
James Adair Mackey
Louisiana State University and Agricultural & Mechanical College

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The Louisiana State University and Agricultural
and Mechanical College, Ed.D., 1971
Education, history

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A HISTORY OF THE LOUISIANA STATE UNIVERSITY
LABORATORY SCHOOL, 1915-1965

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Education

by

James Adair Mackey
B.S., Louisiana Polytechnic Institute, 1962
M.Ed., Louisiana State University, 1963
December, 1971
PLEASE NOTE:

Some pages may have indistinct print.

Filmed as received.

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ABSTRACT

The purpose of this study was to trace the development of the Louisiana State University Laboratory School from 1915 to 1965 and to identify significant trends which may have emerged during this period. Meeting on May 12, 1912, the Board of Supervisors discussed the $40,000 Peabody Education Fund grant available for the construction of a building to house the Teachers College and a demonstration school. On June 2, 1913, the Board agreed to accept the grant and provide for the Teachers College the required minimum annual support of $10,000.

Peabody Hall, on the Pentagon Campus in north Baton Rouge, was completed in time for Demonstration High School to begin class September 20, 1915. Operated to provide Teachers College students the opportunity to study high school methods and obtain teaching practice, the school had a total capacity of one hundred students in grades eight, nine, ten, and eleven.

When the University outgrew the Pentagon Campus and moved to the present site in 1925, Demonstration High School occupied a portion of the new Peabody Hall and became known as the Laboratory School. There it flourished and expanded; clubs, sports, and social activities were increased. The
seventh grade was added in 1923, all the elementary grades were included by 1936, and grade twelve was added in 1945.

Overcrowding became severe after the Laboratory School became a twelve-grade school. A building more suited to the school's space requirements and the teacher education function of the College of Education was completed in 1953. By the fall of 1964 a gymnasium and a music-auditorium building had been added.

The Laboratory School has benefited from the leadership of each of its seven principals. The principals and their tenures were: O. B. Staples, 1915-1918; H. L. Garrett, 1918-1920; G. A. Young, 1920-1922; J. R. Shoptaugh, 1922-1940; G. H. Deer, 1940-1946; A. E. Swanson, 1946-1955; and J. L. Garrett, Jr., 1955-1965.

In its first fifty years of existence, the school has grown: from a faculty of three to thirty-one; from a student body of sixty-four to five hundred twenty-seven; from too few students to fill its classes to far more student applications than vacancies; from a limited to a relatively comprehensive curriculum; from a school of unknown quality to one known for academic excellence and an outstanding faculty.

Significant trends in the utilization of the Laboratory School appear to be:
1. The on-campus facility provides the most practical, accessible opportunity for observation and other pre-professional experiences for students in Education, Psychology, and Home Economics.

2. As a center for demonstration teaching, it provides teachers an example of the ideal kind of school situation.

3. New materials and teaching techniques will continue to be used experimentally and evaluated by its master teachers.

4. Educational research will become an increasingly important function. A school housing grades one through twelve provides a unique opportunity for certain types of research.

5. The facility can serve as an example of the environment in which children can best learn and develop.

6. As a center for student teaching, it will provide approximately two hundred student teachers per year with experience in an exemplary school setting.
Chapter 1

INTRODUCTION

Since 1915 the Louisiana State University Laboratory School has served the people of Louisiana through the preparation of prospective teachers. Men and women with pre-professional experiences and supervised student teaching in the Laboratory School continue to serve the educational needs of Louisiana youth in all parts of the state.

The purpose of this study was to trace the development of the Laboratory School from 1915 to 1965 and to identify significant trends which may have emerged during this period. After fifty years of service to public education and the people of Louisiana, a compilation tracing the school's development seemed to offer a worthwhile contribution to the history of the College of Education and the University as a whole. That this study would be helpful in determining the future role of the Laboratory School in the preparation of teachers at Louisiana State University was a major objective. In addition, it was felt that additional information valuable to a complete history of education in the state of Louisiana would be furnished.
BACKGROUND

When the Board of Supervisors met at 10:30 A.M. on Monday, May 27, 1912, in Alumni Hall at the University, the following members were present: Governor L. E. Hall, President of the Board; Colonel T. Jones Cross, Vice President of the Board; Honorable T. H. Harris, State Superintendent of Public Education; Colonel Thomas D. Boyd, President of the Faculty; Dr. J. L. Adams, of Ouachita Parish; Professor H. S. Chenet, of Orleans Parish; Dr. S. M. D. Clark, of Orleans Parish; Honorable J. Frank Harbert, of Calcasieu Parish; Honorable George Hill, of West Baton Rouge Parish; and Judge S. McC. Lawrason, of West Feliciana Parish. President Thomas D. Boyd submitted to the Board certain recommendations. The first three were:

1. That the donation by the Board of Trustees of the Peabody Education Fund of $40,000 for the erection of a building for the Teachers College be accepted on the conditions stipulated.

2. That the Secretary of the Board [A. T. Prescott] be instructed to draft a suitable resolution of thanks and to mail the resolution to the Peabody School.

3. That the School of Agriculture, which consists of three high school grades be abolished.

1 *Louisiana State University Board of Supervisors Minutes, May 27, 1912.*

2 Ibid.
Discussion by the Board concerning these recommendations centered around the purposes of the proposed Teachers College and its cost to the University. In order to be made a recipient of the $40,000 donation from the Peabody Education Fund, the Board was expected to agree to provide continuing support in the minimum amount of $10,000 yearly. As to purposes, the college was intended to supply high school teachers for the state and not to invade the province of the normal school.

ESTABLISHMENT

Following an exchange of correspondence, formal application to qualify for the $40,000 donation was made to the Peabody Education Fund. At the meeting of the Board of Supervisors at 11:30 A.M. on Monday, June 2, 1913, the following recommendations made by President Thomas D. Boyd were accepted by the Board:

That the following resolutions accepting the donation of the Trustees of the Peabody Education Fund be adopted:

Whereas, the Trustees of the Peabody Education Fund has voted to grant to the Louisiana State University and Agricultural and Mechanical College, the sum of Forty Thousand Dollars to be used for the erecting a building to be called the George Peabody Building for the School of Education, on condition that the Supervisors of said University agree to contribute for the perpetual maintenance of such school of education at least Ten Thousand

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Dollars annually, and the said Trustees of the Peabody Education Fund is ready to pay over the said sum of Forty Thousand Dollars to the Louisiana State University and Agricultural and Mechanical College to be used for the purpose aforesaid and upon the condition aforesaid. Now Therefore

Resolved that the said grant of Forty Thousand Dollars be and the same hereby is accepted by the Louisiana State University and Agricultural and Mechanical College and that the same be used for erecting a building to be called the George Peabody Building for the School of Education in this University and for no other purpose; that the Supervisors of the Louisiana State University and Agricultural and Mechanical College and the said University agree to and will contribute for the perpetual maintenance of such school of education, at least the sum of Ten Thousand Dollars annually; that the President be and be hereby is authorized and directed to sign and execute in the name and on behalf of the Louisiana State University and Agricultural and Mechanical College and affix its corporate seal to a receipt aforesaid and an agreement to so use the same and to so contribute annually for the perpetual maintenance of such school of education and to prove the execution of such receipt and agreement and to deliver the same on receipt of said sum of Forty Thousand Dollars.

That the Secretary [R. P. Swire] be instructed to draft suitable resolutions expressing the thanks of the Board for this donation, and mail same to the Trustees of the Peabody Education Fund.

That the school of Agriculture, which consists of two high school grades be abolished as soon as possible, not later than the close of the session of 1914-1915.

That after the erection of the Peabody Building for the Teachers College, a practice school or demonstration school, of four high school grades be established in connection with the Teachers College.4

Board members present for this important meeting were:

Governor L. E. Hall, President of the Board; Colonel

4 Louisiana State University Board of Supervisors Minutes, June 2, 1913.
T. Jones Cross, Vice President of the Board; the Honorable T. H. Harris, State Superintendent of Public Education; Colonel Thomas D. Boyd, President of the University; Dr. J. L. Adams of Ouachita Parish; Professor H. S. Chenet of Orleans Parish; the Honorable C. W. Elam of DeSoto Parish; the Honorable J. Frank Harbert of Jefferson Davis Parish; the Honorable George Hill of West Baton Rouge Parish; Judge S. McC. Lawrason of West Feliciana Parish; the Honorable Jerome Mouton of Lafayette Parish; and the Honorable J. H. Overton of Rapides Parish.\footnote{Ibid.}

Later that week a news item in the New Advocate stated that plans were expected to go forward at an early date for the erection of the Teachers College building. At that time Louisiana State University occupied the site near the Mississippi River now known as the Old Pentagon Barracks, adjacent to the present State Capitol building. Determination of the exact location had not been made, but the building was expected to be situated near the track grounds "... facing or siding College Avenue, in order that the children who will be a necessary part of the Teachers College can attend classes without entering the University grounds proper."\footnote{Baton Rouge New Advocate, June 5, 1913, p. 1.} University authorities expected to have
the building completed in approximately one year, by June 1, 1914.\textsuperscript{7}

Construction, however, failed to proceed as rapidly as had been expected. As the end of the second year of construction approached, the Board of Supervisors voted to authorize the faculty to change the name of Teachers College to "The George A. Peabody School of Education," if the name change were found necessary to comply with the terms of the agreement which accepted the donation of the Peabody Education Foundation.\textsuperscript{8} Upon the recommendation of President Thomas D. Boyd, the Board named Mr. O. B. Staples to be principal of the model high school which was to be run as a part of the Teachers College.\textsuperscript{9}

With the summer of 1915 came the completion of what had come to be called Peabody Hall. University architect C. A. Favrot inspected the building on August 5, 1915, and ordered minor alterations which would require only a few days to make. President Thomas D. Boyd recommended that the Board refrain from assessing a monetary penalty provided for in the contract if construction were not completed as specified.\textsuperscript{10} A local newspaper reported:

\begin{itemize}
\item \textsuperscript{7}Ibid.
\item \textsuperscript{8}Baton Rouge \textit{New Advocate}, May 31, 1915, p. 1.
\item \textsuperscript{9}Baton Rouge \textit{New Advocate}, August 6, 1915, p. 2.
\item \textsuperscript{10}Louisiana State University Board of Supervisors Minutes, August 6, 1915.
\end{itemize}
Peabody Hall, probably the best equipped and most attractive building on campus, was the generous gift of the George Peabody estate to the Teachers College of the State University. It was completed . . . and will be occupied by the Teachers College in September.11

Summarizing developments in the occupation of the new building, the State Times commented:

... and the furniture is now being installed. ... The first floor has been set aside for the model high school which will include the regular high school grades, eighth, ninth, tenth, and eleventh. The school will be under the direction of Professor O. B. Staples, assisted by a competent faculty. The primary purpose of the model school is to give an opportunity for the students in Teachers College to study high school methods and practice.12

Further, it was concluded that the formal opening of the 1915-1916 session with the new facility would contribute to an increase in the enrollment of the Teachers College.13

September 15, 1915, brought the opening of the new session of Louisiana State University and the initial use of the new Peabody Hall by Teachers College. However, because the university high school was designed to be a typical state approved high school, it was decided to inaugurate its program on Monday, September 20, 1915, in unison with the other high schools in East Baton Rouge Parish.14

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14Baton Rouge State Times, September 15, 1915, p. 3.
One method of announcing the opening of the new model school and describing its purposes to the public was the publication of a University Bulletin as a circular of information on the Teachers College in August 1915. Mention of the school as a division of the Teachers College appeared first in the University catalog of 1915-1916, published in April 1916.

In the Teachers College Circular of Information, the new model school was first identified as Demonstration High School.

PURPOSES AND BASIC POLICIES

This University Bulletin described briefly the purposes and basic policies of the new school. It stated:

The Demonstration High School

The professional training of teachers presents two distinct aspects, namely, the mastery of educational theory and the acquisition of skill through practice. In order that Teachers College may give practical training as well as theoretical, the State University Demonstration High School has been established in Peabody Hall on the University campus for observation and practice teaching. The school has a seating capacity of one hundred, and the classrooms and laboratories are equipped with adjustable desks and sanitary armchairs.

Pupils will be admitted to the eighth, ninth, tenth, and eleventh grades. As no dormitory facilities are provided, pupils coming from outside of Baton Rouge and

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15 University Bulletin, Louisiana State University and Agricultural and Mechanical College, VI N. S., No. 8 (August, 1915).
vicinity must provide for themselves proper home surroundings; and as the number of students is limited, only those whose qualifications fit into the working organization of the school can be enrolled. An incidental fee of $5 and an athletic and lyceum fee of $5 must be paid by all pupils.

Observation and Practice Teaching

The critical observation of good teaching under normal conditions and the practice of teaching under skilled supervision enables the prospective high school teacher to acquire in the most economic way the prime qualifications for success. In the practice school, the student-teacher studies the work of the secondary school in its various parts and relationships, learns to interpret classroom phenomena and to see the vital relations of mind, matter, and method. Here he gains power, poise, and efficiency, and the problems of instruction and management are brought home to him so that he realizes their significance in terms of his own efforts and emotional responses.

Practice teaching in major subjects will be based upon at least three years of academic study, while in allied branches two years will be required. For students without experience, observation and practice teaching will extend throughout the Senior year, but all persons who graduate will be required to give satisfactory evidence that they are able to teach successfully certain high school subjects.16

Demonstration High School thus was ready to begin its first fifty years of service to education and the people of Louisiana and the nation. Precisely the moment in time it emerged in the thought or imagination of some individual escapes the most diligent researcher. In retrospect we can determine it was a prime topic of discussion of the Board of Supervisors on May 27, 1912, and on September 15, 1915, it prepared to open its doors to the Baton Rouge young people who would be its charter students. Exciting and useful times lay ahead of it.

16Ibid.
Chapter 2

THE ADMINISTRATION OF PRINCIPAL

O. B. STAPLES (1915-1918)

University Demonstration High School opened for its first session in 1915 with Mr. O. B. Staples as principal. Well qualified to assume the leadership of this new school, his formal education included three years of graduate work at the University of Chicago. Prior to his coming to Demonstration High School he had served as principal of the high school in Homer, Louisiana.¹

DESCRIPTION OF THE SCHOOL PLANT AND FACILITIES

"It was a nice building. Demonstration High was on the ground floor of the Peabody building. The building was brand new. The whole ground floor was used."² Ruth Bergeron Simon, the first senior to be awarded a diploma in a graduating class of seven, glowed as she described her school.

Proper description of the new model school was contained within the description of the new George Peabody

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Hall. That the Teachers College in particular and the University in general were proud of this new educational facility was evident in the description included in the University Bulletin of August 1915. It stated:

Peabody Hall is a three-storied brick building with cement trimmings and represents an outlay of forty thousand dollars. This attractive building is not only a fitting tribute to the memory of the noted philanthropist and donor but affords Teachers College a working plant that combines architectural beauty with comfort and service. The building is modern in all of its appointments and furnishings. The classrooms and laboratories on the first floor are given over entirely to work of the Demonstration High School. On the second floor are located the psychological laboratory, the departmental library, and the classrooms of the professors of education, psychology, philosophy, and those of the academic professors who give method courses in the teaching of the several high school studies.  

President Thomas D. Boyd spoke proudly of the building in his Biennial Report to the Board of Supervisors as "... one of the largest and handsomest structures on the campus. ..." He continued "... adjustable desks, sanitary armchairs, and laboratory equipment for the seating of one hundred pupils have been provided."  

Pride in the educational edifice failed to obscure the need for even more progress in providing facilities for the new model school, however. Colonel Boyd described the

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3University Bulletin, Louisiana State University and Agricultural and Mechanical College, VI N.S., No. 8 (August, 1915).

need of a larger school after the first year of its use:

The present Demonstration High School gives ample proof of the great possibilities of a teacher training plant in keeping with the opportunities for wider service. With proper facilities, high school pupils can be educated as well and as cheaply on the State University campus as elsewhere, and at the same time afford valuable means for training teachers.

A composite type of high school fully equipped with departments that are representative of the work and needs of the state would make it possible for Teachers College to train the kinds of teachers and specialists that modern progress and conditions are calling for. Such a school would serve three distinct functions, namely, (1) to demonstrate good teaching and school management by concrete examples, (2) to break in and try out inexperienced teachers by actual classroom work, and (3) to serve as an experiment station in the testing of new features in educational development and practice. Such a school plant would cost in the neighborhood of $25,000.5

He further listed as the second most vital future need of the Teachers College a "Demonstration High School as good as the average in the state."6

A time span of near six decades has not dimmed the memories of one alumnae in reference to the quality and abundance of the Demonstration High School facilities. She remembers, it

... had all the facilities ... we had a chemistry lab ... we had an auditorium. Mr. Quick taught us science [chemistry]. Anything we needed that he didn't have, he would go to the big chemistry lab on campus right across the way from us. We had access to the University Library, Hill Memorial Library, and that was a real good library.7

5Ibid., p. 114.  
6Ibid.  
7Statement by Mrs. Ruth Bergeron Simon, personal interview, August 6, 1971.
Absence of any desirable item was explained either by stressing the availability of some university facility to provide it or the substitution of the University charisma for it. For playground facilities for the younger children, "There was nothing outside. We were treated just like the University treated their students. We could use any University facility. There was no real playground; all around the Lab School was our playground."  

Principal O. B. Staples submitted his first annual state report on November 1, 1916, the beginning of the second school year for Demonstration High School. Reports were not expected by the State Department of Education for the first year of the school's operation. In 1916 this report became a requirement for all state approved high schools.

In his own writing, Principal Staples described the school as a brick building with four high school classrooms, two laboratories, one auditorium with a seating capacity of one hundred pupils, flush system toilets, properly kept, and city water supply. Floor dressing was used daily on wood floors. Absence of fire drills and fire escapes was

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8 Ibid.

explained with the terse comment "first floor."\(^{10}\)

Total value of the high school library was placed at $150. It included three close fitting cases (bookcases with glass doors), one International Dictionary, two encyclopedias (the International and the Britannica), and the University library for "other reference books."\(^ {11}\)

In the area of science, the physics laboratory contained four demonstration tables of "good suitability" and one close fitting cabinet for the "ample" apparatus. The chemistry laboratory boasted "material and equipment ample as to apparatus," five sinks, two tables, one large close fitting cabinet, and chemicals. Tables for the biological laboratory were "with physics," a special cabinet and vessels for specimens were present, and close fitting cabinets for apparatus were "in common with physics." Biological laboratory equipment and supplies further included one compound microscope, "sufficient" magnifiers (eighteen), one sink and "plenty" chemicals.\(^ {12}\)

The high school possessed desirable instructional materials for the teaching of social studies. These materials included four single maps and two historical charts.\(^ {13}\)

\(^ {10}\) *Louisiana State Department of Education Annual Report*, November 1, 1916.

\(^ {11}\) Ibid.

\(^ {12}\) Ibid.

\(^ {13}\) Ibid.
After a year's lapse certain changes were noted in the annual report of 1917-1918. The seating capacity of the auditorium had diminished from one hundred to seventy-five, while the school grounds shrank from two acres to one. One of the library's three close fitting cabinets disappeared from the inventory, which concluded with the comment, "The students of the Demonstration School have the use of the Hill Memorial Library of the State University."\(^{14}\)

Stools were most needed in the physics and chemistry laboratories; the supply of material, equipment, reagents, and chemicals "soon will be" ample, Principal Staples wrote. The biological laboratory's twenty hand magnifiers were "hardly" adequate. Present were fifteen dissecting kits and an aquarium was "being prepared," but most needed were microscopes.\(^{15}\)

In response to the queries as to fire drills and fire escapes, Staples wrote, "Our school being on the ground floor only, fire drills are hardly necessary."\(^{16}\) No flag was owned and used by the school, but medical inspection of the children included teeth, eyes, and adenoids, but they still were not checked for hookworm.\(^{17}\)

\(^{14}\) *Louisiana State Department of Education Annual Report*, October 11, 1917.

\(^{15}\) Ibid. \(^{16}\) Ibid. \(^{17}\) Ibid.
Certain things remained unchanged. Drainage was "fair," shade was "none," and the general appearance of the school grounds was "good." 18

Two most important needs in the high school department in 1916 were listed as "domestic science and manual training department." 19 These needs were reported in 1917 as "equipment for physical training and manual training department." 20 The need for domestic science had been met by "Our girls are using the laboratory of the Teachers College for their Domestic Economy." 21

Little is known of the budget of Demonstration High School in the early years. Under terms of its agreement with the Peabody Education Fund, the Board of Supervisors was obligated to provide a minimum of $10,000 yearly for the operation of the Teachers College. 22

Salaries for three of the four first year faculty members are known to total $3,320. Principal Staples earned

18 Ibid.

19 Louisiana State Department of Education Annual Report, November 1, 1916.

20 Louisiana State Department of Education Annual Report, October 11, 1917.

21 Ibid.

22 Louisiana State University Board of Supervisors Minutes, June 2, 1913.
$1,600, Mr. Pourciau earned $1,000, and Miss Gauthreaux earned $720.  

Second term faculty salaries totaled $5,300 reflecting the addition of new members. Third term faculty salaries climbed to $6,140, again reflecting no salary advancement for any member, but the addition of more teachers.

ENROLLMENT

When school opening day first approached, the school and its enrollment policies were publicized by the local paper. Thursday afternoon, September 14, 1915, a conference was held in President Thomas D. Boyd's office to discuss preliminary plans of the university high school. Included in the conference were Dean of Teachers College, D. T. Powers; Superintendent of Baton Rouge Schools, C. M. Hughes; a Baton Rouge school principal, A. M. Hendon; Principal O. B. Staples, and at least one unidentified news reporter.

23Louisiana State University Board of Supervisors Minutes, August 6, 1915.

24Louisiana State Department of Education Annual Report, November 1, 1916.


26Baton Rouge State Times, September 15, 1915, p. 3.
Results of the conference were published in the State Times in this manner:

... all students desiring to attend this school should report for registration at the principal's office on the first floor of Peabody Hall Monday, or Tuesday between 8:30 and 12 o'clock...

On account of the limited number of teachers and capacity of this school in general; and too because of the need to make the conditions in the school the most desirable possible for model work for the benefit of the college students who as prospective teachers will observe the work of the school, and practice teaching therein—for these reasons the number of students will be limited to 100.

All students presenting themselves for registration must furnish certificates from the principal of the school last attended showing the work completed there. Only one course will be given in each of the four grades. In other words, all students entering the eighth grade will take the "8-1" work, and so on with the other grades.

It is desired that parents and guardians of students applying for admission to the university high school confer with the principal and other teachers of the school, as there is a peculiar need for close cooperation between the parents and teachers of this school. 27

Registration day, September 20, 1915, arrived and the State Times reported satisfactory progress in the "L.S.U. university high school." 28 Parents desiring the advantages of the new school were urged to enroll their children promptly by request of the university authorities. The article continued:

27 Ibid.

One of the chief advantages of this school is that it takes only a limited number in any one of its classes, which means that each pupil will receive the individual attention he needs from expert teachers. Since the total enrollment will be limited to one hundred, prompt action will be necessary on the part of parents who wish to get their children in this school.

Enrollment in L.S.U. for the 1915-1916 school year broke all previous records and became newsworthy, of course. When it cited this record number of university students, the State Times clarified the status of the Demonstration High School students by stating "The work done in this school is not a part of the University course and the students enrolled in it are not listed as LSU students."30 Forever more in the school's history the precedent was set that Demonstration School students would feel closely akin to the University, yet never were they to be listed on the University student roster while registered at the model school.

Reflected in Table 1 are enrollment data for the first three years. Records for 1915-1916 show only that a total of sixty-four students were in attendance.31 Seven members were in the senior class, four boys and three girls.32

29Ibid.

30Baton Rouge State Times, September 25, 1915, p. 5.


Table 1
Enrollment Data for 1915-1916, 1916-1917, and 1917-1918

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade 8 Boys</th>
<th>Grade 8 Girls</th>
<th>Grade 8 Total</th>
<th>Grade 9 Boys</th>
<th>Grade 9 Girls</th>
<th>Grade 9 Total</th>
<th>Grade 10 Boys</th>
<th>Grade 10 Girls</th>
<th>Grade 10 Total</th>
<th>Grade 11 Boys</th>
<th>Grade 11 Girls</th>
<th>Grade 11 Total</th>
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<th>All Grades G</th>
<th>All Grades Total</th>
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<td>4</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>1916-1917</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>5</td>
<td>12</td>
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<td>7</td>
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<td>65</td>
</tr>
<tr>
<td>1917-1918</td>
<td>4</td>
<td>16</td>
<td>20</td>
<td>4</td>
<td>17</td>
<td>21</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>18</td>
<td>51</td>
<td>69</td>
</tr>
</tbody>
</table>
For 1916-1917, twenty-three boys and forty-two girls attended the four high school grades (eight, nine, ten, and eleven) for a total enrollment of sixty-five. Class size ranged from twelve to twenty, while girls outnumbered boys almost two to one. Four boys were enrolled in the class with the fewest boys; the least number of girls in a class was seven.

School year 1917-1918 showed few boys in attendance, with a total of fifty-one girls in comparison to only eighteen boys. Class size by sex ranged from a low of three boys to a high of seventeen girls. Enrollment in all four grades was sixty-nine.

INSTRUCTIONAL PERSONNEL

Public announcement of the faculty was made in the State Times on September 7, 1915. In an article headlined "Unusually Strong Faculty is Selected for the Work in the New Department," and "ALL NAMED ARE EXPERTS IN LINE" was a resume of the four Demonstration School faculty members. In the vernacular of the time, this account was written:

O. B. Staples is the principal of the university demonstration school. After graduating from college he entered the graduate department of the University of Chicago where he has been pursuing work leading toward the degree of doctor of philosophy. Mr. Staples has for several years been principal of the high school at Homer, and his work there has been highly successful.

The teacher of science in the domestic school, C. J. Quick, comes from West Virginia. He began his work as a teacher in that state and was a student for some time at
the University of Virginia. Later he entered Valparaiso university, Indiana. After working here for several years he received the degree of B.S. He then moved to South Dakota and taught in the public schools of that state; here he became principal and later superintendent of schools. Last year Mr. Quick came to Louisiana and taught in the parish of West Baton Rouge. In addition to Mr. Quick's extended experience and training, he has done special work at the University of Chicago; he should, therefore, be well prepared for the work in science in the demonstration school.

L. V. Pourciau, the teacher of mathematics in the demonstration school, is a graduate of the university and for the past five years has been principal of the high school at Brusly. During the past summer he taught mathematics in the university summer school. He comes to the university with the highest recommendations as a high school teacher.

Miss Lela O. Gauthreaux will teach French and Latin in the demonstration school. She is an M.A. graduate of the university and has worked in the summer school of Columbia University. Last year she was an assistant in the department of French in the university.

Members of that first class remember the faculty well. One described them in a more personal manner:

The faculty was a very learned faculty. There was Mr. Staples—he was principal—and Mr. Pourciau, and Miss Lela Gauthreaux. And a Mr. Quick, who was not at all neat. He wore a blue serge suit with a whole lot of chalk on it all the time. He was a science teacher. I didn't find school hard. I learned easily. I enjoyed going to school. I don't imagine all the teachers enjoyed having me in their classes. They were firm and allowed no foolishness.

Certain changes were evidenced in the faculty the following school year, 1916-1917. Of the five faculty

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34 Interview with Mrs. Ruth Bergeron Simon, op. cit.
members only two had been there the year before, Principal O. B. Staples and C. J. Quick. Three new members were H. L. Garrett, Margaret Schoenbrodt, and Evelyn Polk Norton. All were college graduates, and each had from one summer to three years of advanced college work.\(^{35}\)

Newcomers Ruth Rissondinger, Agnes Blackmon, and A. R. Peyroux swelled the faculty ranks to eight. Mr. Peyroux, apparently a graduate student or part-time teacher, taught physical training for boys. He, alone, failed to have graduated from a college or normal school.\(^{36}\)

**ACADEMIC PROGRAM**

**Curriculum**

Though representative of the times, a limited curriculum was available to students when school opened. Mathematics, science, social studies, English, and foreign languages were offered as indicated:

**Schedule of Courses:**

I. 8:45-9:30—French 9, Gauthreaux; Geometry 10, Pourciau; Chemistry 11, Quick; Supervision, Staples.

\[^{35}\text{Louisiana State Department of Education Annual Report, November 1, 1916.}\]

\[^{36}\text{Louisiana State Department of Education Annual Report, October 11, 1917.}\]
II. 9:30-10:30—French 10, Gauthreaux; Algebra 9, Pourciau; Botany 8, Quick; English 11, Staples.

III. 10:30-11:30—History 10, Gauthreaux; Zoology 9, Quick; Supervision, Staples.

IV. 11:25-12:10—Algebra 8, Pourciau; English 10, Staples.

V. 1:20-2:00—Algebra 8, Pourciau; English 10, Staples.

VI. 2:00-3:00—French 11, Gauthreaux; Geometry 11, Pourciau; Laboratory, Quick; Supervision, Staples.

VII. 3:00-4:00—English 9, Gauthreaux; Latin 10, Pourciau; Laboratory, Quick; English 8, Staples. 37

After the first term, such additional courses as Domestic Science were promised. 38 However, it was still listed as an important need at the end of the second term, 1916-1917. 39 By the third term, 1917-1918, Demonstration School girls were using the laboratory of the Teachers College for Domestic Science. 40 As would be expected, the growth in curricular offerings paralleled the increase in faculty.

Cognizance of the inadequateness of Demonstration High School was revealed by President Thomas D. Boyd when

37 Baton Rouge State Times, September 18, 1915, p. 6.
38 Ibid.
39 Louisiana State Department of Education Annual Report, November 1, 1916.
40 Louisiana State Department of Education Annual Report, October 11, 1917.
he reported to the Board of Supervisors at the conclusion of the first term:

Its work has been planned to meet the requirement of the State Board of Education and it is numbered among the approved high schools of the State. It has been ably conducted and has done good work, but it has been unable, owing to lack of necessary funds, to offer during its first year all the courses of instruction of a fully equipped, modern high school.41

**Instructional Practices**

With a faculty described as "unusually strong" and "all . . . experts in [their] line," instructional practices differed from those in other schools primarily in terms of quality.42 During the first term, it was planned for almost all teaching to be done by the regular high school "critic teacher."43

Introduction of the practice teaching concept was done cautiously and with the announcement of safeguards to protect the high school students. The administration stated policy and attempted to foster good public relations when this appeared in print:

... senior students in the teachers college who shall have completed certain prescribed professional courses may under the direction of the dean of teachers

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college and also under the direct supervision of the critic teachers of the high school do a limited amount of teaching in this school; but their teaching will be so directed and guarded that at no time will the welfare of the high school pupils be allowed to suffer. In the demonstration schools of other universities experience has shown that the students make such satisfactory progress that although high rates of tuition are often charged these schools have all the students they will admit.44

University authorities were pleased and satisfied with the performance of the faculty. In the words of Colonel Thomas D. Boyd, "On the whole, results have been satisfactory and beyond question justify the outlay and efforts made."45

TEACHER EDUCATION SERVICES

Demonstration High School was founded to serve the teacher education needs of the Teachers College of Louisiana State University. In preliminary announcements to the public the Baton Rouge State Times reported,

The demonstration high school in connection with Teachers college has been established to meet the needs of a practical age. The rapid increase of high schools throughout the state and the unparalleled growth of school activities along all lines call for the better equipment of teachers.46

44 Ibid.


Ruth Bergeron Simon, the first graduate, remembered having had student teachers. She added, "But our regular teacher sat in the room and graded the student teacher. They had to write lesson plans. And I think really you got better teaching because those teachers were graded for graduation on that."47

President Thomas D. Boyd summarized the first year's practices to the Board of Supervisors:

Twenty-one students have been greatly benefited by the opportunities for observational work, and thirteen have taken the course in practice teaching this session. . . .

