

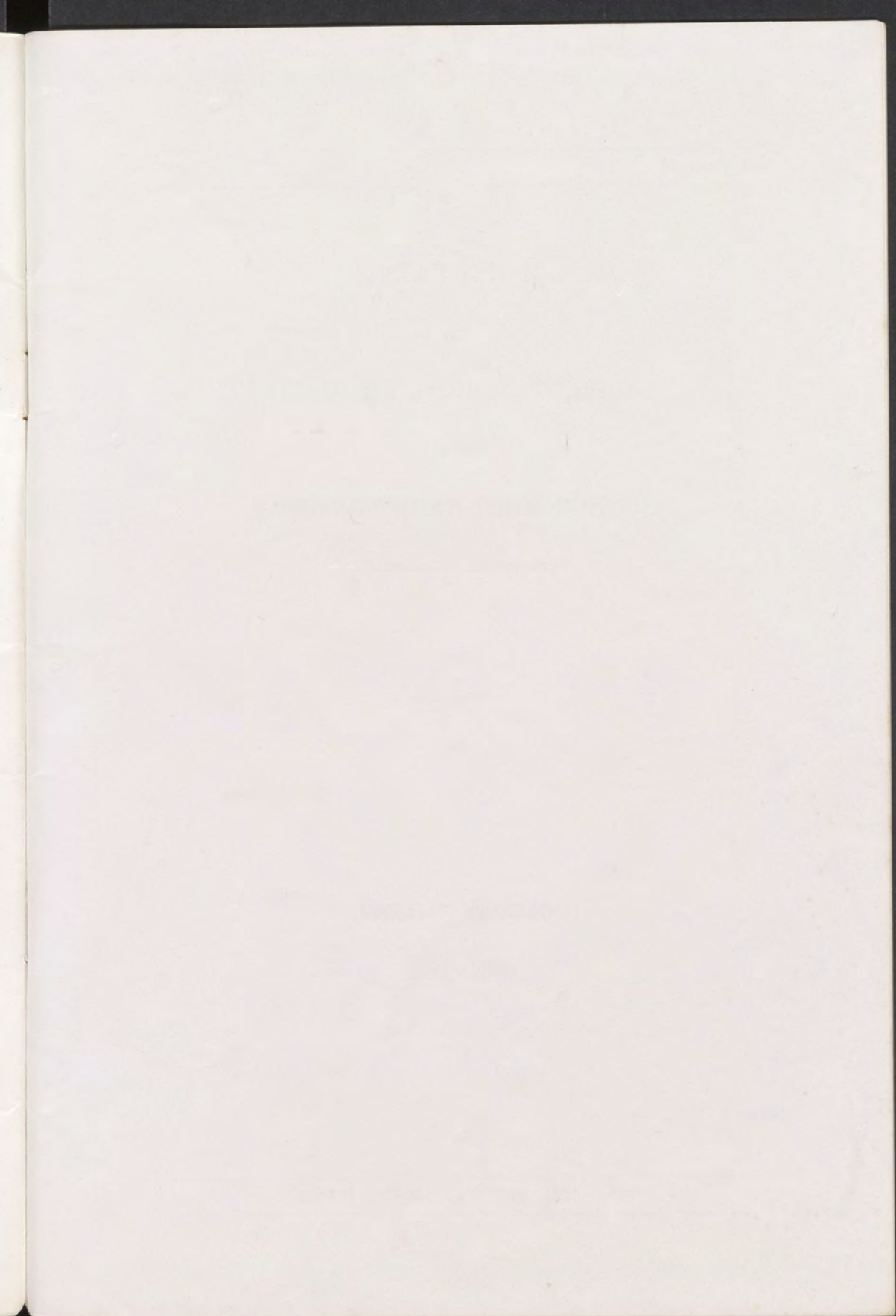
COAHOMA JUNIOR COLLEGE

BULLETIN

Catalog 1958 - 1959

CLARKSDALE, MISSISSIPPI







VOLUME V

NUMBER I

BULLETIN
OF
COAHOMA JUNIOR COLLEGE
AND
AGRICULTURAL HIGH SCHOOL
CLARKSDALE, MISSISSIPPI



CATALOG EDITION

1958 - 1959

ANNOUNCEMENTS FOR 1958 - 1959

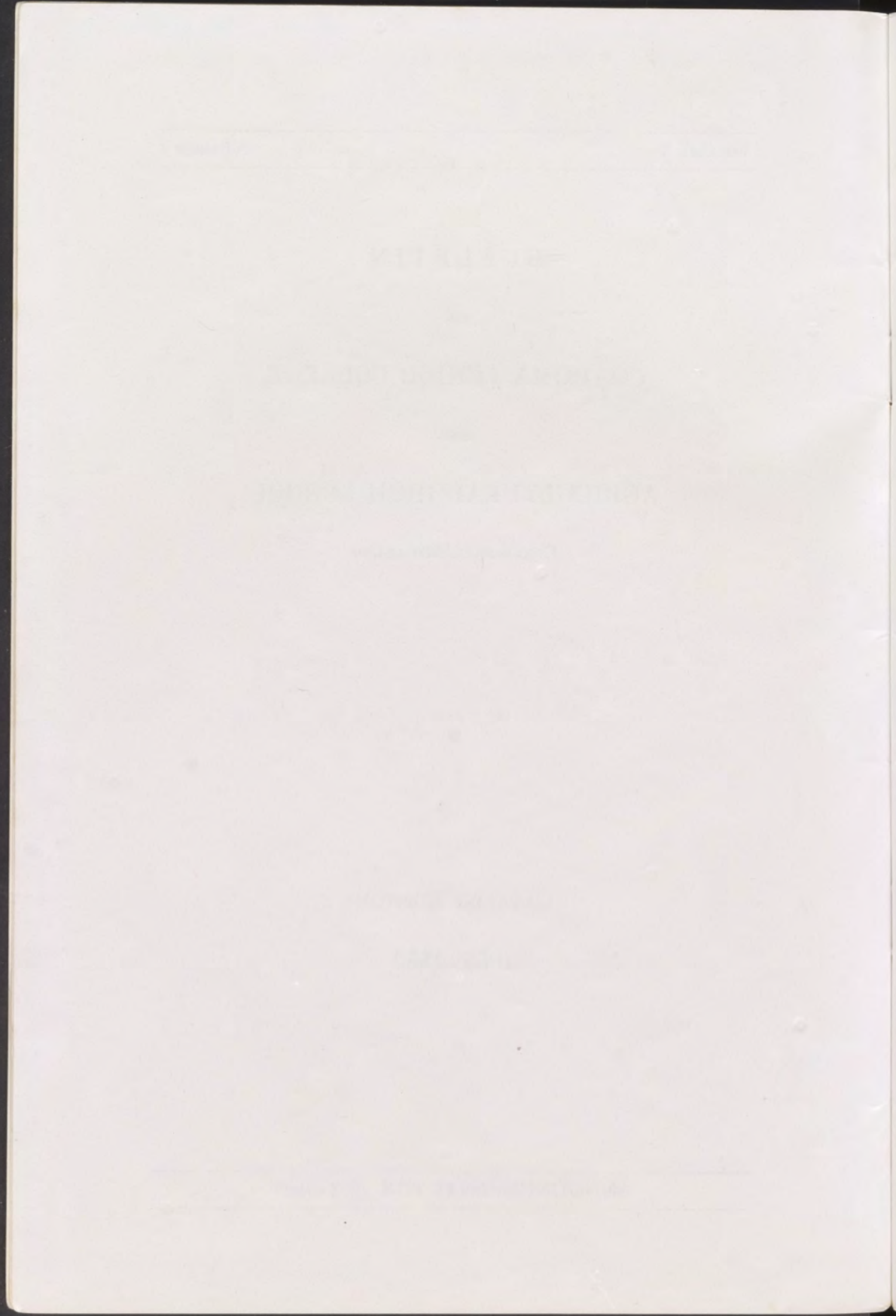


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1958 - 1959 FACULTY

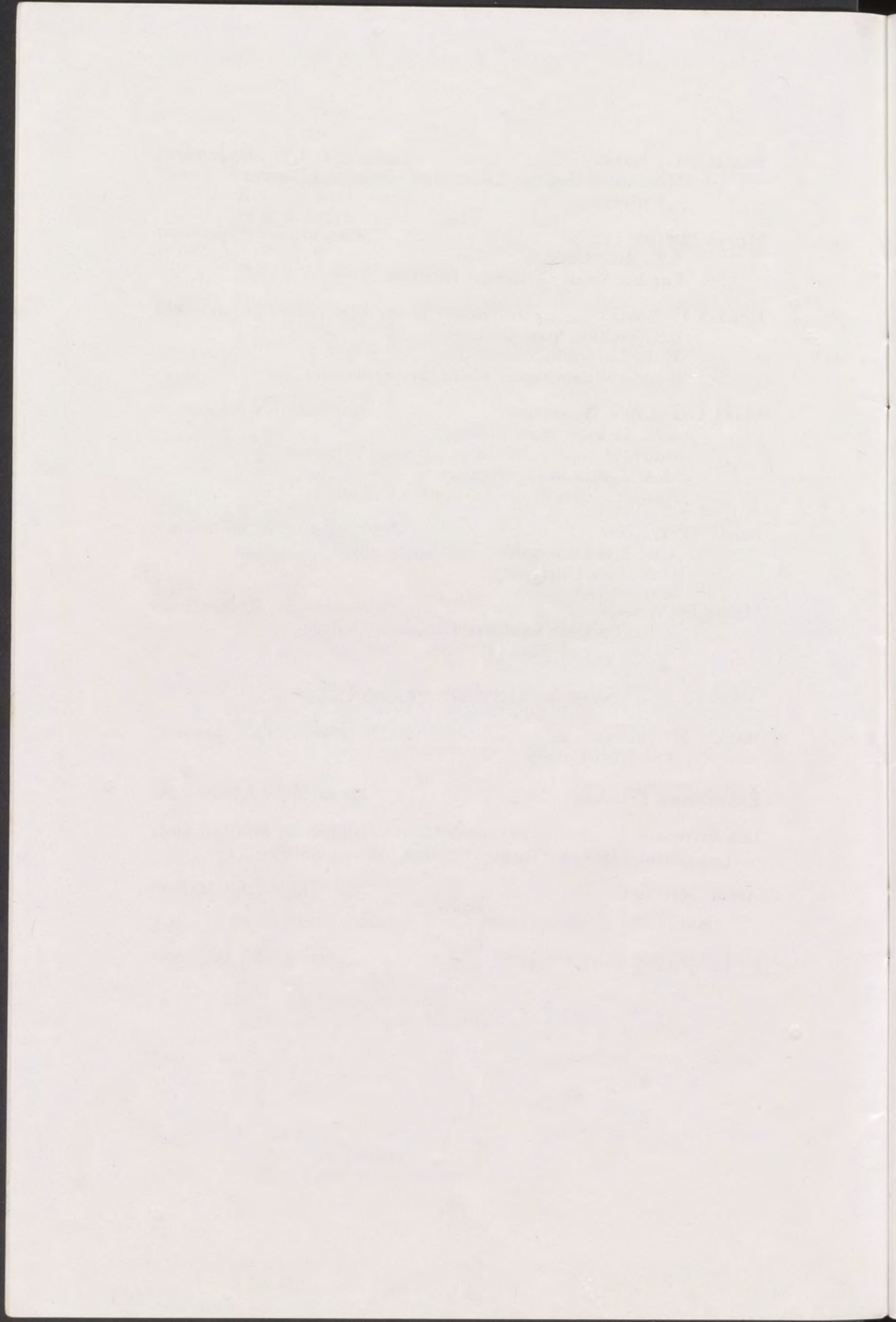
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 M.S., Tennessee A. & I. State University
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 M.Ed., Tuskegee Institute

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M.A., Columbia University
Post Graduate Study, Columbia University
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A.B., Jackson State College
Study, Hampton Institute, Chicago University
M.A., Columbia University
Post Graduate Study, Columbia University
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A.B., Fisk University
M.A., Fisk University
- MAYO D. WILSON - - - - - *Instructor in Mathematics*
A. B., Touglo Southern Christian College

NON-TEACHING PERSONNEL

- NANCY M. DICKEY - - - - - *Dormitory Supervisor*
B.S., Rust College
- EARNESTINE FLOWERS - - - - - *Manager of Lunchroom*
- LEE FLOWERS - - - *Superintendent of Buildings and Grounds*
Study, Haven Teachers College, Alcorn College
- ANGIE MITCHELL - - - - - *Assistant to the Matron*



COAHOMA JUNIOR COLLEGE
COLLEGE CALENDAR — 1958 - 1959

SEPTEMBER

- 8 Faculty Planning Period Begins
- 8 Dormitories Open
- 9 Freshman Registration
- 9-10 Freshman Orientation
- 10 Registration — Other Students
- 11 Classes Begin
- 18 Last Day to Register for Full Credit
- 18 Last Day for Changes in Program

OCTOBER

- 16-17 Mid-Quarter Tests
- 24 Mid-Quarter Grade Reports Due

NOVEMBER

- 24-25 26 Fall Quarter Examinations
- 27-28 Thanksgiving Holidays

DECEMBER

- 1 Registration — Winter Quarter
- 2 Class Work Resumes
- 8 Last Day to Register for Full Credit
- 8 Last Day for Changes in Program
- 19 Christmas Holidays Begin — 4:00 P. M.

JANUARY

- 2 Christmas Holidays End
- 5 Class Work Resumes
- 22-23 Mid-Quarter Tests
- 30 Mid-Quarter Grade Reports Due

FEBRUARY

Negro History Week

MARCH

- 4-6 Winter Quarter Examinations
- 9 Registration — Spring Quarter
- 10 Class Work Resumes
- 13 Winter Quarter Grade Reports Due
- 16 Last Day to Register for Full Credit
- 16 Last Day for Changes in Program
- 19-20-21 State Teachers Association
- 27 Easter Holiday

APRIL

- 16-17 Mid-Quarter Tests
- 24 Mid-Quarter Grade Reports Due

—Continued on next page

COLLEGE CALENDAR — *Continued*

MAY

- 1 May Day Activities
- 19-20-21 Senior Examinations
- 22 Senior Grade Reports Due
- 24 Commencement Sermon
- 25-26-27 Freshman Examinations
- 29 Commencement Exercises — 10:00 A. M.
- 30 Freshman Grade Reports Due

SCHOOL CALENDAR

FOR

COAHOMA COUNTY AGRICULTURAL HIGH SCHOOL

AND

SANDY BAYOU ELEMENTARY SCHOOL

AUGUST, 1958

- 25-29 Administrative Period of Orientation and Personnel Organization

SEPTEMBER

- 1-2 Monday, 9:00 A. M. — Elementary and High School Registration
- 3 Wednesday, 7:30 A. M. — Text Book Issuance

OCTOBER

- 30-31 Mid-Term Examinations

NOVEMBER

- 26 Wednesday, 4:00 P. M. — Thanksgiving Holidays Begin

DECEMBER

- 1 Classwork Resumes
- 19 Friday, 4:00 P. M. — Christmas Holidays Begin

JANUARY, 1959

- 5 Monday — Classwork Resumes
- 16-19-20 First Semester Final Examinations
- 21 Second Semester Begins

MARCH

- 18 Wednesday, 4:00 P. M. — State Teachers Meeting
- 23 Monday — Classwork Resumes
- 25-26 Mid-Term Examinations
- 26 Thursday, 4:00 P. M. — Easter Holidays Begin
- 30 Classwork Resumes

MAY

- 19-20-21 Final Examinations for High School Seniors
- 24 Sunday — Commencement Sermon
- 25-26-27 Final Examinations — Other High School Students
- 29 Commencement Exercises

JUNE

- 1-6 Closing of School Records — All Instructors

