

University School

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY



INFORMATION BULLETIN

AND

P.T.A. YEARBOOK

SCHOOL YEAR 1963-64



James H. Powell

MESSAGE FROM THE DIRECTOR

In planning for the school year, the University School staff has been acutely conscious of the new challenges facing education today and mindful of the persistent educational problems of the century. As the plans become operational for the school year in the classrooms and laboratories, we will continue to evaluate our progress in providing quality education for boys and girls in the decades ahead.

The University School, an integral part of the College of Education of the University of Kentucky, has the responsibility for providing quality instruction for two groups of students. First, the institution has primary responsibility to the College of Education in the teacher preparation program (a) to provide opportunities for college students to become actively engaged in the teaching-learning process through observation, participation, and student teaching, (b) to demonstrate effective teaching methods and techniques, and (c) to conduct research vital to the progress of all schools. Second, the school has a responsibility to provide experiences that will promote maximum academic, social, emotional, and physical growth for every member of its student body. The staff is cognizant of the complexity of these tasks and strives constantly to keep them in the proper perspective.

The University High School is a member of the Southern Association of Colleges, Secondary, and Elementary Schools, the Kentucky Association of Colleges and Secondary Schools, and is fully accredited by the Kentucky State Board of Education.

The internal organization of the University School contains

grades seven through twelve. The instructional program in grades seven through nine is provided through the core program with special teachers in foreign languages, physical education, mathematics, science, art, and music. The senior high school curriculum and class schedule are presented later in this booklet.

Creative teaching, however, is the heart of a good educational program. Throughout the years the University School staff has been recognized as the vanguard in movements that have led to educational progress. New members of the staff, introduced later in this booklet, have already demonstrated their ability as creative teachers and will now make a significant contribution in a new school-community.

Personally, I am very happy to have the opportunity to continue to work with the staff, students, and patrons of the University School. The work here is indeed a stimulating and satisfying experience.

REGISTRATION OF STUDENTS

All students will assemble in the auditorium of the Taylor Education Building at 9 a.m. on September 3 for registration. Home rooms and home room teachers are listed below:

<i>Grade</i>	<i>Room</i>	<i>Teacher</i>
7	101	Barrett
8	107	Taylor
9	201	Rankin
10	Mitchell	Banta
11	105	Baker
12	207	Stofer

CALENDAR—SCHOOL YEAR 1963-1964

School Day—8:05 a.m.-3:32 p.m.

Sept. 3—Registration for all students, 9 a.m. (Students will report to the auditorium for instructions)

Faculty Conference—1:30 p.m.-4:30 p.m.

Sept. 4—Classes begin—Cafeteria Opens

Sept. 27—Central Kentucky Education Association (no classes)

Oct. 25—U.K. Conference (no classes)

Nov. 28-29—Thanksgiving Holidays

Dec. 21-Jan. 5—Christmas Holidays

March 7-15—Spring Vacation

April 8-10—Kentucky Education Association (no classes)

May 31—Baccalaureate

June 5—Commencement

Total Days Taught—177

TUITION

The tuition is \$55.00 a semester, payable to the Office of the Comptroller of the University within thirty days after the receipt of a statement from that office. Regulations of the University of Kentucky require a service charge of \$5.00 for delinquent payments.

ADMISSIONS POLICY

The University School is operated as a part of the College of Education. Its primary purpose, therefore, is to afford opportunity for teachers in training to observe and participate in good school practices. With existing facilities it is possible to have only one section of each class. Since there are many more applicants for each class than can be accepted, a responsibility for choosing among the applications devolves upon the director and the faculty. An admissions committee of three faculty members is elected each year to administer the admission policies. The Director serves as ex-officio chairman. Even though the admissions committee would be pleased to take all children who wish to come, and even though the task of making selections is difficult, the committee is forced each year to make selections which meet the approval of the faculty.

In order to insure that each application has fair and impartial consideration and in order to simplify the process of selection, the following policies have been developed after long and careful study. They have the approval of the Dean and the entire faculty and will be rigidly adhered to until such time as an official revision is deemed necessary.

There will be maintained in the Director's office a file of all applications for entrance to the school. Such applications may be made in the school office in person or by telephoning 252-2200, ext. 3313.