Teachers in training have shown growth in ability to meet actual class situations, to plan teaching material for effective presentation in regular class procedure in the different studies, to evaluate points of knowledge and adapt them to individual pupils, to meet problems of discipline, to perform the routine of schoolroom work, supervise student and correlate the learning and teaching processes. In short, they have acquired ability to teach, manage, and cooperate in the light of principles and social ideals, instead of merely going through the motion in blind imitation of their former teachers.48

He further justified the existence of such a program of teacher education with a reference to the need of the state for qualified high school teachers. Having stated that the intentions of the members of Teachers College were to so teach, he concluded,

47 Interview with Mrs. Ruth Bergeron Simon, op. cit.

... and without professional training to short-circuit experience, the breaking-in period represents a time of inefficiency and tremendous waste. Recent surveys show that teachers who are not trained to professional ideals and interests do not profit by experience after the first year, but drop to the level of skilled time-servers or quit the work.49

OTHER ACTIVITIES

Activities for students were few in Demonstration High School in those early years. Spirit was high in the student body and was centered around the basketball teams. Ruth Bergeron Simon recalled

... there was a whole lot of spirit, but ... not too much activity. The only thing you could belong to was the basketball team. There was a boys' basketball team and a girls' basketball team. ... I belonged to the girls' basketball team and we would practice against the boys. ... We beat the daylights out of them! ... We had a good average of beating them. They got so they would tell us if we beat them another time they wouldn't play us!50

Both basketball teams were coached by C. I. DuPont, a student on a fellowship at Louisiana State University.

Demonstration High School students felt quite privileged that the University furnished a large truck for the basketball teams' transportation. Pride was inherent in the fact that other local high schools had no such transportation.51

49 Ibid., p. 114.

50 Interview with Mrs. Ruth Bergeron Simon, op. cit.

51 Ibid.
At least one occurrence indicated that some mischiefness existed in the interpersonal relations between teachers and students. Asked about her teachers, Ruth Bergeron Simon related,

I liked all my teachers except Mr. Pourciau—I didn't like a man that would tell me he didn't like girls—you can't blame me. I can understand him, all his former teaching had been in a boys' school.

He taught math, and I was the only girl in the class. I didn't have to have math to graduate, so I could be very independent. We took solid geometry first semester; second semester he left it to the boys to choose what they wanted to study. They chose mental arithmetic, a mathematics subject for which only the teacher would be given a text. I had the course and had the book, but I didn't tell anybody! I really had it easy that semester, for I liked math. I never told anyone, though.\[52\]
Chapter 3

THE ADMINISTRATION OF PRINCIPAL

HOMER L. GARRETT (1918-1920)

After serving two years on the Demonstration High School faculty, Mr. Homer L. Garrett was appointed principal during the summer of 1918. He had attended the Louisiana State Normal School at Natchitoches, Louisiana, but he completed his bachelor's degree at Louisiana State University in 1914. Mr. Garrett's credentials included advanced work at both the University of Wisconsin and the University of Chicago.¹

As fall approached in 1918, the opening of a new school year for University Demonstration High School was announced. This year the opening date was set to coincide with the initial day of registration at Louisiana State University on Wednesday, September 18, 1918.² Principal Garrett returned from a summer's visit to Fort Sheridan and prepared to receive students for the new year.³

¹Louisiana State Department of Education Annual Report, October 28, 1918.
²Baton Rouge State Times, August 21, 1918, p. 6.
³Baton Rouge State Times, September 14, 1918, p. 1.
DESCRIPTION OF THE SCHOOL PLANT AND FACILITIES

Louise Hampton Beard entered Demonstration High School in the fall of 1919 as a tenth grade, or junior, student. The Hampton's lived across the street on College Avenue,

So all I had to do was just step across the street and I was in the backyard of the Lab School. . . . It was in the old Peabody Hall Building on the Louisiana State University campus on the grounds where the capitol now stands.

University Demonstration High School had the bottom floor [of Peabody Hall] . . . and we had a separate entrance. There was a ground floor entrance on the west end and on the east end, but the entrance for college students was on the north side. All the college students . . . had their classes on the second floor. So, there was not as much passing through the halls as we experienced in later years in the other two University High School buildings. . . . I don't remember having groups of students coming in for visitation or observations or walking through the halls as we know it presently.4

No change in the school building is recorded during the two year administration of Principal H. L. Garrett. He listed reference works for classroom libraries and adequate sets of maps for the history department as the school's two most important needs in 1918.5 The following year he considered an office for the principal and pupil lockers the

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5Louisiana State Department of Education Annual Report, October 28, 1918.
two paramount needs. In the first Annual Report of Commis-

sion Accredited Schools of The Association of Colleges and
Secondary Schools of the Southern States, Principal Garrett
listed some additions to the school's instructional facili-
ties. A total of $325 was spent in the school year
1918-1919 for additional instructional supplies. Included
were: the library, $100; the physical laboratories, $75;
the biological laboratories, $10; and the history depart-
ment, $140 (for maps, listed as a paramount need in 1918).

Equipment in the science laboratories was valued at
$1,250, and it was reported that $100 was expended annually
for laboratory equipment. The library numbered four hundred
volumes and grew at the rate of $100 per year.

Salaries for the 1918-1919 term totaled $7,300 and
ranged from a high of $1,500 to a low of $1,000 for teachers.
Principal H. L. Garrett earned $1,800 for the year. No
other budgetary record was available.

Total salaries for the 1919-1920 term reached $8,220,
with a range from a maximum of $1,500 to a minimum of $1,080

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6 Louisiana State Department of Education Annual
Report, October 27, 1919.

7 Annual Report, The Association of Colleges and
Secondary Schools of the Southern States, September 1, 1919.

8 Ibid.

9 Louisiana State Department of Education Annual
Report, October 28, 1918.
for teachers. Principal Garrett's salary was increased to $2,040, an increment of $240; this constituted the second increase in salary for the position of principal.10

ENROLLMENT

By Saturday, September 14, 1918, approximately seventy students had registered with Principal H. L. Garrett. Expecting a record attendance, he urged other applicants to make their names known to him as soon as possible so that they might be included in the limited enrollment.11

Enrollment increased, but "... it was a very small school. ... I was very impressed with it. ... And I was impressed with the student body. I don't remember the size of the enrollment, but I know the classes were all small," recalled Louise Hampton Beard on a summer day over six decades after she first enrolled in Demonstration High School.12

Growth in total enrollment was evident as indicated by the data in Table 2. In the 1918-1919 term total enrollment rose to eighty-four students, but the girl to boy ratio approached three to one, with twenty-two boys and sixty-two


12. Interview with Mrs. Louise Hampton Beard, op. cit.
Table 2

Enrollment Data for 1918-1919 and 1919-1920

<table>
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<th>School Year</th>
<th>Grade 8</th>
<th>Grade 9</th>
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<th>Grade 11</th>
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<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
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<td>Girls</td>
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<td>15</td>
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</tr>
<tr>
<td></td>
<td>22</td>
<td>62</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1919-20</td>
<td>9</td>
<td>19</td>
<td>28</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>G</td>
<td>T</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>19</td>
<td>23</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>70</td>
<td>95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
girls in the four high school grades. By grades, the boys' enrollment ranged from two in the eleventh to nine in the eighth. Girls' enrollment ranged from eleven in the eleventh grade to nineteen in the ninth.\textsuperscript{13}

School term 1919-1920 also showed growth in the enrollment (Table 2). Twenty-five boys and seventy girls made a student body of ninety-five, still approximately three girls to one boy. The number of boys ranged from two in the eleventh grade to ten in the ninth grade; girls' enrollment varied from thirteen in the eleventh grade to nineteen in each of the other three grades.\textsuperscript{14}

Additional growth was achieved at some time during the 1919-1920 session. Principal H. L. Garrett announced near the end of the year that the school's maximum enrollment of 100 pupils had been reached. This represented the first time the school's enrollment capacity had been filled.\textsuperscript{15}

\textbf{INSTRUCTIONAL PERSONNEL}

During the tenure of Principal H. L. Garrett the faculty continued to grow in size and to show changes in

\textsuperscript{13}\textit{Louisiana State Department of Education Annual Report}, October 28, 1918.

\textsuperscript{14}\textit{Louisiana State Department of Education Annual Report}, October 27, 1919.

\textsuperscript{15}Baton Rouge \textit{State Times}, June 4, 1920, p. 20.
composition. The 1918-1919 faculty numbered six, including Mr. Garrett who taught three classes of mathematics. The 1919-1920 faculty had grown to seven including Principal Garrett.

However, from what is known of the faculty, it had not been weakened by the changes in its ranks. Prior to the opening of the 1918-1919 school year, Professor Bean, of the Teachers College, announced, "The University Demonstration High School has been especially fortunate in filling its vacancies with teachers whose training and experience guarantee efficient instruction in their specialties." Thus, the faculty was apparently of the same high quality as that first headline-making group. A former student of a prestigious private girls' school noticed the faculty.

I was impressed with the teachers; I thought they were excellent. They seemed very, very knowledgeable. They seemed right close to the students. I think they felt close enough to really give us personal advice.

My English teacher, Miss Annie T. Bell, handled all four classes of English, but later went to the Louisiana State University faculty. Miss Alice Capdevielle taught me French and was very prominent on the French faculty.

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16 Louisiana State Department of Education Annual Report, October 27, 1918.


18 Baton Rouge State Times, August 21, 1918, p. 6.
of Louisiana State University for many years. Mr. Shoptaugh, later principal, taught math and science.  

ACADEMIC PROGRAM

Curriculum

Demonstration High School remained a small school, and its curricular offerings were in keeping with its size. Traditional high school subjects made up the curriculum. Elementary agriculture had been promised for the 1918-1919 school year, but it failed to materialize. Table 3 shows those academic subjects offered, along with the number of units offered in each area.

According to Table 3, the total number of units offered remained constant from the 1918-1919 term to the 1919-1920 term. However, the 1919-1920 curricular offerings were more diversified with additional work offered in Latin and geometry. Fewer units of sewing were offered, and Spanish and physiology were introduced.

School remained in session for thirty-seven weeks per school year. The school day was composed of five 60

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19 Interview with Mrs. Louise Hampton Beard, op. cit.
20 Ibid.
21 Baton Rouge State Times, August 21, 1918, p. 6.
22 Louisiana State Department of Education Annual Report, October 28, 1918, and October 27, 1919.
Table 3

Subjects Offered by Number of Units
1918-1919 and 1919-1920

<table>
<thead>
<tr>
<th>Subject</th>
<th>1918-1919</th>
<th>1919-1920</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
<td>1-1/2</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Botany</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Zoology</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Physiology</td>
<td>0</td>
<td>1/2</td>
</tr>
<tr>
<td>Sewing</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20-1/2</strong></td>
<td><strong>20-1/2</strong></td>
</tr>
</tbody>
</table>
minute periods and one 30 minute period. Sixteen units were required for graduation. 23

Written records of graduates who attended college were kept for the first time in the 1919-1920 term. That document revealed that of the ten graduates of the previous year (Class of 1919), all had begun college. 24

Instructional Practices

Little change took place in the instructional practices of the Demonstration School. Experienced teachers were filling both the vacancies and the new positions on the faculty, maintaining the high quality of instruction. Teachers College students continued to observe this master teaching and do their practice teaching under the watchful eye of a critic, or supervising, teacher. One improvement was the provision for supervised study in every class period. 25

Apparently some confusion existed in the area concerning the grade levels included in Demonstration High School at the beginning of the 1918-1919 session. Dr. Charles H. Bean, Professor of Education, released this

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24 Ibid.

25 Ibid.
statement of clarification in a local newspaper: "In order to correct a mistaken impression, it is hereby officially announced that the work of the usual high school grades, the eighth, ninth, the tenth, and the eleventh, will be taught throughout the coming year."  

**Teacher Education Services**

Demonstration High School was increasingly utilized to advance the preparation of young teachers. A graduate remembered,

> We had student teachers. I don't recall having visits from the students [other than those] who came as student teachers. I remember having Mr. Love, a student teacher, in geometry. We had some instruction in handwriting in a large group in our assembly room, which served as a study hall and for assemblies, also. Mr. A. T. Brown directed our practice in handwriting. He wasn't on the faculty; he may have been a student teacher or an assistant.

As Teachers College grew, the number of prospective teachers active in the model school increased. Their visits became a familiar part of Demonstration High School.

**OTHER ACTIVITIES**

With the continuation of the school and the growth of the student body, came a parallel increase in athletic

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26 *Baton Rouge State Times*, August 21, 1918, p. 6.

27 Interview with Mrs. Louise Hampton Beard, op. cit.

interest. There were still too few boys for football, but the basketball team, now coached by Mr. Shoptaugh, was popular. They called themselves the "Demons" and the "Baby Demons," probably derived from the word "Demonstration" in the name of their school. University facilities were used for athletics and physical training.

Near the close of the 1919-1920 school session, an article appeared in the Baton Rouge State Times which gave some indication of the position occupied by athletics at University Demonstration High School. It stated:

UDHS Athletic Association will give a banquet Saturday night, June 3, at which the letters will be given to those entitled to them. A track meet will be held some time this week and will be part of the deciding factor as to who will win the letters. Only about six will be given.

The recent benefit conducted by the association was a financial success, netting a little over $133, part of which will go to pay outstanding debts, and the remainder will go to the treasury. As a result of the benefit it is possible that football will be added to the regular program next year, but this is not certain.

A school paper, The Alarm Clock, was begun in the second year of Principal H. L. Garrett's administration, the 1919-1920 session. After a successful year, plans for an even better paper were announced in June 1920, when Charles Stroud was named as editor for the next year.

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29Ibid.

30Interview with Mrs. Louise Hampton Beard, op. cit.

31Baton Rouge State Times, June 4 [sic], 1920, p. 20.

32Ibid.
The school session of 1919-1920 was described as one of the most successful years in the history of the Demonstration High School. The percentage of failures was unusually low for the year. An honor system was developed among the student body. This system was credited with having been a powerful factor in minimizing disciplinary problems while helping to build a strong school spirit. An unnamed boys' organization through which more active interest in physical training, athletics, the school paper, and social affairs of the school was secured, was deemed the outstanding feature of the year's work.

Social activities were important to the seniors of University Demonstration High School. Like many other graduating classes, they planned parties and various social affairs for the end of school. The Baton Rouge State Times described the plans for the senior class of 1919 in the following news article in May 1919:

DEMOnSTRATION SENIORS PLAN MANY FUNCTIONS

The senior class of the UDHS evidently believes in the old adage about all work and no play, judging from the number and variety of social functions they have planned for the last month of the session.

Friday, May 2—Dance, Peabody Hall
Friday, May 9—Japanese Dinner Dance given by Jo Stumberg

Baton Rouge State Times, June 9, 1920, p. 4.
Saturday, May 10—Picnic to the Comite, Eleanor Morgan as hostess
Friday, May 16—Dance at Kathleen Cox's
Saturday, May 17—Swimming party at Country Club, at invitation of Elizabeth Blain
Tuesday, May 20—Heart Party with Marie Cotten
Friday, May 23—Entertainment by Ned Waldon and Garnet Howell
Saturday, May 24—Moving Picture Party, guests of Sarah Powers
Friday, June 6—Dance at Sturgis Darling's with Toots Johnson's Band
Friday, June 13—Farewell Party

Elaborate plans are under way for a midnight frolic immediately following the graduation exercises Thursday, June 12, Garig Hall.34

34 Baton Rouge State Times, May 1, 1919, p. 6.
Chapter 4

THE ADMINISTRATION OF PRINCIPAL

G. ALLEN YOUNG (1920-1922)

University Demonstration High School was to open for its sixth year of operation under the direction of its third principal, Mr. G. Allen Young. A veteran of eleven years' teaching experience, Mr. Young held a bachelor's degree from the Alabama Polytechnic Institute (1909) and a master's degree from Columbia University (1913). In addition, he had begun doctoral studies at the University of Chicago before coming to Demonstration High School to serve as its principal.¹

DESCRIPTION OF THE SCHOOL PLANT AND FACILITIES

When school opened in September 1920, the University Demonstration High School remained on the first floor of the original George Peabody Hall on the north Baton Rouge campus of Louisiana State University. Few changes in facilities were recorded for this period. One known change was the removal of the desks from the Assembly Hall (auditorium).

¹Louisiana State Department of Education Annual Report, September 1920.
Opera chairs were placed in the Assembly Hall, and the desks were moved to classrooms to facilitate the adoption of the home room type of organization and management.2

By the spring of 1922 removal of the University to the location south of Baton Rouge was being discussed. A building was proposed for the Teachers College.

In addition to the main building, there should be provided a Demonstration School plant of the composite type, including an Elementary Department, a Junior and a Senior High School Department, housed in a building capable of accommodating from 250 to 300 pupils. Such a plant properly equipped would enable Teachers College to train teachers and supervisors under fairly representative conditions and with good results. Cooperation with the schools of the city, of adjacent parishes, and of the State will always be highly desirable.3

For the 1920-1921 session faculty salaries totaled $10,470. Principal Young earned $2,400; teachers' salaries ranged from $1,680 to $2,250.4

In the 1921-1922 session faculty salaries had risen to a total of $11,400. The principal's salary remained $2,400, but teachers' salaries ranged from $1,500 to $2,250.5


3Ibid., p. 72.


5Louisiana State Department of Education Annual Report, September 1921.
Enrollment

Capacity enrollment was reported for both years of Principal Young's administration (1920-1921 and 1921-1922) in the Biennial Report for 1922. For the first time in the history of Demonstration High School names of applicants were placed on a waiting list.  

Table 4 shows enrollment as listed in the Louisiana State Department of Education Annual Report for the same period. School year 1920-1921 had twenty-eight boys and sixty-eight girls in grades eight through eleven for a total student body of ninety-six. The eleventh grade had the fewest boys with two, while the girls were relatively equally distributed among the four grades.

The following year, 1921-1922, total enrollment stood at 108, with fifty-four boys and fifty-four girls. Again the eleventh grade had the smallest group of boys, seven. The number of girls ranged from ten in the eleventh grade to nineteen in the ninth grade.

Curriculum

Curricular offerings continued to increase, growing to twenty-two and one-half units in 1920-1921 and to

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<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
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<tr>
<td>1920-21</td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>8</td>
<td>18</td>
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<tr>
<td>1921-22</td>
<td>22</td>
<td>13</td>
<td>35</td>
<td>16</td>
<td>19</td>
</tr>
</tbody>
</table>
twenty-five and one-half units in 1921-1922. Biology was added, and home economics grew to three units offered, while the algebra offerings increased to three units. Table 5 shows the courses offered during Principal Young's administration. 7

By the close of the 1921-1922 session, the faculty reported on a major curricular project. Courses of study in the various departments were reorganized "upon the basis of the value of the information and habits acquired in the real progress of pupils." 8

Instructional Personnel

School opened for the 1920-1921 session with a faculty composed of Principal Young, four full-time teachers, and two Louisiana State University students who taught part-time at Demonstration High School. The faculty had grown to include Principal Young and five full-time teachers for the 1921-1922 school session. However, an administrative change became necessary when Principal G. A. Young died suddenly on February 4, 1922. Mr. John R. Shoptaugh was named Acting Principal for the remainder of the year. 9

7 *Louisiana State Department of Education Annual Report*, November 8, 1920 and February 27, 1922.


9 Ibid., p. 67.
Table 5
Subjects Offered by Number of Units
1920-1921 and 1921-1922

<table>
<thead>
<tr>
<th>Subject</th>
<th>1920-1921</th>
<th>1921-1922</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1/2</td>
<td>0</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Botany</td>
<td>1/2</td>
<td>0</td>
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<tr>
<td>Zoology</td>
<td>1/2</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Physiology</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>General Science</td>
<td>1/2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22-1/2</strong></td>
<td><strong>25-1/2</strong></td>
</tr>
</tbody>
</table>
Mr. Young was eulogized in the Biennial Report for 1922 in this manner:

It is fitting and a simple statement of facts to say that in the unexpected death of Principal Young, the school and community not only suffered a shock, but also a great loss. While Mr. Young worked under the handicap of some physical limitations, all recognized in him the qualities of scholarship and devotion to the real interests of education that are possessed only by men of insight and sterling character.10

By the summer of 1922 it had become almost a policy for members of the Demonstration School faculty to go to summer school to study the methods of recognized specialists in education. Miss Capdevielle was planning to spend the summer of 1922 in France to study the best ways of teaching the French language. Mr. Shoptaugh was to go to Chicago University, while Miss Cook was to attend the University of Alabama. Miss Bell planned to attend Chicago University the last half of the summer quarter.11

Emphasis continued to be placed on instruction of the highest quality. Faculty members continued their education by studying under leading educators during the summers.12

**Teacher Education Services**

Services of the Demonstration School for teacher education were summarized in a 1922 report. Included was this comment:

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10 Ibid., p. 68.  
11 Ibid.  
12 Ibid., p. 67.
Aside from the regular functions of the demonstration of good teaching, affording opportunities for observation work and practice teaching to develop proper classroom habits, initiative and independence on the part of student teachers, numerous minor studies have been carried on in the way of trying out various procedures in supervised study, and the best forms of technique for conducting the recitation, use of intelligence tests for classification purposes and in diagnosing cases of backward pupils.13

As the University's Department of Home Economics grew, it utilized Demonstration School. Seniors in Home Economics were required to plan and teach a minimum of thirty-six lessons under supervision in Demonstration High School home economics classes.14

OTHER ACTIVITIES

Demonstration High School students were encouraged and allowed to take on responsibilities for themselves. Efforts to involve the student body in school operations were described in this manner:

Decided advancement has been made in the participation of pupils in the actual work of the school and in many cooperative forms of activities. While the center and source of authority remains with the principal and teachers, pupils are consulted in matters of conduct and government. Pupils conduct literary societies and athletic organizations, preside at assemblies, prepare special day programs, carry on socialized types of recitations in the study of current events and edit and manage the "Alarm Clock." Pupils are also encouraged to assume responsibility for the care of school property. The school endeavors to cooperate with homes in all matters that are conducive to educational efficiency and fairness.15

13 Ibid., p. 66.  14 Ibid., p. 67  15 Ibid.
Indeed, a member of the senior class of 1921 remembered:

School spirit was real high. I think the students were very close. We had many, many parties. It seemed that nearly every Friday night we had a party or dance in someone's home. We didn't have a place to have them, but we were a very close group of students, and it was just fun for everybody.16

"We used to have a general assembly quite often. We did a . . . lot of singing--group singing--which I enjoyed very much," remembered Mrs. Louise Hampton Beard, who played a piano solo on her graduation program and was awarded a four year scholarship to Louisiana State University for graduating with the highest average in her class of thirteen.17

For student involvement, Mrs. Beard stated, there were two literary societies. She recalled,

We didn't have any clubs as we know them now, but we did have two literary societies. These societies, the Homer Literary Society and the Athenian Literary Society, provided programs for the general assemblies which we had quite regularly. Students would put on a program with readings and maybe musical selections by trios or quartets. The programs were for cultural purposes and not fun programs like a student talent night or something of that sort. I think these activities contributed to the spirit or cohesiveness of the group.18

Spirit had apparently been enhanced by the school paper, the Alarm Clock. Expenses had been met in the 1920-1921 session with advertising and subscription revenue, but

16 Interview with Mrs. Louise Hampton Beard, op. cit.
17 Ibid.
18 Ibid.
advertising alone supported the paper in the 1921-1922 session.19

Speaking of the progress made by the paper, editor Julian Belisle commented,

This progress is well noted by comparing the paper we turned out last session with that of this session. In the first place, the paper is twice as large in printed space, and we print approximately six hundred copies semi-monthly, which exceeds last session's number by far. One hundred copies are distributed among the school pupils. A copy is sent to practically every high school in the state and to every advertiser in our paper. Copies are liberally sent to teachers and a stack is always placed in the cafeteria at the disposal of any one. Naturally, in order to turn out this many copies we have had to increase the number on our staff.

It is the belief of the faculty as well as the staff, that the Alarm Clock is doing its bit in benefiting the school especially in creating a better school spirit, and it is expected that the little paper will continue to progress year by year in becoming more popular and important.20

Basketball was still followed enthusiastically, coached by Mr. J. R. Shoptaugh. The desire to field a football team had not materialized, at least partially because of a lack of funds and the small number of boys in the school.21

As graduation day approached in 1921, traditions were being begun in the still new school. The following article from the Baton Rouge State Times of Wednesday, May


20Ibid.

21Interview with Mrs. Louise Hampton Beard, op. cit.
25, 1921, related the origination of a tradition:

SENIORS OF HIGH SCHOOL AT L.S.U. PRESENTED RINGS

Fourteen seniors in the Demonstration High School were presented with rings by the Demonstration Alumni Association Monday afternoon at general assembly in Peabody. Mildred Bauer, president of the association, made a short talk expressing a desire that this would be only one of many hands which would bind together the old students and the new.

The rings were selected and presented by the association and these are to remain standard and to be given the seniors every year. They are of a signet ring type, with the gold initials placed on a black background, thus carrying out the colors of the school.

The alumni association which was recently formed the first part of this year, has already done much to further the spirit between the alumni and the students at present attending. The presenting of the rings is but one of the initial steps that it has taken, and it expects to broaden its work from time to time. Other work has been undertaken by it already. A meeting of all alumni will be held again Tuesday at noon to discuss arrangements for a banquet which will be given the graduating class.22

22Baton Rouge State Times, May 25, 1921, p. 3.
Chapter 5

THE ADMINISTRATION OF PRINCIPAL

JOHN R. SHOPTAUGH (1922-1940)

Mr. John R. Shoptaugh was named Acting Principal on February 4, 1922, after the sudden death of Mr. G. A. Young. Beginning with the 1922 session, he was appointed Principal and served in that capacity for eighteen years, the longest tenure as Principal in the school's history. In this time he came to love the children of the school and feel that they were his.

During Mr. Shoptaugh's administration a faculty member recalled,

Mr. Shoptaugh was always calling me into the office to ask me about something. One day when I came in he closed the door and said, 'Now, I want you to go out there and see who that woman is. I know she is the mother of some of my children, but I don't know who she is!'

DESCRIPTION OF THE SCHOOL PLANT AND FACILITIES

After beginning his administration in the original Peabody Hall, Principal Shoptaugh saw the Demonstration School and Teachers College moved to the new campus in the fall of 1925. As described by University High School

\[^1\]

\[^1\]Statement by Mrs. Will C. Daniels, personal interview, July 19, 1971.
students twenty years later.

In September of 1925 a din of train and university whistles announced the arrival and welcome of UHS to the present campus. Students and teachers alike scrambled up from the train tracks each morning, as there were no buses coming from the city.²

Two miles south of the Baton Rouge city limits

"... extending from the Mississippi eastward beyond the highlands..."³ this new campus was developed on 2,174 acres of land. The catalog of 1926 described the new campus:

On the highlands of this well-chosen spot, bordered by groves of magnolias and giant oaks, centuries old, the University has built a new plant that embodies the best in all lines of education progress. . . . The main buildings are built around a double quadrangle and about this compact central group the other buildings are conveniently located in masterly perspective in landscape architecture. Suggestions from the domestic architecture of northern Italy form a predominant note in the buildings, which are finished in stucco exterior and mission tile roof.⁴

The new Peabody Hall was located in the North Quadrangle, described as "... 653 feet 6 inches long and 296 feet wide, an offset fronting the caretaria 147 feet by 246 feet 6 inches. The approved plans call for eleven buildings surrounding this quadrangle."⁵

George Peabody Hall perpetuates [the] building on campus donated by trustees of the Peabody Fund. Has a cloister on the south side 164 feet long, and another on the east side 151 feet, both bordering the quadrangle.

⁴Ibid., p. 40. ⁵Ibid., p. 41.
First floor, designed for demonstration school, has an area of 17,512 square feet, divided into corridors, an assembly room, fourteen class rooms, two laboratories, two offices and lockers. Second floor, planned for college classes, has an area of 19,480 square feet, divided into fifteen class rooms, nine offices, one laboratory, and adjacent preparation rooms, three locker rooms, and three porches.6

The University High School library was originated in 1931 under the direction of Miss Esther Robichaux, a graduate assistant and part-time librarian.7 In 1932 Mr. Shoptaugh employed the first full-time librarian, Miss Will Conerly, now Mrs. Will C. Daniels.

According to Mrs. Daniels,

The library was in a classroom downstairs in Peabody Hall. I believe the room number then was 118 Peabody. That classroom had blackboards on three sides, and the shelves for the books were put in front of the blackboards. The books that the library owned were some that had been withdrawn from the LSU collection. For instance, they might have five copies of Ben Hur, so they would send one copy over to the Lab School with the cards to match. We had Ben Hur and So Big and thirty copies of Shorling's Algebra and twenty-five or thirty copies of the literature book. The shelves were not anywhere near filled with books, so we had a hard time making it look like a library. We would put a few books on one shelf in one direction and a few on another shelf so that it did look like a library.

The school was very proud of what it had, and the library just sort of grew like "Topsy." Everyone enjoyed helping it grow. The state was just beginning to wake up to the fact that we needed libraries. The State Department of Education employed a Supervisor of School Libraries, Mrs. Roy L. Shortess, who helped me build a proper collection, I think.8

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6Ibid., p. 42.


8Interview with Mrs. Will C. Daniels, op. cit.
Progress in the efforts to build and improve the library was evident in a feature article in the January 1935 edition of *The Louisiana Leader*. Mrs. Daniels said in that article:

"Books rather than texts" is the keynote of our attempt to give students a broad general background that will supplement their work in the classroom. We are working toward the perfect high school library system and, though that aim is still far off, interested persons are invited to come and inspect the results of our work. . . . Our students are made library conscious by weekly half-hour class meetings at which the advantages and pleasures derived from extensive reading are made clear. Every possible effort is made to encourage a student's undertaking a thorough reading program. Every problem a school library could possibly meet comes up here. We have solved many of them and are constantly working toward solution of the others.9

Circulation data showed that 181 of the school's 250 pupils visited the library daily. An inviting appearance and atmosphere encouraged students to visit the well equipped library.10

This modern library movement was directed by Mrs. Daniels, but she credited the constructive efforts of others as a major contribution to the library's progress. Principal Shoptaugh, James A. McMillen, Louisiana State University Librarian and director of the University's School of Library

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10 Ibid.
Science, and the faculty and students of the two schools all assisted this growth.\footnote{11}

Grade seven was added to the school in the fall of 1923, but crowding was no problem until other grades were added and the enrollment increased. There was no lunch room, but the cafeteria in Foster Hall was open to Demonstration School students.\footnote{13}

Playground facilities were not available for the students, but they enjoyed the campus grounds, especially the Indian Mounds. Using old boxes for sleds, they frolicked in the infrequent snow on the Indian Mounds. They were happy and seemed to enjoy what was available to them, with no thoughts of being deprived.\footnote{14}

Dr. L. M. Harrison joined the faculty in September 1938 as a science teacher. He remembered,

The facilities were meager, but sufficient. We had to 'scrounge' around. I borrowed equipment from the Physics Department of LSU to teach physics, but we enjoyed it very much. My office and stock room were all together. It wasn't large enough, but we got by; and we had a good time.

\footnote{11}{Ibid.}

\footnote{12}{Biennial Report of the Louisiana State University to the Legislature of Louisiana, 1924, Vol. XVI N. S., No. 4, May 1924, p. 128.}

\footnote{13}{Interview with Mrs. Will C. Daniels, op. cit.}

\footnote{14}{Ibid.}
The State furnished pencils, paper, and books. We needed more chemicals, but we got our minimum requirements, at least enough to do what we wanted to do. We couldn't always do individual experiments, so I did a lot of demonstration experiments for the students to watch. They did enough individual work to get the use of the equipment and the benefit of the laboratory.15

By this time the names University Demonstration High School, Laboratory School, and University High School had begun to be used interchangeably. The University Bulletin of 1931 listed the school as University High School for the first time.16

The budget varied in direct proportion to the size of the faculty.17 Table 6 reflects the salary totals for the years 1922-1934. Expenditures other than for salary were not recorded. For this period the budget for salaries varied from $9,200 to $15,190 but not in chronological order of increase.