GENERAL INFORMATION

HISTORICAL SKETCH

Coahoma County was among the first of the counties in Mississippi to provide agricultural high schools for Negroes. In 1924, County Superintendent P. F. Williams proposed the organization of a school system which would include a number of elementary and junior high schools and one central agricultural high school. Upon adoption of the proposal by the Board of Supervisors in that year, Coahoma County Agricultural High School was established.

Mr. M. L. Strange served as the first superintendent of Coahoma County Agricultural High School during the 1924-25 term. In the years which followed, four other men have headed the institution: Mr. J. H. Moseley, four years; Mr. J. W. Addison and Mr. J. B. Wright, eight years each; and Mr. B. F. McLaurin, whose present term of office began with the 1946-47 school year.

In 1949 the junior college curriculum was added, and the name of the institution was changed to Coahoma Junior College and Agricultural High School. During its first year of operation Coahoma Junior College was supported entirely by county funds. In the next year it became the first education institution for Negroes to be included in Mississippi's system of public junior colleges and eligible to share in funds appropriated by the Mississippi Legislature for the support of public junior colleges.

Increased support has made possible the expansion of physical facilities and instructional staffs to adequately provide for a rapidly growing student body.

LOCATION OF SCHOOL

COAHOMA JUNIOR COLLEGE AND AGRICULTURAL HIGH SCHOOL is located in Coahoma County, Mississippi, about four miles north of Clarksdale, the county seat. The school site is located on the Friars Point-Clarksdale highway, and is about ninety minutes ride from Memphis, Tennessee. Transportation to Clarksdale is afforded by bus and taxi service, making it possible for students and residents of the school to commute without difficulty.

Coahoma County is in the heart of the great Mississippi Delta. Its highly productive soil gives the farmer in this section the distinction of being among the wealthiest in Mississippi. Mechanization and improved methods of cultivation have offset production losses, and the county has been able to weather fluctuating economic conditions without serious effect on the school system and other public agencies. Because of its constant wealth—more than the average county in Mississippi—Coahoma County has been able to maintain one of the largest educational systems in the state.

Located near the center of a large farm population, the school is able to provide educational opportunities for many Negro youths, at a minimum cost, from elementary school through junior college.

PHILOSOPHY AND OBJECTIVES OF THE SCHOOL

More efficient use of human and natural resources is a goal worthy of the greatest educational endeavors. Considering the fact that Coahoma County abounds in human and natural resources, Coahoma Junior College and Agricultural High School attempts to provide training in the utilization of these human and natural resources, and thereby prepare youth for more effective participation in contemporary society. In keeping with this philosophy, the school has set up the following objectives:

1. To assist and direct youth in the daily use of human and natural resources which lead to more fruitful living.
2. To provide a broad program of general education.
3. To provide two years of elementary training for those interested in becoming teachers.
4. To provide preparation for further college work.
5. To give terminal training in special skills.
6. To provide information and counsel that will assist students in appraising their abilities and direct them in choosing a vocation.
7. To serve the people by providing a center for recreation, learning, and good living.
8. To help out-of-school youth and adults solve problems in the major areas of human needs.

