It will also include the making of simple garments.

EIGHTH GRADE

Three single periods per week for first semester, two periods per week second semester. This course includes a study of the problems of home living, the relationship of the girl to her home and to her community.

NINTH GRADE—HOME ECONOMICS I.

Five double periods per week. This course includes problems in foods, clothing, health and home nursing and care of the home. The purpose of this course is to develop ability to select or plan, prepare and serve meals for the girl herself and for her family; to select material and make simple clothing for herself or others; to reorganize and practice good health habits and to aid in the care of sick in her home.

TENTH GRADE—HOME ECONOMICS II.

Five double periods per week. This course is a continuation of Home Economics I. More opportunity is given for the development of managerial ability through units of home management, child care and guidance, planning the wardrobe and home furnishing. Emphasis is given to the application of art problems, to costume design, and to the furnishing of the home.

THE LIBRARY

The library of the University High School which contains about 1750 volumes serves as a unifying agency for the school. It is a regular part of the school and contributes to all of the aims of the school. It is one of the agencies that has the opportunity of coming in touch with all of the pupils, for it serves as the laboratory or workroom of the school.

A particularly attractive feature of the new building is the provision of an adequate library for the elementary school.

THE UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School is a complete elementary school consisting of kindergarten, first, second, third, fourth, fifth, and sixth grades. It attempts to maintain as nearly as possible an ideal elementary organization.

PUPILS

The pupils in the elementary school will be drawn from a wide area over the city and county. The cooperative relationship that exists between the City Board of Education and the University guarantees to the Training School a representative type of student body. Under this agreement there will be assigned to each room in the elementary school twenty children from the Maxwell School district and five from the Dudley district. The University has reserved a minimum of five places in each room. This makes possible a desirable group of children in every room in the school.

Pupils assigned by the City Board of Education will not have to pay tuition. Pupils who are enrolled through the University of Kentucky, and who have not been assigned to the school by the City Board of Education will pay a tuition fee of \$20.00 a semester or \$40.00 a year.

BUILDING

The elementary school will occupy the right wing of the new Education Building, located across the street from the Administration Building. This building is built in accordance with the best standards of lighting, heating and ventilating. It provides facilities for all kinds of activities that contribute to the growth of the child morally, mentally, and physically. There is a cafeteria where the children are served nourishing lunches at a reasonable cost. The classrooms are equipped with modern moveable furniture and the floors covered with battleship linoleum. Materials needed for a progressive type of work have been installed.

INSTRUCTION

The University Elementary School exists for two purposes—First, to provide as nearly as possible an ideal learning situation for children. Second, to provide an opportunity for student teachers who have a sufficient knowledge of subject matter and the theory and principles of education to practice teaching under the close supervision of expert training teachers. Untrained and unskilled teachers do not practice on the pupils. The student teacher must be a senior in college and pass satisfactory tests before being allowed to teach. Her training is far ahead of most grade teachers in any state. No student is allowed