1. The list of applications will be arranged according to the dates upon which they were received. With the following exceptions, the first application received for any particular class will be first on the list:

- (a) The children who were enrolled in the elementary grades that were discontinued in 1962 will be readmitted to the University School when the classes in which they were enrolled reach the seventh grade.
- (b) The children of the faculty in the College of Education will be given preference over all other applicants.
- (c) The brothers and sisters of a child currently enrolled in the University School or who was enrolled in the grades that were discontinued in 1962 will be given a priority over all applicants except children of the faculty of the College of Education. It is understood, however, that the priority of brothers and sisters of a child who was enrolled in grades one through six in 1962 is cancelled if said child does not return to the seventh grade of the University School.

2. Applicants with an established priority will be considered in the chronological order in which the priority was established.

3. The seventh grade will be composed of students in grades that were discontinued in 1962 who elect to return and any replacements which may have been made to bring the class to capacity.

4. All students who successfully complete the required work in a given grade are admitted to the succeeding grade. Any vacancies created by withdrawals are filled from the waiting list.

5. Only in rare instances will more than seventeen boys or seventeen girls be admitted to the seventh or eighth grades. The withdrawal of boys to go to prep schools creates a problem in maintaining a balance between boys and girls in the upper grades. For this reason 17 boys will be taken in the seventh and eighth grades. Nineteen boys may be taken in high school. When conditions warrant, the faculty may admit additionally one student from a foreign country to each grade of the University School.

The faculty earnestly requests that applications for admission to the University School not be filed if the parent expects to transfer the student later.

6. Whenever an applicant has been notified of a vacancy and the applicant refuses to accept the vacancy, then such applicant shall be stricken from the list. However, upon request the applicant's name may be placed at the bottom of the list.

7. Applications are not automatically filed for any child. Even though brothers and sisters are enrolled and even though it may appear to be well known that the younger child intends to enroll in University School, the parent must file application before the name is placed on the list.

8. When applicants are notified of a vacancy, acceptance must be reasonably prompt. Otherwise, the applicant will be dropped from the list and the next one on the list notified.

9. A transfer student must present evidence to show that he has made satisfactory progress in the other school before he will be accepted in the University School. The University School faculty retains the right to refuse admission to any student whenever in their judgment the best interests of the school will be served by so doing.

10. The tuition charge for seventh through twelfth grade, inclusive, is \$55.00 per semester. Parents will be billed through the Comptroller's office and payment will be made through that office.

UNIVERSITY HIGH SCHOOL CURRICULUM

(One unit credit unless otherwise specified)

Art

The main purpose of courses in art is to develop skills and appreciations. An introduction is given to drawing, painting, modeling, sculpturing, ceramics, crafts, etching, enameling, basketry, weaving, leather tooling, and carving. (½ unit)

Economics

(Twelfth Grade) Emphasis is placed on a sound understanding of principles and problems concerning our economic

life. It facilitates the student's application of the principles of economics to his own life and that of his family. Consumer economics and the study of the United States economic system are stressed. (1½ unit—second semester)

English

(Ninth Grade) Ninth grade English is a part of Ninth Grade Core and is taught in connection with the units studied in core. Time is allowed for reading, the study of literature, and the teaching of grammar and mechanics of writing as needed.

(Tenth Grade) Tenth grade English is composed of literature and writing. The literature is organized around themes of interest to students of sophomore age level. It includes short stories, poems, a novel, and a play of Shakespeare.

Paragraph writing, outlining, vocabulary study, the book review, and the longer theme are some of the things stressed during the year. Regular reading of good books is required.

(Eleventh Grade) English at the junior level is concerned with American writings organized by units relating to our American heritage. Wide reading in American fiction, biography, essay, poetry, and drama is encouraged. Theme writing and reading are a requirement. Improvement of style and development of creative ability are the main objectives in writing.

(Twelfth Grade) Senior English is mainly a college preparatory course composed of a survey of English literature and a review of English grammar and the principles of writing. The reading, speaking, and writing activities grow largely out of the units studied; there is a great deal of correlated reading for understanding and appreciating the main figures in the different periods studied. Reading for pleasure and direction in reading the books that should be read before the pupil goes to college, as well as the critical analysis of the books, are particularly stressed. Great emphasis will be placed on outlining and theme writing.

Languages

French

(Ninth Grade) Ninth grade French is concerned with the continuation of the oral-aural method of teaching French that was introduced in the seventh and continued through the eighth grade.

(Tenth Grade) In French 10, the student continues his study of spoken French into the areas of reading and writing French which in turn progressively expands his cultural horizons in the French language, civilization, and literature.

(Eleventh Grade) In French 11, the same oral-aural approach will be used as for French 10 with more attention being given through diction to reading and composition.