Table 7 illustrates budgetary growth which included both salaries and other expenses.18 Totals for this period ranged from $21,180 to $47,458. It is felt these figures

15 Statement by Dr. L. M. Harrison, personal interview, August 6, 1971.
17 Louisiana State Department of Education Annual Report, 1922 through 1934.
18 Records from the Office of the Dean, College of Education, Louisiana State University, 1934-1939.
Table 6
Salary Budgets for 1922-1923 Through 1933-1934

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary Budget</th>
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<td>1923-24</td>
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<td>1931-32</td>
<td>15,190</td>
</tr>
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<td>1932-33</td>
<td>13,030</td>
</tr>
<tr>
<td>1933-34</td>
<td>No Information</td>
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Table 7
Total Budgets for 1934-1935 Through 1938-1939

<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$19,200</td>
<td>$26,740</td>
<td>$34,570</td>
<td>$39,950</td>
<td>$45,055</td>
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<tr>
<td>Athletics</td>
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<td>1,000</td>
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<tr>
<td>Library</td>
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</tr>
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<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<td>General Science</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Office Expenses</td>
<td>55</td>
<td>75</td>
<td>100</td>
<td>1,300**</td>
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</tr>
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<td><strong>Total Budget</strong></td>
<td>$21,180</td>
<td>$28,740</td>
<td>$37,245*</td>
<td>$43,325</td>
<td>$47,458***</td>
</tr>
</tbody>
</table>

*Includes $600 for equipment for grades 1-4.

**Includes $100 for office and postage and $1,200 for supplies and equipment.

***Only budget information available for 1939.
represent budget requests which were approved, but no conclusive evidence is available to indicate these amounts were appropriated and expended in this manner.19

ENROLLMENT

A five-year school was created when the seventh grade was added to the Demonstration School beginning with the 1923-1924 session.20 The stated expectation at the time was to add other grades in the elementary department.21

Tables 8, 9, and 10 show the growth in the student body and the extension of the school into the lower elementary grades under the administration of Principal Shoptaugh. Records were not available for his first year as Principal, 1922-1923, and for certain other years the records are incomplete.22

Table 8 contains enrollment data for grades one through seven. Grades five and six were added in the

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19 Statement by Mr. William McDermott, Assistant to the Auditor, Louisiana State University, personal interview, September 22, 1971.


22 Louisiana State Department of Education Annual Reports, 1923 through 1939.
Table 8

Enrollment Data for Grades 1-7
1922-1923 Through 1939-1940

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<td>1930-31</td>
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<td>x</td>
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<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>1933-34</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>1936-37</td>
<td>25(^1)</td>
<td>31(^2)</td>
<td>14</td>
<td>26</td>
<td>36</td>
<td>133</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1937-38</td>
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<td>24</td>
<td>29</td>
<td>21</td>
<td>25</td>
<td>31</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>1938-39</td>
<td>16</td>
<td>26</td>
<td>25</td>
<td>25</td>
<td>30</td>
<td>26</td>
<td>27</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>1939-40</td>
<td>12</td>
<td>20</td>
<td>25</td>
<td>24</td>
<td>27</td>
<td>24</td>
<td>25</td>
<td>157</td>
<td></td>
</tr>
</tbody>
</table>

*No records available.

*Grade not included in school.

\(^1\)Grades one and two were combined.

\(^2\)Grades three and four were combined.
1934-1935 session. In the 1936-1937 school year with Dr. W. A. Lawrence serving as Acting Principal while Mr. Shoptaugh was on leave, grades one, two, three, and four were added. Grades one and two were housed together with one teacher, as were grades three and four. In the fall of 1937 these lower elementary grades were separated, and for the first time the Demonstration School was complete with grades one through eleven.

Grade seven grew in the same manner as the school itself had grown. It began with thirteen students, and grew to contain as many as forty-one, but only twenty-five were enrolled in the final year of Mr. Shoptaugh's administration. The boy-girl ratio was much better balanced in the seventh grade, maintaining approximately an even mixture when considered throughout the period.

Grades five and six began about equal in size and maintained rather constant growth. Only the first grade was appreciably smaller in enrollment at the end of Mr. Shoptaugh's administration than when first added.

Total enrollment in grades one through seven varied from 13 when grade seven was added to 175 for the seven grades in 1938-1939. It is interesting to note that the official attendance reports for 1936-1937 and 1937-1938 show a discrepancy between the number of students listed by sex and the total of all those listed. The 133 listed for 1936-1937 apparently should have been 132; the 180 for 1937-1938
apparently should have been 171.

Enrollment data for grades eight through eleven are found in Table 9. In 1935 Principal Shoptaugh requested,

Because of the greater need for practicing [sic] teaching facilities, it is suggested that we increase the enrollment in grades eight to eleven to approximately sixty each, and that we enroll approximately twenty-five each in grades five, six, and seven. This would give a total enrollment of about 300.23

Shortly thereafter, near capacity enrollment was reached and maintained throughout his administration. Totals for the four grades ranged from 64 to 243 students.

Table 10 shows combined totals for all grades present during Principal Shoptaugh's administration. These figures varied from a minimum of 75 to a maximum of 423.

INSTRUCTIONAL PERSONNEL

Impressed with the faculty he was joining, a teacher recalled:

It was an outstanding faculty—superior to any single faculty in the area at the time. They were dedicated teachers, interested in teacher education, providing a good program for the student teachers, and at the same time being assured that the children were getting a good sound education.24

Growth in enrollment necessitated additional faculty members. Teaching fellowships provided part-time teachers

23 Records from the Office of the Dean, College of Education, Louisiana State University, 1935.

24 Statement by Dr. W. A. Lawrence, personal interview, August 4, 1971.
Table 9

Enrollment Data for Grades 8-11,
1922-1923 Through 1939-1940

<table>
<thead>
<tr>
<th>School Year</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922-23</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>1923-24</td>
<td>12</td>
<td>29</td>
<td>30</td>
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<td>110</td>
</tr>
<tr>
<td>1925-26</td>
<td>14</td>
<td>21</td>
<td>14</td>
<td>15</td>
<td>64</td>
</tr>
<tr>
<td>1926-27</td>
<td>23</td>
<td>15</td>
<td>21</td>
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<td>68</td>
</tr>
<tr>
<td>1927-28</td>
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<td>26</td>
<td>21</td>
<td>22</td>
<td>98</td>
</tr>
<tr>
<td>1928-29</td>
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<td>20</td>
<td>18</td>
<td>85</td>
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<tr>
<td>1929-30</td>
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<td>*</td>
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<td>86</td>
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<tr>
<td>1930-31</td>
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<td>26</td>
<td>15</td>
<td>21</td>
<td>88</td>
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<tr>
<td>1931-32</td>
<td>41</td>
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<td>32</td>
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<tr>
<td>1932-33</td>
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<td>43</td>
<td>49</td>
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<td>1934-35</td>
<td>41</td>
<td>43</td>
<td>44</td>
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<td>190</td>
</tr>
<tr>
<td>1935-36</td>
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<td>54</td>
<td>205</td>
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<td>1936-37</td>
<td>47</td>
<td>65</td>
<td>55</td>
<td>63</td>
<td>230</td>
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<td>1937-38</td>
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<td>53</td>
<td>74</td>
<td>62</td>
<td>243</td>
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<td>1938-39</td>
<td>47</td>
<td>50</td>
<td>56</td>
<td>66</td>
<td>219</td>
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<td>1939-40</td>
<td>38</td>
<td>54</td>
<td>63</td>
<td>51</td>
<td>206</td>
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*No records available.*
Table 10
Enrollment Data for Grades 1-11, 1922-1923 Through 1939-1940

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<td>*</td>
</tr>
<tr>
<td>1923-24</td>
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<td>92</td>
<td>105</td>
</tr>
<tr>
<td>1924-25</td>
<td>16</td>
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<td>126</td>
</tr>
<tr>
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<td>64</td>
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<td>100</td>
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<tr>
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<td>120</td>
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<td>1928-29</td>
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<td>1931-32</td>
<td>34</td>
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<td>1932-33</td>
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<tr>
<td>1933-34</td>
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<td>1934-35</td>
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<td>1935-36</td>
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<td>1937-38</td>
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<tr>
<td>1938-39</td>
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<td>219</td>
<td>394</td>
</tr>
<tr>
<td>1939-40</td>
<td>157</td>
<td>206</td>
<td>363</td>
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</table>

*No records available.*
to help meet the school's needs. It was explained:

... teaching fellowships ... are awarded to promising teachers of experience, who wish to pursue graduate studies in education. These persons each teach one class daily in the Demonstration High School. This plan enables them to teach in a highly professionalized situation and under the observation of highly trained educators. The small compensation accompanying the fellowship makes it more feasible for the unusually gifted and ambitious teacher to secure advanced training. In the course of a few years this policy should supply a fair portion of more highly trained leadership in the school system of the state.25

A great deal of year-to-year variation in the faculties existed during Principal Shoptaugh's administration. Beginning with a total faculty of five full-time teachers, he saw that number rise to twenty-three. As many as thirteen fellowship teachers were employed in one year along with the full-time teachers. Of significance was the fact that, even for fellowship teachers, only experienced teachers were employed. Variations may exist in faculty lists (appendix), for the official faculty roster was compiled at the beginning of each year. Fellowship teachers, in particular, may have changed at mid-term on some occasions.

CURRICULUM

Demonstration High School was begun as a school with a traditional curriculum. During the administration of Principal Shoptaugh the curriculum was broadened to include

more total units of work than ever before, but it fluctuated from year to year as the faculty increased and decreased.

Records were not available for the first year of Mr. Shoptaugh's administration, 1922-1923, but a total of nineteen units of work was offered for 1923-1924. According to Table 11, this total grew and declined in an erratic fashion, ranging from thirty-five units to fourteen units.26

Certain constants were present, however. The school offered four units of English every year. Mathematics, science, and history were offered every year, although there were fluctuations in the particular subjects offered in each area. Foreign languages were offered every year but 1930-1931; Latin was offered eleven of the eighteen years.


It was recommended in 1938 that the curriculum be expanded to include commerce, or business, subjects. The recommendation stated:

It is suggested that we add accounting, typing, and stenography to the high school offerings, both to broaden the program for the pupils, and to have available

26 *Louisiana State Department of Education Annual Reports*, 1923-1940.
<table>
<thead>
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</thead>
<tbody>
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*No records available.
opportunity for observation and practice teaching in that field. Present arrangements for this latter work in the College of Commerce do not supply conditions comparable to those in the field.27

INSTRUCTIONAL PRACTICES

A reiteration of the practices for which University High School was founded was included in the University Bulletin of 1931. It stated:

In order that Teachers College may give practical as well as theoretical training, the University High School has been established in Peabody Hall, on campus, for observational work and supervised teaching. The functions of the school are (1) to exemplify good teaching and management through the work of critic teachers, (2) to train inexperienced teachers, and (3) to use the entire school plant as an experiment station for the investigation of school problems of various types.28

Thus the instructional practices of the Laboratory School revolved around the performances of master teachers. Student teaching experiences were carried out under the watchful eye of these expert supervising teachers.29

One faculty member remembered his impression of the school's local reputation when he came in 1935:

27 Records from the Office of the Dean, College of Education, Louisiana State University, 1938.


29 Interview with Mrs. Will C. Daniels, op. cit.
I had very little information about the Laboratory School before I came, but the one thing that impressed me pretty soon after I got here was that the school was not too highly considered by the people in town because of the student teachers working there. They didn't want their children 'practiced' upon. However, that attitude soon changed. Very shortly the demand to get into the Laboratory School became so excessive that they couldn't take care of all the children who wanted to come.

At any rate, there was neither personal nor professional justification for their fears. I thought the instruction in the classes under the supervision of highly trained specialists would measure up to the best high schools in the state. And I viewed the situation in comparison to what I had seen in twelve years' experience as a teacher and high school principal.30

TEACHER EDUCATION SERVICES

Growth of the faculty, the student body, the curriculum, and the facilities enabled University High School to offer greater service to the Teachers College in its role of preparing teachers. The Teachers College growth in enrollment paralleled that of the Laboratory School, providing more student teachers and observers to utilize the advantages of an on-campus demonstration school.

One new program, the addition of a school library and a full-time librarian, opened a new avenue for service. For, working in cooperation with the Teachers College and the University School of Library Science, future teachers and librarians were given the opportunity to "... secure

30 Interview with Dr. W. A. Lawrence, op. cit.
first-hand information concerning the practical problems encountered in operating a high school library."

Mrs. Will C. Daniels remembered that the teacher education function of the Laboratory School was perceived as

"... a vital part of the school--always. A great deal of time and effort was spent on giving the student teachers proper training. Back when I started, the library had no practice students as we have them now. But we did have people who came from the Library School to visit and observe. Then we gradually worked into the course 'Materials and Methods in School Library Practice' that we have today. Always we were interested in college students. It was important."

The addition of curricular offerings such as music, speech, and art enhanced the professional preparation in these areas. This growth of the Demonstration School assisted the Teachers College in achieving its objective of improving instruction in Louisiana.

Dr. W. A. Lawrence, a faculty member, noted:

By the time I came to the Laboratory School, it had come to be of great importance to the teacher education function of the Teachers College. It was a very essential part of the teacher education program, and the professors in the Department of Education recognized it. It served a very useful purpose in providing experiences for these students preparing to become teachers. They had the opportunity to visit in the classes in the Laboratory School, and college professors brought their classes down for observation. And, of course, they also had the opportunity of doing the student teaching. Practically all the student teaching was done in the Laboratory School at that time. I believe the music,

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31 The Louisiana Leader, loc. cit.

32 Interview with Mrs. Will C. Daniels, op. cit.
public school music, was done off campus at that time. Music was a very small program. And I believe the commerce students, business education students, did their student teaching off campus at that time.33

The inclusion of grades one through eleven gave Teachers College students the opportunity to visit and observe the work of master teachers at all levels of instruction. This was the first time Louisiana State University had offered a teacher education program embracing all eleven grades of instruction in the public schools.

Decisions concerning every improvement or change in the Demonstration School were weighed against the contribution of such action to the teacher education function of the demonstration school. Fellowship teachers were utilized to provide a promising teacher the opportunity to further his education while lending his teaching expertise to the Laboratory School. It was felt this policy would, in the course of a few years, "... supply a fair proportion of more highly trained leadership in the school system of the state."34

Enrollment size as well as the grade levels included in the school were considered. As Mr. Shoptaugh wrote, "Because of the greater need for practice teaching

33 Interview with Dr. W. A. Lawrence, op. cit.

facilities, it is suggested that we increase the enrollment . . . [to] about 300."

Included within the consideration for enrollment size and grade levels were matters of faculty and curricular offerings. For the purpose of economy the employment of a home economics teacher was discontinued at one time, and this teaching was done by the College Home Economics Department. Dissatisfied with this arrangement, Mr. Shoptaugh recommended the addition of a home economics teacher to the high school faculty to provide for an increased opportunity for Demonstration School girls to take home economics while increasing the practice teaching facilities in the subject. He urged that business subjects be added to the curriculum to broaden the offerings for his pupils and allow opportunity for observation and practice teaching in commerce. He felt the arrangements made with the College of Commerce did not supply conditions comparable to true field conditions.

The following year, 1936-1937, a home economics teacher was hired. Throughout the remainder of Mr. Shoptaugh's tenure a home economics teacher was a part of the

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35 Records from the Office of the Dean, College of Education, Louisiana State University, 1935.

36 Ibid.
Demonstration School faculty.\textsuperscript{37}

Of considerable significance was this influence of the Teachers College on the improvement of instruction in the public schools. Graduates and experienced teachers, who came to improve their competency, took with them the benefits of their experiences at Louisiana State University. Dissemination of new ideas would have accompanied them into their local schools, especially if they assumed leadership roles.

OTHER ACTIVITIES

In reference to the student body, a faculty member related:

\ldots the students lived in the neighborhood [reference here is made to the South Baton Rouge campus] \ldots down on Chimes Street. A restaurant owner lived upstairs over his business, and his children came to our school. Then going in the other direction, down Highland Road, we had children just from the neighborhood.

They were just ordinary children. We had the one room downstairs as an auditorium where we would meet and have assemblies. They were just well balanced children, I think.

I don't think we had a great deal of school spirit as far as "rah-rah," but everybody liked everybody. We didn't have a great deal of athletics. There was an undercurrent of spirit based on everyone's appreciation and love for their school. We had very good teachers. Very few poor teachers have we had in this school. Most

\textsuperscript{37}Louisiana State Department of Education Annual Report, October 27, 1936.
of them were happy and dedicated, anxious to do a good job. They were interested in the children and their student teachers.38

In reference to the student body, a faculty member noted:

I would say the student body ranked higher than the ordinary student body out in the state. However, the cross-section was probably about the same except those of average and lower ability levels were fewer than you would find out in the state. There were more of the upper level, but the cross-section was very good.

School spirit was good, too. The pupils were proud of their school. Spirit was influenced by the school's setting in the midst of college students, I think. It was not quite the same as when a school is separate. They had some athletic teams—football, basketball, track, and tennis. The student body reacted very well.39

Student publications became increasingly important to the Laboratory School. The first yearbook, The Cub, was published in mimeograph form in 1938. Edited by Jimmy Stoker and assistants Martin Wright and Marvin Osborn, its twenty-three pages began with this foreword: "In an effort to preserve for the future cherished memories of days spent here in friendship and happiness, we establish the annual of the Senior Class of UHS. This first publication is submitted as a souvenir of our fellowship."

Athletics were on the increase, also, as the student body grew. Coach Leslie M. "Hoss" Norton had come to the school as a fellowship teacher of American History and

38 Interview with Mrs. Will C. Daniels, op. cit.
39 Interview with Dr. W. A. Lawrence, op. cit.
English in September 1931. By the fall of 1932 he was coaching a football team, and he became a full-time member of the faculty as a coach and social studies teacher in September 1933.  

Considered the first full-time coach, "Hoss" Norton and University High School fielded a football team that "swamped" the Clinton All Stars by 68-0 on October 30, 1932. Basketball and track were included in the athletic program under Coach Norton's direction.

L. L. Fulmer, later to become Dean of the College of Education at Louisiana State University, joined the Laboratory School faculty in September of 1938 as a social studies supervisor and coach. Coach Fulmer's teams enjoyed much success, but a loss in that first year elicited this description in the school's first annual: On October 29, 1938, the Cubs journeyed down the river to St. James

... to take a 41-0 humiliation, in part the result of a hard trip down and the river water which our mostly highland bred boys were in no way capable of digesting without soon receiving an ailment in the proximity of the stomach.

The following week they bounced back to win and went on to a good season.

40 *Louisiana State Department of Education Annual Report* [no date], 1933.

41 *Baton Rouge Morning Advocate*, October 30, 1932, p. 18.

42 *The Cub*, University High School Yearbook, 1938.
Under the leadership of Coach Fulmer, University High School competed interscholastically in football, track, and basketball. The physical education and intramural programs included football, basketball, volleyball, archery, soccer, golf, softball, track, tennis and bowling. 43

Both the growth of the school and the leadership provided by Principal Shoptaugh helped to create an environment where club activities could develop and grow. In 1935 the Latin Club was founded and grew to become the oldest club at University High School. 44

A Library Club, sponsored by Mrs. Daniels, was begun about this same time. She felt

... it was a very, very important part of our library. I felt that the library gained from having these people interested in it. They contributed to the library, and in turn, the library contributed to their education. We had "luncheon meetings" in the library; it was the only time we could get together, so everyone brought their lunch to the library. As we ate we discussed library problems and reached many solutions which contributed to the growth of the library. Unfortunately, as the library grew and we began to use practice students from the University, we had to discontinue the Library Club to serve the larger function of providing work experience for Library Science students. 45

Graduation time was an important time for Demonstration School seniors. The graduation night dance had previously become a tradition for seniors. During the

43 Ibid. 44 Ibid. 45 Interview with Mrs. Will C. Daniels, op. cit.
administration of Mr. Shoptaugh a new graduation tradition
was begun as described in a newspaper story of graduation:

To the accompaniment of a march the young folks
walked down the aisle and circled the stage. The girls
wore fluffy white organdy [long dresses] and carried
great armfuls of sweetpeas, and the boys wore white
linen suits . . . for commencement exercises in Garig
Hall.46

Graduation exercises the following year perpetuated
the tradition. This report appeared to describe the event:

Interesting exercises of not more than an hour in
duration marked the commencement of the University
Demonstration High School Friday night, when 19 girls
and boys received their diplomas. The program took
place in Garig Hall, which was well filled with rela­
tives and friends of the young graduates.

The stage was prettily decorated with roses and
ferns. . . . As the processional was played by Miss
Elizabeth McMillan, the 15 young ladies and the four
youths composing the senior class marched slowly and
in single file down the aisle to the platform. The
girls were attired in dainty dresses of sheer white,
and each carried a great arm bouquet of sweetpeas, the
class flower, arranged with fern and tied with tulle
bows. The boys wore white suits and each had a sweet­
pea boutonniere.47

Graduating classes ranged in size from nine gradu­
ates in 1927 to sixty-six graduates in 1939. It was a common
practice during this period for some seniors to graduate in
the summer session following their senior year; however,
records were available for only one group of summer school
graduates, the Class of 1933.

46Baton Rouge State Times, June 8, 1923, p. 15.

47Baton Rouge State Times, June 6, 1924, p. 21.
Chapter 6

THE ADMINISTRATION OF PRINCIPAL

GEORGE H. DEER (1940-1946)

Dr. George H. Deer, employed in the first year of Dr. E. B. Robert's tenure as Dean of the College of Education, was well qualified by education and experience to become the new principal of the Laboratory School. Dr. Deer was serving very successfully as principal of a laboratory school in Livingston, Alabama, when Dean Robert invited him to assume the principalship of University High School. Not only did Dr. Deer provide excellent leadership during his tenure as principal, but his accomplishments promoted the development of a professional attitude toward the Laboratory School position of principal.¹

A native of Alabama, he earned his bachelor's degree from Arkansas State Teachers College of Jonesboro, Arkansas. Dr. Deer completed both his master's degree and his doctorate at George Peabody College in Nashville, Tennessee. He brought this educational background and twenty years'

¹Statement by Dr. E. B. Robert, personal interview, August 12, 1971.
teaching experience to the principalship of the Laboratory School.  

DESCRIPTION OF THE SCHOOL PLANT AND FACILITIES

When Dr. Deer became Principal of the Laboratory School in 1940, he became head of a school which had outgrown its facilities. It had been apparent for some time that the combined growth of the College of Education and the Laboratory School was seriously overcrowding George Peabody Hall. The need for a new Laboratory School was being studied by the Board of Supervisors during Dr. Deer's first year as principal.

Tentative plans and specifications were prepared in 1936 for a complex to house the College of Education, the Laboratory School, an auditorium, a gymnasium-cafeteria-music unit, and a unit for industrial arts education. These plans were laid aside to accommodate other pressing needs of the University; but in the early 1940's the Board of Supervisors set aside $750,000 for the project, dedicated

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a plot of ground for the building, and employed an architect to draw final plans and specifications. Increases in the cost of materials and labor, however, caused the project to exceed the $750,000 budget for it.4

Subsequently, the Budget Committee recommended to the Board of Supervisors at the June 1941 meeting that plans be made to start construction of the University Laboratory School. The Board voted to defer action pending study and consideration of the Survey Report of the American Council on Education and the specific recommendations regarding the Laboratory School.5

This report of the American Council on Education confirmed the need for a campus laboratory school. Throughout the report the study of the growth and development of children by means of observation, demonstration, and participation was regarded as the cornerstone of teacher education. The report recognized the campus school as fundamentally important, yet no action by the Board of Supervisors was forthcoming.6

Dr. E. B. Robert, Dean of the Louisiana State University College of Education, began utilizing speaking

4Ibid.

5Louisiana State University Board of Supervisors Minutes, June 1-2, 1941.

6Interview with Dr. W. A. Lawrence, op. cit.
engagements to campaign for the construction of the new complex. In a January 1942 speech, "Urgent Needs of the College of Education of Louisiana State University," Dean Robert presented the argument for the need of a new laboratory school and the justification of the expense of such an on-campus facility.

Citing the need for a new plant for the Laboratory School, Dean Robert urged that this project be placed first in the list of University priorities. He described the crowded conditions and lack of facilities prevailing in Peabody Hall. A building planned to accommodate a total of two hundred Laboratory School children and college students, Peabody Hall was forced to house a total of eight hundred students (325 Laboratory School students and 475 college students). Furthermore, Dean Robert stated that no classroom was adequate in space or equipment for observation, demonstration, or practice teaching.

Dean Robert emphasized the advantages of a "centralized program of teacher training." Acknowledging that some off-campus student teaching could be justified, he enumerated reasons for a centralized program of teacher education. Dean Robert explained that locating the supervisory staff on the campus freed them for research, demonstration teaching, and teaching college courses in methods of instruction; this proved economical and effective. Also, the on-campus setting enhanced the University's control of and supervision of
student teaching.

Efforts by Dean Robert and his colleagues brought no speedy results, however. The spring of 1945 found him at a Board of Supervisors meeting still in pursuit of action by the Board. When given the floor, Dean Robert recalled for the Board that funds for the erection of the Laboratory School had been set aside. He urged that the second priority assigned this project be honored so that work could soon get underway. Still, for some time to come, no action was forthcoming from the Board.7

New facilities were over a decade away when J. Quitman Long joined the faculty in September 1942. Coach Long, replacing L. L. Fulmer, who was called to active military service during the war years, remembered,

In physical education our play facilities were quite limited. We had the very small area in the quadrangle where the new library presently stands. If it rained, we had only the archways in front of the old cafeteria (Foster Hall). As I recall the building itself, the east side of the second floor of Peabody Hall was a porch. It has since been renovated to create the offices there now.

Facilities in my area, athletics, were non-existent. The men's restroom was also used for dressing and for storage of our meager equipment. We had a small room, maybe four by six feet, which was used for storage and for issuance of equipment for both boys and girls physical education classes.8

7Louisiana State University Board of Supervisors Minutes, April 7, 1945.

8Statement by Dr. J. Quitman Long, personal interview, August 16, 1971.
Indeed, conditions were crowded throughout the Laboratory School. A definite need existed for additional facilities.

Near the end of Dr. Deer's administration a problem arose pertaining to where the children would eat their lunches. As he explained on March 4, 1946, to General Troy Middleton, Comptroller of the University:

For five years the Laboratory School has been using the Coffee Shop in the basement of the cafeteria for noon lunches for a large portion of the children. This kind of room is an almost imperative need, both from the standpoint of the children's health and from the view of handling the administration of the children's eating.

We understand from the Student Reveille the University officials have made arrangements to convert this space into a Coffee Shop for University students. In that case could you arrange for us to use the west end of the Venetian Room for this purpose?

We realize this would require some bit of adjustment in the cafeteria use of this for occasional luncheons; but at present we have no other space to suggest.9

It appeared that facilities would continue to pose problems until better accommodations were constructed to house the Laboratory School. In the Peabody Hall location the growing pains of the Laboratory School, the College of Education, and the University in general were aggravating one another.

There is evidence to indicate that the Laboratory School, though overcrowded, did meet the state minimum

9Records from the Office of the Dean, College of Education, Louisiana State University, 1946.
requirements for equipment. On the annual report submitted to the State Department of Education for the 1941-1942 session Dr. Deer responded affirmatively to every question except one. He indicated possession of every item of required equipment except number thirty-six. To the question, "Is each classroom equipped with a thermometer?", he answered, "No." This deficiency was remedied in time to respond "Yes" to this item thereafter.

Budget figures for the years 1940-1946 are shown in Table 12. Taken from the Financial Report of Louisiana State University and Agricultural and Mechanical College, these figures represent an actual compilation of funds expended in the fiscal year ending each June 30.\textsuperscript{10} Records from the Financial Reports provided the first officially accurate data on budgeted funds spent in the history of the school.

In 1940 the budget for salaries was just over $50,000. Except for small decreases (in 1941, 1944, and 1945), the salary budget grew steadily. Total budget for the six year period of Dr. Deer's administration ranged from $53,539 to $76,809.

ENROLLMENT

Enrollment data for Dr. Deer's administration are

\textsuperscript{10} Interview with Mr. William McDermott, op. cit.
Table 12
Total Budgets for Fiscal Year Ending June 30, 1939
Through June 30, 1946

<table>
<thead>
<tr>
<th>Year</th>
<th>Salaries</th>
<th>Travel</th>
<th>Supplies &amp; Expense</th>
<th>Capital Outlay</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>$45,055</td>
<td>$ 150</td>
<td>$ -0-</td>
<td>$ -0-</td>
<td>$47,458</td>
</tr>
<tr>
<td>1940</td>
<td>50,874</td>
<td>-0-</td>
<td>1,824*</td>
<td>841</td>
<td>53,539</td>
</tr>
<tr>
<td>1941</td>
<td>49,018</td>
<td>175</td>
<td>1,888</td>
<td>2,565</td>
<td>54,676</td>
</tr>
<tr>
<td>1942</td>
<td>50,848</td>
<td>152</td>
<td>1,551</td>
<td>1,060</td>
<td>54,404</td>
</tr>
<tr>
<td>1943</td>
<td>55,657</td>
<td>143</td>
<td>1,935</td>
<td>1,681</td>
<td>59,744</td>
</tr>
<tr>
<td>1944</td>
<td>55,467</td>
<td>81</td>
<td>2,296</td>
<td>18,580</td>
<td>76,809</td>
</tr>
<tr>
<td>1945</td>
<td>54,381</td>
<td>114</td>
<td>1,929</td>
<td>780</td>
<td>57,829</td>
</tr>
<tr>
<td>1946</td>
<td>61,526</td>
<td>7,836</td>
<td>1,718</td>
<td>430</td>
<td>64,540</td>
</tr>
</tbody>
</table>

*Combined figure for both Travel and Supplies & Expense.
presented in Tables 13, 14, and 15.\textsuperscript{11} Table 13 shows that enrollment in grades one through seven varied from year to year, but the totals showed primarily normal growth. By the end of the period the totals neared two hundred.

Table 14 presents enrollment data for the high school grades eight through eleven (twelve when added in 1945). Diminishing enrollment in the eleventh grade perhaps reflected the stress of the war years. Near the end of Dr. Deer's administration the high school grades totaled near two hundred again.

Table 15 represents the enrollment in all grades. Here again, enrollment dipped during the war years but rose steadily thereafter. Overall, enrollment was relatively stable during Dr. Deer's tenure as principal. However, the period ended with enrollment in a state of moderate growth.