TERMINAL FUNCTIONS

The Administration realizes that many Coahoma Junior College students will receive no further organized training beyond junior college. For that reason very few of the courses offered are strictly terminal, but rather they are broad and general in nature; that is, in general, the junior college is recognized as the completion of general education.

We subscribe to the philosophy that any course which prepares a young adult for intelligent participation in society has terminal value. A good teacher who teaches the student first and the subject matter second is offering a terminal course regardless of the catalogue description given the course.

Several of the courses offered at Coahoma Junior College and Agricultural High School are of direct vocational nature. Upon completion of these courses students are better able to earn a living. There is much overlapping of terminal and vocational courses. The vocational course would prepare one for earning a living; the terminal course, as one of the last courses in a given field, would prepare for more intelligent participation in so far as that field touches society and may or may not be vocational.

DIVISIONS OF THE SCHOOL

COAHOMA JUNIOR COLLEGE AND AGRICULTURAL HIGH SCHOOL has four organized divisions, namely: Elementary School, High School, Junior College and Vocational-Technical School. The divisions are articulated by means of faculty groups, integration and correlation of subject matter, student activities, and constant evaluation of procedures in terms of the school's objectives.

THE ELEMENTARY AND HIGH SCHOOL DIVISIONS: Both the Elementary and High School Divisions are fully accredited by the Mississippi Accrediting Commission. The Elementary Division serves pupils in grades one through eight, while the High School Division serves pupils in grades nine through twelve. A well-trained faculty, wholesome social environment, and modern equipment, are factors which contribute to the superior training pupils receive in the Elementary and High School Divisions. All high school pupils, grades nine through twelve, are acceptable as boarding students; only seventh and eighth grade pupils in the elementary school are accepted as boarding students.

THE JUNIOR COLLEGE DIVISION: The Junior College Division provides opportunities in four areas: general education, business education, industrial arts and teacher education. Curricula in each area parallel similar curricula at Mississippi's state-supported four-year colleges for Negroes and other colleges with similar programs. The student who desires to pursue degrees at such institutions may do so without loss of credit.

THE VOCATIONAL-TECHNICAL DIVISION: Some students are interested in preparing themselves for a vocation, others are interested in mastering some skilled or semi-skilled trade. Coahoma Junior College and Agricultural High School attempts to meet the needs of such students by providing training in a limited number of vocational trades, such as carpentry, bricklaying, interior decorating, painting and farm mechanics.

ACCREDITMENT

COAHOMA JUNIOR COLLEGE is accredited by the Mississippi State Department of Education and is approved by the State Department of Teacher Education and Certification for training of elementary teachers. The college is endeavoring to operate in accordance with the standards set by the Southern Association of Colleges and Secondary Schools. We plan an evaluation of the program by this rating agency.

ADMISSIONS

Applicants to the Junior College Division must present at least 15 units earned in an accredited high school with a scholarship average of "C" or better. Graduates from non-accredited high schools must take a placement examination before admittance to the Junior College Division. This examination must be taken dur-

ing the first week of attendance, and applicants are required to make arrangements with the Registrar for such examinations.

Students transferring from non-accredited elementary and high schools must take placement examination before completing classification. Arrangements for the examination must be made with the Principal and the examination must be taken during the first week of attendance.

ADMISSION WITH ADVANCED STANDING: Students transferring to Coahoma Junior College from other institutions will be admitted to advanced standing, provided they present evidence of having completed with a passing grade work which they are submitting. A transcript of credits earned at other institutions must be mailed directly to the Registrar's office, and should reach Coahoma Junior College prior to the student's enrollment.

ADMISSION TO VOCATIONAL-TECHNICAL DIVISION AND VETERANS' COURSES: Applicants to the Vocational-Technical Division and Veterans' Courses will be admitted to these Divisions if they have completed the fourth grade in elementary school and meet the following requirements:

1. Non-veterans will be admitted to the Vocational-Technical Courses if they are 21 years of age or above, and are legal residents of Mississippi.
2. Veterans of the Korean War will be admitted to the Veterans' Courses if they present discharge papers in evidence of military service.

FEES AND EXPENSES

With the exception of board, which may be paid in monthly installments, all fees and other charges are due and payable on a quarter basis for college students and on a semester basis for high school students upon completion of registration:

Maintenance (College)	Per Quarter - \$15.00	Per Year - \$45.00
Science (College)	Per Quarter - 1.50	Per Year - 4.50
Library (College)	Per Quarter - 1.50	Per Year - 4.50
Activity (High Sch. & Jr. High)		Per Year - 6.00
Business (College)	Per Quarter - 4.00	Per Year - 12.00
Mechanical Drawing (College)	Per Quarter - 1.00	Per Year - 3.00
Tuition (High School, Out of County)		Per Year - 35.00
Tuition (High School, Out of State)		Per Year - 60.00
Tuition (High School, over 18 years of age)		Per Year - 45.00
Music - Per Month, \$5.00	- - - - -	Per Year - 45.00
Board - Per Month	\$30.00	

AWARDS AND PRIZES

Appropriate awards, prizes and certificates are presented each year during commencement exercises to outstanding students in various departments of the school. The following awards are given annually by friends of the institution and by the College:

- Frankie Stutts Gray Memorial Award
- Coahoma Junior College and AHS Scholarship Award
- Brown's Beauty Shop Scholarship
- The Elizabeth Maynard Award
- Versatile Club Award
- Aaron Henry Citizenship Award
- J. E. Cain Industrial Arts Award

WORK AID

Based upon the student's financial need and dependability and upon the amount of funds available for work scholarships, a limited number of job opportunities are offered to energetic and deserving students to help defray school expenses. Students interested in obtaining work-aid should make application to the President.

PUBLIC RELATIONS

The program of public relations at Coahoma Junior College endeavors to foster and maintain public good will toward the institution by evaluating public attitudes, by identifying the policies of the college with the public interest, and by carrying out other activities to earn public understanding and acceptance. Specifically, the Public Relations Office seeks (1) to interpret the College's philosophy and objectives, (2) to stress the public services of the College, (3) to enlist the support of the public, (4) to aid graduates of the College in transferring to the upper division of four-year institutions or in finding employment, (5) to make contact with promising prospective students, and (6) to collect, organize, and interpret follow-up information concerning graduates and other former students of the institution.

FOLLOW-UP AND PLACEMENT

The college attempts a follow-up of the Coahoma graduates through the Public Relations Office, through conferences with administrators of senior colleges and Jeanes Supervisors, and through personal conferences with graduates and former students.

Coahoma graduates have made a great contribution by pointing out experiences at Coahoma Junior College which have enabled them to succeed, and by suggesting other emphases which they wish the college could have given in the two-year program.

INFORMATION AND REGULATIONS FOR VETERANS

ELIGIBILITY: Veterans eligible for training under Public Law No. 550 must not be on active duty and must meet and comply with the following:

1. He must have been discharged under conditions other than dishonorable.
2. He must have had at least 90 days of active military duty since June 27, 1950, unless discharged sooner for an actual service-incurred disability.
3. All veterans seeking admission must file an application one month prior to date of expected enrollment.

In order to expedite time in receiving subsistence checks, veterans are advised to contact their local Veterans Administration at the earliest possible date after discharge to apply for educational benefits. If a veteran is eligible for training he will receive a certificate of eligibility, which he is requested to present at time of enrollment.

Veterans applying for college courses must have on file necessary scholastic records before applications may be approved.

A program is set up for veterans who desire to complete their high school education on an accelerated basis. Veterans who enroll in this program must have completed elementary school, a record of which must be on file at time of enrollment. When seeking entrance to the High School Division, the veteran should present his discharge papers in order that military training may be properly evaluated.

Terminal Courses

Special terminal courses in the Vocational Trade department are offered to those persons who are below college level or to persons not pursuing college work.

TIME OF ADMITTANCE: Veterans may enroll in the Vocational-Technical Division on any regular school day during any calendar month.

COURSES OFFERED:

1. Carpentry
2. Bricklaying

LENGTH OF COURSES: All shop courses for veterans run for 1800 consecutive hours. Classes meet five times per week—Monday through Friday—six and one-fourth hours per day. Both morning and afternoon classes are operated so that a veteran may select the time of day most convenient to him, provided the section in which he wishes to enroll is not already full.

CERTIFICATES: Upon completion of a course, the veteran is given a certificate as evidence of his achievement.

CLASS LOAD: Veterans must carry a minimum of 14 quarter hours to be eligible for full-time training and entitled to full train-

ing allowance. Persons enrolled in the Adult High School program may attend either full time (5 hours per day, 5 days per week); or one-half time (2½ hours per day, 5 days per week), receiving credit in proportion to time attended.

CHANGE OF PROGRAM: A veteran is allowed only one change of program in any case. If a course of training is discontinued for misconduct, neglect, or lack of application or interest, the veteran may not be provided any additional educational benefits.

PAYMENT OF BILLS AND FEES: All fees—including tuition, board and room—and supplies are paid for by the veterans on the same basis as that of other students. Tuition must be paid one month in advance.

ATTENDANCE: Class attendance is mandatory for veterans. The training of any veteran will be interrupted if the veteran accumulates:

- (a) More than five school days, or the equivalent thereof in part days, of absence for any reason during a calendar month.
- (b) More than fifteen school days, or the equivalent thereof in part-days, of absence for any reason during each successive six-month period of enrolled status, beginning with the date of entrance or re-entrance into training or effective date of contract, whichever is later.