(Twelfth Grade) French 12 increases conversational ability, introduces literary works of greater difficulty and depth, includes weekly composition, and deals with French history, civilization, and art in greater detail. Works of such authors as Dumas, Maupassant, Colette, Maurois, St. Exupery are studied.

Latin

(Ninth Grade) Latin I introduces via the Latin language the broad background of the cultural heritage of western civilization from Greece and Rome. Emphasis is centered upon learning to read Latin without consciously translating into English. English vocabulary is stressed.

(Tenth Grade) Latin II continues and expands the aims of Latin I. A more detailed study of grammar, style, civilization, and literature is presented. Much, though not all, of the Latin material is from Julius Caesar, *De Bello Gallico*. *The Illiad* is read in its entirety in English.

Mathematics

General Mathematics

(Ninth Grade) General Mathematics: for students needing greater skill in arithmetic before taking algebra. Special emphasis is placed on mastery of skills and on good work habits as they relate to arithmetic. Algebra is introduced later in the year after the student has gained facility in arithmetic.

Algebra I

(Ninth or Tenth Grade) Prerequisite: satisfactory mastery of eighth grade arithmetic. Course content: fundamental algebraic concepts, simple equations, signed numbers, operations with monomials and polynomials, graphing simultaneous linear equations in two unknowns, simple factoring operations, fractions, ratio and proportion, introduction to radicals, quadratic equations solved by factoring and formula, and verbal problems.

Plane Geometry

(Tenth Grade) A course in demonstrative geometry. Emphasizes methods of logical thinking and proofs deduced from fundamental assumptions. Prerequisite: Algebra I. Course content: basic geometric concepts, constructions, definitions, and postulates; theorems and problems related to congruent triangles, parallel lines, parallelograms, circles, loci, proportion and similarity, areas of polygons, properties of regular polygons; and introduction to analytical geometry including the derivation of equations for the straight line and the circle in rectangular coordinates.

Algebra II

(Eleventh Grade) Intermediate Algebra. Recommended for students who expect to take algebra in college. The emphasis in this course is on college preparatory work. Prerequisite: satisfactory achievement in Algebra I. Course content: factoring, fractions, ratio, proportion, and variation; functional relations; exponents, roots, and radicals, logarithms, numerical trigonometry, quadratic functions; simultaneous quadratic equations in two unknowns; progressions; binomial theorem, advanced topics about quadratic equations, introduction to determinants; and verbal problems.

Solid Geometry

(Twelfth Grade) Recommended for students who desire careers in the area of science and engineering. The course is

7th 23

UNIVERSITY HIGH SCHOOL SCHEDULE — 1963-1964

	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 French 12 English 10 Algebra II 11 Latin 9 Gen. Science 9 Supv. Study 9-12	College of A.&S. 201—Rankin M. Room—Porter 208—Whitehead 11 211—Banta-23 105—Staff 16	<i>Supv. Study</i> <i>Sr. Band</i> <i>Minor</i>			Supv. Study ----- Sr. Band Minor
9:17 Speech & Drama 11-12	204—Baker 13				
9:20 English 11 Core 9 Biology 10 Trig & Solid Geom. 12 Psych. & Econ. 12	207—Baker 201—Rankin 211—Kemper M. Room—Porter 204—Conner			Supv. Study ----- Sr. Band Minor	
10:32 Supv. Study 9-12	105—Staff 0				
10:35 Plane Geom. 10 English 12 Physics 11 World Hist. 10-11 Core 9	M. Room—Porter 211—Baker 204—Kemper 207—Stofer 210—Rankin		Supv. Study ----- Sr. Band Minor		
11:47 Supv. Study 9-12	208—Staff -				
11:50 Vocal Music 9-12 Lunch	105—Osborne				
1:02 Supv. Study	M. Room—Staff				
1:05 French 10 Chemistry 12 Amer. Hist. 11 Gen. Math. 9 Algebra 9	208—Whitehead 204—Kemper 207—Stofer 211—Banta M. Room—Porter	Supv. Study ----- Sr. Band Minor			<i>Supv. Study</i> <i>Sr. Band</i> <i>Minor</i>
2:17 Supv. Study 9-12	105—Rankin				
2:20 French 11 Health & P.E. 9-10 Dr. Educ. 11-12 Cont. Govt. 11-12 French (Boys) 9 Tues. & Thur. 9 French (Girls) 9 Wed. & Fri. 9	208—Whitehead 201—Huff and Gym. Jobert Aud.—Gardner 207—Stofer 105—Alderson 105—Alderson	Assembly (Alt. Wks.) Home Room			
3:32 Calculus 12	M. Room—Porter				

designed to develop the student's ability to visualize and understand physical relationships in three dimensions. It emphasizes three dimensional drawing and mensuration of solid figures with reduced emphasis on proofs in three dimensions. Prerequisite: Plane Geometry. Course content: fundamental concepts and drawing in three dimensions; definitions, postulates, and theorems related to lines and planes, loci and projection; and properties of polyhedrons, the cone, the cylinder, and the sphere. ($\frac{1}{2}$ unit)