Addition of grade twelve to the Laboratory School was under consideration in the summer of 1944: Dr. Deer wanted the faculty to consider the organization of a twelve year school to clarify its philosophy concerning desirable school experiences for adolescents. Decisions to be made concerning the seventh and eighth grades included choosing between departmentalization and the self-contained classroom utilized in the elementary school. Dr. Deer favored

\textsuperscript{11}Louisiana State Department of Education Annual Reports, 1940 through 1945.
Table 13

Enrollment Data for Grades 1-7, 1940-1941
Through 1945-1946

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>27</td>
<td>22</td>
<td>25</td>
<td>29</td>
<td>146</td>
</tr>
<tr>
<td>1941-42</td>
<td>15</td>
<td>21</td>
<td>15</td>
<td>23</td>
<td>29</td>
<td>23</td>
<td>28</td>
<td>154</td>
</tr>
<tr>
<td>1942-43</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>142</td>
</tr>
<tr>
<td>1943-44</td>
<td>24</td>
<td>20</td>
<td>30</td>
<td>23</td>
<td>27</td>
<td>28</td>
<td>32</td>
<td>184</td>
</tr>
<tr>
<td>1944-45</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>191</td>
</tr>
<tr>
<td>1945-46</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>193</td>
</tr>
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</table>

*No records available.*
Table 14  
Enrollment Data for Grades 8-12, 1940-1941 Through 1945-1946

<table>
<thead>
<tr>
<th>GRADE</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>34</td>
<td>49</td>
<td>59</td>
<td>63</td>
<td>x</td>
<td>205</td>
</tr>
<tr>
<td>1941-42</td>
<td>38</td>
<td>36</td>
<td>39</td>
<td>56</td>
<td>x</td>
<td>169</td>
</tr>
<tr>
<td>1942-43</td>
<td>33</td>
<td>42</td>
<td>40</td>
<td>41</td>
<td>x</td>
<td>156</td>
</tr>
<tr>
<td>1943-44</td>
<td>45</td>
<td>40</td>
<td>43</td>
<td>47</td>
<td>x</td>
<td>175</td>
</tr>
<tr>
<td>1944-45</td>
<td>47</td>
<td>52</td>
<td>55</td>
<td>40</td>
<td>x</td>
<td>194</td>
</tr>
<tr>
<td>1945-46</td>
<td>44</td>
<td>x</td>
<td>55</td>
<td>46</td>
<td>53</td>
<td>198</td>
</tr>
</tbody>
</table>

xGrade not included in school.
Table 15
Enrollment Data for Grades 1-12, 1940-1941 Through 1945-1946

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary School</th>
<th>High School</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-41</td>
<td>146</td>
<td>205</td>
<td>351</td>
</tr>
<tr>
<td>1941-42</td>
<td>154</td>
<td>169</td>
<td>323</td>
</tr>
<tr>
<td>1942-43</td>
<td>142</td>
<td>156</td>
<td>298</td>
</tr>
<tr>
<td>1943-44</td>
<td>184</td>
<td>175</td>
<td>359</td>
</tr>
<tr>
<td>1944-45</td>
<td>191</td>
<td>194</td>
<td>385</td>
</tr>
<tr>
<td>1945-46</td>
<td>193</td>
<td>198</td>
<td>391</td>
</tr>
</tbody>
</table>
modification of the two programs to allow departmentalization through the use of extended blocks of time with one teacher. In this manner seventh and eighth grade children might remain with one teacher for English and social studies and a second teacher for mathematics and science. Such work as music, shop, art, speech, physical education, and home economics would be taught in a completely departmentalized manner.  

With reference to the planned building program, Dr. Deer felt the most essential decision concerned the number of students and the number of sections to be included in grades seven and eight. An effective administrative unit could be provided by including two sections in each of these grades. This would require at least two additional classrooms in the proposed new secondary building, while providing additional student teaching opportunities.

It is interesting to note that the tentative proposal which Dr. Deer presented to Dean Robert on August 22, 1944, contained the recommendation that the Laboratory School include the kindergarten level. The complete proposal for the organization of a kindergarten through grade twelve laboratory school system follows:

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12 Records from the Office of the Dean, College of Education, Louisiana State University, 1944.

13 Ibid.
Tentative Proposal for Twelve-year School System
The University Laboratory School
August 22, 1944

Kindergarten 1 section
Grade One 1 section
Grade Two 1 section
Grade Three 1 section
Grade Four 1 section
Grade Five 1 section
Grade Six 1 section

Transition Group
Grade Seven 2 sections
Grade Eight 2 sections

Senior High School
Grade Nine 2 sections
Grade Ten 2 sections
Grade Eleven 2 sections
Grade Twelve 2 sections

Action was taken quickly on the question of grade twelve, for when school opened in September 1945 the organization of University High School was altered to include that grade. To facilitate the transition to a twelve grade school without penalizing those seniors who expected to graduate as the Class of 1946, certain adjustments were necessary. The seniors (eleventh grade students) graduated, and all grades except grade eight were advanced one year. Thereafter, grades nine through twelve were considered senior high school.

Ibid.
INSTRUCTIONAL PERSONNEL

On a summer morning almost three decades after he had joined the Laboratory School faculty, Dr. J. Quitman Long recalled his experiences and impressions in those early years.

I think the faculty was a dedicated faculty. They were very well qualified, all very fine people, but I believe their dedication was most significant. They realized they were in a public situation where they were exposed to a great deal of criticism or observation. It was a good faculty.

The seriousness of many of the members of the faculty stands out in my mind. I recall some things on the light side, some on the strong side. I recall Mrs. May Lee Denham who was the social studies supervisor at the time. She was quite serious and quite effective. I recall the laughter of Pat Harrison; of course, I think everybody recalls that. And I recall the cooperation and the friendship of C. J. Thayer; and I remember the early efforts at a school band which were, at first, not too good, but which developed into an excellent organization. Many evolutions have occurred since then in the various departments and areas.

There were others; our administrators were outstanding. It was just an excellent group.15

Another faculty member agreed with Dr. Long. Dr. L. M. "Pat" Harrison related,

We had a very fine group of teachers. All of us had our master's degree, and we were dedicated. I think it was due to the whole atmosphere of the College of Education, from Dean Robert, who set the tone, on down through Dr. Deer, the Principal, and his faculty.16

15 Interview with Dr. J. Quitman Long, op. cit.

16 Interview with Dr. L. M. Harrison, op. cit.
Continuing the University High School tradition of employing outstanding teachers, Dr. Deer saw his faculty maintain relative stability in size. To reconcile any possible disparity between his faculty and enrollment figures, he attached the following explanation to the Louisiana State Department of Education Annual Report for the 1941-1942 session:

Our faculty is comprised of well-trained, full-time instructors who, in addition to their high school work, supervise the student teaching and teach the methods classes for the College of Education. Mrs. Sue Brown Dietrich, Mrs. Blanche Moles, and Miss Mary Pilgrim are part-time graduate assistants.

Only three classes in our entire program have more than thirty students, except the classes in Physical Education. In all these cases these larger classes are broken into smaller groups, one of which is handled by either a student teacher or graduate assistant.\(^{17}\)

Part-time teachers diminished as they were replaced with full-time faculty members by the end of the Deer administration.

Dean E. B. Robert illustrated the pride and professional attitude of the faculty towards one another when he related the following occurrence:

A young lady with a bachelor's degree was employed as an emergency replacement for our fifth grade supervisor who moved out of state in mid-session. The entire elementary faculty called on me to determine if we were going to lower the standards and employ persons who did

\(^{17}\) \textit{Louisiana State Department of Education Annual Report}, October 20, 1941.
not have the master's degree and adequate teaching experience and background. I assured them it was only a temporary situation, and we did employ a fully qualified supervisor at the end of that year.  

ACADEMIC PROGRAM

Curriculum

A teacher remembered the curriculum as

... college oriented. It fulfilled its objective quite well because a very large percentage of our students did attend college. And they were, I think, very well prepared for college and probably made a significant contribution because of the good background. We did have some vocational type of things such as business and home economics. Other than that, generally everything was college oriented, or it was in the humanities. There was an argument that existed that the school should be more comprehensive, and it should have been. This has become true since then, but still we went along with college orientation more than anything else. I believe it did fulfill the objectives at that time.

Curricular growth to provide more comprehensive offerings did continue during the years of Dr. Deer's administration. Dr. Deer's predecessor, John R. Shoptaugh, had formally recommended the addition of commerce subjects. This ambition was realized in action by the Louisiana State University Board of Supervisors in October 1942. On the motion by Major Roland Boatner, seconded by Mrs. J. Louis Smith, the following resolution was adopted unanimously:

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19 Interview with Dr. J. Quitman Long, op. cit.
BE IT RESOLVED, by the Board of Supervisors of the Louisiana State University and A & M College that the action of the President in authorizing the establishment in the Laboratory School of a Department of Commerce, and the appointment of an Instructor (Mrs. Rex Beard) in this department at a salary of $1,800 (on a nine months basis—this salary assignment not to increase the budget of the College of Education), be formally approved, ratified, and confirmed.20

A total of five new units of high school work were thus added to the Laboratory School curriculum with the introduction of a Commerce Department. This introduced business math, shorthand, typewriting, clerical practice, and general business for University High School students for the first time.

How these commerce subjects were offered was remembered by Mrs. Louise Beard.

In starting the department, what was good for one probably did harm for everybody else. In fact, I was reminded of this by one of the teachers at a later time. They tore up everybody's office to gather up typewriters to make a department to start business. So all the teachers lost their personal typewriters, and I had a great conglomeration of makes and models and ended up with about fifteen or twenty typewriters, I believe, of assorted sized and ages to start the department.

In the fall, I had a bookkeeping and a shorthand class and a couple of typewriting classes. Of course, this was in addition to the methods. Later, I was interested in putting in a business math course which I had for several years. It was one of the most interesting things I taught, because I tried to make it a consumer math as much as business math. Many of our better students took it, in addition to taking the courses offered in the math department.

20 Louisiana State University Board of Supervisors Minutes. October 9-10, 1942.
Later I added secretarial office practice for the students who were interested. I tried to make it a department which would serve the children and their needs.  

As to the "social" handicap under which she started with the faculty when her coming caused them to lose their office typewriters, Mrs. Beard was philosophical. She stated,

Well, I guess I have a little bit of Scarlet O'Hara in me because I could just forget about it and say I'll worry about that another day. But I did feel a little like a "usurper" for taking their typewriters. I felt it was doing a great deal of good, because the student teachers were concentrated then in the Lab School, and I thought that was good.

Health and Physical Education was a growing part of the Laboratory School curriculum also. Coach L. L. Fulmer found and utilized for storing equipment a small closet opening off the boy's restroom in the west end of Peabody Hall. Softball and volleyball were first, but gradually golf, archery, and other activities were added.

Traditional subjects remained dominant in the curriculum; however, certain industrial subjects were added in this period. Utilizing facilities and teachers of the University, general shop and mechanical drawing were provided for Laboratory School students. Spanish was added

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21 Interview with Mrs. Louise Hampton Beard, op. cit.

22 Ibid.

23 Interview with Dr. L. M. Harrison, op. cit.
to the foreign language offerings in 1941. A summary of the curricular offerings during Dr. Deer's administration is shown in Table 16.  

**Instructional Practices**

Maintenance of a strong faculty ensured instructional practices of the highest caliber. Quality instruction and the Laboratory School had become synonymous as indicated by enrollments which taxed the physical facilities and forced some applicants to the school to be placed on a waiting list.

I saw it [the Laboratory School] as an experiment in new methods for teachers . . . as a leader in educational methods, new thoughts, and new trends . . . faculty members were extremely good; they were master teachers who introduced the sound, new methods . . . Any number of times supervisors from all around the state would visit to observe our supervisors in action. Mr. J. B. Robinson, then State Supervisor of High Schools, brought groups of supervisors here to watch my class and those of other supervisors. In fact, in more recent years we have been criticized for having nothing but good teachers, but I still believe the purposes of the Lab School necessitate good teachers.

In 1943 Dean Robert and Dr. Deer arranged a leave of absence for me so that I could accept the opportunity to help evaluate the Eight Year Study. I was privileged to visit some of the "crack" high schools all over the nation. Leading institutions I visited used laboratory schools as we did—for experimental and demonstration purposes, as well as for student teaching.  

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24 *Louisiana State Department of Education Annual Reports*, 1940 through 1946.

25 Interview with Dr. L. M. Harrison, op. cit.
Table 16

Subjects Offered by Number of Units, 1940-1941 Through 1945-1946

<table>
<thead>
<tr>
<th>Subject</th>
<th>1940-41</th>
<th>1941-42</th>
<th>1942-43</th>
<th>1943-44</th>
<th>1944-45</th>
<th>1945-46</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Latin</td>
<td>3</td>
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<td>2</td>
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<tr>
<td>French</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Plane Geometry</td>
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<td>Algebra</td>
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<td>2</td>
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<td>2</td>
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<td>Business Math</td>
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<td>1</td>
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<td>Home Economics</td>
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<td>Instrumental Music</td>
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<td>Vocal Music</td>
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<td>Physical Education</td>
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<td>Problems of Democracy</td>
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<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units  33  36  36  40  42-1/2  40

*Art teacher was employed, but no units were reported.
Since great expertise in instructional practices was an objective of the Laboratory School, much care was taken to retain teachers with the requisite qualifications. Encouragement from Dr. Deer and Dean Robert helped ensure good instructional practices.

TEACHER EDUCATION SERVICES

As a leader in the introduction and utilization of sound new educational methods and techniques, the Laboratory School served its student teachers and, through them, the state. "Good teaching techniques are good anywhere," commented a former faculty member who had become a Professor in the College of Education. He continued:

I think the purpose of the school is to provide good demonstrations and good techniques for visiting supervisors and teachers and for our own student teachers. Train student teachers in good techniques, and then send them out into the state.

Another teacher felt this way about the role of the Laboratory School in teacher education:

The stated objective of the school was to train student teachers, give them an opportunity to participate under guidance. At the time I think they fulfilled that quite well. Here the student teacher knew he was under close observation, whereas in other schools the scrutiny may not have been so close. He was more or less in a glass bowl here, because his peers were observing him and criticizing him and fixing in their minds things he did that they should or should not do. So I believe that it did fulfill that purpose as well as it could have under the conditions.

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26 Ibid.  
27 Ibid.  
28 Interview with Dr. J. Quitman Long, op. cit.
Continuation of growth and development of the Laboratory School increased its contribution to the teacher education services of the College of Education. New courses, larger enrollments, and an increased number of full-time teachers meant more opportunities for college students to observe and learn in preparation for their debut as teachers in the schools of Louisiana. As the Laboratory School grew, so grew its provision of teacher education services.

OTHER ACTIVITIES

Opportunities for student activities increased as the Laboratory School grew in size and stature. The administration of Dr. George Deer was one which saw many organizations begun.

Hi-Y was organized in the fall of 1941. This club for boys, sponsored by the Young Men's Christian Association, was eagerly received by the boys of University High School. The Dramatics Club was organized in February 1941 with Dr. Harley Smith as sponsor to provide students with fellowship and performing opportunities.29

U-Club, an honorary club for boys who had earned at least one athletic letter, was founded in 1945 with eleven charter members.30

29 The Cub, University High School Yearbook, 1941.

30 The Cub, University High School Yearbook, 1945.
Dr. L. M. Harrison remembered the students and the war years:

The student body was just as fine a group of boys and girls as I have ever seen. Their spirit was wonderful, they worked together, and I think one of the finest things about the school was the activity program which really began during the war years when we had the school parties. In the war years, Dr. Deer, Mr. Long and I were the only three men in the Lab School. Mostly Dr. Long and I would hold those parties, but Dr. Deer would try to come by.

Every Friday during the war we didn't have any gasoline for travel but we could get to school, and we had those parties. We had our music by record player, and we danced and sold cokes. They used my chemistry lab which had these stone sinks on the side where they could ice their cokes. I think it [their wonderful spirit] was because of the teachers and the students themselves. We had a very fine group of teachers, and a good group of student teachers. The teachers were friendly, the classes were small, and we would have these parties, and the teachers would come by when they sponsored it. We all got in there, and we danced with them; we had fun with the students, and we still had respect. They respected us. That's why I think the spirit was good.

And we attended football games—I don't think I missed a football game and a lot of the basketball games and things like that. And that's where the spirit was. The teachers loved the students and the students knew it. And they took time. We would spend time with them after school, and we would spend time with them in other ways.31

Not all the social activities ran so smoothly, though. Some problems had been encountered with high school fraternities and sororities. In a letter to University President William B. Hatcher, Dr. Deer and Dean Robert explained the

31 Interview with Dr. L. M. Harrison, op. cit.
difficulty and proposed a solution. In part, the letter of February 6, 1945, stated:

... The school ... has never sponsored such organizations because it has always felt them to be detrimental to effective school organization, to good school work, and to a spirit of democracy and to the morale of the student body as a whole.

In the past students have transferred to this high school from other high schools in the city which sponsor such organizations and have retained their membership in the sorority or fraternity at the other school, and organizations from other schools have sometimes accepted pledges from members of this student body. Because of the small number of students involved, the school has never denied membership privileges to these people. However, recently it has reached the point where we feel it necessary to establish a definite policy concerning the school's attitude in the matter. This resolution would simply put into active and official operation what has already been our point of view. ...

With your approval we should like to adopt the following regulation:

No student enrolled in the University Laboratory High School shall be permitted to hold membership in any high school fraternity, sorority, or secret society. This regulation shall not be retroactive in the case of students who are presently enrolled in the University Laboratory High School and who held membership in such a fraternity or sorority prior to January 1, 1945.32

Response from the President came in the form of a memorandum from Dr. Dale E. Bennett, Assistant to the President. Dr. Bennett reported that the Board of Supervisors, in the meeting of February 10, 1945, had heard the resolution presented by President Hatcher. The Board moved to

32 Records from the Office of the Dean, College of Education, Louisiana State University, 1945.
pass the matter to the Committee on Student Extracurricular Activities and Health.\textsuperscript{33}

When no prompt action was forthcoming, Dean Robert wrote to Dr. Bennett on May 2, 1945, requesting that he bring the resolution to the attention of Dr. Hatcher in an attempt to get favorable action on it. Another school year (1945-1946) approached and started, however, with no action having been taken on the matter.\textsuperscript{34}

The next action was taken by a group of parents. Writing to Dr. Deer on January 30, 1946, members of the Mother's Club stated:

\ldots we feel, both as individuals and as a group, that the L.S.U. Laboratory School and others are defeating their purpose in one respect. It is to our notion that by permitting students to join high school sororities and fraternities a feeling of inadequacy is fostered among those who are not asked to join such organizations.

\ldots We sincerely hope that before any of [our children] enters the high school grades that he or she will not have to endure the mental agony of rush week and if turned down, the consequent feeling of inadequacy.

If you are interested in our services, either as a club or as individuals, concerning this matter of high school sororities and fraternities, we are ready and willing to help.\textsuperscript{35}

Concerned mothers who signed the letter included Mesdames Max Goodrich, George Lowery, Harry Bennett, George Kent, Ira George, Chalmer Roy, A. D. Fulweiller, George Mickey, Kenneth Bean, Harvey Roberts, C. M. Neher,

\textsuperscript{33}Ibid. \textsuperscript{34}Ibid. \textsuperscript{35}Ibid.
Dr. Deer described the Mother's Club to Dean Robert as a "group of young mothers over town." He felt, "We might get a similar reaction from 85 to 95 per cent of our parents."37

Even though the point of view of the school administration and that of the Mother's Club coincided, the matter remained in abeyance for the remainder of Dr. Deer's administration. The problem was solved at a later date when the Laboratory School faculty and students organized clubs which generated internal interest in the activities of University High School.

The University High School Activity Fund was established in 1945, also. According to the 1945 yearbook, "The classes' money is kept safely in this fund until needed. Mrs. Beard is our official banker."38

Intramural sports were begun between classes during the noon hour that same year. The Cub for 1945 explained, "The system has made a great contribution to our school in that it has not only provided recreation and training, but has helped the classes work as units and made them proud of

36Ibid. 37Ibid. 38The Cub, University High School Yearbook, 1945.
their accomplishments." 39

Prior to this system of organized intramurals, a less well-organized procedure had been popular. Coach Fulmer and Pat Harrison would rush through a twenty-five cent lunch in the Huey P. Long Field House. With a cry, "Come on, let's play 'em," Coach Fulmer would pick up a bat and ball from his physical education equipment room and start for the quadrangle. Teams were selected with, "Let's grab a few up here and play the rest of the boys out there." 40

And beat them, they did, but with a challenge that kept the boys rushing through their lunch each day to continue the competition. No teacher had hall duty, for Miss Lane, the girls' physical education teacher, got the girls similarly occupied and the halls were completely clear of students. 41

Parent Teachers Association activities were described in the 1945 Cub, also. The students wrote:

Since Dr. Deer became principal in 1940 we have had an unusually active PTA. The meetings are held monthly on Wednesday afternoons in the school building, with the exception of the two night meetings, which are scheduled in the spring and fall to particularly honor the fathers.

39 Ibid.

40 Interview with Dr. L. M. Harrison, op. cit.

41 Ibid.
In addition to these, a study group meets once a month to discuss specific points on education in the home and the school.\textsuperscript{42}

The student body was always interested in team sports. When J. Quitman Long was employed as the supervisor of boys' physical education in 1942, he was expressly told coaching was not a part of his job unless he wished to coach for pleasure. He said,

I was told by the Dean that there were no funds available and therefore athletics would be entirely on our own. The boys came to me and asked to play football for they had not played the two previous years and they wanted to play football again. I told them we had no facilities, but they insisted they just wanted to play football. So we began trying to play; of course, we ran into the problem of facilities. No place to play, practice, or dress. But we did have a little team. We played the teams here in town, the B teams in general, or the AA schools then. And we played the Louisiana School for the Deaf, and other outlying parish schools. It was strictly on the basis of their desire to play, but we had lots of fun, because it was a fun activity more than a pressure type of thing.

Athletic equipment was a hand to mouth affair, although the Athletic Department and P. T. Heard and Harry Rabenhorst did as much as they could for us. For example, Mr. Heard furnished us with some football uniforms at one time. These were some game uniforms which had been used only once in a bowl game which LSU lost. They wanted to get rid of those uniforms, so they gave them to us. They were our first ones. We used them for so many years that we had to patch them and repatch them and then patch the patches until we were pretty well known as a patched team. In many cases the boys furnished their own equipment. Sometimes one would get a head gear of his own. Almost all got their own shoes. That was the way we had to operate. We had to depend on our friends for officiating most of our athletic contests. They would be happy to take whatever gate receipts we had just to help us out.

\textsuperscript{42}Ibid.
We had to make do as far as we could on our trips by using my old Ford. There are many jokes about that old Ford. For example, while returning from a game in the rain, one young man looked outside and said, "Oh, it's raining out there, too!" That was the standing joke for a long time among the boys.

As for other sports, we did play a good bit of baseball. Basketball was very erratic because we had no place to practice. We tried to practice on the dirt outside, but sometimes that was very disagreeable.

Their spirit was quite good, and they did the best they could. They didn't complain about the shortage of materials and equipment. Their desire to play seemed to surmount anything else. They wanted to play, so they could take the thorns along with the occasional rose.

They were a nice group of kids, and I enjoyed them very much. I enjoyed other groups, of course, but those early years were a little special.

Dr. Long's fond memories of Laboratory School students were not confined to boys or athletics. He recalled,

... one little girl about third or fourth grade age really shocked Miss Picot and me a time or two. We had lots of little green lizards on the balcony banister and balustrade overlooking Hill Memorial Library. This little girl liked to catch these lizards, put them in her mouth, tails sticking out, and run around scaring the other kids by shaking the tails at them. We laughed about that a long time. Of course, we tried to reprimand her or talk to her about it. She would just grin and look at us.

Senior class business, activities, organizations, and social affairs revolved around graduation. Many modern senior practices and traditions had their foundations laid during the administration of Dr. George H. Deer.

43 Interview with Dr. J. Quitman Long, op. cit.

44 Ibid.
Until this period there was no standard senior class ring. Tiring of the hassle of ordering rings each year on a competitive bid basis, each company was asked to submit a design for the ring. A committee composed of two seniors, two juniors, one sophomore, and one freshman, plus Dr. Deer, Miss Norvie C. Hart, and the senior sponsors, Mr. L. M. Harrison and Mr. J. Q. Long, studied the designs submitted. The representatives of the jewelry companies submitting designs were invited to present their proposal and a sealed bid to this committee. In this manner the Herff Jones Jewelry Company was selected to manufacture the official senior class ring. Each spring their representative came to University High School to measure the juniors for their senior ring.45

In like manner the committee entertained proposals and bids for graduation announcements. The Balfour Company was granted the contract for the distinctive announcements proposed by their representative.46

As a combination pleasure and fund-raising activity, the seniors originated "Sadie Hawkins Day" in the fall of 1943. Mr. J. Q. Long and Mr. L. M. Harrison were senior sponsors then, but they insist the affair was the creation of the seniors themselves.47

45 Interview with Dr. L. M. Harrison, op. cit.
46 Ibid.
47 Ibid.
Although "Sadie Hawkins Day" was a carnival-like affair, the "Sadie Hawkins Race" was the featured event. For the duration of the barefoot race, open season was declared on the males. Capture by a female meant being further victimized in a "two-bit" ceremony by "Marryin' Sam." The Campanielle, Foster Hall, Hill Memorial Library, and Himes Hall represented the boundaries.\(^{48}\)

The boys ran just fast enough to be caught by the girls, and everyone loved it. Because the seniors made a little money for their Graduation Dance, they loved it even more. At some later time the event was switched to a spring date, for the month of November sometimes proved to be rather cold to be barefoot and running.\(^{49}\) Today the "Sadie Hawkins Day" tradition remains a highlight of the senior activities.

\(^{48}\)Ibid. \(^{49}\)Ibid.
Chapter 7

THE ADMINISTRATION OF PRINCIPAL

ALVA E. SWANSON (1946-1955)

Alva E. Swanson became principal of the Laboratory School in 1946. The school's sixth principal, Mr. Swanson was not new to the Laboratory School, for he had done his student teaching there. He had served as coach, teacher, assistant principal, and principal of high schools in St. Francisville, Newellton, and Baton Rouge, Louisiana, before moving from his position as Assistant Principal of Baton Rouge High School to accept the principalship of University High School. He remembered the shortage of facilities: the fourteen or fifteen classrooms the school occupied among the classrooms of the College of Education; the absence of eating and playground facilities for the children; and the absence of a band room for the instrumental music program. But the challenge of association with the fine faculty and student body in a leadership role was welcomed by Mr. Swanson.

1Statement by Mr. A. E. Swanson, personal interview, August 13, 1971
Construction of a New Laboratory School Encouraged

Conditions were not static; for over a decade proposals and plans had been discussed for construction of a new laboratory school on campus. Most obvious about the status of these plans at this point was the lack of progress. Mr. Swanson believed that some of the University Presidents and other high level administrators felt the University Laboratory School was not absolutely necessary to the actual function of the University itself. He described the school as a "stepchild" in the eyes of certain of the University administrators. 2

The status of the construction proposal was clarified somewhat by action of the Louisiana State University Board of Supervisors in its meeting of August 2, 1947. The Board received the following estimates of cost from Nolan, Norman, and Nolan, Architects:

1. Laboratory School, estimated cost $1,339,729.00
2. Auditorium 285,677.00
3. Gym-Cafeteria-Music 330,221.00
4. Industrial Arts 70,172.00

Total $2,025,799.00

2Ibid.
The Board agreed to accept the plans and specifications for the Laboratory School building and instructed the architects to keep the plans and specifications for the other units. It was further agreed that Nolan, Norman, and Nolan would be retained as architects when any one or more of these buildings was advertised for bids.  

At this point it became obvious the Board had elected to press for construction of only the Laboratory School building. Their resolution on August 2, 1947, in effect held the plans for other portions of the proposed complex in abeyance. From a total educational complex for $750,000, the situation evolved through delays and cost increases to a proposed building for housing only the Laboratory School at an estimated cost of $1,339,729.

Dean E. B. Robert of the College of Education, a wise and able leader, was working for this new facility. In demand as a speaker and guest lecturer, he took advantage of every opportunity to speak out for the needs of the Laboratory School.

On November 5, 1947, Dean Robert delivered an important address to the Parent-Teacher Association of the Laboratory School. In this speech, entitled "What Our Laboratory School Means to Louisiana," he defined the one task of the

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3Louisiana State University Board of Supervisors Minutes, August 2, 1947.
College of Education of Louisiana State University as the selection, education, and training of competent teachers for the children of Louisiana. Dean Robert described the Laboratory School as literally a laboratory where prospective teachers received the culminating experiences necessary to accomplish that task. He felt that the completion of a more adequate laboratory school would greatly facilitate the objective of providing competent teachers for every classroom in the state. Therefore, he felt this project would mean more to the 600,000 Louisiana school children than anything the Louisiana State University Board of Supervisors had ever done or had contemplated doing. Dean Robert concluded his message with the admonition that "we must continue to strive to accomplish for all children what we as parents desire for our children."

That Dean Robert's message was well received soon became evident. On November 7, 1947, Mrs. Joe Lipsey, President of the Laboratory School Parent-Teacher Association, wrote to University President Stoke and the members of the Board of Supervisors. She stated in this correspondence:

... The Parent-Teacher Association has for many years been actively interested in the program of the College of Education. Our group conferred on several occasions with past presidents Hodges and Hatcher about facilities for the Laboratory School and College of Education. Our building has had high priority rating for many years but unfortunately has not been erected.

We are deeply interested in completion of the building program for the College of Education, and shall call
upon you at an early date to discuss this matter. We believe that nothing transcends in importance the provision of adequate facilities through which we can raise the educational level of our entire public school system.\footnote{Records from the Office of the Dean, College of Education, Louisiana State University, 1947.}

Included with the letter was a unanimously adopted resolution which reiterated the major points of emphasis in Dean Robert's speech. The resolution urgently requested that the Board of Supervisors advertise for bids and begin construction at the earliest possible date.\footnote{Ibid.}

**Action by the Board of Supervisors**

Action on these requests was not rapid. At the Board of Supervisors meeting on October 1, 1949, Colonel E. Monnot Lanier moved that a committee be appointed to consider plans for the locations and construction of a laboratory school for the College of Education and to formulate recommendations concerning its scope, services, and operations. Seconded by Colonel Tom W. Dutton, the motion was unanimously adopted. Chairman of the Board, Thomas W. Leigh, thereupon appointed Board members Mr. Homer L. Brinkley, Mr. Jerome A. Broussard, and Mr. C. J. Dugas to serve on the committee with President Harold W. Stoke as Chairman.\footnote{Louisiana State University Board of Supervisors Minutes, October 1, 1949.}
According to the Minutes of the December 3, 1949, meeting of Board of Supervisors, members accepted the report of C. J. Dugas of the Committee on College of Education Facilities and authorized the construction of a laboratory school to be begun immediately at a cost not to exceed $1,000,000 for the building, equipment, architect's fees, utilities, and other expenses. The Board provided that an additional $300,000 from any unallocated funds of the University be added to the $700,000 allocated for the building and authorized President Stoke to secure architectural services, provide a location, and take other steps to put the resolution into immediate effect.

An editorial in the Louisiana Schools magazine heralded this move as gratifying and good news for the state. Quoting national statistics indicative of the mushrooming school age population, reference was made to the "bumper crop of war babies" which would continue to tax the supply of teachers and the facilities of Louisiana's schools. Stressing the need for more facilities to prepare more teachers in Louisiana, it concluded,

There is no assumption that students would enter teacher colleges in the event plant facilities and professional personnel were made available for teacher education, but the absence of these essentials precludes so much as an assumption that the institutions will materially supplement the number of teachers now being graduated. . . . [but] . . . just as in other colleges of the university—Agriculture, Engineering, Law, and Commerce--the College of Education should be equipped to render a public service comparable to demands of the
entire state which supports and maintains that institution.\textsuperscript{7}

Four months later the Board authorized President Stoke to employ the firm of Nolan, Norman, and Nolan, in association with the firm of Smith and Padgett, to prepare plans and specifications for construction of the new Laboratory School.\textsuperscript{8}

Shortly thereafter Dean E. B. Robert, Principal Alva Swanson, and Mr. Ulisse Nolan appeared before the Board to discuss these plans. After much discussion the Board resolved to request the architects to submit alternative suggestions consistent with the architectural design of other campus buildings, but embodying modern concepts of educational buildings. The Board further allotted approximately 11.7 acres of land on the corner of Dalrymple Drive and East Campus as the permanent site of the proposed new building.\textsuperscript{9}

Authorization was granted for the architects to proceed with the plans and specifications based on the design presented to the Board on July 28, 1950.\textsuperscript{10}

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\textsuperscript{8}\textit{Louisiana State University Board of Supervisors Minutes}, April 1, 1950.
\textsuperscript{9}\textit{Louisiana State University Board of Supervisors Minutes}, May 29, 1950.
\textsuperscript{10}\textit{Louisiana State University Board of Supervisors Minutes}, July 28, 1950.
\end{flushright}
President Stoke reported to the Board in October that plans for construction were progressing very slowly. He indicated that agreement had been reached "... as to the entire and complete facilities which are to go into the building."\textsuperscript{11}

**Construction Bids Received**

January 1, 1950, was originally announced as the date of initial construction, with completion expected by the fall session of 1952.\textsuperscript{12} Mr. George W. Schwab, Louisiana State University Purchasing Agent, reported that eight bids were opened in his office on March 7, 1951. The low bidder was Dye and Mullings, Incorporated, of Columbia, Mississippi, with a bid of $1,386,461. All bids were held for consideration by the Board of Supervisors.\textsuperscript{13}

At the March 13, 1951, meeting the Board rejected all bids on the proposed new Laboratory School because they all exceeded the funds allocated for the building. To reduce costs the Industrial Arts Department, gymnasium, and music section were eliminated, and the cafeteria was included as an alternate with a separate bid. Comptroller Dr. Daniel Borth stated that the Board had determined that the Purchasing Agent should readvertise for new bids on

\begin{itemize}
\item \textsuperscript{11} *Louisiana State University Board of Supervisors Minutes*, October 9, 1950.
\item \textsuperscript{12} *Baton Rouge State Times*, August 25, 1950, p. 10-A.
\item \textsuperscript{13} *Baton Rouge State Times*, March 8, 1951, p. 9.
\end{itemize}
March 17, 1951, the new bids to be submitted by April 4, 1951. Dr. Borth further stated it was the intention of the Board to complete the school in the future, but there might be a ten or fifteen year interim.  