All absences must be reported to the V.A. in compliance with the law, whether the absence is because of illness or for some other good reason. Unauthorized absences will be charged against the veteran who absents himself from class for any reason other than death in the family.

PROGRESS IN TRAINING: Veterans are expected to make satisfactory progress in their courses, and when they fail to do so, their training is interrupted. The Veterans Administration will be given prompt notice of this action.

CONDUCT: Veterans' conduct must at all times, both on and off the campus, be maintained in a satisfactory manner. All regulations governing the conduct of regular students must be observed by the veteran; failure to do so will result in the termination of his training.

STUDENT LIFE

STUDENT PERSONNEL SERVICES

The program of student personnel at Coahoma Junior College and Agricultural High School is concerned with the building of human relationships and the development of well-adjusted, socially efficient individuals. The personnel program seeks to coordinate and integrate the following services: Orientation, health, social and recreational activities, housing, religious life, follow-up and placement, student government, student activities and organizations.

These services are coordinated by the Director of Student Per-

sonnel with the help of the Student Personnel and Guidance Committee. Faculty advisers guide and counsel students concerning social, personal and academic adjustment to college and life situations.

ORIENTATION

The orientation period is designed to help entering freshmen become adjusted to life at Coahoma Junior College and Agricultural High School. Upon arrival of freshmen on the campus the orientation period begins. During this period the Director of Student Personnel and a committee made up of a selected group of sophomore college students and faculty representatives assist the new students in becoming acquainted with other students, faculty members, advisors, the school rules, regulations and policies, and with the various sites on the campus and in the local community. An envelope consisting of orientation material is given each freshman. Placement examinations, environmental tours, talent and social night, lecture-discussion meetings, and registration are some of the activities during this period.

This orientation period is continued as a part of the regular college curriculum for one quarter.

STUDENT HANDBOOK

The Personnel and Guidance Committee edits a student handbook which is essentially a guide book designed to acquaint the student with the privileges and responsibilities, the educational goals, the rules, the regulations, policies and traditions that affect his academic and social life at Coahoma Junior College and Agricultural High School.

REGULATIONS GOVERNING STUDENTS

Coahoma Junior College seeks to develop its students into good citizens. The accepted standards of good manners, good will and citizenship will govern student behavior.

The student guidebook, *The Maroon and White*, carries a complete list of the regulations governing student life at Coahoma Junior College. General regulation are as follows:

1. Students should provide linen, blankets and toilet articles. This should include two bedspreads, four sheets, two pillow cases, four towels and enough blankets for comfort. Students shall furnish supplies needed to make their rooms comfortable.
2. Rooms must be kept clean and sanitary at all times. Bed linens must be changed each week or more often if necessary. Inspection will be made of rooms each morning and violation of regulations subjects the student to disciplinary action.
3. When expecting guests for overnight visits, dormitory residents must secure visiting permits from the dormitory su-

pervisors, otherwise, guests will not be granted permission to visit in the dormitory. If guests are to be served in the cafeteria, proper notification should be given the cafeteria manager as to the number of meals desired, and such meals will be paid for at prevailing rates.

4. Lost, damaged or destroyed furniture must be replaced or put in good repair by the occupant(s) responsible for same.
5. Off-campus visiting is not encouraged. A student with the approval of the administration, his or her parents and the prospective hostess may be permitted to visit off campus when the proper forms have been completed.
6. One hour per day "duty work" will be assigned to each resident by a dormitory supervisor. This work may be cumulative.
7. The use of instruments or devices in the dormitories which endanger the safety of the occupants and the dwellings is prohibited.
8. Automobile riding for women students is forbidden without special permission by the dormitory supervisor.
9. All dormitory students are expected to attend Sunday School and Vesper Services each Sunday. Students may attend the worship services of churches in the community when given permission by the proper dormitory supervisors.
10. Conduct: The school reserves the right to request at any time a student's withdrawal, if the student's conduct is adjudged to be injurious to its reputation or detrimental to the character of other students enrolled at the school.
11. Gambling and the use of intoxicants, firearms and other weapons are forbidden. Violators are subject to dismissal or disciplinary action.
12. The record of marital status should be filed with the High School Principal and College Personnel Director, and if any immediate change is made the above persons should be notified.

STUDENT HEALTH SERVICES

The college provides health services for students by utilizing the services and facilities of the Coahoma County Community Hospital and local medical and dental personnel. This service includes physical examination of all entering students. Physical examinations are mandatory, and registration is not complete until a report of the examination is filed in the Student Personnel Office.

No health fees are charged students. Persons requiring medical or dental services are responsible for their own bills. These medical or dental bills are to be paid directly to the agency rendering the service. Certain services are rendered free of charge by the Coa-

homa County Health Department, *e.g.*, chest X-ray, immunizations against common communicable diseases, and advisory services.

A blanket accident insurance coverage is available to all high school and elementary students for a fee of one and 25/100 dollars (\$1.25) per scholastic year. All students in these divisions are required to provide themselves with this protection.

CAMPUS RESIDENCE

The young men and the young women of Coahoma Junior College who do not live at home may be housed in dormitories on the campus. Each dormitory has a supervisor who is a member of the Personnel and Guidance Committee. Through their respective House Councils the students and house supervisors adopt regulations designed to promote good residential life. The students make themselves subject to the regulations of their House Councils in matters of daily routine and minor discipline.

RELIGIOUS LIFE

Coahoma Junior College recognizes the importance of a religious life and lends encouragement to students seeking guidance in this direction. The religious life of Coahomans may be enriched through the following channels: The campus Sunday School, the Sunday Vespers, Religious Emphasis Week, the Y.W.C.A., the Y.M.C.A., the Hi-Y and the Tri-Hi-Y. Local churches welcome Coahoma students and faculty, and participation in the religious activities of the local churches is encouraged by the college.

SOCIAL LIFE

Formal and informal entertainments, banquets, weekly recreation hours, calling hours, and other opportunities for social contacts are planned cooperatively by students and faculty members throughout the year. Through these occasions opportunity is provided for the normal development of the social graces.

STUDENT ACTIVITIES AND ORGANIZATIONS

Coahoma student activities consist of programs designed to serve the cultural, educational, recreational and social interests of the general student body.

EDUCATION CLUB: Membership in the education club gives experiences in leadership and group activities, and acquaints students with the opportunities and responsibilities of the teacher. Affiliation with the national organization of the Future Teachers of America is planned for the 1957-58 school year.

LITERARY CLUBS: The high school and college English classes sponsor separate literary clubs, but in each club the purpose is to stimulate and cultivate in the students an appreciation for things literary and artistic.

THE HIGH SCHOOL LITERARY CLUB affords opportunity for its members to review books, participate in discussions, oratorical contests and debates. Each year representatives of the club participate in the district and state debates and literary meets.

THE JUNIOR COLLEGE LITERARY CLUB is an informal organization. In the meetings, students review and discuss books and enjoy individual and group reading of prose and poetry. Opportunity is also given for public discussion and extemporaneous speaking.

The College Literary Club sponsors an annual lyceum attraction which brings to the campus outstanding artists.

DRAMATICS: The two dramatic organizations on the campus are: The High School Dramatic Club and the College Varsity Players. Each group fosters an interest in all phases of dramatic art. Interested students are admitted after tryouts.

The Varsity Players present one play each quarter. The High School Dramatic Club gives at least one play on the campus and presents a one-act play in the district and state dramatic tournaments each year.

TRADES AND VOCATIONAL EDUCATION CLUB: This club is composed of high school boys enrolled in the vocational trades classes. This organization is affiliated with the Mississippi Youth Industrial Association. Some of the purposes of this club are listed as follows:

To promote thrift through the intelligent use of the products of industry.

The wise use of educational and training facilities.

To promote the spirit of craftsmanship.

To encourage interest in hobbies and leisure time activities.

To promote good fellowship through friendly competition.

The annual "Round-Up", a social event, is one of the highlights of the year's activities.

NEW HOMEMAKERS OF AMERICA: This is an organization of high school pupils studying homemaking. This organization has for its purpose the development of social qualities, the provision for wholesome recreational activities, and the promotion of better home life for its members and their families.

The club is affiliated with the district, state, and national N.H.A. Associations. One of the annual events sponsored by the club is the Mother-Daughter Banquet.

NEW FARMERS OF AMERICA: The New Farmers of America is an organization which offers excellent opportunities to high school boys interested in agriculture as a vocation. Notable phases of this organization are a well-balanced program of character building, wholesome recreational activities and lasting friendships through contact with fellow club members.

The Agricultural High School N.F.A. is affiliated with the district, state, and national chapters and has won high honors in

all phases of the work in each of these associations. One of the annual events is the Father-Son Banquet.

CLASS ORGANIZATIONS: The students in the high school and the college are organized into class clubs. In their meetings throughout the year, they and their sponsors plan and carry out social and other class programs.

SCIENCE SYMPOSIUM CLUB: The objective of this club is to keep abreast of the new scientific developments through current literature and activities. This organization is composed of science majors and other students who are interested in the objectives of the club.

ATHLETICS: The school provides opportunities for students to participate in both inter-scholastic and intra-mural athletics. Varsity teams are sponsored for football, basketball and track. Physical fitness, good sportsmanship and teamwork are stressed. Letters are awarded players who prove themselves worthy.

MUSICAL ORGANIZATIONS: Students with musical ability are afforded many opportunities to develop their talents at Coahoma Junior College and Agricultural High School.