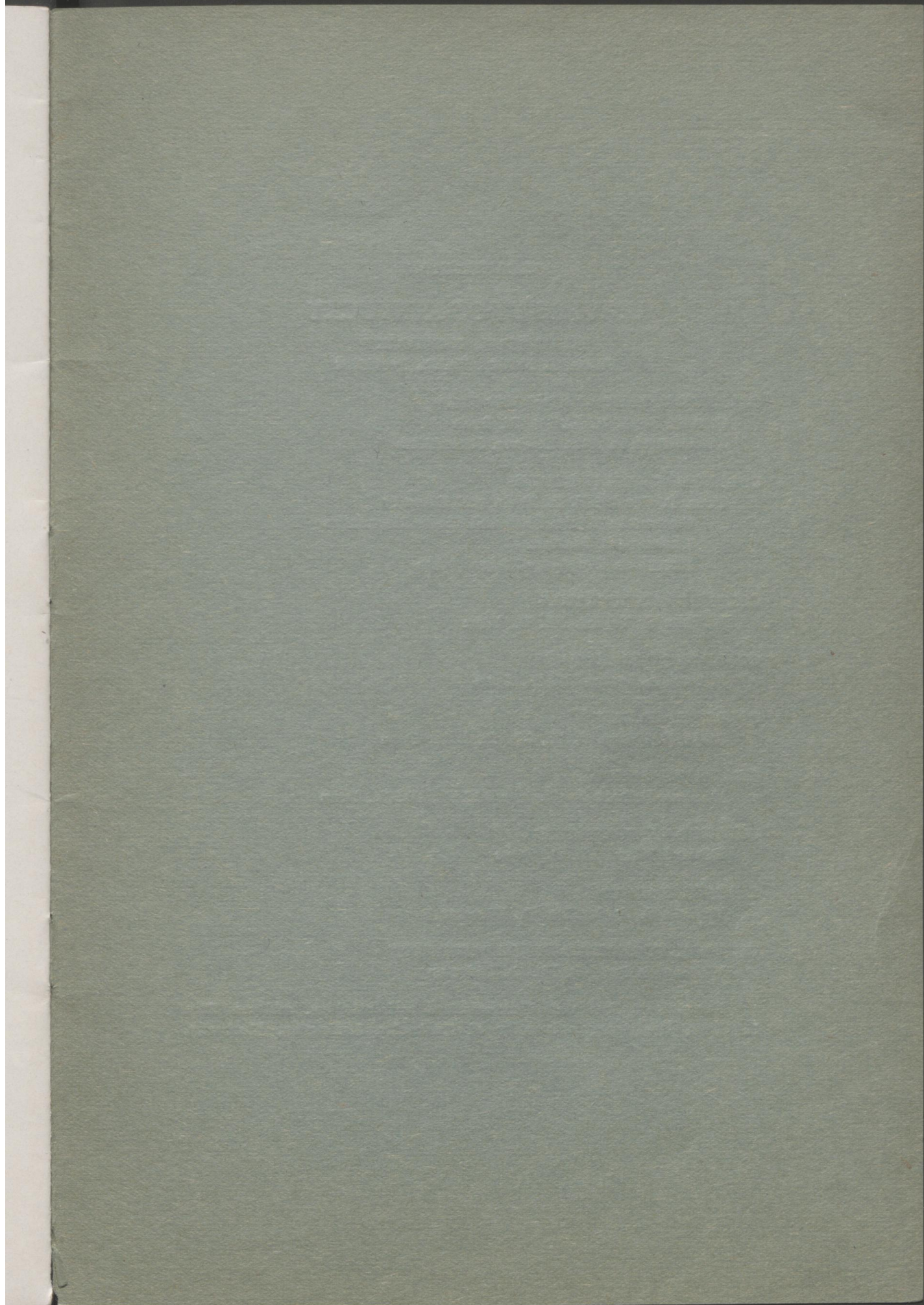
to continue to teach for any length of time where the class is not making progress under her instruction.

There is a training teacher in charge of each grade who is at all times responsible for the work of her grade. These teachers are experts who are chosen with great care because of the double duty of teaching children and teaching teachers. Effort is made in the school to maintain such standards of excellence in the work that it may at all times be offered as a demonstration of good teaching to the teachers of the state. The elementary school will begin at 8:30 in the morning.

REPORTS

Reports of each child's progress will be sent to the parents at the end of every six weeks.

Parents are cordially invited to visit the school and to become members of the Parent-Teachers Association. There will be a group meeting of parents in each grade room in the early part of the year. This is to give the teacher and parents an opportunity to meet and discuss the work of the school and make plans for the coming year.



ORGANIZATION

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY

FRANK L. McVEY, Ph. D., *President*

COLLEGE OF ARTS AND SCIENCES

Paul P. Boyd, M. A., Ph. D., *Dean*

Courses in Arts, Science, Journalism

COLLEGE of AGRICULTURE

Thos. P. Cooper, B. S., *Dean and Director*

Courses in Agriculture and Home Economics

Experiment Station.

Extension Division of Agriculture

COLLEGE of EDUCATION

William S. Taylor, Ph. D., *Dean*

COLLEGE OF ENGINEERING

F. Paul Anderson, M. E., *Dean*

COLLEGE OF LAW

Alvin E. Evans, A. M., Ph. D., I. D., *Dean*

GRADUATE SCHOOL

William Delbert Funkhouser, M. A., Ph. D., *Dean*

COLLEGE OF COMMERCE

Edward Wiest, Ph. D., *Dean*

SUMMER SESSION

William S. Taylor, Ph. D., *Director*

UNIVERSITY EXTENSION DEPARTMENT

Wellington Patrick, Ph. D., *Director*

For information regarding courses and catalogs, address Ezra L. Gillis, Registrar, University of Kentucky, Lexington, Kentucky.