Dean E. B. Robert, Department Head Dr. Ben Mitchell, Principal A. E. Swanson, and the architects, Nolan and Norman appeared before the Board on its meeting of April 7, 1951. According to the Minutes, it was reported that the low bidder on the project had submitted an illegal bid by not complying with the specifications; therefore, the low acceptable bid was from Dye and Mullings.

Colonel E. Mannot Lanier suggested the Board consider the possibility of securing sufficient funds for the entire project using the interest from the investment of $5,000,000 from a recent bond sale. The question of legality cropped up, and the Board decided to hold action in abeyance until the University lawyer, Mr. James R. Fuller, could report on the legality later that day.

Counsel Fuller determined that the action would be legal and reported his finding to the Board, where lengthy discussion developed on the point. Mr. Theo F. Cangelosi and Mr. Homer L. Brinkley opposed such use of the interest, stating they felt the Library project, for which the bonds

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14 The Reveille, Louisiana State University Newspaper, March 14, 1951, p. 2.
were sold, should realize any interest which accrued. Colonel E. Mannot Lanier stressed the need for action due to the ten year delay in the original plan. Mr. C. J. Dugas felt the cafeteria should be retained in the plan as essential. After deciding to exclude certain alternates, Mr. George Baillio moved that the bid by Dye and Mullings for $889,689 be accepted. Mr. C. J. Dugas seconded the motion, which carried with only Mr. Homer L. Brinkley voting against acceptance of the bid.

On May 3, 1951, General Troy H. Middleton, now President of Louisiana State University, reviewed for the Board the developments which had transpired since the April 7, 1951, meeting. Barksdale and LeBlanc, Baton Rouge contractors, contended their rejected bid was not illegal, for the alternate on which they failed to bid was eliminated from the bid as awarded to Dye and Mullings. Furthermore, the University was not under contract to Dye and Mullings because Governor Earl K. Long had not yet signed the contract as required by law. After much legal discussion it was decided to re-advertise for bids.15

For the third time, bids were received, opened, and presented to President Middleton by Dr. Daniel Borth, Comptroller. Upon submission to the Board at its May 28, 1951, [15] *Louisiana State University Board of Supervisors Minutes*, May 3, 1951.
meeting, the contract was awarded to the low bidder, Barksdale and LeBlanc, General Contractors of Baton Rouge, Louisiana. Their bid of $886,200 was accepted subject to the granting of approval for the construction by the National Production Authority. President Middleton revealed, in further discussion, that funds available would be sufficient to cover construction costs, architects’ fees, and a portion of the equipment. He recommended that no further funds be allocated to the project until a later date.  

Construction and Funding

Acceptance of the bid was the culmination of ten years of effort by the Board and University officials to build a new laboratory school. General Troy H. Middleton reported to the Board on August 4, 1951, that the contract had been signed and work had begun.  

When it was determined that construction costs, architect’s fees, utilities, and other minor expenses would require approximately $997,751.54 without any equipment, the Board passed a resolution to provide an additional $75,000 for equipment. A further resolution was offered that $62,000 be made available immediately from unallocated Plant

16 Louisiana State University Board of Supervisors Minutes, May 28, 1951.

17 Louisiana State University Board of Supervisors Minutes, August 4, 1951.
Funds, with the remainder pledged from funds in the 1952-1953 budget, the next fiscal year. Mr. Louis Gottlieb moved this resolution be adopted. It was seconded by Mr. Horace Wilkinson, Jr., and unanimously adopted.\textsuperscript{18}

Additions and alterations, coupled with rising costs, found the total cost to exceed the $1,000,000 limitation set December 3, 1949. In separate actions the Board approved construction and equipment costs of $750,000 (October 14, 1944), $300,000 (December 3, 1949), and $75,000 (August 2, 1952) or a total of $1,125,000. On February 7, 1953, a resolution was passed to rescind the $1,000,000 limitation.\textsuperscript{19}

However, when construction of a gymnasium was eliminated from the plans for the Laboratory School, no provision was made for physical education dressing rooms. To circumvent this deficiency a temporary quonset type building was proposed, but the Committee on Finance, Buildings and Grounds asked the Comptroller, Dr. Daniel Borth, to investigate some other type of construction and report back to the committee.\textsuperscript{20}

\textsuperscript{18}\textit{Louisiana State University Board of Supervisors Minutes}, February 2, 1952.

\textsuperscript{19}\textit{Louisiana State University Board of Supervisors Minutes}, February 7, 1953.

\textsuperscript{20}\textit{Louisiana State University Finance, Building and Grounds Committee Minutes}, January 17, 1953.
In April, Dr. Borth presented the complete proposal with prospective costs. Of permanent construction consistent with the general architectural plan of the Laboratory School, these dressing rooms, including two physical education classrooms, would total $39,420.59. The Committee approved the proposal and recommended it to the Board of Supervisors for action.\footnote{Louisiana State University Finance, Building and Grounds Committee Minutes, April 18, 1953.}

When Dr. Borth presented the final proposal, the Board of Supervisors gave its approval, and bids were asked. On May 9, 1953, the Board accepted the low bid of $40,900 and construction was begun on the physical education facility.\footnote{Louisiana State University Board of Supervisors Minutes, May 9, 1953.}

**Faculty Preparations for Moving Day**

Meanwhile, preparations were in progress to move into this new building. The unfamiliarity of a new structure was relieved for the faculty because they had an active part in planning it. Dean Robert saw to it that each faculty member had the opportunity to get involved in planning portions of the building in which he would work. Dean Robert, Principal Swanson, Dr. Deer, Dr. Harrison (science), Mrs. Mackensen (home economics), and others made trips to...
New Orleans to visit the architects. Every effort was made to effect an optimum compromise between the practical knowledge of these professional educators and the skill and insight of the architects within the boundaries of available funds.  

Having had such an active part in the planning of the building, the faculty was quite enthusiastic about the move. Original plans had specified that each classroom would be built in the same manner. Modifications were necessary when construction bids were received and the cost overrun became apparent. By eliminating built-in facilities in the secondary wing, they could be retained in the entire elementary wing. This was felt to be the best compromise.

The shortage of equipment money forced the transfer of the entire operation, physical and educational, from Peabody Hall to the new home of University High School. Trucks were furnished by the University's Operation and Maintenance Department along with some of their personnel, but many people assisted to facilitate the move. Moving was planned so that the instructional program would suffer the least possible interference and disruption. For about a week the trucks rolled with mountains of material.

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23 Interview with Dr. L. M. Harrison, op. cit.


25 Interview with Dr. L. M. Harrison, op. cit.
Everyone packed his own things and assisted with packing school equipment. School was dismissed for two days to allow the completion of the move. During this two day period when school was dismissed, school clubs and individual students labored along with the faculty to finish the moving task. Teachers worked many hours in getting the materials in their classrooms separated; and the instructional program was in operation again after the two day period.\textsuperscript{26}

Opening Day and Attendant Publicity

March 16, 1953, was announced as the opening date of the new Laboratory School. That day approached amid a flood of publicity from the local news media. Colorful descriptions of the facility and the use to be made of it acquainted the public with details of the school's role and purposes as never before.

On the campus, The Daily Reveille published a very complete story describing the "ultra-modern" new facility. The reporter conducted a verbal tour of the new school designed to house approximately 500 students in grades one through twelve. Referring to the complete facility, the article concluded, "In short, nothing has been left out that can make school work more interesting and pleasant for both teacher and pupil."\textsuperscript{27}

\begin{footnotes}
\textsuperscript{26}Interview with Dr. John L. Garrett, Jr., op. cit.
\textsuperscript{27}The Daily Reveille, Louisiana State University Newspaper, March 24, 1953, p. 4.
\end{footnotes}
The Alumni News featured a story on the new school complete with a picture of Dean E. B. Robert and a sketch of one of the elementary classrooms. On April 26, 1953, the Baton Rouge Morning Advocate published a feature story on the school with pictures of the new facility in operation to complete the publicity attendant to its opening.

April 15, 1953, had been set as Open House Day for University High School. A Parent-Teachers Association meeting was set for 7:30 p.m. in the cafeteria, after which, at 8:00 p.m., the public was invited to see the new school. Members of the Student Council were posted as guides to direct visitors throughout the building. Serving in this manner were Chairman Johnny Willey, Barbara Vastine, Charles Coates, Ralph Deeds, Johnny Hubbel, Janet McLin, Buckner Harris, Lee Ann Goodrich, David Hunter, and Ann Dugas. Dr. H. L. Garrett, Mr. John R. Shoptaugh, and Dr. George H. Deer, former Laboratory School principals, were honored at the meeting.

Plant Description and Plans

Following are drawings of the new Laboratory School building. Figure 1 shows the plot plan of the entire

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29The Baton Rouge Morning Advocate, April 15, 1953, p. 16.

30Courtesy Nolan, Norman, and Nolan, Architects, New Orleans, Louisiana, and Smith and Padgett, Associate Architects, Monroe, Louisiana.
Figure 1

Plot Plan, Louisiana State University Laboratory School
Laboratory School complex. Shaded areas, the gymnasium and auditorium-music building, were eliminated from the original plan for purposes of economy. The Industrial Arts-Machine Room area was eliminated, then altered and built as physical education dressing rooms and two classrooms.

Both floors of the high school are shown in Figure 2. The high school building and elementary school building joined at right angles. Pastel shades of green and pink were used on the painted surfaces throughout. Exposed wood and paneling were blonde. Even the chalkboards were green to lessen eye-strain.\textsuperscript{31}

Suites housing the administrative offices and the home economics department are shown in Figure 3. Everything possible was done to make them as complete and practical as conceivable. At the time the home economics department was described as a "housewife's dream" with an appliance equipped kitchen and a new feature in cabinets, "lazy suzannes," to increase usable storage space.\textsuperscript{32}

A typical high school classroom and the library are in Figure 4. The library contained ample work and office space and separate areas designed for the use of the elementary and high school students. Adjacent to the library was

\textsuperscript{31} The Daily Reveille, Louisiana State University Newspaper, March 24, 1953, p. 20.

\textsuperscript{32} Ibid.
Figure 2
Floor Plan, High School Wing
Figure 3

Floor Plans, Administrative and Home Economics Suites
Floor Plans, Typical High School Classroom and Library
the audio visual room, housing the central controls for the inter-communication system. This room also housed the movie projection equipment which allowed movies to be shown to classes in the adjoining classroom.33

Figure 5 shows the complete elementary school with its wide, spacious hall. Five of these classrooms have outside doors in addition to entrances from the hall. This provides accessibility for each individual group of students, while ensuring greatest privacy and minimum distraction to the others.

A more detailed drawing of the classroom designed for grade one is shown in Figure 6. This room contains all the features of the other elementary classrooms, plus housing a self-contained restroom and drinking fountains for the first grade children.

Gymnasium Construction

Occupation of the new building in 1953 did not mean, however, that construction was complete at the Laboratory School, for the gymnasium and auditorium-music building were missing. In May 1954 the Board discussed the allotment of funds from a proposed bond issue for capital improvements. The Laboratory School gymnasium was included and allotted $200,000.34

\[33\text{Ibid.}\]

\[34\text{Louisiana State University Board of Supervisors Minutes, May 24, 1954.}\]
Figure 5

Floor Plan, Elementary School
Figure 6
Detailed Sketch, Grade One Classroom
On November 18, 1954, the Board considered bids for the gymnasium. A $203,000 contract for its construction was awarded to the J. C. Murphy Company of Baton Rouge by the Board and approved by the Louisiana Building Authority.35

The culmination of many dreams of previous years came during the administration of Principal A. E. Swanson. Remaining to be built now was only the combination auditorium-music building. However, it was to await the administration of another wise and dedicated Laboratory School principal, Dr. John L. Garrett, Jr.

**Budget**

Throughout this period when attention was focused on the acquisition of a new Laboratory School facility, the fiscal operation of the school continued. Budget figures for the years 1947-1955 are shown in Table 17. These figures represent an actual compilation of funds expended in the fiscal year ending each June 30,36 as listed in the *Financial Report* of Louisiana State University and Agricultural and Mechanical College.

For the first time in the history of the Laboratory School, budgetary figures reflect consistent chronological growth. Beginning with a salary budget of $73,063 in 1947, 

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36.Interview with Mr. William McDermott, op. cit.
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<th>Wages</th>
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salary totals grew to $132,017 in 1955. According to Table 17, wages were reported separately from salaries for only three of the years. Travel was listed for only those years when funds were expended for travel. Total budget figures for the nine year period of Mr. Swanson's administration grew from $76,531 to $142,853, reflecting the tremendous growth the school enjoyed during this period.

SCHOOL PROGRAM

Enrollment

Under the direction of Principal Swanson Laboratory School enrollment swelled to the limit of the facilities available. Enrollment in grades one through eight stood at 244 (Table 18) in the 1946-1947 session and remained relatively stable until the school moved into its new building. Additional space then allowed the enrollment to grow to three hundred twenty-three by the 1954-1955 school year.

Primarily the same pattern was true in the case of the high school. Starting with 150 students in September 1946, the high school had grown to a total of 225 by September 1954, according to Table 19.

Table 20 shows that total school enrollment (twelve grades) grew from 394 in the 1946-1947 session to 548 in the 1954-1955 school year.

Curriculum

Maintenance of the most comprehensive curriculum
Table 18


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Table 19
Enrollment Data for Grades 9-12, 1946-1947 Through 1954-1955

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*Grade not included in school.*
Table 20
Enrollment Data for Grades 1-12, 1946-1947 Through 1954-1955

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<td>548</td>
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possible had always been an objective of the Laboratory School.\footnote{37} The curriculum was college preparatory in orientation, for this was best suited to the needs of the students.\footnote{38} A substantial proportion of the student body was from University or professional families; they came to the school with a good background and were prepared to profit from, as well as need, a college preparatory curriculum.\footnote{39} Most of the students graduated and entered Louisiana State University. Some went to other colleges, and a few went to business or trade schools, or directly to work.\footnote{40}

New offerings were added and existing programs were improved and developed as faculty and facilities became available. Dr. Long related:

In our Health and Physical Education program, we tried to introduce to our high school students as many different types of physical and social activities as we could. We tried to fulfill all the basic principles set forth by our national organizations and to cover the scope of materials of health, safety, physical education, recreation, and intramurals. We had quite an extensive program at the time. . . .

As veterans began returning to school after World War II, our physical education student teacher roles really swelled. I had as many as twenty-five at one time. These men had been through war and they were ready and serious. Without a doubt, they were the best

\footnote{37}{Interview with Dean E. B. Robert, op. cit.} \footnote{38}{Interview with Dr. J. Quitman Long, op. cit.} \footnote{39}{Interview with Mr. A. E. Swanson, op. cit.} \footnote{40}{Interview with Dr. L. M. Harrison, op. cit.}
group of men I have ever been associated with as far as student teachers were concerned. . . . It was sometimes difficult to coordinate the work of twenty-five student teachers at one time, but because we had many student teachers, we could carry out a varied program.

We had our rhythms, social dancing, square dancing, and the women had modern dancing, too. We had swimming when we could make arrangements with the University Physical Education Department so that we wouldn't conflict with their swimming activities. We had our dear old sports; we had combatives--boxing and wrestling. We had the big team game activities as well as the dual activities, such as tennis and badminton. We played handball. We had a very wide scope of activities. And because we had so many men student teachers working with us at that time, we were able to give quite good instruction, I think.

One activity in those early years was called "co-recreational games" in which the senior boys and girls could participate together. We used a system of scoring that allowed them to show their superiority or give some meaning to the different activities. We played checkers, chess, canasta, badminton, and washers in those activities. These were recreational games, very light games, that could be played most anywhere.41

During this period industrial and trade courses of a vocational nature were included through the cooperative efforts of the University Department of Trade and Industrial Education. Several shop, mechanical drawing, motor mechanics, woodworking, and industrial arts courses were offered for the first time. As indicated in Table 21, curricular schedules were arranged so that at least one of these subjects was available each year during Principal Swanson's administration. 42

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41 Interview with Dr. J. Quitman Long, op. cit.
Table 21

Subjects Offered by Number of Units, 1946-1947 Through 1954-1955

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<td>41 1/2</td>
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</tbody>
</table>

*No differentiation in type of music.

*Differentiated as vocal or instrumental.
University facilities utilized in these industrial and trade courses were a half mile distant from the Laboratory School; and though the University faculty involved made every effort to be helpful and cooperated splendidly, they still had other obligations which demanded first priority on their time. Therefore, the arrangement was never completely satisfactory.\footnote{Interview with Dean E. B. Robert, op. cit.}

Table 21 illustrates the curricular offerings for the period of tenure of Mr. Swanson as principal. Total units offered varied from 39 to 45-1/2; the 1949-1950 session provided the greatest choice with 45-1/2 units of credit offered. Stability of offerings was greater than in previous periods in the Laboratory School. With few exceptions, those courses offered were available most every year of the period. The industrial courses were the paramount exception, for they varied greatly with demand and availability of faculty and facilities.

\textbf{Instructional Personnel}

Under the leadership of Dean E. B. Robert the faculty of University High School had grown in talent and stature. This growth continued throughout the administration of Principal A. E. Swanson as a result of what had already been achieved and the combined efforts of these two administrators.
According to Mr. Swanson, "Dean Robert backed me in anything I attempted that he thought was anywhere near right ... and I suppose ... a lot of times when he probably didn't think I was completely right. His support was one of the finest experiences I had in the school." 44

Dean Robert remembered,

Earlier the faculty had consisted of a few very competent elderly teachers, but the remainder of the faculty consisted of graduate assistants--some from all over the different departments of the University. For example, Mrs. May Lee Denham had all the social studies of the high school and the seventh and eighth grades; about eight or ten graduate assistants helped her run that operation!

Vacancies were filled and new positions were staffed with highly qualified teachers--many of whom were already parish supervisors of instruction. We established pretty early that the job of supervisor of student teaching and instruction in the Laboratory School was a professional, full-time position on the University faculty, deserving of the same rank, salary, and tenure accorded other University faculty members. 45

So successful were these efforts that Principal Swanson commented that his faculty

... was the strongest faculty in the State of Louisiana, probably in the entire South. It was well divided between men and women. I thought we had an outstanding group of young men, many of whom now hold places of responsibility and leadership in Louisiana education. Men like Dean John Garrett, Dr. Sam Adams, Dr. William Eglin, Dr. William Smith, Dr. Pat Harrison, Dr. Quitman Long, Dr. William Beyer, Dr. Stanley Shaw, and others. 46

44 Interview with Mr. A. E. Swanson, op. cit.
45 Interview with Dean E. B. Robert, op. cit.
46 Interview with Mr. A. E. Swanson, op. cit.
When the present Dean of the College of Education, Dr. John L. Garrett, Jr., joined the faculty of the Laboratory School, he recalled,

In our day to day experiences there was a great deal of camaraderie among the men faculty and a great deal of congeniality among the members of the entire faculty. There was not as much association between the elementary and secondary teachers as perhaps there should have been.

The secondary faculty was particularly helpful. I recall some of the men faculty members of the earlier days. Mr. Beyer, who is now in the State Department of Education, was a member. Mr. Thayer kept something going all the time. Mr. A. E. Macso, a very fine teacher from Ohio, founded the National Honor Society at the Laboratory School. Dr. Long, of course, was very close. Our band director, Mr. McQueen, was a nice person. 47

Principal Swanson's faculty was quite stable in numbers. However, it did grow from a total of twenty-five full-time teachers in 1946 to a total of twenty-seven full-time teachers and one graduate assistant in 1954. 48

Instructional Practices.

Instructional practices continued to differ from those of other schools primarily in terms of the faculty. With each passing year the Laboratory School grew in faculty size and strength. Because only those of demonstrated talent and promise were sought for employment, the faculty grew more and more into a group of "master" teachers. 49

47 Interview with Dr. John L. Garrett, Jr., op. cit.
48 Louisiana State Department of Education Annual Reports, 1946-1954.
49 Interview with Mr. A. E. Swanson, op. cit.
Two excellent and representative examples of the exceptional faculty and the instructional practices employed in the Laboratory School were the exemplary techniques of Dr. L. M. Harrison in chemistry and physics and Mr. C. J. Thayer in mathematics. Dr. Harrison taught science fundamentals through reference to the manufactured products and natural resources of Louisiana. In this manner he included every fact which needed to be learned, while promoting the state and supplying tangible examples of the practical usefulness of science. Field trips to local industrial plants and to the salt mines at Avery Island further enhanced his objectives.  

Mr. Thayer utilized association and subject matter interrelation to simplify what he felt was his students' hardest task, the manipulation of arithmetic fractions and decimal numbers. Prose paragraphs, containing both the problem and interesting facts and details exterior to the problem, represented one of his techniques to assist his students in understanding the concepts involved. Collaboration with Dr. Harrison enabled him to demonstrate the relation between mathematics and science. Fundamental to these techniques was Mr. Thayer's desire to stimulate student interest and understanding of the complex concepts of mathematics.  

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50Baton Rouge Morning Advocate, March 6, 1949, p. 16.

51Ibid.
Mr. Thayer attempted to eliminate rote memorization from geometry, a course where he found student interest prone to lag. He emphasized "plain" reasoning and the examination of geometric models to reduce geometry from the abstract to the concrete.  

Also a highly professional group, the Laboratory School faculty took an active interest in their professional academic associations and encouraged their student teachers to do so. They stayed abreast of the most modern methods of teaching and utilized those educationally sound ideas which would benefit their classroom instruction. The instruction was outstanding and the student teachers were closely supervised to insure that the greatest good for themselves and Laboratory School students would come from their experiences.  

Most impressive about the Laboratory School instructional practices was the superior teaching taking place. Excellence was built on sound educational principles executed to near perfection. Emphasis was never placed on radical or new ideas designed to attract attention, but emphasis was placed squarely on performing in a masterful way those

52 Ibid.

53 Interview with Dr. John L. Garrett, Jr., op. cit.

54 Interview with Dr. W. A. Lawrence, op. cit.
instructional techniques which could be expected of developing young teachers.  

Teacher Education Services

According to Dr. E. B. Robert, Dean Emeritus of the College of Education, one of the vital functions of a laboratory school is the provision of "... a place where students in training could see the teaching-learning process in operation." Dean Robert envisioned the Laboratory School as an environment where an optimum parent-teacher association could exist. In this manner the relationship between parents, teachers, and children in an educational program could be used to develop that program. At the same time it could serve as an example of how these relationships could be utilized in the community where the new teachers might go.

He felt the Laboratory School should have a minimum program for student teaching consisting of at least one section of each of the twelve grades. Each supervisor would have a limited number of student teachers and would, therefore, be available for demonstration teaching and the teaching of college methods courses. Dean Robert felt it

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55 Interview with Mrs. Will C. Daniels, op. cit.

56 Interview with Dean E. B. Robert, op. cit.

57 Ibid.
was inevitable that some student teachers would be placed with off-campus supervisors.\textsuperscript{58}

During Principal Swanson's administration all student teaching was done on the campus in the Laboratory School. At times classes were heavily crowded with student teachers, which did not create an ideal situation. Relief was planned in two courses of action, building a larger Laboratory School facility and placing the eventual overflow of student teachers in the public school system of East Baton Rouge Parish. The new building became a reality during the nine year period Mr. Swanson served as principal; the overflow of student teachers to public schools of East Baton Rouge Parish came during the next administration.\textsuperscript{59}

OTHER ACTIVITIES

When Mr. Swanson came to the Laboratory School as principal, he expected spirit to be poor, but he was pleasantly surprised to find school spirit quite good. Of the student body's feeling toward their school, he commented, "They were very proud of it, much more so than I would have thought. Actually, they didn't have a school—they just had rooms scattered over the campus."\textsuperscript{60}

\begin{footnotes}
\item[58] Ibid.
\item[59] Interview with Mr. A. E. Swanson, op. cit.
\item[60] Ibid.
\end{footnotes}
Phenomenal growth of the Laboratory School occurred through the nine year tenure of Principal Swanson. As might be expected, growth in the area of student activities and organizations paralleled the growth in the total school.

Mr. Swanson recalled that the music and speech programs were "very good." The band was "small, but excellent;" it showed "remarkable progress" under the leadership of a new young director, Vernon E. Daigle. The vocal music program at both the elementary and secondary levels was "quite good." Speech and drama activities elicited a great deal of interest and offered worthwhile outlets for University High School students. 61

In 1948 a chapter of Key Club International, a club for boys intended to provide service to the home, school, and community, was formed. Mr. William M. Smith provided the faculty leadership necessary for its inception and served as its first sponsor. Key Club helped foster interest in school life at University High School, and concomitantly, it assisted the movement to eliminate student involvement in off-campus fraternal organizations described in the previous administration. Both the faculty and the parents were pleased with this outcome. 62

Organization of the University High School chapter

61 Ibid.

of the National Honor Society occurred in the 1950-1951 school year, through the leadership of Mr. A. E. Macso. This Society was intended to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in the students of University High School. A faculty committee was used to elect students to membership, after which they were inducted into the society at a school assembly held in the fall and spring of each year. Mr. Macso was on the University High School faculty only that one year, when he taught the eighth grade English and social studies for Mr. William Eglin, who was on leave.63

Serving on the first faculty committee for the National Honor Society were Mr. Macso, Principal Swanson, Mr. Long, Miss Picot, Miss Loup, and Mrs. Beard. Mr. Harrison replaced Mr. Macso on the committee the second year, and Mrs. Beard and Mr. Harrison served as sponsors for the society.64

In the 1954-1955 school year, Ben Miller was elected the school's first Student Body President. In the annual for that year, the following description appears:

We, of the annual staff dedicate this 1955 Cub to Ben Miller, University High School's first elected

63 Interview with Dr. L. M. Harrison, op. cit.

64 Ibid.
student body president. Ben, in his untiring efforts and unselfishness, symbolizes the leadership necessary in student government. His service in this job has proved that University High has successfully filled a long-empty gap—the student body's own president.65

Another student publication which was published and read with much pride and interest was the Campus Cub, a student newspaper. Though established earlier, it grew in quality and support during this period. Like the yearbook, The Cub, it had begun in mimeograph form and grew to be an attractive printed newspaper.

Principal Swanson agreed that conditions in the athletic program were as Dr. Long had previously described them. The school had no equipment and no place to play. It was always necessary for University High School football teams to be the visitor to their opponent's field, since they had none of their own. There was no way of raising money, for gate receipts were limited to one or two games a year—"very limited!" In football and basketball, the lack of equipment and facilities was quite obvious, for University High School was "seldom victorious" in these sports. Baseball was different, for the necessities were more readily available, and the teams were "very good."66 The University High baseball team went to the state play-offs at least once in this period.67

65The Cub, University High School Yearbook, 1955.
66Interview with Mr. A. E. Swanson, op. cit.
67Interview with Dr. J. Quitman Long, op. cit.
During the Swanson administration began one of the most cherished traditions to which the senior classes adhere. With Dr. Harrison as their class sponsor, and with the approval of Principal Swanson, the policy of allowing seniors to enjoy "Senior Privileges" was begun. Having Senior Privileges meant the seniors did not have to report to a study hall. As Dr. Harrison recalled, "Mostly they would come piling into my office the last period, or any time they had off. And I didn't care; I enjoyed them and helped them when I could."68

During the nine year period of Mr. Swanson's administration University High School senior classes varied in number from fifty-eight in 1948 to ten in 1949. The year 1949 had not been expected to produce graduates as a result of the school's prior addition of grade twelve. However, ten juniors qualified for senior classification by scheduling extra courses and attending summer school; eight of these graduated in 1949.69

68 Interview with Dr. L. M. Harrison, op. cit.

Chapter 8

When John L. Garrett, Jr., was named Principal of the Laboratory School in September 1955, he became the second successive principal to have done student teaching there and eventually return in the position of principal. At the time he became principal his knowledge of the school spanned a fifteen year period: in 1941 he transferred to Louisiana State University as a junior in Education; he student taught at the Laboratory School in 1942; in 1950 he joined the faculty as a supervisor of social studies; he left the school in June 1954 to join the Louisiana State Department of Education; in February 1955 Principal A. E. Swanson asked him to return to the school to become Assistant Principal; and in September 1955 Mr. Swanson left to become Superintendent of Tensas Parish Schools and Mr. Garrett was named principal.1

DESCRIPTION OF THE SCHOOL PLANT AND FACILITIES

Additional Construction

The Garrett administration saw the culmination of many dreams to which the Laboratory School had aspired since

1Baton Rouge State Times, August 17, 1955, p. 2-B.
its inception. Occupying the new building, with an outstanding faculty and a larger, more stable student body, the school awaited the expert leadership of a man like Dr. Garrett to help it achieve its fine reputation.

The first major addition to the new building, the gymnasium, was under construction. Completed in the fall of 1955, it contained enough floor area for three basketball courts and provided offices for health and physical education staff, as well as dressing rooms, showers, and first aid rooms.\(^2\)

Late in 1961 the Louisiana State University Board of Supervisors placed the Laboratory School Music Building and Auditorium on its priority list for capital needs at an estimated cost of $800,000.\(^3\) It still remained on the list of priorities in mid 1962, but no further progress was reported.\(^4\) A Faculty Studies document, "Plans for Development of the College of Education to 1969-1970," called for the addition of the urgently needed auditorium-music building to complete the facilities originally planned for the Laboratory School.\(^5\)

\(^2\)Ibid.

\(^3\)Louisiana State University Board of Supervisors Minutes, December 16, 1961.

\(^4\)Louisiana State University Board of Supervisors Minutes, June 4, 1962.

\(^5\)Louisiana State University Faculty and Studies Committee Minutes, December 6, 1962.
Early in 1963 the State Bond and Building Commission appropriated $600,000 for the construction and named August Perez and Associates of New Orleans to be the architects. In December 1963 it was reported that the construction contract had been awarded and work had begun.

The music-auditorium complex was under contract to L. W. Eaton Construction Company of Baton Rouge, who had submitted the low bid of $502,200. Designed with an auditorium seating over 600, the building housed separate but connecting facilities for both vocal and instrumental music. The band room and the chorus room each contained approximately 900 square feet of floor space; each also included four practice rooms and offices.

Planned to match existing buildings, the new air conditioned structure included as an attractive design feature

... four separate pyramid-shaped roofs of red Spanish tile over the entrance lobby, auditorium, band room, and chorus room. These vaults [opened] on the inside with [massive, exposed] beams angling ... to the top.  