The Choir is a volunteer organization designed to give students an opportunity to participate in group singing. This organization introduces students to the best in church and classical music. Upon the permission of the Director students of any classification may join. The choir participates in state meetings and festivals, gives concerts on and off campus, and renders music for Sunday Vespers.

The Band: The institution's band is composed of elementary, high school and junior college students. Under its competent director it has achieved acclaim for its proficiency. It is a very popular and essential part of campus and off-campus activities.

Some of the band appearances include: Annual Spring Concert, appearances at football games, 4-H club rallies, Christmas parades, the Memphis Cotton Makers' Jubilee and state festivals. The band originated and sponsors annually the North Delta Band Clinic.

STUDENT COUNCIL: The Coahoma Junior College and Agricultural High School Student Council serves as an instrument in democratic education. It provides for student participation in school government; establishes better student-teacher relationships; affords training in citizenship, and insures a sincere respect for the aims and objectives of Coahoma Junior College and Agricultural High School. It is composed of class and club representatives from the high school and college divisions and a faculty advisor from each division.

STUDENT PUBLICATIONS: *The Tribune* is the school newspaper. In addition to complete campus coverage, *The Tribune* proposes to bring to its readers news of general interest. Membership on

The Tribune staff will offer excellent opportunities for students interested in journalism.

The Coahoman is the school yearbook published annually by a selected student staff. It succeeds *The Aggian* which was edited formerly by the Agricultural High School.

THE FORUM: The weekly forums under the sponsorship of the Social Science Department provide opportunity for students to make use of current reading materials in discussing vital social problems.

THE LIBRARY

The library building was erected in 1954 with funds provided by Coahoma County and the Mississippi Legislature. It is centrally located on the campus. The library consists of reading and conference rooms, a stackroom, and a work-room, with office space. It contains a wide and carefully-selected collection of books which includes standard reference works and additional materials for collateral reading on all subjects. To supplement the book collection, the library subscribes to sixty periodicals for research and recreational purposes.

A vertical file of pamphlets and pictures is maintained. Special emphasis is placed on material relative to education in Mississippi.

The library is constantly improving its facilities and resources to meet curricular and cultural needs.

BOOKS AND SUPPLIES

JUNIOR COLLEGE: Textbooks for courses in the Junior College Division may be purchased from the school's book store. Costs of books range from \$15.00 upwards per quarter.

ELEMENTARY AND HIGH SCHOOL: The State of Mississippi furnishes free textbooks for pupils in the Elementary and High School Divisions. A careful audit is made of all textbooks furnished elementary and high school pupils and all books lost or damaged must be paid for unless the books were destroyed by fire or other factors beyond the pupil's control.

SCHOOL SUPPLIES: Paper, pencils, ink, and other student supplies are available in the book store. Workbooks for elementary pupils are furnished free, but high school pupils must pay for all workbooks.

ACADEMIC REQUIREMENTS AND REGULATIONS

REQUIREMENTS FOR GRADUATION

JUNIOR COLLEGE—

A diploma from Coahoma Junior College will be awarded to each student who (1) satisfies the general requirements of one of the divisions as stated in the catalog; (2) earns the total number of quarter hours credit and honor points prescribed for a particular course; (3) has satisfactorily met his financial obligations to Coahoma

Junior College; and (4) demonstrates the quality of character essential for responsible citizenship. A minimum of 95 quarter hours and 95 quality points is required for graduation from the Junior College Division.

HIGH SCHOOL—

Candidates for high school diplomas must complete a minimum of 16 units of work on the high school level, distributed as follows:

SUBJECT	UNITS
English	4
Mathematics	2
Social Science	2
Science	2
Electives	6

REGISTRATION

Registration for each quarter will take place on the dates stated in the college calendar. Failure to register on the dates set aside for this purpose will result in a charge of a late registration fee of \$1.00 per day up to \$5.00. All students are expected to register at the beginning of the quarter and remain in classes until the end of the quarter.

CHANGE OF REGISTRATION

A student may add or drop a course with the approval of the Dean. All changes must be made not later than the date designated in the college calendar. The student will file a Change of Registration form with the Registrar after the change has been approved by the Dean.

No student will receive credit for a course in which he is not enrolled. Any student who unofficially drops a course will receive a grade of "F".

LOAD OF WORK

The normal student load is fifteen to eighteen quarter hours. Students who have a 2.0 point "B" average or above, may be permitted to carry a maximum of 20 quarter hours of work. Seniors may take twenty hours during any one of their last three quarters work provided they have not made a grade lower than "C" in the previous quarter.

Students carrying remedial courses must carry an abbreviated program until they no longer need remedial courses in the tool subjects.

ATTENDANCE

All students are expected to attend each meeting of every course in which they are enrolled. When a student has been absent two consecutive weeks without previous explanation, the student's

name is dropped from the rolls, and permission to be reinstated must be obtained from each instructor in whose class he is enrolled.

EXCUSED ABSENCES

Absences are automatically excused when students are on official trips authorized by the Dean. This would include class trips, athletic teams, student organizations, or delegates to student meetings. Absences resulting from illness are excused when the student presents statements from his doctor, the Dean of Men, the Dean of Women or other duly authorized persons.

When the student has been absent for one week, instructors will report unexcused absences to the Dean's office. Instructors are expected to guide and counsel students who are absent from their courses.

The Dean, at his discretion, may grant the student an excuse for the absence, and if granted, will notify instructor(s) concerned. Unexcused absences will be considered "cuts" and when the number of "cuts" in any class exceeds the number of credits for the course, one Honor Point will be deducted from the student's aggregate scholarship average for each absence above the number of "cuts" allowed for the course.

WITHDRAWALS

A student withdrawing from the institution must execute a withdrawal form and file it with the Dean of Instruction. Failure to do so will result in the loss of the right to honorable dismissal or re-entrance to the college.

SCHOLARSHIP

The Junior College Division operates on the quarter system, having changed from the semester system in the summer of 1952. The unit of credit is the quarter hour. Quarter hour credit is determined by the number of hours a course meets per week and, except in the case of laboratory work, carries credit according to the number of hours the course meets per week.

Junior college students must earn passing grades in at least 12 quarter hours of work. When they fail to meet this scholarship requirement, they will not be permitted to enroll for the next quarter unless special permission is granted by the Dean.

PROBATION

A student will be placed on probation at the end of any quarter in which his honor-point average is below five-tenths of one point. He will be given special help through counseling and remedial work.

Students on probation for scholarship must earn passing grades in all work assigned during the quarter in which they are on probation. If they do not earn such grades, they will be required to withdraw from the institution.

EXAMINATIONS AND TESTS

PLACEMENT AND MAKE-UP EXAMINATIONS: Placement examinations are given to entering students during the first week of each semester or quarter. Students in Elementary and High School Divisions who transfer to Coahoma County Agricultural High School from non-accredited elementary and high schools are required to take this examination. Arrangements for placement examinations should be made with the Registrar or Principal upon arrival.

Make-up examinations are given to all students who because of unavoidable circumstances have missed an examination during the school term. Examination deficiencies must be removed during the quarter or semester following the one in which the deficiency occurred. Permission to take make-up examinations must be secured from the Dean or Principal prior to the date for examinations. Teachers are not to give make-up examinations to any student who does not have a permit. A fee of one dollar will be charged for each make-up examination.

GRADES AND HONOR POINTS

TESTS: In the Junior College Division each quarter is divided into two six-week periods, and in the Elementary and High School Divisions each semester of the school year is divided into two nine-week periods. A written test is required of all students at the end of these periods. Students who fail to take a test will be given a grade of "I" for the period, and must take the test or tests missed before a final grade is given for the quarter or semester. This regulation does not apply to students in the Elementary Division below the fifth grade.

THE GRADING SYSTEM: College student progress in all departments, Veterans' Courses excepted, is evaluated according to the following scale:

GRADE	SCALE	HONOR POINTS
A-Excellent	90-100	3
B-Good	80-89	2
C-Fair	70-79	1
D-Passing	60-69	0
F-Failure	below 60	-1
I-Incomplete*		
W.F.	Withdrew Failing	
W.P.	Withdrew Passing	

*Given when a student fails to take an examination or test; or does not complete all assignments for the course.

Honor points are used to determine scholarship averages. A student who has earned 140 Honor Points during his course shall graduate with *HONORS*; one who has earned 165 Honor Points shall graduate with *Special Honors*. An Honor Certificate will be awarded students who have earned 165 or more honor points.

A minus Honor Point is given each grade of "F", but, when the student makes up the failing grade by repeating the course, the minus Honor Point is removed.

ELEMENTARY AND HIGH SCHOOL GRADING SYSTEM

A—Superior	- - - - -	95-100
B—Very Good	- - - - -	85-94
C—Good	- - - - -	75-84
D—Fair	- - - - -	70-74
F—Failing	- - - - -	Below 70

Parents or guardians will be mailed a record of student's grades within a reasonable time after the close of each examination period. Students are urged to check with the Registrar or Principal to determine their scholarship record.

PROGRAM OF STUDIES

CURRICULA NOTICE

During the 1952-1953 school year the junior college curriculum was expanded to meet the needs of an increased student enrollment and the new requirements of the state for teacher certification. In 1956 the curriculum was further broadened to include additional courses in general education.

These increased offerings are incorporated in the curricula listed in this edition of the bulletin.