Trigonometry

(Twelfth Grade) Recommended for students who desire careers in the area of science and engineering. A course in plane trigonometry where emphasis is placed on work with formulas and identities. Course content: definitions of the trigonometric functions and derivation of fundamental relationships, functions of angles of any size; and radian or circular measure, graphs of trigonometric functions, solution of oblique triangles, derivation of formulas, solution of trigonometric identities and equations and inverse functions. ($\frac{1}{2}$ unit)

Calculus

(Twelfth Grade) An introductory course in differential and integral calculus with some supplementary work in analytical geometry. It is an honors class offered only to students whose past performance in mathematics indicates above-average aptitude and interest. Students taking the course must be enrolled in the solid geometry and trigonometry class. Permission of the teacher is required for admission to the class.

Music

Band ($\frac{1}{2}$ unit)

Vocal ($\frac{1}{2}$ unit)

Physical Education

($\frac{1}{4}$ unit per year)

Psychology

(Twelfth Grade) The purposes of the course are to help young people to understand themselves and others better, to become better students and better thinkers, and to prepare themselves more wisely for marriage and a vocation. Emphasis is placed on the application of knowledge in the area of psychology. ($\frac{1}{2}$ unit—first semester)

Science

General Science

(Ninth Grade) A survey course dealing with the materials and forces which make up the student's environment. The course offers experience with the scientific method in the solution of problems and helps the student to adjust his life to a culture that science is rapidly changing.

Biology

(Tenth Grade) A survey course dealing with the fundamental facts, principles, and life processes of living organisms.

Student laboratory experiences are presented as an integral part of the course work.

Physics

(Eleventh Grade) A survey course dealing with the fundamental principles underlying physical phenomena. Selected topics are from mechanics, electricity, heat, sound, and light. Student laboratory experiences are presented as an integral part of the course work.

Chemistry

(Twelfth Grade) An introductory course in the fundamental principles underlying chemical phenomena; designed to meet the needs of the general student as well as to give a basis for further work in chemistry. Laboratory experiences are presented as an integral part of course work.

Social Studies

Social Studies

(Ninth Grade) Social studies, a part of the core curriculum, is designed to develop understandings and appreciation of the forces which operate in American culture.

World History

(Tenth through Twelfth Grades) Recommended for students who desire to learn the broad truths and reliable reasons for much of what is happening in the world today. This course is designed to give a wider background for the study of the history of our country.

World Geography

(Tenth through Twelfth Grades) The knowledge of geography is vital to world understanding. Foremost in the design of this course is the study of geographic reasons for the courses of historic action taken by nations.

American History

(Eleventh Grade) The purposes of this course are many. Basic to its organization is the students' solid grasp of the principles upon which the achievements of our country are built. Emphasis is given to the students' development of a sense of the past, a pride in the present, and a confidence in the future.

Contemporary World Governments

(Eleventh and Twelfth Grades) The aim of this course is to present a realistic, comprehensive, and up-to-date analysis of the governments of the world today. Fundamental characteristics of the governments of the world are emphasized. The core of constant principles of our American Government are studied as well as the vacillating theories of totalitarian governments.

Speech and Dramatics

(Eleventh and Twelfth Grades) The practical needs of everyday speech are a major objective for individual and cultural development of the students in this course. Activities in the classroom, on the platform, and on the stage are provided

through interpretation and choral readings, plays, debates, and other types of formal discussion. Studies are devoted also to radio and to the theatre. A valuable feature will be the attention given to the listening skill. The course is offered so that one may learn to speak clearly, pleasantly, exactly, and effectively.

REQUIREMENTS FOR GRADUATION

Eighteen units are required for graduation from the University High School. Of the eighteen units, the following are required:

English	4 units
Social Science (including American History)	2 units
Science	2 units
Physical Education	1/2 unit
Health and Safety Education (including Driver Training)	1/2 unit
Mathematics	2 units

The mathematics requirement may be satisfied by either of the two programs listed below:

Program 1. Algebra I in the ninth grade followed by Plane Geometry in the tenth grade.