Dr. John L. Garrett, Jr., principal, announced in January 1964 that the building was expected to be completed

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7 Louisiana State University Board of Supervisors Minutes, December 14, 1963.


9 Ibid.
for the opening of the next school session (September 1964). Noting the school had long needed such a facility for "school-wide assemblies, musical programs, and commencement exercises," he stated it would accommodate the entire student body.  

Because the school band had been housed in a portion of the gymnasium, the new building would free additional space for the physical education program. Therefore, the construction contract called for renovation of that portion of the gymnasium to include a locker room, an exercise room, and a coach's office.

Construction of the plant facilities had been completed. On a summer morning in 1971, Dean Robert, now retired, took time to reflect on what had transpired. He mused:

We were building the Laboratory School under several different presidents and during a war. The only good thing about the delay was that we kept the same architect that entire time, and we kept revising and checking the plans. When construction began we felt the plans included every feature worth copying in any laboratory school in the country. We profited from the mistakes of some visionaries who constructed their laboratory schools and found that some of their ideas didn't work. For instance, we didn't include such things as one-way glass.

... We gave each member of the faculty a tremendous classroom. In the elementary wing I believe each classroom is about 24 feet by 40 feet with partitions that could be closed in one minute to make two classrooms. Opened wide for a demonstration area, it

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10 Ibid. 11 Ibid.
included room for observers. A private office for the supervisor and a storage area were in the back.

Every high school supervisor had a complete physical unit including a private office and adequate equipment and materials of instruction. We spent a great deal of time working with the supervisors to get the facilities they wanted. An example was Miss Allen, the supervisor of art, who needed a kiln for ceramics work and space to display the art work. . . .

Maybe it was fortunate that we did not get the entire plant at the same time. We got the plant under three different University administrations. First came the secondary building and the elementary building; then came the cafeteria and the gymnasium; finally the auditorium-music building complex was added. Postponing the construction of each of these buildings enabled us to improve our plans for them.

Now the Laboratory School is as complete as we envisioned it in the beginning . . . it is conveniently located with reference to the College of Education, and the College of Education should use it to the fullest possible extent in the education of teachers.12

Surely it was with a great deal of satisfaction that Dr. E. B. Robert, Dean Emeritus of the College of Education, could look back to consider the fruition of the building planned for so long. However, progress had not ceased with the construction of buildings.

While the new auditorium-music complex was awaiting funding so that construction could begin, another important addition to the facilities at University High School occurred. A complete, up-to-date thirty-two booth language laboratory was installed and put into service in the fall of 1962. The laboratory included a teacher's console which

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12 Interview with Dean E. B. Robert, op. cit.
housed the central controls, two tape recorders, and a turntable. Student booths were each equipped with microphones and earphones and four of them had tape recorders.\footnote{Baton Rouge \textit{State Times}, November 1, 1962, p. 10.}

This language laboratory was the indirect result of the National Defense Act of 1958, which specified that the federal government would provide matching funds for money put up by public schools in the fields of mathematics, science, and foreign languages. Geographically, but not financially, the Laboratory School was a portion of the East Baton Rouge Parish School System and therefore, was not eligible for these funds. Because future teachers of foreign languages received their professional training at University High School, the University assumed the financial responsibility for the installation.\footnote{Ibid.}

Earlier Mrs. Louise H. Beard had described how the business education department began with about twenty old typewriters of assorted makes, models, sizes, and varying degrees of usefulness. Her department equipment needs grew with the school.

To provide equipment for her bookkeeping classes, Mrs. Beard utilized a seldom used calculator from Dean Robert's office. The old calculator was considered expendable for the sake of the new department, and it provided the
only clerical machine the bookkeeping class had. When it died of old age it was replaced with an electric ten key adding machine, which was better for the purpose and more like a business office situation.

In the early 1950's Mrs. Beard founded and sponsored the Future Business Leaders of America Club. Through the years this club assisted the growth of the business department through the gift of a tape recorder, a record player, and various other useful items.

During the Garrett administration the need for electric typewriters became obvious. Mrs. Beard recalled:

I had a very excellent typist who seemed to be a wonderful entrant for the state high school rally, but I discovered the competition would be on electric typewriters. It is absolutely impossible for a student trained on a manual typewriter to do well on an electric the first time. The emotional strain and the difference in touch would be practically impossible to overcome.

With Dr. Garrett's help I was able to get an electric typewriter. This student practiced on it for one week in her regular typing period and with a little direction she was able to convert from a manual to an electric. She won first place in the rally in our division. I was quite proud to get an electric typewriter which had helped the school's showing immediately.¹⁵

Additional electric typewriters were purchased during the Garrett administration to provide about half manual and half electric machines. This ratio, Mrs. Beard felt, was ideal.¹⁶ Thus, during the Garrett administration

¹⁵ Interview with Mrs. Louise Hampton Beard, op. cit.
¹⁶ Ibid.
the business laboratory reached its best equipped state.

Much concerted effort on the part of the faculty, the administration, and the librarian, Mrs. Daniels, was expended trying to build the library while utilizing it to the fullest.\textsuperscript{17} From the very meager beginnings described earlier, the library grew to contain over 15,000 volumes in good condition by the final year of the Garrett administration. This represented twenty-nine volumes per pupil; the library averaged approximately thirty-eight loans to each student in the school that year.\textsuperscript{18}

Another improvement during the Garrett administration was the addition of closed-circuit television. Equipment was installed to transmit from the Laboratory School to television receive: in Peabody Hall. This enabled a class of students in education to observe a class in progress in the Laboratory School.

In like manner, instructional materials and equipment grew throughout the school. Housed in an ideal facility, the Garrett administration could place all its growth efforts into equipping the new school in the most advantageous manner.

\textsuperscript{17} Interview with Dr. John L. Garrett, Jr., op. cit.

\textsuperscript{18} Louisiana State Department of Education Annual Report, October 14, 1965.
Budget

Table 22 shows budget figures for the years 1956-1965. These figures represent an actual compilation of funds expended in the fiscal year ending each June 30, as listed in the Financial Report of Louisiana State University and Agricultural and Mechanical College.

For the second consecutive administration of the Laboratory School, budgetary figures show consistent chronological growth. From a total of $155,680 in 1956, the budget grew to $309,068 in 1965.

SCHOOL PROGRAM

Enrollment

Tables 23, 24, and 25 show enrollment data for Dr. Garrett's administration. "Stability" best describes the enrollment of these years. The reputation of the school was well established, and consistently there were more applicants for entry than space to accommodate them.

Enrollment for grades one through eight is shown in Table 23. When Dr. Garrett became principal, enrollment in this division of the school was 309. Thereafter it dropped

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19 Interview with Mr. William McDermott, op. cit.


21 Interview with Dr. John L. Garrett, Jr., op. cit.
Table 22

Total Budgets for Fiscal Year Ending June 30, 1956
Through June 30, 1965

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Enrollment Data for Grades 1-8, 1955-1956
Through 1964-1965

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and remained near 290, as desired. Likewise, enrollment for grades nine through twelve stabilized in the 232 to 240 range for the ten year Garrett administration, as indicated in Table 24.

Table 25 summarizes total enrollment for this ten year period. Except for that first year when the total was 543, school enrollment remained in the 520 to 530 range, as desired.

Curriculum

Under the direction of Dr. Garrett, the Laboratory School curriculum was to grow to its most comprehensive state. Significant, also, was the fact that the curriculum had ceased to be strongly influenced by personnel changes. Therefore, there were no longer instances when the offerings of an entire department were eliminated with a change of faculty.

The specific curriculum for any one year contained those basic mathematics, science, social studies, English, and language courses considered as essential. In addition, elective courses as selected by the student body were added each year. Remaining a small high school, it could not offer any one year all the areas its faculty was capable of teaching, for there were too few total teacher periods available. It was for this reason that clerical practice, for example, was offered only one year during the Garrett administration. The comprehensiveness of University High
Table 24
Enrollment Data for Grades 9-12, 1955-1956
Through 1964-1965

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</table>
School was a function of the needs of its students and not a limitation of its faculty.

During the tenure of Principal Garrett an interesting curricular innovation came about when Mrs. Louise Beard began to experiment with teaching typewriting to seventh grade students. Personal experience and her acquaintance with the literature of leading educators led her to believe skill courses could be introduced to children before they reached high school age. Beginning with a group of seventh grade volunteers, Mrs. Beard attempted to determine how much this group could learn about using the typewriter and how skillful they could become.\textsuperscript{22}

Insisting that "trial and error" was her system of research, Mrs. Beard sought to determine skill standards appropriate for this age group. Realizing that their level of coordination and their ability to understand and follow directions were not as refined as high school students, she set out to develop a personal typewriting course which would interest these young people and be of practical benefit to them.\textsuperscript{23}

Earlier in the Garrett administration a sequence of "exploratory courses" had been established to allow seventh and eighth grade students to sample, or "explore," different

\textsuperscript{22} Interview with Mrs. Louise Hampton Beard, op. cit.

\textsuperscript{23} Ibid.
curricular offerings. Attending each of these classes on a rotating basis, the student gained exposure to two or more subjects during the school year. Elimination of standard grading procedures used to determine achievement allowed the students to enjoy the "exploratory" experience in a relaxed atmosphere. The seventh grade typewriting class was added to these "exploratory courses."  

In addition to providing worthwhile experiences for the students involved, these exploratory courses assisted in the development of a strong curricular program of electives for the high school years. During the four semester period of the seventh and eighth grades, a student had the opportunity to sample the offerings of art, band, vocal music, foreign language (French or Spanish), home economics, and now, typewriting. From these experiences junior high school students learned more about their interests and aptitudes and were better equipped to make wise curricular choices for themselves throughout high school. Of significance, also, was the fact that these "exploratory experiences" broadened the general educational background of these junior high school students.  

24 Interview with Dr. John L. Garrett, Jr., op. cit.  
25 Ibid.
According to Table 26, the curriculum contained $41\frac{1}{2}$ total units the first year of Dr. Garrett's administration. With minor fluctuations it had grown to a total of 43 units by his final year.

**Instructional Personnel**

During the Garrett administration the Laboratory School faculty grew to its greatest size and became quite stable. Beginning with twenty-eight full-time supervisors, the faculty had grown to thirty-one by the tenth year of Dr. Garrett's tenure as principal.

Dr. Garrett recalled, "... the most wonderful thing about the school was the professional attitude of the majority of the faculty and their dedication to meeting their basic responsibilities. We had a master teacher in nearly every area."  

Never one to sidestep an issue, Dr. Garrett continued,

Now, of course, there were a few weak spots. ... Some of the teachers had problems, and during my tenure as principal I dismissed two people and in substance dismissed a third by finding other employment for that person. Each of these occasions represented a traumatic experience ... a very difficult decision ... but one

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26 *Louisiana State Department of Education Annual Reports, 1955-1965.*

27 Interview with Dr. John L. Garrett, Jr., op. cit.
Table 26

Subjects Offered by Number of Units, 1955-1956
Through 1964-1965

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necessary in the professional best interests of the school and children.\textsuperscript{28}

After his years of faithful service, Mr. J. Quitman Long was forced by a heart attack to retire from coaching. Moving to the academic classroom, Dr. Long remained at the Laboratory School, giving of himself in the classroom as he had on the athletic field.\textsuperscript{29} In fact, it was while he was serving as supervisor of classroom instruction that Dr. Long was promoted to the rank of full Professor.

This is especially significant in view of the fact that Dr. Long was the first full professor in the Laboratory School. When Dr. E. B. Robert had become Dean of the College of Education he set out to elevate the status of the Laboratory School faculty by equating them to instructional personnel in other divisions of the University. He felt that all the academic ranks of the University should be open to this faculty. When Dr. Garrett recommended Dr. Long's promotion to Professor, this ambition for the Laboratory School became a reality.\textsuperscript{30}

A new coach, Vane T. Wilson, was employed to fill the vacancy created when Dr. Long moved to the classroom. Coach Wilson was to continue the pattern set by his predecessor of utilizing the athletic program as a portion of the

\textsuperscript{28}Ibid.

\textsuperscript{29}Baton Rouge \textit{State Times}, August 17, 1955, p. 2.

\textsuperscript{30}Interview with Dean E. B. Robert, op. cit.
total school endeavor to benefit the young people.\textsuperscript{31}

Indication of the total faculty growth was the addition of the school's first formal guidance personnel, when, in 1964-1965, a two-thirds time counselor was employed. This counselor remained for only that one year,\textsuperscript{32} but the ground was broken for a complete guidance program in the next administration.

**Instructional Practices**

Since the Laboratory School began, academic excellence had been a major objective. During the Garrett administration, however, there seemed to be an even greater emphasis on the development of a total, more comprehensive program of academic excellence. Teachers and students alike took pride in this excellence. University High School won first place in the State Literary Rally each of the ten years of Dr. Garrett's tenure. This performance was achieved without undue emphasis on the competitive examination of the Rally or tutoring of those who participated.\textsuperscript{33}

The National Merit Scholarship Program began during this period and provided another avenue for the demonstration of the instructional excellence of the Laboratory School.

\textsuperscript{31}Ibid.

\textsuperscript{32}Louisiana State Department of Education Annual Reports, 1955-1965.

\textsuperscript{33}Interview with Dr. John L. Garrett, Jr., op. cit.
The number of seniors who became National Merit Scholarship finalists each year of the program was well above the national average for a school of this size.\textsuperscript{34}

Public interest in the school was on the increase as evidenced by the increasing pressure of numerous applications for admission. The quality of the instructional practices was enhanced by the strength of the faculty, and recognition of these and other assets of the school were responsible for the community interest.

**Teacher Education Services**

Having moved to a new, larger facility which incorporated observational space in its classrooms, it could be expected that more emphasis would be placed on observation in the Laboratory School. This expectation was quickly realized, for disciplines other than the College of Education soon began to utilize the opportunities to observe school age young people.

Surrounding parish school systems brought groups of their teachers by bus to observe the demonstration teaching in the Laboratory School. With these experiences and the leadership of Dr. Garrett, the faculty began to more fully realize that their responsibility for preparing teachers for the state transcended the walls of their classroom or school.\textsuperscript{35}

\textsuperscript{34}Ibid.

\textsuperscript{35}Interview with Dr. John L. Garrett, Jr., op. cit.
Though the University High School faculty had full-time secondary school teaching responsibilities, they continued to teach the secondary educational methods courses. These courses were offered at the end of their day; some of the faculty taught five or six classes on the day the methods courses met. In addition, they were supervising as many as ten student teachers, for every graduate of the College of Education did student teaching at the Laboratory School.

However, during the Garrett administration the press of student teachers taxed facilities to the point that it became necessary to make arrangements to place some student teachers in off-campus schools. Dr. W. A. Lawrence initiated the contractual arrangements for the very successful program to place student teachers in East Baton Rouge Parish schools.36

OTHER ACTIVITIES

The Garrett administration provided the environment in which many programs at University High School flourished. One such program was the athletic program. As indicated earlier by Dr. Long, funds for the athletic department were practically nonexistent; in fact, the athletic department balance on hand was eight cents when Dr. Garrett became principal.37 The combination of increased financial support

36 Ibid. 37 Ibid.
and a larger student body provided a foundation on which the athletic program could grow.

University High School won the District 8-A football championship in 1958, and this tribute to Coach Vane Wilson appeared in the Cub, the 1958 yearbook:

During the three years that Coach Wilson has been at University High School, he has continued in the tradition of our former coaches to build the entire program into a successful, well-run organization. Respected and admired by everyone, he has not only trained his boys well in the fundamentals of sports and sportsmanship, he has used his influence upon them to encourage them in scholarship and character.38

This seemed a fitting tribute to a program which began with little more than the boys' keen desire to participate.

Student publications showed considerable development, also. In September 1960 the Campus Cub, student newspaper, won the Quill and Scroll international first place award. Quill and Scroll, an international organization for the encouragement and recognition of excellence in high school journalism, stated in the evaluation submitted to Mrs. Elena R. LeBlanc, faculty sponsor, "The paper reflects a superior school and, therefore, is serving an excellent public relations medium."39

Under the direction of Vernon E. Daigle, the University High School band became an award winner, also.

38 The Cub, University High School Yearbook, 1958.

39 Baton Rouge Morning Advocate, September 30, 1960, p. 3.
Attending the State Music Festival sponsored by the Louisiana Music Educators' Association in Lafayette on Friday, March 16, 1956, the band was awarded the rating of "superior" in performance and in sight-reading. Conducting the band throughout its performance were student teachers working under the supervision of Mr. Daigle.  

Having joined the Laboratory School faculty in September 1951, Mr. Daigle was in his fifth year of service to the band at this time. This first "superior" rating for the band came in the first year of the Garrett administration.  

The Future Business Leaders of America contributed a major service to the school and its students with their biannual career day. Sponsored by Mrs. Louise Beard, the FBLA Career Day offered University High School students the opportunity to meet business and professional consultants of interest to them. Group and individual discussion opportunities provided valuable first-hand information for University High School students.  

During this period the seniors began their annual trip to Washington, D.C. for a tour of the capitol. Begun

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41Louisiana State Department of Education Annual Report, October 2, 1951.
the first year of Principal Garrett's administration, the following report of their 1958 trip appeared in the Congressional Record, inserted by Senator Russell B. Long, a Laboratory School graduate:

MR. LONG. Mr. President, I ask unanimous consent to have printed in the Appendix of the Record the names of the 39 students and 4 chaperones from University High School of Baton Rouge, Louisiana, who are visiting the Capitol today.

The full name of the school these young men and women represent is the University High Laboratory School of the College of Education of Louisiana State University. In 1933, I had the honor of being president of the freshman class of that school and today my two daughters are both students of that school.

The total enrollment of University High is only 250, and this figure is augmented by a little less than 200 in the grammar school grades. Although small in size, the school is constantly making a name for itself, both scholastically and in the field of athletic competition. At the present time, 6 members of the senior class are finalists in the national merit scholarship awards, which select group represents one-half of 1 percent of the top scholars in the Nation. Last year one University High senior earned a scholarship from this competition and the previous year two students were successful.

This high school has for its specific educational mission the training of future teachers and the conducting of demonstration classes where supervisors teach new and improved methods. Throughout the years of its existence, the school has done an outstanding job in performing these missions and it gives me a great deal of pleasure to welcome the senior class on its third annual trip to Washington, D.C.

There being no objection; the list was ordered to be printed in the RECORD, as follows:

Chaperones: Mrs. Julius Mullins, Miss Mina Jean Carruth, Mr. Oran Teague, Mr. Coburn Hood.

Students: Nell Jacks, Ann Holloway, Peggy Owen, Ann Warriner, Flo Wallace, Jeanie Mullins, Madelon Manner, Adele Sherrill, Helen Reddy, Bert Durrett, Carolyn Asburn, Jo Ann Huenefeld, Suzanne Sabin, Carol Loree,
Nita Clare Roberts, Mary Ann Johnson, Bill Alford, Mac Vick, Joel Safer, David Smith, Pat Rickey, Byron Kantrow, Charlie Malone, Bob Terry, Charlie Kennon, John Kean, Creighton Miller, Jim Field, Jarrie Long, Beck Payne, Arthur Haas, Lyttleton Harris, Floyd Cox, Ernest Hanchey, Foster Semple, Jorn Dakin, John Wilson, Ward Bond.43

Also during Dr. Garrett's tenure as principal, the seniors chose, with faculty and administrative support, to discontinue the tradition of formal dress for graduation. From the beginning the girls had worn long dresses and carried bouquets of fresh flowers, and the boys had worn white coats with black ties. By class vote the seniors decided to graduate in caps and gowns.

Chapter 9

SUMMARY AND SIGNIFICANT TRENDS

SUMMARY

The sequence of events which led to the establishment of the Louisiana State University Demonstration High School can be traced to a meeting of the Board of Supervisors on May 12, 1912. Discussion centered on the $40,000 grant the University could obtain from the Peabody Education Fund to erect a building to house the Teachers College and a demonstration school. The University's financial commitment was to continue support of the Teachers College in a minimum amount of $10,000 yearly.

When the Board met on June 2, 1913, it moved to accept the donation from the Peabody Education Fund and begin construction of the two story brick building. Peabody Hall, on the old Pentagon campus in north Baton Rouge, was completed in time for college classes on September 15, 1915.

Demonstration High School occupied the first floor of Peabody Hall and began operation September 20, 1915. It was operated for the purpose of providing Teachers College students an opportunity to study high school methods and obtain teaching practice. With a capacity of one hundred students, it included a maximum of twenty-five in each of
the high school grades, eight, nine, ten, and eleven.

For the first several years the school was not crowded, because many Baton Rouge people were reluctant to send their children to a school where they would be used for teaching practice. However, the University outgrew the old Pentagon Campus and moved in 1925 to the present site south of Baton Rouge along the Mississippi River. Here Demonstration High School occupied a portion of a new George Peabody Hall and came to be called the Laboratory School by many.

The school flourished in this new setting. Clubs, sports, and social activities were increased, and the Laboratory School began to add new grade levels. The seventh grade had been added in 1923, and all the elementary grades were included by 1936. Grade twelve was added in 1945.

As the school added additional grade levels, overcrowding became severe, and plans were begun to construct a facility more suited to the school's space requirements and the teacher preparation function of the College of Education. Culmination of these plans occurred in 1953 when the present Laboratory School facility located on the eastern side of the campus on Dalrymple Drive was occupied. By the fall of 1964 the gymnasium and music-auditorium buildings had been added and the facility was complete.

The Laboratory School has benefited from the leadership of each of its seven principals. Each one seemed capable of meeting the particular needs of the school at the
time of his tenure. The principals and their period of tenure were:

- O. B. Staples 1915-1918
- H. L. Garrett 1918-1920
- G. A. Young 1920-1922
- J. R. Shoptaugh 1922-1940
- G. H. Deer 1940-1946
- A. E. Swanson 1946-1955
- J. L. Garrett 1955-1965

From its first year of operation the Laboratory School was fortunate to have had outstanding teachers on its faculty. Beginning with the principal and three teachers in 1915, it grew to include thirty-one full-time supervisors by 1964. In the same period the student body grew from sixty-four students to a total of five hundred twenty-seven. With its program no longer viewed with suspicion by the citizens of Baton Rouge, applications for entry began to far outnumber existing vacancies.

The small school began with a limited curriculum. While growing in other aspects its curriculum grew to be comprehensive for a school its size. It is significant that while serving a vital role in teacher education, the school has also established a reputation for academic excellence.

In addition to providing student teaching experiences, the Laboratory School has served at least three distinct functions in its role on campus. They are:
1. It has provided an example of the building, equipment, and environment in which children can best learn and develop.

2. It has provided a place to try new teaching techniques and materials of instruction.

3. It has been a center for demonstration teaching.

SIGNIFICANT TRENDS

Presently the Laboratory School is unable to accommodate for student teaching all the students of the College of Education; more than half of them obtain their student teaching experiences in off-campus schools. Obviously then, the Laboratory School does not exist for student teaching experiences, alone.

Certain trends in the utilization of the Laboratory School appear evident at this time:

1. The on-campus facility provides the most practical, accessible opportunity for observation and other preprofessional experiences for students in Education, Psychology, and Home Economics.

2. As a center for demonstration teaching, it provides teachers an example of the ideal kind of school situation.

3. New materials and teaching techniques will continue to be used experimentally and evaluated by the master teachers on its faculty.
4. Educational research will become an increasingly important function. A school housing grades one through twelve provides a unique opportunity for certain types of research.

5. Now that the building program is complete, it can serve as an example of the environment in which children can best learn and develop.

6. As a center for student teaching, it will provide approximately two hundred student teachers per year with experience in an exemplary school setting.
APPENDIXES
APPENDIX A

UNIVERSITY LABORATORY SCHOOL FACULTY
1915 THROUGH 1965
FACULTY, 1915-1916
O. B. Staples, Principal
Lela O. Gauthreaux
L. V. Pourciau
C. J. Quick

FACULTY, 1916-1917
O. B. Staples, Principal
H. L. Garrett
Evelyn Polk Norton
C. J. Quick
Margaret Schoenbrodt

FACULTY, 1917-1918
O. B. Staples, Principal
*Agnes Blackman
H. L. Garrett
*Ruth Mundinger
Evelyn Norton
*A. R. Peyroux
C. J. Quick
Margaret Schoenbrodt

FACULTY, 1918-1919
H. L. Garrett, Principal
Annie T. Bell
Alice B. Capdevielle
Bertha A. Latane
Prentice Looney
C. J. Quick

FACULTY, 1919-1920
H. L. Garrett, Principal
Annie T. Bell
Alice B. Capdevielle
Mamie C. Hart
Bertha A. Latane
J. R. Shoptaugh
Margaret Smith

*Part-time
FACULTY, 1920-1921
G. A. Young, Principal
Annie T. Bell
Alice B. Capdevielle
Mildred Kelly
*Undine Marguerite Livaudais
*Eleanor May Ott
John R. Shoptaugh

FACULTY, 1921-1922
G. A. Young, Principal
Annie T. Bell
Alice B. Capdevielle
Lula Cook
Mildred Kelly
John R. Shoptaugh

FACULTY, 1922-1923
J. R. Shoptaugh, Principal
(No faculty records available)

FACULTY, 1923-1924
J. R. Shoptaugh, Principal
*Deborah Abramson
Edward Everett
Margaret Healey
H. M. Norton
Charles E. Webb

FACULTY, 1924-1925
J. R. Shoptaugh, Principal
May Lee Denham
Margaret M. Healey
Mary Loup
Lilla McClure
*Newman M. Powell
Charles Edward Webb

*Part-time
FACULTY, 1925-1926

John R. Shoptaugh, Principal
May Lee Denham
Margaret M. Healey
*Jesse Klein
*Rowena Nick LaCost
Mary E. Loup
George C. Poret
Eunice Thompson

FACULTY, 1926-1927

John R. Shoptaugh, Principal
*Pearl Bond
*F. M. Carson
May Lee Denham
Margaret M. Healey
*L. L. Kilgore
Mary E. Loup
George C. Poret

FACULTY, 1926-1927

John R. Shoptaugh, Principal
May Lee Denham
Margaret Healey
Mary Loup
George C. Poret

FACULTY, 1928-1929

John R. Shoptaugh, Principal
May Lee Denham
Margaret Healey
Mary Loup
George C. Poret

FACULTY, 1929-1930

John R. Shoptaugh, Principal
Charlotte Elliott
May Lee Denham
Margaret Healey
Mary Loup
*Claire Ristroph

*Part-time
FACULTY, 1930-1931

John R. Shoptaugh, Principal
May Lee Denham
Charlotte Elliott
Margaret Healey
Mary Loup

FACULTY, 1931-1932

John R. Shoptaugh, Principal
E. J. Brown
*Rodney Cline
May Lee Denham
Charlotte Elliott
Margaret Healey
*Moise Israel
Mary Loup
*Leslie Norton
*James Plummer
*Esther Robichaux

FACULTY, 1932-1933

John R. Shoptaugh, Principal
Frank Willard Bennett
Will Conerly
May Lee Denham
Charlotte Elliott
Margaret Healey
*James A. Horton
*Florence La Cour
*Elaine C. Lorio
Mary Loup
*Guy C. Mitchell
*Leslie M. Norton

*Part-time
FACULTY, 1933-1934

John R. Shoptaugh, Principal
Will Conerly
May Lee Denham
Josie W. Dyson
Raymond J. Free
Elizabeth G. Gebelin
Margaret M. Healey
Clarence C. Henson
Mary E. Loup
Robert E. May
Melba L. Miller
Leslie M. Norton
George C. Poret

FACULTY, 1934-1935

* Clio Allen
* Lucille Roy Caffery
  Will C. Daniels
  May Lee Denham
* Josie W. Dyson
* Raymond J. Free
  Margaret M. Healey
* J. A. Horton
  Mary E. Loup
* Robert E. May
  Melba L. Miller
* Anna Clark Moore
* Margaret H. Read
* Harley A. Smith
* Marion B. Smith
* John Lewis Vialet

*Part-time
FACULTY, 1935-1936

John R. Shoptaugh, Principal
Elise Alleman
Grace Bailey
*Edna Beatty Bartlow
*Dora Bostwick
*Jack Bostwick
*Hazel Guinn Coxe
Will Conerly Daniels
May W. DeBlieux
May Lee Denham
Josie Dyson
*Mrs. A. S. Hardie
Margaret Healey
W. A. Lawrence
Mary E. Loup
*Mrs. Bernie Moore
*John W. Morriss
*Margaret Payne
*Evelyn Polk
*Margaret H. Read
*Eleana Rodgers
*Albert Garrel Seal
*Harley Smith
*Margaret C. Smith
*Margarete Teer

*Part-time
FACULTY, 1936-1937

W. A. Lawrence, Principal
Mrs. J. L. Allen
Grace Bailey
*Dora Bostwick
*Gerald Dalrymple
Will C. Daniels
May DeBlieux
May Lee Denham
Josie Dyson
Louise Edmonson
Rose Ellzey
*Ann S. Hardie
Margaret Healey
*Eleanor Hodge
Blanche Jackson
Mary E. Loup
Ann C. Moore
Lillian Oleson
*Evelyn Polk
Margaret H. Read
Eleana Rodgers
*Harley Smith
Margaret C. Smith
Margarete Teer

*Part-time
FACULTY, 1937-1938

John R. Shoptaugh, Principal
Grace Bailey
* Catharine Ball
W. J. Bordelon
Mary E. Bridges
*Sue Brown
Mabel Collette
Will C. Daniels
May Lee Denham
Louise Edmondson
Agnes Favrot
L. L. Fulmer
* Lee M. Harrison
Margaret M. Healey
Blanche Jackson
Josie Dyson Kirby
* Caro Lane
W. A. Lawrence
Mrs. Cecil Lorio
Mary E. Loup
*C. C. McCoy
Edna McElhanon
* Anna C. Moore
Lillian Oleson
* Evelyn Polk
* Paul C. Rankin
Margaret Read
Uarda Simmons
Harley Smith
Margaret Smith
Margarete Teer
* Robert Vick

* Part-time
FACULTY, 1938-1939

John R. Shoptaugh, Principal
Grace Bailey
Catharine Ball
W. J. Bordelon
Mary E. Bridges
*Sue Brown
Mabel Collette
May Lee Denham
Agnes Favrot
Lemos Fulmer
Lee M. Harrison
Margaret Healey
Blanche Jackson
Caro Lane
W. A. Lawrence
Mrs. Cecil Lorio
Mary E. Loup
Edna McElhanon
*Anna Clark Moore
Lillian Oleson
*Evelyn Polk
*Paul Rankin
Margaret H. Read
Uarda Simmons
Harley Smith
Margaret C. Smith
Margarete Teer
*Robert Vick

*Part-time
FACULTY, 1939-1940

John R. Shoptaugh, Principal
Grace Bailey
W. J. Bordelon
Mary Elise Bridges
Mabel College
Will C. Daniels
May Lee Denham
Agnes Favrot
Lemos Fulmer
Lee M. Harrison
Margaret Healey
*Hilda Hokenson
Caro Lane
Mrs. Cecil Lorio
Mary E. Loup
*Helen Cavender Meadows
Edna McElhanon
*Anna C. Moore
Dennis Phillip Noah
Lillian Oleson
*Henry A. Patin
*Evelyn Polk
Margaret H. Read
Uarda Simmons
Harley Smith
Margaret Smith
Margarete Teer

*Part-time
FACULTY, 1940-1941

George H. Deer, Principal
Grace Bailey
W. J. Bordelon
Mary Elise Bridges
Mabel Collette
*Jane Crais
Will C. Daniels
May Lee Denham
*Sue Brown Dietrich
Agnes Favrot
Lemos L. Fulmer
Lee M. Harrison
Pauline Hathaway
Margaret Healey
Edna M. Hockaday
*Charles Solon King
Caro Lane
Mary E. Loup
*Anna C. Moore
Dennis Phillip Noah
Lillian Oleson
Henry A. Patin
Margaret Read
Harley Smith
Margaret C. Smith
Margarete Teer