HOW COAHOMA JUNIOR COLLEGE MEETS TEACHER EDUCATION AND CERTIFICATION REQUIREMENTS

FOR C ELEMENTARY CERTIFICATE — SOPHOMORE YEAR

State Requirements for 4 years:

SUBJECT	QR. HRS. CR.
English - - - - -	8
Literature - - - - -	8
	16

HEALTH AND PHYSICAL EDUCATION

Personal Hygiene - - - - -	4
Playground and Related Activity - - - - -	4
	8

SCIENCE

Biological Science. 101, 102, 103 - - - - -	8
Physical Sc. 201, 202, 203 - - - - -	8
	16

SOCIAL STUDIES

101, 102, 103 - - - - -	8
Two or more fields - - - - -	8
	16

(ALL CURRICULA)—Corresponding requirements in two-year program, Coahoma Junior College

SUBJECT	QR. HRS. CR.
English 101, 102, 103 - - - - -	9
(Oral and Written Expression)	
World Lit. 201, 202 - - - - -	6
	15

Health Ed. 101 - - - - -	3
(Personal Hygiene)	
Health 102 - - - - -	3
(Community Health)	
Phy. Ed. 101, 102, 103 - - - - -	1½
Phy. Ed. 201, 202, 203 - - - - -	1½
	9

SCIENCE

Biological Sc. 101, 102, 103 - - - - -	9
Physical Sc. 201, 202, 203 - - - - -	9
Mathematics 201 - - - - -	3
	21

SOCIAL STUDIES

Comm. and Regional Problems 101, 102 - - - - -	6
World History 201, 202, 203 - - - - -	9
Human Geography - - - - -	3
	18

Speech - - - - -	4
Fine Arts - - - - -	4
<hr/>	
TOTAL REQUIREMENTS FOR 4 YEAR CERTIFICATES, QR. HRS. - - - - -	64

Public Speaking (Speech 203) - - - - -	4
Music 201, 202 - - - - -	4
<hr/>	
REQUIREMENTS At Coahoma Junior College for 2 year Certificate, QR. HRS. - - - - -	68

PROFESSIONAL EDUCATION Elementary

State Requirements for 4 years:

SUBJECT	QR. HRS. CR.
Human Growth and Development or Child Psychology - - - - -	4
Teacher and Community - - - - -	4
Teaching, Reading and Language Arts - - - - -	4
Principles and Techniques - - - - -	4
Directed Teaching - - - - -	8
Other Courses - - - - -	8
<hr/>	
TOTAL 4 YEAR REQUIREMENT - - - - -	32

Coahoma Junior College Corresponding Requirements for Two
Year Certificate

SUBJECT	QR. HRS. CR.
Education 102, 103, Human Growth and Development - - - - -	6
Education 101 (Teacher and Community) - - - - -	4
Language Arts 201 (Teaching of Reading and The Language Arts) - - - - -	4
Educational Psychology (Elective) - - - - -	3
<hr/>	
TWO YEAR REQUIREMENT - - - - -	17

SPECIALIZED EDUCATION

The Child and His World

State Requirements for 4 years:

	Qr. Hrs.
Music for Children - - - - -	4
Art for Children - - - - -	4
Literature for Children - - - - -	4
Soc. Studies for Children - - - - -	4
Science for Children - - - - -	4
Electives - - - - -	4
	<hr/>
TOTAL 4 YEAR REQUIREMENT - - - - -	28

Coahoma Junior College Corresponding Requirements for Two-Year Certificates

	Qr. Hrs.
Music for Children	
Music Appreciation 101 - - - - -	3
Public School Music for Children 201, 202, 203	3
Art for Children 201 - - - - -	4
Literature for Children 204 - - - - -	4
Arithmetic for Children 202 - - - - -	4
Soc. Studies for Children 202 (Resource Use) - - -	4
Science for Children 204 - - - - -	4
Electives - - - - -	0
	<hr/>
TOTAL FOR 2 YEAR REQUIREMENTS - - - - -	31

JUNIOR COLLEGE CURRICULA

Teacher Education — Freshman Year

FIRST QUARTER	CREDITS
English 101 — — — — — (Oral and Written Expression)	3 - 3
Social Science 101 — — — — — (Comm. & Regional Prob.)	3 - 3
Education 101—Introduction (Teacher & Community)	4 - 4
Health 101 — — — — — (Personal Hygiene)	3 - 3
Physical Education 101 — — — — — (Fund. of Rec.)	2 - 1
Science 101 — — — — — (Biological)	4 - 3
Orientation & Guidance 101	1 - R
	20 - 17

SECOND QUARTER	CREDITS
English 102 — — — — — (Oral & Written Expression)	3 - 3
Social Science 102 — — — — — (Comm. & Regional Prob.)	3 - 3
Education 102 — — — — — (Human Growth & Development)	3 - 3
Health 102 — — — — — (Community Health)	3 - 3
Physical Education 102 — — — — — (Fund. of Rec.)	2 - 1
Science 102 — — — — — (Biological)	4 - 3
Language Arts 212 (Hand- writing, Cursive & Mscpt.)	2 - 1
	20 - 17

THIRD QUARTER	CREDITS
English 103 — — — — — (Oral & Written Expression)	3 - 3
Social Science 103 — — — — — (Human Geography)	3 - 3
Education 103 — — — — — (Human & Growth Dev'tment)	3
Personal and Family Living 103 — — — — —	4 - 3
Physical Education 103 — — — — — (Fund. of Rec.)	2 - 1
Science 103 — — — — — (Biological)	4 - 3
Art 101 — — — — — (Fundamentals)	3 - 2
	22 - 18

JUNIOR COLLEGE CURRICULA

Sophomore Year — Teacher Education

FIRST QUARTER	CREDITS	SECOND QUARTER	CREDITS	THIRD QUARTER	CREDITS
English 201 - - - - - (World Literature)	3 - 3	English 202 - - - - - (World Literature)	3 - 3	English 203 - - - - - (World Literature) and/or	3 - 3
Language Arts 201 - - - 4 (Teaching the Lang. Arts)	4	Art 101—Introduction - - - 3 (Arts and Crafts)	2	English 204 - - - - - 4 (Children's Literature) and/or	4 - 4
Social Science 201 - - - - 3 (History of Civilization)	3 - 3	Social Science 202 - - - - 3 (History of Civilization)	3 - 3	English 205 - - - - - 4 (Public Speaking)	4 - 4
Mathematics 201 - - - - - 3 (Math. for Teachers)	3 - 3	Mathematics 202 - - - - - 3 (Math. for Teachers)	3 - 3	Social Science 203 - - - - 3 (Hist. of Civilization)	3 - 3
Physical Science 201 - - - - 4 - - - - -	4 - 3	Physical Science 202 - - - - 4 - - - - -	4 - 3	Physical Science 203 - - - - 4 - - - - -	4 - 3
Physical Education 201 - - - 2 (Organizing and Conducting Recreational Activities)	2 - 1	Physical Education 202 - - - 2 (Organizing & Conducting Recreational Activities)	2 - 1	Physical Education 203 - - - 2 (Folk Dancing)	2 - 1
Music 201 - - - - - - - - 4 (Fundamentals)	4 - 2	Music 202 - - - - - - - - 4 (Fundamentals)	4 - 2	Music 203 - - - - - - - - 5 (Music for Children)	5 - 4
	23 - 19		20 - 19		21 - 18
					OR
					22 - 19

JUNIOR COLLEGE CURRICULUM IN SECONDARY EDUCATION

Science and Mathematics — Freshman Year

FIRST QUARTER	CREDITS	SECOND QUARTER	CREDITS	THIRD QUARTER	CREDITS
English 101 _ _ _ _ _ (Oral & Written Expression)	3 - 3	English 102 _ _ _ _ _ (Oral & Written Expression)	3 - 3	English 103 _ _ _ _ _ (Oral & Written Expression)	3 - 3
Social Science 101 _ _ _ _ (Comm. & Regional Prob.)	3 - 3	Social Science 102 _ _ _ _ (Comm. & Regional Prob.)	3 - 3	Social Science 103 _ _ _ _ (Human Geography)	3 - 3
Education 101 _ _ _ _ _ (Introduction)	4 - 4	Education 102 _ _ _ _ _ (Human Growth & Dev'tment)	3 - 3	Education 103 _ _ _ _ _ (Human Growth & Dev'tment)	3 - 3
Mathematics 101 _ _ _ _ _ (General Math.)	4 - 4	Mathematics 102 _ _ _ _ _ (General Math.)	3 - 3	Mathematics 103 _ _ _ _ _ (General Math.)	3 - 3
Physical Education 101 _ _ _ _ _ _	2 - 1	Physical Education 102 _ _ _ _ _ _	2 - 1	Physical Education 103 _ _ _ _ _ _	2 - 1
Biological Science 101 _ _ _ _ or Biology 111 (Zoology) _ _ _ _	4 - 3 6 - 4	Biological Science 102 _ _ _ _ Biology 112 (Zoology and Botany) _ _ _ _	4 - 3 6 - 4	Biological Science 103 _ _ _ _ Biology 112 (Botany) _ _ _ _	4 - 3 6 - 4
	<hr style="width: 50%; margin: 0 auto;"/> 19 - 17 OR 21 - 18		<hr style="width: 50%; margin: 0 auto;"/> 18 - 16 OR 20 - 17		<hr style="width: 50%; margin: 0 auto;"/> 18 - 16 OR 20 - 17