Program 2. General Mathematics in the ninth grade followed by Algebra I in the tenth grade.

The remaining seven units are to be earned from elective subjects.

Generally, the University School encourages the student to participate in summer school to make up work or to enrich his total educational program. No required courses may be taken in summer school unless there is a need for makeup work. No summer school course will be recognized for credit without prior approval by the Director and class sponsor.

TUTORING

Students who miss school because of illness, or other reasons recognized by the school, may have the privilege of making up the work. This make-up work may be done with the aid of a tutor provided it is done with the approval of the teacher and in accordance with her recommendations.

High school students will not be given credit toward graduation for work done exclusively with a tutor.

CLUBS AND ORGANIZATIONS

University School sponsors a number of worthwhile activities in which the students are encouraged to participate. It is the hope of the faculty that each one may find some interesting and profitable activity to engage his leisure time.

STUDENT PUBLICATIONS

U-Hi Lights (School Paper)—Students from grades
7 through 12

Purple and White (Yearbook)—Senior Class

INTRODUCING NEW TEACHERS



Mrs. Gertrude Webb Banta

Mrs. Gertrude Webb Banta attended the public schools in Fayette County and graduated with honors from Henry Clay High School. She received her B.A. degree from the University of Kentucky in January, 1963 and, as a graduate assistant, taught science in the University School the second semester of 1963. Mrs. Banta will teach science for grades seven, eight, and nine. Mr. Banta is a graduate student at the University of Kentucky.



Edgar Minor

Mr. Edgar Minor was graduated with a B.S. in music from Western Kentucky State College in 1951. Since graduation he has taught vocal and instrumental music at Belfry and Harlan High Schools. In addition to his teaching experiences, Mr.

Minor has served as a staff musician for radio station WSM in Nashville, Tennessee, a member of the Navy Chorus, and as a choir director for churches in Bowling Green, Kentucky, Williamson, West Virginia, and Harlan, Kentucky.

Mr. Minor will head the instrumental music department of the University High School and teach vocal music in the junior high school.

FACULTY ROSTER

Name and Degree	Position	Home Phone
✓ Lois Alderson (Mrs.), BA—French	299-6988
✓ Joeann P. Baker (Mrs.), BA, MA—English 11 & 12	Speech, Dramatics	277-9706
✓ Gertrude W. Banta (Mrs.), AB—Science 7, 8 & 9	266-4675
✓ Olive Barrett, BS, MA—Seventh Grade	255-7878
✓ Jack Conner, BS, MA—Guidance Counselor	277-3536
✓ Jess Gardner, BA, MA—Driver Education	255-4265
Ruth Haines, BS, MA—Art	266-6126
Eugene Huff, BA, MS—Ath. Dir., Phy. Ed	277-1647
✓ Ada Pyle Jobert (Mrs.), BS, MA—Phy. Ed	277-4959
✓ Durbin C. Kemper, BS, MA—Science	277-3346
✓ Edgar Minor, BS—Instrumental Music	
✓ Ruth Osborne (Mrs.), BS, MA—Vocal	Music	74-4-1323 (Winchester)
✓ Leon Porter, BS, MA, Ed.D.—Mathematics	Georgetown 514
✓ James H. Powell, BA, MA, Ed.D.—Director	277-7500
✓ Ruth Rankin, BA, MA—Ninth Gr., Core, English 10	255-7552
✓ Margaret Roser, BS, MA—Librarian	277-2375
✓ Richard Stofer, AB, MA—Social Studies	277-7464
✓ Betty Taylor, BS, MA—Eighth Grade	277-6465
✓ Ayleene Whitehead (Mrs.), A.B., MA—French, Latin	277-4157
Connie Batsel (Mrs.)—Secretary	277-4560
Anne Taylor (Mrs.)—Secretary	254-3825
Betty Gault—Cafeteria Manager	252-1776

✓ *Miss Adams* ✓ *Miller Thomas* ✓ *Reed*
 ✓ *Sea* ✓ *Little*

STUDENT ROSTER

Parents may request in writing a mimeographed roster of students enrolled in the University School.

A MESSAGE FROM THE PRESIDENT OF THE P.T.A.