*Part-time
FACULTY, 1941-1942

George H. Deer, Principal
Grace Bailey
W. J. Bordelon
Mary Elise Bridges
Mabel Collette
Will C. Daniels
May Lee Denham
R. Talmadge DeWitt
*Sue Brown Dietrich
Agnes Favrot
Lee M. Harrison
Pauline Hathaway
Margaret Healey
Edna M. Hockaday
Blanche Jackson
Caro Lane
Mary E. Loup
*Blanche Moles
Lillian Oleson
*Mary Pilgrim
Margaret Read
Harley A. Smith
Margaret C. Smith
Dorothy Schulze Stafford
Eugene D. Stern
Margarete Teer
C. J. Thayer

*Part-time
FACULTY, 1942-1943

George H. Deer, Principal
Grace Bailey
Louise H. Beard
*Marjorie Boyd
Mary Elise Bridges
Mrs. J. W. Brouillette
Mabel Edna Collette
Will C. Daniels
May Lee Denham
Agnes Favrot
Gabriel D. Fransee
*Aleen Armstrong Fulton
Lee M. Harrison
Margaret Healey
Edna McElhanon Hockaday
*Florence Kawa
Caro Lane
J. Quitman Long
Mary E. Loup
Kathryn R. Mackensen
Lillian Oleson
H. Hardy Perritt
Margaret Read
Margaret C. Smith
Dorothy Schulze Stafford
Mildred Swan
Margarete Teer
C. J. Thayer

*Part-time
FACULTY, 1943-1944

George H. Deer, Principal
Louise H. Beard
Mary Elise Bridges
Katherine M. Butler
Mabel Edna Collette
Will C. Daniels
May Lee Denham
Gabriel D. Fransee
Dorothy Gordon
Lee M. Harrison
Margaret Healey
*Thelma Hughes
Caro Lane
J. Q. Long
Mary E. Loup
Kathryn R. Mackensen
Lillian Oleson
Margaret H. Read
C. Franklin Sanders
*Elizabeth Shepherd
Margaret C. Smith
Dorothy Schulze Stafford
Margarete Teer
C. J. Thayer
Whilden Wallace
Dallas S. Williams

*Part-time
FACULTY, 1944-1945

George H. Deer, Principal
Grace Bailey
Louise H. Beard
Mabel Edna Collette
Will C. Daniels
May Lee Denham
Gabriel D. Fransee
Dorothy Gordon
Ethel Hanchey
Lee M. Harrison
Norvie C. Hart
Margaret Healey
Mary E. Bridges Hilzim
J. Q. Long
Mary E. Loup
Kathryn Mackensen
*Elizabeth McHugh
Lillian Oleson
Helen Pfeffer
Marietta Picot
Margaret H. Read
*Elizabeth Shepherd
Margaret C. Smith
Dorothy Schulze Stafford
Margaret Teer
C. J. Thayer

*Part-time
FACULTY, 1945-1946

George H. Deer, Principal
Grace Bailey
Louise H. Beard
Helen P. Currie
Will C. Daniels
May Lee Denham
Dorothy Gordon
Ethel Hanchey
L. M. Harrison
Norvie C. Hart
Margaret M. Healey
Mary E. Bridges Hilzim
J. Q. Long
Mary E. Loup
Kathryn Mackensen
W. M. McQueen
Lillian Oleson
Marietta Picot
Margaret H. Read
Margaret C. Smith
Dorothy Stafford
Josephine Stueber
Margarete Teer
C. J. Thayer
FACULTY, 1946-1947

A. E. Swanson, Principal
Marie Allen
Grace Bailey
Louise H. Beard
W. J. Bordelon
Helen Currie
Will C. Daniels
May Lee Denham
Dorothy Gordon
Ethel Hanchey
Lee M. Harrison
Norvie C. Hart
Margaret Healey
Mary E. Bridges Hilzim
J. Q. Long
Mary E. Loup
Kathryn Mackensen
W. M. McQueen
Lillian Oleson
Marietta Picot
Dorothy S. Stafford
Margaret C. Smith
Josephine Stueber
Margarete Teer
C. J. Thayer
FACULTY, 1947-1948

A. E. Swanson, Principal
Marie Allen
Grace Bailey
Louise H. Beard
Will C. Daniels
May Lee Denham
William Eglin
Rosemary Elliot
Dorothy Gordon
Ethel Hanchey
Lee M. Harrison
Margaret Healey
Mary E. Hilzim
Evelyn E. Howell
J. Q. Long
Mary E. Loup
W. M. McQueen
Lillian Oleson
Marietta Picot
Margaret Smith
W. M. Smith
Dorothy S. Stafford
Joseph Stueber
Margarete Teer
C. J. Thayer
Joseph Wilson
FACULTY, 1948-1949

A. E. Swanson, Principal
Marie Allen
Grace Bailey
Louise H. Beard
Will C. Daniels
William Eglin
Rosemary Elliott
G. W. Ford, Jr.
Betsy Garrison
Dorothy Gordon
Ethel Hanchey
Lee M. Harrison
Margaret Healey
Mary E. Hilzim
Kathryn Mackensen
J. Q. Long
Mary E. Loup
W. M. McQueen
Marietta Picot
Lillian Oleson
W. M. Smith
Dorothy Stafford
Margarete Teer
C. J. Thayer
FACULTY, 1949-1950

A. E. Swanson, Principal
Marie Allen
Edna Rose Bailey
Louise H. Beard
W. M. Beyer
Rosemary E. Burton
Will C. Daniels
William Eglin
G. W. Ford
Dorothy Gordon
Ruth Gordon
Ethel Hanchey
Lee M. Harrison
Margaret Healey
Mary E. Hilzim
Kathryn Mackenson
Mary E. Loup
J. Q. Long
W. M. McQueen
Lillian Oleson
Marietta Picot
Margaret C. Smith
W. M. Smith
Dorothy Stafford
Margarete Teer
C. J. Thayer
FACULTY, 1950-1951

A. E. Swanson, Principal
Marie Allen
Grace Bailey
Rose Bailey
Louise H. Beard
W. M. Beyer
Rosemary Burton
Will C. Daniels
John L. Garrett
Dorothy Gordon
Ethel Hanchey
Lee M. Harrison
Margaret Healey
Mary E. Bridges Hilzim
J. Q. Long
Mary Loup
Kathryn Mackensen
A. E. Macso
W. M. McQueen
Lillian Oleson
Marietta Picot
Margaret Smith
Dorothy Stafford
Margarete Teer
C. J. Thayer
FACULTY, 1951-1952

A. E. Swanson, Principal
Marie Allen
Grace Bailey
Rose Bailey
Louise H. Beard
W. M. Beyer
Vernon Daigle
Will C. Daniels
W. R. Eglin
John L. Garrett
Jean Greer
Ethel Hanchey
L. M. Harrison
Margaret Healey
Mary Hilzim
J. Q. Long
Mary Loup
Lillian Oleson
Mara McBee
Marietta Picot
Margaret Smith
W. M. Smith
Dorothy Stafford
Oran Teague
Margarete Teer
C. J. Thayer
C. J. Thayer, Acting Principal
Marie Allen
Grace Bailey
Louise H. Beard
Watt Black
Vernon E. Daigle
Will C. Daniels
Mayme Dell Edwards
W. R. Eglin
John L. Garrett, Jr.
Ethel Hanchey
L. M. Harrison
Margaret Healey
Mary B. Hilzim
Edna Hockaday
Leonard Kilgore, Jr.
John Q. Long
Mary Loup
Mara McBee
Lillian Oleson
Marietta Picot
Margaret C. Smith
Dorothy Stafford
Oran Teague
Margarete Teer
FACULTY, 1953-1954

A. E. Swanson, Principal
Marie Allen
*Preston B. Allison
Grace Bailey
Louise Beard
Watt Black
Mina Jean Carruth
Vernon Daigle
Will C. Daniels
Mayme Dell Edwards
Ethel Hanchey
L. M. Harrison
Margaret Healey
Mary B. Hilzim
Edna Hockaday
Leonard Kilgore, Jr.
Mary Loup
Mara McBee
Lillian Oleson
Marietta Picot
James Prescott
Margaret Smith
Dorothy Stafford
Oran Teague
Margarete Teer
C. J. Thayer
M. B. Tollett

*Part-time
FACULTY, 1954-1955

A. E. Swanson, Principal
Sam Adams
Marie Allen
Grace Bailey
Louise Beard
Watt Black
Vernon Daigle
Will C. Daniels
Mayme Dell Edwards
W. R. Eglin
John L. Garrett, Jr.
*John C. Glorioso
Ethel Hanchey
Margaret Healey
Mary B. Hilzim
Edna Hockaday
Mary Virginia Jones
Leonard Kilgore, Jr.
J. Q. Long
Mary Loup
Lillian Oleson
Marietta Picot
James Prescott
Stanley Shaw
Margaret Smith
Dorothy Stafford
Oran Teague
Margarete Teer

*Part-time
FACULTY, 1955-1956

John L. Garrett, Jr., Principal
Sam Adams
Marie Allen
Grace Bailey
Louise Beard
Jane T. Bennett
Watt L. Black
Mina Jean Carruth
Richard F. Crawford
Vernon E. Daigle
Will C. Daniels
Mayme Dell Edwards
Margaret Healey
Mary B. Hilzim
Edna Hockaday
Mary S. Jones
John Q. Long
Mary E. Loup
Lillian Oleson
Marietta Picot
Stanley Shaw
Margaret C. Shaw
Dorothy Stafford
Oran Teague
Margarete Teer
*Laura Mae F. Tesseneer
Alice Veach
Vane T. Wilson

*Part-time
FACULTY, 1956-1957

John L. Garrett, Jr., Principal
Sam Adams
Marie Allen
Grace Bailey
Louise Beard
Watt Black
Mina Jean Carruth
*James S. Cookston
Richard Crawford
Vernon Baigle
Will C. Daniels
Mayme Dell Edwards
Ruth Glass
Edna Hockaday
Elena LeBlanc
J. Q. Long
Mary Loup
Lillian Oleson
Marietta Picot
James D. Prescott
Stanley Shaw
Margaret C. Smith
Dorothy Stafford
Barbara Strawitz
Oran Teague
Margarete Teer
Alice Veach
Vane Wilson

*Part-time
FACULTY, 1957-1958

John L. Garrett, Jr., Principal
Sam Adams
Marie Allen
Grace Bailey
Louise Beard
Watt L. Black
Mina Jean Carruth
Richard Crawford
Vernon Daigle
Will C. Daniels
Mayme Dell Edwards
Margaret N. Fauver
*Jack Garon
Leone Green
Mary B. Hilzim
Edna Hockaday
Mary S. Jones
Elena LeBlanc
John Q. Long
Mary Loup
Lillian Oleson
Stanley Shaw
Margaret C. Smith
Dorothy Stafford
Barbara Strawitz
Oran Teague
Margarete Teer
Alice Veach
Vane Wilson

*Part-time
FACULTY, 1958-1959

John L. Garrett, Jr., Principal
Sam Adams
Marie Allen
Louise Beard
Grace Bailey
*Glenn Brady
Richard Crawford
Vernon Daigle
Will C. Daniels
Mayme Dell Edwards
Leone Greene
Mary B. Hilzim
Edna Hockaday
Mary Jones
Elena LeBlanc
J. Q. Long
Mary Loup
Lillian Oleson
Marietta Picot
Stanley Shaw
Margaret Smith
Dorothy Stafford
Barbara Strawitz
Oran Teague
Margaret Teer
Mina Travis
Alice Veach
Louise Vick
Vane Wilson

*Part-time
FACULTY, 1959-1960

John L. Garrett, Jr., Principal
Marie Allen
Grace Bailey
Louise H. Beard
B. F. Beeson
Watt L. Black
E. S. Bordelon
*Glenn Brady
Richard Crawford
Vernon Daigle
Will C. Daniels
Mayme Dell Edwards
Leone Greene
Mary B. Hilzim
Edna Hockaday
Mary Frances M. Hopkins
Mary S. Jones
*Kenneth Kirkpatrick
Elena LeBlanc
J. Q. Long
Mary Loup
*Marlyn Moore
Lillian Oleson
Marietta Picot
Stanley Shaw
Margaret C. Smith
Barbara Strawitz
Margarete Teer
Mina Travis
Alice Veach
Vane Wilson

*Part-time
FACULTY, 1960-1961

John L. Garrett, Jr., Principal
Marie Allen
Grace Bailey
Dorothy Bear
Louise Beard
B. F. Beeson
Watt Black
Laura Chapman
R. F. Crawford
Vernon Daigle
Will C. Daniels
Mayme Dell Edwards
Leone Greene
Mary Elise Hilzim
Edna Hockaday
Mary S. Jones
Elena LeBlanc
J. Q. Long
Mary Long
*Marlyn Moore
Lillian Oleson
Marietta Picot
Leo Shelby
Margaret Smith
Barbara Strawitz
Oran Teague
Mina Travis
Alice Ann Veach
*John Wilder
Vane T. Wilson

*Part-time
FACULTY, 1961-1962

John L. Garrett, Jr., Principal
Marie Allen
Grace Bailey
Louise Beard
B. F. Beeson
*Glenn Brady
Richard F. Crawford
Vernon Daigle
Will C. Daniels
Marianne D'Artois
Mayme Dell Edwards
Bobby Germany
Leone Greene
Edna Hockaday
Mary Jones
Elena LeBlanc
J. Q. Long
Mary Loup
*Marlyn Moore
Lillian Oleson
Mary Jane Patterson
Marietta Picot
Stanley Shaw
Leo Shelby
Barbara Strawitz
Oran Teague
Mina Travis
Alice Veach
Whitfield Vick
Vane Wilson

*Part-time
FACULTY, 1962-1963

John L. Garrett, Jr., Principal
Marie Allen
Grace Bailey
Louise Beard
B. F. Beeson
Richard F. Crawford
Vernon Daigle
Will C. Daniels
Marianne D'Artois
Mayme Dell Edwards
Bobby Germany
Leone Greene
Edna Hockaday
Mary Frances Hopkins
Mary Jones
Elena LeBlanc
*Donald Lewis
J. Q. Long
Mary Loup
Lillian Oleson
Mary Jane Patterson
Marietta Picot
*Cavell Raulins
Stanley Shaw
Leo H. Shelby
Barbara Strawitz
Mina Travis
Alice Veach
Whitfield Vick
Vane T. Wilson

*Part-time
FACULTY, 1963-1964

John L. Garrett, Jr., Principal
Marie Allen
Louise Beard
B. F. Beeson
R. F. Crawford
Vernon Daigle
Will C. Daniels
Marianne D'Artois
Catharine P. DeLee
Mayme Dell Edwards
Margaret Fauver
Jack W. Garon
Bobby Germany
Leone Greene
Edna Hockaday
Mary Jones
Elena LeBlanc
*Kay LeCates
J. Q. Long
Mary Loup
Lillian Oleson
*Cavell Raulins
Charles Sauls
Stanley Shaw
Leo Shelby
Barbara Strawitz
Oran Teague
Mina Travis
Whitfield Vick
Vane Wilson
*William Wohlford
Phyllis Woolf

*Part-time
FACULTY, 1964-1965

John L. Garrett, Jr., Principal
Marie Allen
Louise Beard
B. F. Beeson
Richard Crawford
Vernon Daigle
Will C. Daniels
*Harold Edgar
Mayme Dell Edwards
Inez Estes
Jack Garon
Bobby Germany
Leone Greene
Sarah Helen Hair
Edna Hockaday
Mary Jones
Elena LeBlanc
*Kay LeCates
J. Q. Long
Lucille Munson
Marietta Picot
*Cavell Raulins
Charles Sauls
Stanley Shaw
Leo Shelby
Dorothy Smith
Barbara Strawitz
Oran Teague
Mina Travis
Alice Veach
Whitfield Vick
Vane Wilson
Phyllis Woolf

*Part-time
APPENDIX B

UNIVERSITY HIGH SCHOOL GRADUATES
1916 THROUGH 1965
CLASS OF 1916
Ruth V. Bergeron
Charles W. Gallagher
Wedge H. Kyes
Laura Powers
Mabyn T. Pratt
J. Paul Treen
Robert L. Vogler

CLASS OF 1917
Charles Bauer
Ernestine Higdon
Agatha LaCroix
Elenor Lawrence
Vivian Pratt
Mamie Werners

CLASS OF 1918
Mildred Bauer
Charles Coates
Ethel Doiron
Juliet Jolly
Mard Reed
Susanella Schoenbrodt
John Stumberg
Joseph Stumberg

CLASS OF 1919
Elizabeth Blain
Marie Cotten
Genevieve Favrot
Henrietta Guilbeau
Waldeck Guilbeau
Rosa Haralson
Charles H. Hopkins, Jr.
Eleanor Morgan
Mildred Morgan
Sarah Powers
Grace Sheets

CLASS OF 1920
Jessie Chambers
Cornelia Cline
Marie Conrad
Merele Gesell
Lolita Guilbeau
Lenore Newsom
Victor A. Sachse, Jr.
Katharine Singletary
Nancy Stumberg
Blanche Vay

CLASS OF 1921
Ruth Violet Barnett
Lucille Helen Bourgeois
Margaret Douley Clarke
Effie Marie Coppenex
Robbin William Coons
Eva Clare Cox
Ruth Agnes Dupuy
Gertrude Louise Hampton
Eloise Judith Kelly
Ruth Elain Kelly
Estelle Doherty McCausland
Hazel Webb Richardson
Ethel Claire Strickland
Elinor Babette Weil

CLASS OF 1922
Julian Belisle
Julia Bertin
Dorothy Coppage
Elizabeth Droze
Wilford Eberhart
Agnes Favrot
Elmira Harelson
Carolyn Kay
Irene Kroenke
Howard LaCroix
Katie Prescott
Carolyn Sachse
Samuel Sanders
Nat Sheets
### CLASS OF 1923
- Loretta Arbour
- Doris Brooks
- Victor M. Coates
- Frances Craighead
- Lutitia Doiron
- Sadie Favrot
- St. Clair Favrot
- Harry Goudchaux
- Sarah Jostremski
- Leo LeJeune
- Margaret Malain
- Hereford Percy
- Lillie Strickland
- Louise Walsh
- Mary Webber
- Katherine Williams

### CLASS OF 1924
- Josie Camors
- Betsy Chambers
- Jesse L. Cotton
- Jesse P. Coates
- Eileen Donahue
- Elda Mae Edgerton
- Henry Fuqua, Jr.
- Dorothy Fleming
- Odette Guilbeau
- Thomas Hampton
- Marguerite Keller
- Eleanor Michael
- Ethel Mullins
- Catherine Ortlieb
- Frances Peak
- Dorothy Powell
- Beryl Reily
- Frances Sheets
- Carolyn Tiebout
- Olga Marie Weiss

### CLASS OF 1925
- Catherine Amiss
- Eldredge Babers
- Fannie Bailey
- Lawrie Barillier
- Herbert Baron
- Ernest Butterworth
- John Cox
- C. J. David
- George Delesdernier
- Harry Gayden
- Marnie Holcombe
- Orville Jorgenson
- Ena Kelly
- Fern Kelly
- John Van Norman
- Philip Reichert
- Agrippa Robert
- Cicero Sessions

### CLASS OF 1926
- Alston B. Barrow
- Philip Bertin
- Ruth Collins
- Liese Ellis
- Claude Favrot
- Leo Favrot
- Ray Holcombe
- Margaret Lanius
- Eliose Landry
- Virginia Landry
- Dorothy McClendon
- Alice Peak
- Helen Pitchford
- Scallan Walsh
CLASS OF 1927

Katharine Armstrong
Charles A. Brown
Madge Brown
Tim Corcoran
Aven Graham
Genevieve Lee
Maud Marler
Evelyn Miller
Madeline Moran
Pauline Moran
Lysle Morgan

CLASS OF 1928

Kenneth Bean
Willie Frank Borron
Ellen M. Bryan
Robert Cottrell
Allene Edgerton
Albertine Ellis
Paul D. Favrot
Helen Fleming
Julius Garrett
Mary Elizabeth Kreager
Frances Lockhart
Doris Pryan
Louise Quave
Henry L. Sadik, Jr.
Edrye Saurage
Dwight Stump
Frank Tempel
Eugenia Tiebout
Randolph Wilkinson

CLASS OF 1929

William Armstrong
Mathilde Arrighi
Marion Chandler
Myrtle Cutrer
Dorothy Dyer
Albert Ellis
Edith Foote
Alice Gaines Glass
Dorothy Hammatt
Eleanor Lockhart
Mildred Stracener

CLASS OF 1930

Margaret J. Anthon
Harry Bates Brown, Jr.
Audrey Burton
Harvard Busse
John Dyer, Jr.
Clay E. Easterly
Wilbur Edgerton
Dorothy G. Habig
Julia R. Jacobs
J. G. Lee III
Katheryn Meyer
Rubie Louise Owens
Jack Pillow
Norma L. Ricks
Myrtle F. Stracener
George L. Tiebout, Jr.
Helen Werner

CLASS OF 1931

Evelyn Bishop
Alida C. Bonnette
Jane Eleanor Duplantier
Mary Elizabeth Garrett
E. A. W. Hammatt
Charles H. Haynes
Olive E. Head
Hattie Mildred Hill
Ellen Jane Kreager
Doris E. Marie Lassalle
Elaine Menville
Marie Mouser
Frances Octavia Robert
Fannie Russell
Mary Neill Rutledge
Norman Sadik
Winifred Thomas
CLASS OF 1932

Bob Anderson
Louise Elizabeth Bateman
Cecil Belle Bishop
Margaret Bunch Burton
John M. Chilton
Julia Cohn
Sammye Comeaux
Ruth Melba Easton
Gladys Anita Ellis
Lucy Augusta Evans
Henry Paul Gadmer
James Gilbert
Robert L. Guidry
Mildred Agnes Kidd
Harold Nelson Knox
Nancy Lewis
Hattie Catherine Little
D. G. Lunsford
Talmadge Kenneth May
Donald Miles Mitchell
Elena Percy
Mildred Porter
Sue Mayre Powell
Cecilia Agnes Puckett
William Preston Russel
Annie Molly Saltz
Anna Bess Singleton
Thelma Cecilia Southwick
Thomas Harris St. Amant
Thomas Galey Terry
Louis J. Voorhies, Jr.
Mercedes Weil

CLASS OF 1933

Mary Elizabeth Abbott
Anna Mae Austin
William Tait Baynard
Juliette Joyce Bonnette
Dorothy Lee Brock
Marion Joseph Broussard
Sue Eleanor Brown
Anna Blanche Edmonston
Malcolm Pearce Ewing
Cora Ann Foote
Martha Lee Garrett
Paula Davis-Lee Gilliam
Pauline Maas Heyman
Joe Hopper
Helen Huey
Rufus Jackson
Ruth Lane Kreager
Joseph Pierre Lassalle
Dot LeJeune
May Eloise Morgan
Iveson B. Noland
Sylvia Saltz
James Alexander Thom III
Evelyn Tiebout
Hilda Labbe Voorhies
Miriam Werner
Agnes May Zachariah

SUMMER SCHOOL CLASS OF 1933

Elaine Bechnel
Juliet Kerr
Janice Manteris
Laura McGehee
Muriel C. Williams
CLASS OF 1934

Catherine Myrtle Austin
Wilbur Delphia Barthe
Cleo Vernice Brechtel
Annina Campanella
Martha Helen Conner
Agnes May Corkern
Gladys Naomi Cronenberg
Winifred Marie Dugas
Ruth Dyer
Margery Elnora Felder
Eleanor Jane Garig
Mary Sue Garig
Stanley Edward Graham, Jr.
Catherine Grant
Ethel Aline Green
Lillie Myrle Hammond
John Roger Jones
Arthur C. Lewis, Jr.
Josephine Mechlin
Sam Cyril Mitchell
Hal H. Osborn
Rebecca Adele Porter
Catherine Beryl Pruyn
Esther Janet Smith
Lorene Spaht
Marcel J. Voorhies, Jr.
John Randolph Whipple
Truman Pendleton Woodward
Gwendolyn Kent Youngblood

CLASS OF 1935

John Littleton Boone Atkinson
Mabel Claire Avery
John Barnett, Jr.
Woodrow Pershing Beard
Tom Bridges
A. Ringgold Brousseau
James Costello Brousseau
Burt G. Buquoi
J. D. Cambre
Marie Lucille Champagne
Ruth Elizabeth Champagne
Thomas Campanella
Richard Morgan Carradine
Genevieve Cole
Margaret Irma Craig
John D. Daggett
Beatrice Virginia Escudier
Fred K. Facundus
Sadie June Fitzgerald
Julian Flowers
Johnnie L. Floyd
Elaine Gaddis
Harvey Aldred Garrett
Mary Blanche Gibbens
Jeanette Mary Grumbach
Woodrow Guidry
Larry Jean Landry
Charles Oscar Lipscomb
Thalia Elaine McDonald
Mary Eunice Porter
Zach Day Powers
Lucille Marie Rumfello
Isadore Saltz
Joseph Saltz
Edward W. Sanchez
Tom Singleton
Mansel S. Slaughter
Julia La Nelle Smith
Lois Aileen Smith
Vernon Lee Smith
Genevieve Margery Southwick
William Anthony Southwick
Shelton Staples
David Robertson Stopher
John Earle Uhler, Jr.
Edgar LeRoy Way
Richard K. Wilkerson, Jr.
Robert R. Williams
Louise Anadine Wilson
### Class of 1936

- Burnette Caroline Baron
- Robert Nicholas Bersuder
- Sidney Albert Bird, Jr.
- Mary Alice Black
- Charles L. Blake
- Virgil LaVerne Breeden
- Marietta Brown
- Willie Ethel Caskey
- Annie Lee Champagne
- Lillian Ann Champagne
- Luther Edward Champagne
- Mary Louise Coddou
- Virginia Belva Culpepper
- Vivian Quine Dyer
- Margaret Taylor Elam
- Lelia Davidson Fairchild
- Bowman Staples Garrett
- Lena Kidd Grand
- John Temple Graves
- Peggy June Jefferson
- George Bradley Kimbro
- Mary Helen Kirk
- Morris Klinger
- William Kimble Little
- Upton Harold Miller
- Benjimen Evans Mitchell
- James Lee Newman
- George Beverly Noland
- Kathryn Doris Packwood
- Cora Elizabeth Robbins
- Jimmie Parker Salter
- Olive Miller Scouten
- Lawrence Sanford Simon
- Agnes Lenore Smith
- Yvette Lou Smith
- Edna Lillian Stanfill
- Sara Augusta Stone
- Billie Bell Thielman
- Jessie Mae Thompson
- Mildred Cecilia Voorhies
- Kathleen West
- Eloise Wilson
- John Sidney Wilson
- Samuel Wright, Jr.

### Class of 1937

- Jeannine Elizabeth Bardwell
- Charles Emerson Beams
- Alice Rose Bernhard
- Charles O. Bezard
- Frederick Alexander Blanche, Jr.
- Edward Frank Braithwaite
- Mary Lollie Brousseau
- Wessie Mae Brown
- Thierry Claude Buguoi
- Lillian Cecelia Champagne
- Essie Ray Cline
- Elizabeth Anne Cooper
- Rosemary Cothell
- Edward Thomson Davis
- Natalie Davis
- Violet Edmonston
- Mary Louise Fitch
- Lorraine Fitzgerald
- Mildred Ruth Floyd
- Dorothy Fry
- Bertha Garon
- Minerva Anne Grayson
- Frances Kent Holcombe
- Juanita Howell
- Jena Jackson
- Chester M. Jones
- Philip Kirkpatrick Jones
- Dorothy Gladys Kannon
- William Joseph Keown
- Patricia Ann Lassalle
- Wilma Olivia Lee
- Gertrude Janis Marler
- Harold William Mayhew
- Minos Dorsin Miller, Jr.
- Eddie Carolyn Mobley
- E. Roy Mouser
- John James Murray
- Pete J. Politz
- Pauline Pierce Ricks
- Dorothy Mae Rome
- Phyllis Kathleen Shaw
- Naomi Mae Shirley
- Richard J. Smith
- Sidney Forsythe Smith
- Tristan Smith
- Jamie Lee Stevenson
- Mary Louise Swart
- Charles Edward Walker, Jr.
- Callie Arnold Washburn
- Edith Lois Wilkerson
- George Keller Woods
CLASS OF 1938

Lawrence Babin, Jr.  Harold Joseph Melancon
Beverly Ball  John J. Meyer
Ann Elizabeth Baynard  Mildred Louise Mullen
Barbara Evelyn Bonner  Gordon Neff
Gordon Bradford Brown  Elizabeth Leigh Nesom
Ruth Elizabeth Butler  Nida Nolan
Michel E. Buquoi  Marvin G. Osborn, Jr.
Ada Campanella  Stanford Rayne, Jr.
John Capdevielle  Frank Read
Angelena Mary Cascio  Marjorie Elaine Richardson
Jane Arthur Culpepper  Jeanette Rumfella
Charlton Fair Day  Herbert S. Rush
Marion Wynne Ditchburn  Harry Russell
Ollie Dyer, Jr.  Roger Sheldon
New W. Farr, Jr.  Raymond T. Siegel
Patricia Ann Farr  Thomas D. Stockwell, Jr.
Daniel Valmont Garon  Jimmy Stoker
Geraldine Gauthier  William Lawrence Switzer, Jr.
Marjorie Gill  Richard Lownes Taylor
Margaret Olive Green  Eugene Francis Tims
Spencer Howell  Charles Everett Villarreal
Ellen Louise Hunley  Harry Bond Voorhies
Arless Emory Hutchinson  Mary Nell Voorhies
Mary Evelyn Hutto  Roy Wasson
Edward Roger Jones, Jr.  Marian Alice Way
Osece R. Rogers  James O. Weiner
Lazard Klinger  Barbara Louise West
Romsey J. LeBlanc  Paul Wise
Ruth Lee  Martin Wright
Marguerite Lilly McBurney
CLASS OF 1939

Henry Dale Andrews
Frances Cornelia Baker
Marie Catherine Barnett
Ralph Owen Barnett
Wylie Clark Barrow
James Franklin Bates
Bessie Lee Baynard
Iris Bergeron
Alvin Beverly Boles
Ruth Elizabeth Bray
Catherine Costello Brousseau
Clarice Norma Browning
Ruth Elizabeth Butler
Edith Claire Causey
Arthur Albert Costley, Jr.
Sam T. Cowan
Elizabeth Stuart Culpepper
Roy Leonard Davenport, Jr.
Edith Anne Davis
Frederick Vernon Davis
Velma Elaine Deham
Ruth Louise Doherty
Dee Duke
Marie Belle Edmonston
Richard Edwards
Florence Mary Farr
Frances Elizabeth Farrar
Theodore Newton Farris
M. Abbott Flash
John B. Francioni III
Harold Fulton
LeRoy J. Gianelloni
Joanne Gittinger
Sidney P. Haynes

Dorothy Mae Iles
Hazel Eugenia Iles
D. S. Ingram, Jr.
Virginia Grace Jackson
O. D. Johnson, Jr.
Lillie Belle Kleinpeter
Betty Landry
Roberta Landry
Robert E. Lee
Martha Sybil Mahoney
Roy Milton Mayhew
Beverly Metz
Ralph A. Metz, Jr.
Audrey Miller
Edward O'Donnell
Curtis Leroy Owen
Betty Poche
Cleo Claire Portal
John Fred Pray
Hugh Gordon Pruyan
Malcolm Lee Puckett
Laidlaw A. Raymond
Wyeth Alexander Read
Layman A. Rice, Jr.
Harry D. Russell
Evelyn Simon
Leonard Charles Smith
John Alvin Stewart
Marguerite Sybil Thompson
Edward Barr Uhler
Mary Christine Villarreal
Betty Bomar Walts
Harry Oliver Wilkerson
Walter Robert Zammit
CLASS OF 1940