JUNIOR COLLEGE CURRICULUM IN SECONDARY EDUCATION

Science and Mathematics — Sophomore Year

FIRST QUARTER	CREDITS	SECOND QUARTER	CREDITS	THIRD QUARTER	CREDITS
English 201 - - - - - (World Literature)	3 - 3	English 202 - - - - -	3 - 3	English 203 - - - - - (World Literature)	3 - 3
Social Science 201 - - - - - (Hist. of Civilization)	3 - 3	Social Science 202 - - - - - (Hist. of Civilization)	3 - 3	English 205 - - - - - (Public Speaking)	4 - 4
Physical Science 201 - - - - - or	4 - 3	Physical Science 202 - - - - - or	4 - 3	Social Science 203 - - - - - (Hist. of Civilization)	4 - 3
Chemistry 201 - - - - -	6 - 4	Chemistry 202 - - - - -	6 - 4	Physical Science 203 - - - - - or	4 - 3
Physical Education 201 - - - - - (Org. & Conducting Recreational Activities)	2 - 1	Physical Education - - - - - (Org. and Conducting Recreational Activities)	2 - 1	Chemistry 203 - - - - -	6 - 4
Mathematics 211 - - - - - (Algebra)	4 - 4	Mathematics 212 - - - - - (Algebra)	4 - 4	Physical Education 203 - - - - - (Folk Dancing)	2 - 1
	22 - 18		22 - 18	Mathematics 213 - - - - - (Trigonometry)	4 - 4
					22 - 18
					OR
					23 - 19

JUNIOR COLLEGE CURRICULA

Secondary Education – Health and Physical Education Freshman Year

FIRST QUARTER	CREDITS	SECOND QUARTER	CREDITS	THIRD QUARTER	CREDITS
English 101 – – – – – (Oral & Written Expression)	3 - 3	English 102 – – – – – (Oral & Written Expression)	3 - 3	English 103 – – – – – (Oral & Written Expression)	3 - 3
Social Science 101 – – – (Comm. & Reg. Prob.)	3 - 3	Social Science 102 – – – (Comm. & Regional Prob.)	3 - 3	Social Science 103 – – – (Human Geography)	3 - 3
Education 101—Introduction (School and Comm.)	4 - 4	Education 102 – – – – – (Human Growth & Dev'tment)	3 - 3	Education 103 – – – – –	3 - 3
Health 101 – – – – – (Personal)	3 - 3	Health 102 – – – – – (Community)	3 - 3	Personal & Family Living 103 – – – – –	4 - 3
Physical Education 101 – – (Fund. of Rec. Activity)	2 - 1	Physical Education 102 – – (Fund. of Rec. Activity)	2 - 1	Physical Education 103 – – (Fund. & Rec. Activity)	2 - 1
Biology 111 – – – – – (Zoology) or	6 - 4	Biology 112 – – – – – (Zoology & Botany) or	6 - 4	Biology 113 – – – – – (Botany) or	6 - 4
Biological Science 101 – –	4 - 3	Biological Science 102 – –	4 - 3	Biological Science – –	4 - 3
Orientation 101 – – – – – and Guidance	1 - R	Art 101 – – – – – (Fundamentals)	3 - 2	Art 102 – – – – – (Arts and Crafts)	3 - 2
	----- 22 - 18 OR 20 - 17		----- 20 - 18 OR 21 - 19		----- 21 - 17 OR 22 - 18

JUNIOR COLLEGE CURRICULA

Secondary Education — Health and Physical Education Sophomore Year

FIRST QUARTER	CREDITS	SECOND QUARTER	CREDITS	THIRD QUARTER	CREDITS
English 201 _ _ _ _ _ (World Literature)	3 - 3	English 202 _ _ _ _ _ (World Literature)	3 - 3	English 203 _ _ _ _ _ (World Literature) or English 205 _ _ _ _ _ (Public Speaking)	3 - 3 4 - 4
Social Science 201 _ _ _ _ _ (World History)	3 - 3	Social Science 202 _ _ _ _ _ (World History)	3 - 3	Social Science 203 _ _ _ _ _ (World History)	3 - 3
Physical Science 201 _ _ _ _ _ or Chemistry 201 _ _ _ _ _	4 - 3 6 - 4	Physical Science 202 _ _ _ _ _ or Chemistry 202 _ _ _ _ _	4 - 3 2 - 1	Physical Science 203 _ _ _ _ _ or Chemistry 203 _ _ _ _ _	4 - 3 6 - 4
Physical Education 201 _ _ _ _ _ (Organizing & Conducting Recreation)	2 - 1	Physical Education 202 _ _ _ _ _ (Organizing & Conducting Recreation)	2 - 1	Physical Education 203 _ _ _ _ _	2 - 1
Health 221 _ _ _ _ _ (Health & Safety Education)	3 - 3	Health 222 _ _ _ _ _ (Mental Hygiene)	3 - 3	Health 223 _ _ _ _ _ (Principles of School Health)	3 - 3
Mathematics 201 _ _ _ _ _ (Math. for Teachers)	3 - 3	Mathematics 202 _ _ _ _ _ (Math. for Teachers)	3 - 3	Human Anatomy & Physiology 4 - 3	4 - 3
Music 204 _ _ _ _ _ (Appreciation)	3 - 3				
	----- 21 - 18 OR 23 - 19		----- 18 - 16 OR 20 - 17		----- 19 - 16 OR 22 - 18

BUSINESS EDUCATION – SECRETARIAL SCIENCE

Freshman Year

FIRST QUARTER	CREDITS	SECOND QUARTER	CREDITS	THIRD QUARTER	CREDITS
English 101 – – – – – (Oral & Written Expression)	3 - 3	English 102 – – – – – (Oral & Written Expression)	3 - 3	English 103 – – – – – (Oral & Written Expression)	3 - 3
Social Science 101 – – – – – (Comm. & Regional Prob.)	3 - 3	Social Science 102 – – – – – (Comm. & Regional Prob.)	3 - 3	Social Science 103 – – – – – (Human Geography)	3 - 3
Health 101 – – – – – (Personal Hygiene)	3 - 3	Education 102 – – – – – (Human Growth & Dev'tment)	3 - 3	Education 103 – – – – – (Human Growth & Dev'tment)	3 - 3
Physical Education 101 – – – – – (Fund. of Recreation)	2 - 1	Physical Education 102 – – – – – (Fund. of Recreation)	2 - 1	Physical Education 103 – – – – – (Fund. of Recreation)	2 - 1
Orientation & Guidance 101	1 - R				
Typing 101 Elementary – – – – –	5 - 2	Typing 102, Elementary – – – – –	5 - 2	Typing 103, Elementary – – – – –	5 - 2
Shorthand 101 Elementary – – – – –	5 - 2	Shorthand 102, Elementary – – – – –	5 - 2	Shorthand 103, Elementary – – – – –	5 - 2
Biology 111 (Zoology) – – – – –	6 - 4	Biology 112 – – – – – (Zoology & Botany)	6 - 4	Biology 113 (Botany) – – – – –	6 - 4
or		or		or	
Biology 101 – – – – –	4 - 3	Biology 102 – – – – –	4 - 3	Biology 103 – – – – –	4 - 3
	28 - 18		27 - 18		27 - 18
OR		OR		OR	
	26 - 17		25 - 17		25 - 17

BUSINESS EDUCATION – SECRETARIAL SCIENCE

Sophomore Year

FIRST QUARTER	CREDITS	SECOND QUARTER	CREDITS	THIRD QUARTER	CREDITS
English 201 – – – – – (World Literature)	3 - 3	English 202 – – – – – (World Literature)	3 - 3	English 201 – – – – – (World Literature)	3 - 3
				or	
				English 205 – – – – – (Public Speaking)	4 - 4
Social Science 201 – – – – – (History of Civilization)	3 - 3	Social Science 202 – – – – – (History of Civilization)	3 - 3	Social Science 203 – – – – – (History of Civilization)	3 - 3
Mathematics 201 – – – – – (General Math.)	3 - 3	Mathematics 202 – – – – – (General Math.)	3 - 3	Fine Arts 103 – – – – –	3 - 3
Physical Education 201 – – – – – (Organizing & Conducting Recreation)	2 - 1	Physical Education 202 – – – – – (Organizing & Conducting Recreation)	2 - 1	Physical Education 203 – – – – – (Folk Dancing)	2 - 1
Secretarial Procedure 201 – – – – –	6 - 4	Secretarial Procedure 202 – – – – –	6 - 4	Secretarial Procedure 203 – – – – –	6 - 4
Typing 201 – – – – – (Advanced)	5 - 2	Typing 202 – – – – – (Advanced)	5 - 2	Typing 203 – – – – – (Advanced)	5 - 2
Shorthand 201 – – – – –	5 - 2	Shorthand 202 – – – – –	5 - 2	Shorthand 203 – – – – –	5 - 2
	27 - 18		27 - 18		27 - 18
	OR		OR		OR
	25 - 17		25 - 17		26 - 18