Dear Parents and Teachers,

In order to have the best possible Parent-Teacher Association, we must recognize what an important part this organization plays in the life of University High School. It is our desire that each parent and teacher will be an active, participating member, realizing that P.T.A. membership is an opportunity to better serve our children, our school, and our community.

We are delighted that our new Building Program is now in progress and will be a reality within another year. This, of course means that we will be planning for an expanded school program.

Our first meeting will be a dinner on Tuesday night October

8, in honor of all new parents and new faculty members. Plan now to attend so that we can get off to a good start for the 1963-64 school year.

Remember that the effectiveness of your P.T.A. depends on you.

Sincerely,
Velma Harper
Mrs. Wm. H. Harper
President, P.T.A.

UNIVERSITY SCHOOL P.T.A. OFFICERS

President—Mrs. Wm. H. Harper, 1741 Lakewood Drive, N.266-2713
First Vice-President—Mrs. Raymond Wilkie, 2560 Millbrook Drive
Second Vice-President—Mrs. Howard Williams, 1212 Eldemere Rd.266-6548
Third Vice-President—Mrs. Carl Wiesel, 111 Eastin Rd.252-4679
Secretary—Mrs. Chas. H. Michler, 821 Cooper Drive266-2305
Treasurer—Mrs. Stanley Wall, 128 Edgemoor Drive277-4854

EXECUTIVE COMMITTEE CHAIRMAN

Membership—Mrs. Robt. Rice, 1550 Meadowthorpe Drive252-4100
Auditing—Mrs. Wallace Kelly, Jr. 1580 Lakewood Drive266-1800
Budget and Finance—Mrs. Stanley Wall, 128 Edgemoor Drive277-4854
Character and Spiritual Education—Dr. Vernon Musselman 244 Colony Blvd.266-1718
Decoration—Mrs. Miller Welch, 1028 Cooper Drive266-5539
Hospitality—Mrs. Harry Miller Jr. 265 S. Ashland Ave.266-6424
Legislation—Mrs. Joe Webb, Greendale Rd.252-9899
Procedures and By-Laws—Mrs. Sherman Miller 311 Holiday Rd.266-2400
Publicity—Mrs. Donald McKelvey, 106 Hiltonia Pk.255-5556
Safety and Health—Mrs. David Blythe, 246 Tahoma Rd.277-4067
Advisory Board—Mrs. David Bolotin, 148 Mt. Tabor Rd.266-2473

DELEGATES TO CITY COUNCIL

Mrs. Wm. H. Harper—1741 Lakewood Dr.266-2713
Mrs. Raymond Wilkie—2560 Millbrook Dr.266-1800
Mrs. Wallace Kelley, Jr.—1580 Lakewood Dr.266-1800
Mrs. Howard Fanning—790 Abbott Rd.277-5097

FACULTY REPRESENTATIVES

Ruth Rankin Ayleene Whitehead

SENIOR BREAKFAST

Mrs. Hendree Milward—1640 Ashwood Drive266-5458

ADVISORY COMMITTEE

Mrs. David Bolotin (Chairman), 148 Mt. Tabor Rd. ..266-2473
Mrs. Wm. H. Harper (P.T.A. President)
Mrs. Howard Williams (Program Chairman)
Dr. James Powell (Director University School)
Mrs. David McMurtry, 303 Zandale Drive277-1614
Mrs. Thomas Greis, 429 Holiday Rd.266-2383
Mrs. Mark Marlowe, 124 Chinoe Rd.266-8165
Dr. Carl Wiesel, 111 Eastin Rd.252-4679
Mr. Howard Williams, 1212 Eldemere Rd.266-6548
Dr. Vernon Musselman, 244 Colony Blvd.266-1718
Mrs. Jas. Ireland, 454 Parkway Drive254-0417
Mrs. Robert Cope, 1170 Indian Mound266-8694
Mrs. Sam Kincaid, Jr., 3208 Breckenwood Dr.277-7442

ROOM MOTHERS

Seventh Grade—Mrs. Robt. J. Cope, 1170 Indian
Mound Rd.266-8694
Eighth Grade—Mrs. Joseph D. Webb, Greendale Pk. ..252-9899
Ninth Grade—Mrs. Jack M. Reeder, 3048 Abbott Rd. ..277-4488
Tenth Grade—Mrs. Goebel Porter, Old Frankfort Pk.252-6040
Eleventh Grade—Mrs. John Fears, Rt. 5 Richmond Rd. 266-7905
Twelfth Grade—Mrs. Hendree Milward, 1640 Ashwood
Drive266-5458