Lois Marie Andrews
A'Dare Bailie
Clydia Bonaventure
Floryne Gay Brewer
Mattye Capdevielle
Laura Alice Causey
E. B. Charlton
Henry Myrle Chenevert
Peggy Lou Covey
David Daniel
Elizabeth Lyle Evans
Dalrymple Fauver
Robert Fletcher
Brooksie Fuller
Mary Adele Garrett
Doris Scaife Gates
Willis Gore
Jefferson C. Graves, Jr.
John M. Henderson
Marian Hoisington
John Hopper
Charles Clifton Ivey, Jr.
George Hilton Jones
Abel A. Leonard, Jr.
Helen Baron Mayer
Danie Miller
Elizabeth Moore
Roland Neames
James Hamilton Neely
Malcolm Neff
Peggy Nesom
Elizabeth Northrop Pearson
Christianny Pickett
Agnes Theresa Powalski
Ann Ramsey
Edwin Richardson
John Richard Rolston
Arthur Max Schutzman, Jr.
Dorothy Belle Smith
Gwendolyn Roberta Smith
H. L. Souter
Sitman Staples
Manfred Sternberg
Alice Hickman Swart
Edwin Thompson
Josephine Vicaro
Kathleen Joyce Wade
John Werner
Charlotte Williams
James Elmer Williams
Daniel Henry Willis
Embry Pryor Wilson
CLASS OF 1941

Joe Acardo
Barbara Andrews
Elsie Shirley Bonaventure
C. W. Briggs, Jr.
Edward White Brousseau
Watson Dalton Browning
Elaine Caldwell
Mary Belle Culpepper
Georgie Danos
Floyd Swanzy Edmiston, Jr.
Mary Eleanor Fauver
Lillian Elaine Fitzgerald
Lucille Foss
Marjorie Anne Gianelloni
Robert Howe Gittinger
Sibyl Yvonne Goodman
Jimmy Lee Harvey
Harriet Gene Houston
Patricia Evelyn Howe
Clarence A. Ives
Ferdy Jerome Ivey
Mary Pocohontas Jolly
Robert A. Kreager
John Lloyd Lee, Jr.
Cornelius Vander Linde
Colleen Lindsey
Ellouise McMichael

Van Mechlin
Jane Merritt
Rodman Benson Miller
Arthur Stephen Moles
Elizabeth Montan
Frank M. Pender
Willard Faye Phillips
Mary Gaines Read
Martha Ann Reyer
Valadele Abernathy Roberts
Robert Clay Ruhl
Guy L. Russell, Jr.
Parker H. St. Amant
Harry Clayton Sanders, Jr.
Betty Sharp
Sylvia C. Sheldon
T. A. Sibley
Stewart L. Smith
Joe Treman Stoker
William Ernest Terry, Jr.
Charles Wilson Upp, Jr.
June Walters
Kay Werner
Georgia Elizabeth Wilder
William Benjamin Wilson
Willie Wilson
CLASS OF 1942

Robert J. Abbott, Jr. 
Ida Margaret Addison 
Marilee Wakefield Arne 
Erline Theresa Aycock 
Janice Camille Aycock 
Nancy Irene Bird 
John Morris Cadwallader, Jr. 
Myla Chadwick 
Betty Coorpender 
Gloria Cronenberg 
Albert Phillips Dyer 
John Marion Eicher 
Mary Ann Eidson 
Mary Ellen Elsbury 
Clyde Fitch, Jr. 
Dorothy Elaine Floyd 
Thomas Sidney Frier 
Richard Gebhart 
Robert L. Graves 
Helen Clark Gray 
Norma Minnette Green 
Evilee Haymon 
Albert Sidney Jeter, Jr. 
Andrew Robinson Johnson, Jr. 
Jane Gordon Kean 
Jean Joy Kistler 
Patricia Jane LaFleur

Helen Elizabeth Levy 
LeLonnie T. Lipsey 
Emma Gene Little 
Charles Hamilton Lowry 
Patricia McDougall 
Anthony Martin Medici 
Emily LeVergne Moles 
Gloria A. Nurdin 
Ralph Livingstone O'Quinn II 
Florence Frances Polizzotto 
Arlette Marie Pool 
Leon Carter Price 
Robert O'Malley Pruyn 
William Brooks Read 
Marjorie Reames 
Mercedes O. Rice 
Peggy Doris Richardson 
Joyce Robbins 
Wesley B. Root, Jr. 
Russell A. Territo 
Barbara Marie Thomas 
George Thompson 
Josie Faye Toler 
Elmarie Ware 
Margaret Ruth Wise 
Mary Virginia Woodruff
CLASS OF 1943

Carol Payne Albright
Mary Jacqueline Atkinson
Ellen Coyle Bagot
Rudolph J. Boudreaux
Billy Briggs
Roland Buquoi
Glenn V. Cambre, Jr.
Myrtle Charlet
Ruth Comeaux
Earnest A. DeGrummond
Loran J. Doherty
Evelyn Marie Edmiston
Myrtle Anne Gebhart
Anne Hayes
Bernice Marie LeBlanc
Raoul L. Levy
Roy Jewell L'Hérisson
Loree Louviere
Henry Huck Mahier
Irene Haden Owen
Dorothy Phillips
Stanley Price
Katherine Rayne
Helen Ricks
Mona Roberts
Lucille K. Roche
Gloria Joy Rodgers
Charles P. Siess, Jr.
Marian Adelaide Siess
Allen Richard Singleton, Jr.
Donald M. Slocum
Richard W. Waldsmith
Frances Olive Walsh
W. K. Watson

CLASS OF 1944

Anna Marie Armstrong
Willie Belle Austin
Lucetta Ann Barnett
Betty Jane Barnett
Alena Faye Barr
Bertha Mary Buquoi
Joseph W. Cecreham
James L. Dennis
Catherine Sarah Ditchburn
Elizabeth Elder
John C. Floyd, Jr.
Mary Lucy Gray
Eleanor Jeanne Houghton
Ruth Evelyn Howell
Coleen Jefferson
James Martin Jones
Ruth Elaine Middleton
Mary Virginia Mitchell
J. C. Myers
Jessie Mullin
Louis A. Nelson, Jr.
Marian Lynne Osborn
Otto P. Rabby, Jr.
Elizabeth Ann Sanders
George E. Sanford, Jr.
Dorothy Jane Smith
Joyce Lorayne Stevens
Alma Elouise Stroube
Jeanne Elizabeth Sturgis
Harold Lane Thompson
Loy Upp
John Walden
James Harry Waugh, Jr.
Roger Glen Wiley
Homes Maybin Wilson
CLASS OF 1945

Frances Rebecca Adams
Julia Lawrence Arnold
Samuel Wilds Bacot III
Narlene Wallace Barr
Joan Marie Baumann
Marian Theresa Beridon
Margy Marie Bordelov
Ruth Marie Bourg
Anne Estelle Boyd
Colleen Camperi
Robbye Brock Cooper
Thomas Sterling Dunn, Jr.
Jeanne Marie Elissalde
Mary Ann Farris
Ella May Fillastre
Hilda Lorraine Harrell
William Kinnier Irwin
Margery Ogden Johnson
Elsie Kean Jones
Ruth Helene Kirschner
Judith Stuart Kistler
Billy Elsworth Lawson
Jane H. Levy
Grace Elaine Major
Dedric Guthrie Morris
John Prewitt Nelson, Jr.
Joyce Elaine Nelson
Mary Ellen Rickey
Wilma Jeanne Shaver
Lloyd Benton Smith, Jr.
Marion B. Smith, Jr.
Corine Cecile Vicaro
Lawrence Vernon Willey, Jr.
Bobbie Windham

CLASS OF 1946

Thelma Lee Agerton
Jacquelyn Joan Baker
Verna Mae Birckel
Gene Alvin Boudreaux
Ozelia Boyer
Lois Louise Buterbaugh
Carolyn Sue Cayard
Joan Cogswell Cooper
Billy Gene Cutrer
Oliver Terrell Deen
Shirley Stephens Doherty
William S. Doherty III
Earl Daman Elliott
Carol Lee Freeman
Robert Pierce Fry
William Joseph Gallegos
Patricia Lois Glueck
Jane Hammond
Jesse Evans Hart
Mary Farr Hill
Alfred Mason Holden
Dorothy Jane Hughes
Evalyn Marie Learner
Dorothy Nell Lindley
James Wiley Lyon, Jr.
Mary Joy Markim
Mary Lou McClendon
Bettye Ruth McCleskey
Hubert Nelson Moody
Ann Isabel Neasham
Jesse C. Nolan
Dorothea Merle Peak
Marian Jean Pettit
Barbara Jane Pilie
Janice Fay Piper
Donald Blair Price
Sarah Belle Prichard
Laura Moorman Read
Dustin G. Reyer
Barbara Jane Robert
Chapman L. Sanford
Louis Henry Sentilles
Louis G. Smith
James Robert Upp
Jack Warren Wilkerson
Raymond Lee Williams
CLASS OF 1947

Jack Atkinson, Jr.
John Dormen Blagg, Jr.
Maybin M. Bordelon
Anne Bryan Bornman
Beverly Ruth Burkett
Ann Evelyn Carter
Marshall R. Clements, Jr.
Madeline Love Cocreham
Elizabeth A. Cooper
Anna Carolyn Darwin
Nina Patrick Dick
John Stephens Doherty
Charles E. Foss
Myrtle Fridge
Edward L. Gallegos
Dee Louis Glueck
Edmund Wright Gray
Robert Ralph Greer
Marion Joyce Hebert
Billie Catherine Hooks
Mark L. Houghton
Charles Kay Hutchinson
Elizabeth Ann Kidd
Scott M. Lamberth
Robie Jean Lee
Lily Adele Maye
Marie Jeanette Miller
Winifred Mitchell
Audrey Ann Mollere
Myrtle Anne Neames
Peggy Louise O'Neal
Caroline Pettiss
Gilbert Irwin Pogson
John Robert Rayne
James Winter Robins
Joan Saveson
Dorothy Jane Seath
Ruth Garland Shoptaugh
Wesley C. Smith, Jr.
Jerelyn Spencer
Cynthia Elinor Stout
Eugene Van Norman
Virgie Dorothy Mae Vicaro
Lowell Ernest Weimer

CLASS OF 1948

Robert Neal Bailey
Edgar Fisher Barnett
Elizabeth Nell Brousseau
William B. Catchings, Jr.
Nancy Ann Cayard
Frances Eileen Chrisler
George Parkman Cox
Ray Harvy Crown
George H. Deer, Jr.
Jack Milton Dennis
Sarah Stoneman Ditchburn
Elizabeth Anne Duncan
Marguerite Elizabeth Edwards
Willyne Marie Farr
Alice Carol Gaar
Rosario Apolonia Gallegos
Glen Charles Gebhart
Patsy June Harrell
Klaus Hinnerk Heberle
Geraldine Claire Heres
Nancy Carolyn Holden
Eleanor Adrienne Howe
Herbert James Howe
John B. Kent, Jr.
James Ray Land
Charlotte Dreyfus Levy
Mary Frances McKoy
Mary Eleanor Meeks
Sam Stewart Mims, Jr.
Carroll Maxine Norris
Claudia Ann Percle
Nina Josephine Pettiss
Harold Dean Pilcher
Blanche Winston Read
Locksly Clyde Rushworth, Jr.
Jane Howell Segrest
Roger Allen Symes
Frances Ann Tempel
Robert Lucien Terry
Brooks Bremner Thayer
David Robert Ulmer, Jr.
Tom F. Unglesby
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Clifford Joseph Weimer
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Conchita Williams
Mary Ann Wolfe
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Sunao Okumura
John Thomas Teska
Josefina Salichs
Parks W. Wilson, Jr.

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Jean Ann Bergeron
Martha Lou Blagg
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David Louis Bornman
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Dolores Olive Bullock
Melba Lee Clark
Benjamin Cole Craft, Jr.
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Rachel Holcombe Durrett
Patsy Jean Farr
Barbara Kent Funchess
Stanton Pendery Gibbens
Peggy Louise Hamilton
David Don Hutchinson
Alice Leone Kannon
James Bothwell Kistler
William Lawrence
Donald Franklin Learner
Sally Allen LeRoi
Barbara Elsie Long
James Taylor Lowry
William Whitehead Lowry
Theus Donald MacQueen
Benjamin Lloyd Magruder
Ann Elizabeth McNabb
Mary Perry Mims
Nancy Jo Olive
June Evelyn Parsons
Helen Emily Robert
Ben Howell Segrest, Jr.
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Robert Sierra
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Mildred Ann Steinmuller
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Barbara Ann Turner
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Celia Waldsmith
Lawrie Gordon Williams
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Paul Campbell Young
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Richard Charles D'Aubin
Wanda Drewett
Janet Marie Dykstra
Katharine Barnard Franklin
William Alexander George
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Louise Ethel Helfman
Elena Hulings
Sally Shunshine Johnson
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Perry Edward Lucas
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David Wesley Pool
Hamilton Richardson
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Harry R. Sachse
Roland Francis Samson
Marjorie Jean Crawford Sanford
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Barbara Don Swetman
Bill Pierce Terry
Theresa Marie Vicaro
Mary Linda Warren
Patricia Mary White
Billy O. Wilson

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Evlyn Northington Farris
Arden Odell French, Jr.
Lloyd Vance Funchess
Mary Alice Gayle
Lee Moncrief Harrison, Jr.
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Florence Adele Heard
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Harry Hunter Huckabay, Jr.
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Ralph Erman Deeds, Jr.
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Cynthia Pauline Eden
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Lurline Janice Crews
Jariel David Dainow
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Joan Marie Ellisor
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Luther Sexton Fortenberry
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Kay Moore
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James Murray Stanfill, Jr.
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Dorothy Anne West
John Rogers Willey
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Nancy Catherine Crow
Carolyn Elizabeth Dawson
Maria Grebocka Denham
Louis Earl Denson
Delmar C. Fulmer
Gladys Elizabeth Gianelloni
Mary Lee Ann Goodrich
Anne Gueymard
Eulora Anne Hanks
Buckner Harris, Jr.
Mildred Alice Hickman
Marguerite Lynn Holler
Charles Perkins Hoyt, Jr.
Mary Catherine Herget
Huckabay
Mary Evelyn Johnson
Marvin Hugh Keenze

Diane Joel Keller
Paul Gilbert Killgore
Olene Mae Land
Wallace Mackensen
Pammella Annette Magruder
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Benjamin Robertson Miller, Jr.
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Otis Miles Pollard, Jr.
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Thomas Ragen Robinson
Philip Alan Sandberg
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Robert Ballinger Welch
Louise Aline Wiggins
Nancy Wilson
James Lipscomb Winfree, III
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Paul Eddes Borron
Bonnie Jane Breaux
Norman Breen
Albert Clarke Burdick III
Davanna Chapman
Keren Judith Dainow
Robert Davison Darby
Ethel Margaret Darden
Kenneth Clay DeJean
Mary Duplantier Dixon
Ann Felice Dugas
Deanna Dyson
Elizabeth Jewel Fortenberry
Mary Jane Grace
James Hartley Haas
Sallie Marie Harris
Carol Dean Hawes
John Murray Hay II
Terry Dawson Hubbs
David Maddox Hunter
Judith Bethany Judice
Sammy L. LaCour
Joy Marie Lamendola

Morgan Ray Loree
Randolph August Linderholm
Stanley Shelby Lucky
Gwendolyn Agnes Magruder
Virginia Marcia Maxton
John T. Moore
Colette Cecilia Moreau
Marguerite Gaillard Murrell
Lovell Jackson Muse
Joann Myer
Sarah Elizabeth New
Miriam Elizabeth Oglesby
Patricia Alice Patterson
John L. Pearce
Paul B. Rees
Bobbie Ruth Richardson
Frank A. Rickey, Jr.
Jorge Alberto Rivero
John Nolan Robinson
Leonard Percy Root, Jr.
Lynn Byron Sherrill
Robert Joseph Shortess
Jodie R. Smith
Anne Gayle Tanner
Eva May Tower
Roberta Lee Williams
Bakewell G. Winston
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James Franklin Batte
Sarah Jane Bennett
Claude Joseph Bonnecarrere, Jr.
Judith Arline Bunch
William A. Burgoyne
Stephen Palmer Bushnell
Carol Lea Cason
Manon Joyce Clack
Judith Mills Coates
Elizabeth Cole
Jena Lucille Cox
Fielding Baron Craft
George Velez Daniels, Jr.
David Aurel deBessonet
Mona Lynn Edgerton
Redrick B. Fogle, Jr.
David Lon French
Carole Ann Fulmer
Iris Catherine George
Patricia Ann Godfrey
Frank J. Greely, Jr.
Thomas Joseph Hampton
Joan Amelia Hatcher
William L. Hawthorne
Helen Maurine Haynes
Nils Georg Herlitz

William W. Holmes III
Robert Crombie Howe
Elizabeth Amy Knight
Nancy Lee Ligon
Richard Andrew Lipsey
Jeannette Frantz Martin
John Edward Maybin
John Thomas McMahon
William Shelby McKenzie
Mary Worthington McVea
Barbara Louise Milner
William Gourrier Morris
John William Myers
Don Martin Parker
Judith Anne Perrine
Robert David Phillips
Marjorie Anne Reynard
James Albert Rockhold
Douglass Wallace Svendson, Jr.
Vickie Albright Taylor
William Boone Vastine II
Josephine Antionette Vicaro
James Waller Ware
Mona Beatrice Wiggins
Charles Emory Wilkins
William David Willis II
Steve MacKorell Wilson
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<td>Charles Neilson Malone</td>
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### CLASS OF 1959

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<tr>
<td>Wilbur Dawkins Atkins, Jr.</td>
<td>Robert Eugene Kelton</td>
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<td>Karen Astrid Berg</td>
<td>Susan Carolyn Kent</td>
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<td>Albert Charles Kirby</td>
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<td>Frances Elizabeth McGuffey</td>
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<td>Terry Hollis Miller</td>
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<td>Lynda Adelaide Moss</td>
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<td>Hilary Jeanne Duchein</td>
<td>Ross Gilbert Munson</td>
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<td>Margaret Brenda Frazar</td>
<td>Cary Frank Owen</td>
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<td>Judith Nell Fuller</td>
<td>Charlotte Amelia Parham</td>
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<td>Peggy Reece Perkins</td>
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<td>Margaret Jane Godfrey</td>
<td>Jerry Lynn Perrine</td>
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<td>Helen Kay Griffon</td>
<td>Clint L. Pierson, Jr.</td>
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<td>Sibyl Judith Guy</td>
<td>Edward James Pisa</td>
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<td>Dolores Fae Hackett</td>
<td>Robert Burke Russell</td>
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<tr>
<td>Eddie Wayne Hanchey</td>
<td>John Richard Shortess</td>
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<tr>
<td>Linda Katheryn Harris</td>
<td>Malcolm K. Shuman</td>
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<td>Nancy Page Harris</td>
<td>Sarah Van Tessier</td>
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<td>Carmelite Lorelle Hebert</td>
<td>John Armstead Thomas</td>
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<td>Mary Ann Hickman</td>
<td>Linda Vennard</td>
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<td>Dian Douglas Hitt</td>
<td>Thomas Henry Watts</td>
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<td>Laura Pauline Holloway</td>
<td>Jayne Fontaine Whitley</td>
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<td>John William Hoppe, Jr.</td>
<td>Weslie Ann Wiksell</td>
</tr>
<tr>
<td>Arthur George Keller, Jr.</td>
<td>Horace Wilkinson IV</td>
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CLASS OF 1960

Jacqueline Anders
Phyllis Sandra Cangelosi
Kenneth Gilbert Carter
Jesse Coates, Jr.
Mary Kay Collette
Ann Leith Cook
Catherine Campbell Cottrell
George Layton Cox
Karen Ilse Dakin
Mary Susan David
Clairborne Joseph Felix Dugas
Prescott Nelson Dunbar
Nancy Anne Field
Nona Louise Frye
Ira Stephen George
Jean Katherine Gillen
Sarah Sue Goldsmith
Reid Eskridge Grigsby
Lois Ann Hampton
Paul Meriwether Haygood
Coburn Emmette Hood
George Kimbal Johnson
Cheney Cleveland Joseph, Jr.
Michael Edward Kirby
Paul Leon Lastrapes
Brenda Bridget Leach
Stephen Bridger Lucky
Martha Lynne McCraine
Michelle Margot Menton

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James Beard Moore
Alvin Charles Moreau, Jr.
Harold Lewis Sorrel Odom
Mary Turner Ogden
Mary Kate Oliver
Cathy Jean Percy
Suzanne Gayle Phillips
Olive Manson Pitcher
Virginia Price
Barbara Lee Reynard
Lyman Ward Roberts
Marvin Stephen Roberts
Josephine Elizabeth Rodriguez
Robert Joseph Rouse, Jr.
David B. Sabin
Martha Jane Sisk
Carlos G. Spaht II
Hearin Tenney
Francis Lionel Tregre
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Virginia Wickliffe Vennard
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Robert Joseph Vick, Jr.
Anne Kathleen Wade
Mary Elizabeth Watt
Audre Jean Wiksell
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Stephen Frank Carter
Mary Jacquelin Champagne
Marjorie Louise Cox
Myra Lillian Cox
Juliet Singletary Dougherty
Ann Durrett
A. Bridger Eglin
Margaret Dorothea Gerlicher
Richard Frank Gill
McGee Grigsby
Lewis Joseph Gulick
Carol Lynn Guy
Clarence Byron Hackett
Kester Walton Hawthorne
Lula Mae Hebert
Merrill Faye Himes
Mary Jane Hockaday
Jane Miller Hoyt
Madeleine Harriett Hubbs
Kenneth Mason Jones
Luther Conley Juban, Jr.
David James Keyser, Jr.
Gary Lawrence Keyser
Nancy Margaret Kniffen
Nancy Jane Knight

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Judith Ann Kuehnle
Leon Lastrapes
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Marcelle Adrienne Martin
Richard Allen Mason
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Jane Lobdell McVea
Lynn Marie Meyer
Maureen Mitchell
Carolyn Anne Monroe
Elizabeth Ann Mullins
Martha Murray
Mary Alta Myers
Susan Moore Owen
Mary Louise Pace
Paul James Parker
Marilyn Pisa
Margaret Muller Powers
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Dale Owen Davis
Nancy Gene Dixon
Lewis Bonner Duff
James Robert Edwards
Ruth Elizabeth Efferson
Walter Louis Fagan
Jennings Bryan Frye III
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Vaughn Leslie Glasgow
Robert Stanley Graham
Thomas Maxwell Hattox
Judy Maye Higgins
Margaret May Holmes
Emily Jones
Michael Jay Kantrow
Nancy Brennan Kean
Maywood Lynne Kelton
David Kirk Kirby
John Grey Lee
Rita Katherine Long
Christine Lynell Macintyre
Julia Abbey Magruder
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Brenda Carole McCraine
Margo Kernan Meares
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Dean Meredith Mosely
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Martha Freeman Wilson
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James Michael Dial
Nol Marie Erie
Anne Arrington Gaines
William J. Haas
Robert Thomas Harrison
Carl Victor Hart
Frank Mason Hatcher
Gerald Feitel Joseph, Jr.
Jeffrey Wayne Justice
Lee Charles Kantrow
Sealann Kelton
John Vincent Lapenas
William Byron Levy
George Welborn Macintyre
Linda Ann Maguire
Susan Glynda Mahier
Janet Beverly Malen
Sidney Melchina McCallum
James Randolph Meyer
Frank Walters Middleton III
William Charles Monroe
Robert Edward Nolan
Carol Storms Owen
Gail Patterson
Karen Becker Perkins
Gary Darneville Poleynard
James Patrick Price
Janell Cloney Reinberg
Joel Rene Roberts
William Airth Rolston III
Catherine Curran Singleton
John Charles Steib
John Howell Taylor
Berta Sue Terry
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Cecilia Anne White
Helen Rae Whitson
John Scott Williams
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Phillips Connell Witter
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Reavis Thayer Eubanks
Carolyn Elizabeth Germano
Clem Goldberger
Roy King Graham
William George Haag III
Harlan Glenn Hall
Carrie Arthur Hanchey
Paul Michael Hebert
Albert Prescott Herget
Nancy Elaine Henderson
Margaret Lucille Hill
Marilyn Sue Hines
James Colomb Holmes
Iris Jenell Hubbs
Edwin Cleveland Jacks
Leslie Anne Johnson
Allen Stuart Joseph
Carol Dennis Judice
Kathleen Janice Kean
John Mason Kirby
Michael Lane Maddox
Robert Charles Maguire
Swayze Elwyn McCraine, Jr.
Robert Wesson McDermid, Jr.
William Adger Meares, Jr.
Marilyn Virginia Melton
John Conway Miller
Angelina Marie Monroe
Katharine Stirling Ogden
Sadie Lindsay Oliver
Carmen Frances Parham
Mary Corinne Percy
Louis William Peters
Mignon Stephanie Peters
Richard William Petrie, Jr.
George Malcolm Pierson
John Ray Powers, Jr.
Peterman Ridge Prosser
Rory Oliver Rice
Owen Dale Roberts
Robert Mark Rosenthal
William Garrot Sabatier
Michael Baughman Scearce
Constance Marie Schmidt
Townsley Inman Schwab
David Shelby
Paul Holden Spaht
Jacques Rene Steib
Sarah Anne Vialet
John Craig Winkler
Pamela Jane Woodin
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William Tucker Austin
Virginia Palfrey Bailey
Mary Frances Barrow
Evalyn Bedell
Mary Lynn Bertrand
Susan Bollinger
Helen Dana Braden
Rebecca Louise Broussard
Molly Ann Brown
Carol Miriam Brunson
Manch S. Cadwallader, Jr.
Chester Chattin Coles, Jr.
Douglas Gordon Crandall
William Ford Dodd
Mary Stewart Dougherty
Leroy William Edwards, Jr.
Margaret Alice Evans
Anthony Clayton Field
Barton Lee Frye
Charles Carter Garvey, Jr.
Hugh Ray Glasgow
Kathryn Shaw Grigsby
Nancy Harris
Pamela Anne Harris
Martha Jane Hattox
Barbara Rose Hebert
Jane Gladden Hogg
Claudette Marie Hubbs
Brent Angle Joseph
Denise Erin Kelley

Joseph Edward Ketner, Jr.
Susan Anne Kilgore
Robert Byron Lank, Jr.
Deborah Leake
Patrick Lee
Patricia Allen Lesikar
John William Mathews, Jr.
Ilse Mattox
Charles McVea, Jr.
Vernon Porter Middleton
Sandra Jean Miller
Lewis A. Moyse
Barbara Elizabeth Murray
Joel David Nasca
Jerald Lee Perlman
Helen Carol Phillips
Roy Rivers Rentrop, Jr.
Gail Inex Rusoff
Mike Safer, Jr.
Penelope Burden Singletary
Ann Woodard Sutter
Annell Tinsley
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Billie Jeanne Wade
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Roger Gordon West
John Carter Wilkinson
James Elmer Williams III
BIBLIOGRAPHY

A. PUBLISHED MATERIALS

1. Books


2. Bulletins


*University Bulletin, Louisiana State University and Agricultural and Mechanical College; Catalogue*. Vol. VI N. S., No. 4. Baton Rouge: Louisiana State University, April, 1916.


3. Periodicals


4. Newspapers

Morning Advocate [Baton Rouge].

October 30, 1932
March 6, 1949
April 15, 1953
April 26, 1953
December 11, 1959
September 30, 1960

The New Advocate [Baton Rouge]

May 27, 1912
June 5, 1913
May 31, 1915
August 6, 1915

The Reveille [Louisiana State University newspaper, Baton Rouge].

March 14, 1951
March 24, 1953
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State Times [Baton Rouge]

August 25, 1915
September 7, 1915
September 10, 1915
September 14, 1915
September 15, 1915
September 18, 1915
September 20, 1915
September 25, 1915
August 21, 1918
September 14, 1918
June 4, 1920
June 9, 1920
May 13, 1922
June 8, 1923
June 6, 1924
August 25, 1950
March 8, 1951
November 19, 1954
August 17, 1955
March 19, 1956
November 1, 1962
January 8, 1964

5. Miscellaneous

B. UNPUBLISHED MATERIALS

1. Interviews


Daniels, Mrs. Will C. Baton Rouge, Louisiana, July 19, 1971.


Harrison, Dr. L. M. Baton Rouge, Louisiana, August 6, 1971.

Lawrence, Dr. W. A. Baton Rouge, Louisiana, August 4, 1971.


Smith, Dr. William M. Baton Rouge, Louisiana, September 29, 1971.

Swanson, Mr. A. E. Baton Rouge, Louisiana, August 13, 1971.

2. Letters

Letter from Dr. Dale E. Bennett, Assistant to the President, to Dean E. B. Robert, College of Education. Baton Rouge, Louisiana, February 21, 1945.
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Letter from Dr. George H. Deer, Principal, Laboratory School, to Dean E. B. Robert, College of Education. Baton Rouge, Louisiana, February 1, 1946.

Letter from Dr. George H. Deer, Principal, Laboratory School, to General Troy Middleton, Comptroller of the University. Baton Rouge, Louisiana, March 4, 1946.


Letter from The Mothers' Club, to Dr. George H. Deer, Principal, Laboratory School. Baton Rouge, Louisiana, January 30, 1946.

Letter from Dr. E. B. Robert, Dean, College of Education, and Dr. George H. Deer, Principal, Laboratory School, to Dr. W. B. Hatcher, President, Louisiana State University. Baton Rouge, Louisiana, February 6, 1945.

Letter from Dr. E. B. Robert, Dean, College of Education, to Dr. Dale E. Bennett, President's Office, Louisiana State University. Baton Rouge, Louisiana, May 2, 1945.

3. Addresses

Robert, Dr. E. B. "The Contribution of Louisiana State University to Public Education in Louisiana." Broadcast on Radio Station WJBO, Baton Rouge, Louisiana, August 1, 1938.

Robert, Dr. E. B. "Urgent Needs of the College of Education of Louisiana State University." January, 1942.

Robert, Dr. E. B. "What Our Laboratory School Means to Louisiana." Address to the Parent-Teacher Association of the Laboratory School, November 5, 1947.

4. Miscellaneous


Floor plan sketches, courtesy Nolan, Norman, and Nolan, Architects, New Orleans, Louisiana, and Smith and Padgett, Associate Architects, Monroe, Louisiana.

Louisiana State Department of Education Annual Reports, 1916 through 1921, 1923 through 1964.


Louisiana State University Board of Supervisors Minutes, 1912 through 1965.

Louisiana State University Faculty and Studies Committee Minutes, December 6, 1962.

Louisiana State University Finance, Building and Grounds Committee Minutes, January 17, 1953, and April 18, 1953.

Records from the Office of the Dean, College of Education, Louisiana State University, Baton Rouge.

Resolution Adopted by the Parent-Teacher Association of the Louisiana State University Laboratory School. Baton Rouge, Louisiana, November 5, 1947.

VITA

James Adair Mackey was born in Rosboro, Arkansas, the son of James Thomas and Hazel Wood Mackey. He attended the public schools of Arkansas and was graduated from Benton High School. His undergraduate degree was earned in mathematics and science at Louisiana Polytechnic Institute, Ruston, Louisiana. After completing his Master's degree in education with a major in guidance and a minor in psychology, he served as a teacher and a teacher-counselor in the East Baton Rouge Parish School System. In August, 1966, he became the first full-time counselor at the Louisiana State University Laboratory School.
EXAMINATION AND THESIS REPORT

Candidate: James Adair Mackey

Major Field: Education

Title of Thesis: A History Of The Louisiana State University Laboratory School, 1915-1965

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

November 29, 1971