JUNIOR COLLEGE CURRICULA – INDUSTRIAL ARTS

Freshman Year

FIRST QUARTER	CREDITS	SECOND QUARTER	CREDITS	THIRD QUARTER	CREDITS
English 101 – – – – – (Oral & Written Expression)	3 - 3	English 102 – – – – – (Oral & Written Expression)	3 - 3	English 103 – – – – – (Oral & Written Expression)	3 - 3
Education 101 – – – – – (Teacher & Community)	4 - 4	Education 102 – – – – – (Human Growth & Dev'ment)	3 - 3	Education 103 – – – – – (Human Growth & Dev'ment)	3 - 3
General Mathematics 101 –	3 - 3	General Mathematics 102 –	3 - 3	General Mathematics 103 –	3 - 3
Industrial Arts 101 – – – (General Woodwork)	9 - 3	Industrial Arts 102 – – – (General Woodwork)	9 - 3	Industrial Mathematics 103 – (General Woodwork)	9 - 3
Social Science 101 – – – – – Comm. & Regional Prob.)	3 - 3	Social Science 102 – – – – – Comm. & Regional Prob.)	3 - 3	Social Science 103 – – – – – (Human Geography)	3 - 3
Industrial Arts 111 – – – – – (Mechanical Drawing)	6 - 2	Industrial Arts 112 – – – – – (Mechanical Drawing)	6 - 2	Industrial Arts 103 – – – – – (Mechanical Drawing)	6 - 2
Physical Education 101 – – – – – (Fund. of Recreation)	2 - 1	Physical Education 102 – – – – – (Fund. of Recreation)	2 - 1	Physical Education 103 – – – – – (Fund. of Recreation)	2 - 1
Orientation – – – – –	1 - R				
	31 - 19		30 - 18		30 - 18

INDUSTRIAL ARTS

Sophomore Year

FIRST QUARTER CREDITS

English 201 - - - 3 - 3
(World Literature)Social Science 202 - - - 3 - 3
(History of Civilization)Physical Science 201 - - - 4 - 3
or

General Chemistry 201 - - 6 - 4

Mathematics 211 - - - 4 - 4
(Algebra)Industrial Arts 201 - - - 9 - 3
(Advanced Woodwork)Industrial Arts 211 - - - 6 - 2
(Architectural Drawing)-----
31 - 18

OR

29 - 19

SECOND QUARTER CREDITS

English 202 - - - 3 - 3
(World Literature)Social Science 203 - - - 3 - 3
(History of Civilization)Physical Science 202 - - - 4 - 3
or

General Chemistry 212 - - 6 - 4

Mathematics 212 - - - 4 - 4
(Algebra)Industrial Arts 202 - - - 9 - 3
(Advanced Woodwork)Industrial Arts 212 - - - 6 - 2
(Architectural Drawing)-----
31 - 18

OR

29 - 19

THIRD QUARTER CREDITS

English 203 - - - 3 - 3
(World Literature)

or

English 205 - - - 4 - 4
(Public Speaking)Social Science 204 - - - 3 - 3
(History of Civilization)

Physical Science 203 - - - 4 - 3

General Chemistry 213 - - 6 - 4

Mathematics 213 - - - 3 - 3
(Trigonometry)Industrial Arts 203 - - - 9 - 3
(General Arts & Crafts)Industrial Arts 213 - - - 6 - 2
(Architectural Drawing)-----
31 - 18

OR

29 - 19

NURSING EDUCATION: ANNOUNCEMENT

Coahoma Junior College is presently engaged in the organizing of courses in Nursing Education which will prepare qualified persons for gainful employment in the nursing profession.

The program will include classroom, laboratory and hospital experiences leading toward a degree in nursing education.

A supplementary bulletin giving the curriculum, course descriptions, and other information will be issued when necessary details have been completed and prior to the inauguration of the program.

DESCRIPTION OF COURSES

BUSINESS EDUCATION

INTRODUCTION TO BUSINESS 101: A survey of the field of business including a study of transportation, communication, banking and records. It also includes a study of the various forms of business organization and how they are operated individually and collectively.

Four hours per week. Credit: Four quarter hours.

TYPEWRITING 101, 102, 103 (Elementary Typewriting): This course is designed to train beginners in correct habits of touch typewriting. It familiarizes them with the mechanism and care of typewriters, keyboard technique, drills to gain speed and accuracy in business correspondence. Thirty words per minute are required for credit in Typewriting 101, 102, and forty words per minute for credit in Typewriting 103.

Five hours per week for entire year: Credit: Six quarter hours per year.

TYPEWRITING 201, 202, 203 (Advanced Typewriting): Detailed study of tabulation, composition, business forms, legal documents, contracts, etc. Speed requirements for 202, sixty words per minute. Prerequisite: Speed of forty words per minute, with a general knowledge of business and legal forms.

Five hours per week for entire year. Credit: Six hours for one year.

SHORTHAND 101, 102, 103 (Elementary Shorthand): The theory and practices of principles of Gregg Shorthand including shorthand, penmanship, brief forms, supplementary reading, simple dictation, transcription, letter placement, and the technique of typewriting. Speed requirement is sixty words per minute with transcription rate of 25 words per minute.

Five hours per week for year. Credit: 6 quarter hours per year.

SHORTHAND 201, 202, 203 (Advanced Shorthand): Review of shorthand dictation and intensive practice for speed and accuracy in taking dictation and transcription. Speed requirements at end

of course are 120 words per minute with a transcription rate of 35 words per minute.

Five hours per week for year. Credit: Six quarter hours per year.

SECRETARIAL PROCEDURE 201, 202, 203: The aim of this course is to train students for office management and for positions as private secretaries. It includes the study of office methods and practices, the preparation of business papers and reports, dictation and transcriptions, the use of various office machines common to the modern business office, and a study of the various filing systems with sufficient laboratory work to develop skill in the operation of the systems.

BOOKKEEPING 201: This course is designed to give students sound, basic training in modern bookkeeping practices, and to enable them to meet with confidence the bookkeeping problems of the modern sized business establishment. It includes bookkeeping problems of the modern sized business establishment. It includes bookkeeping processes, statements, controlling accounts, accrued and deferred items, depreciation, bad debts, and banking procedures.

The single proprietorship, partnership, and corporation are emphasized. Problem and practice sets are required as laboratory work.

EDUCATION

TEACHER EDUCATION

The work in Teacher Education aims to develop the kinds of teachers and leaders who are concerned about the improvement of living in Mississippi, *viz*: better diets, better health and better human relations. The economic level of the masses of Mississippians can be raised by an educational program focused on these problems when developing the basic skills, attitudes and appreciations.

The college seeks to coordinate the agencies into a community program of action which arises out of the felt needs of the people and grows as they plan and work with the local Jeanes teachers and rural teachers in their planning conferences and monthly meetings, thereby getting first hand experiences with the problems of teachers. We believe that teachers who are concerned about persistent problems of this area can, by working with local agencies, lay people, youth and children, improve living in the state, if a practical approach to these problems is made.

ORIENTATION AND GUIDANCE 100: This course is required and is designed to acquaint all freshmen with the Junior College program and to assist them in becoming well adjusted members of the student body. Those skills and techniques which will help the entering class to become more effective students will be covered

by means of films, lectures and class discussions. The course further aims to assist students in analyzing their own interests, aptitudes and personal qualities, and to evaluate these in terms of a choice of vocation and life adjustment. One hour per week. No credit.

EDUCATION 101 (Teacher and Community): An introductory course surveying the field of education, historical background of education, aims of education, principles and techniques of teaching, the American school system, philosophies of education; includes also an over-view of the teaching profession with emphasis on the teacher's role in contemporary society.

The activities include observations and study of children both in and out of school. The student is made acquainted with the work of teaching by experiences with the literature in the field of teaching; through contacts with teachers, administrators and lay people; by familiarizing themselves with textbooks, manuals and other teaching materials and by participation in the total school program.

First Quarter, Freshman Year. Four quarter hours credit.

EDUCATION 102—Education 103 (Human Growth and Development): Emphasizes observation and study of children by first hand contacts. Consideration is also given the social development of specific children, and the factors that affect the behavior of children during growth and development. An effort is made to have students value each child for what he is at present, and to appraise the child's acts in terms of his particular needs.

Through observation and study of children and adults the knowledge of human growth and development is made more meaningful. These courses seek to have students understand why children and adults behave as they do, how personality may be developed, how the facts of human growth may be used in more effective teaching, pupil discipline and school organization. Emphasis is placed on the psychology of getting along with people.

This knowledge of children and adults is gained in many ways through observation on playgrounds, in the elementary school, in homes, neighborhood, Sunday School, in the gymnasium, in the cafeteria and in the library.

Attention is given to physical, social and emotional growth. Problem solving, the psychological factors of work and child guidance are studied. The mental health of the teacher and child as they relate to the learning process is considered. The second quarter of work emphasizes the interests, needs and learning processes of children.

Two quarters, three hours per week. Credit: Education 102—3 quarter hours; Education 103—3 quarter hours.

EDUCATION 201 (Teaching of Language Arts): This course includes the usual divisions of the Language Arts found in the elementary school, namely: literature, reading creative, expression, writing, listening, spelling, and corrective work. About half the time of the course is devoted to the teaching of reading. Using the

elementary textbooks and teachers' manuals in language, reading and spelling as a beginning point, the student and the instructor find out the psychological reasons for the procedures described by the professional books on the communication skills.

One quarter, four hours per week. Credit: Four quarter hours.

EDUCATION 211 (General Psychology): This course is an introduction to the study of human behavior. A careful study is made of native traits and tendencies. These are presented as the foundation upon which human behavior is built through the process of learning.

Parallel reading required. Three hours per week. Three quarter hours credit. Elective.

EDUCATION 212 (Educational Psychology): Psychological principles involved in teaching and learning, contributions of experimental psychologists to education, psychological approaches to child study, and individual differences with which the teacher has to deal.

Sophomore year. Credit: Four quarter hours. Elective: Four hours per week.

ART 201 (Art for Children): This course is designed to acquaint the students with the various media of expression in art. Experiences will be provided in clay modeling, finger painting, water color, chalk, crayon, charcoal, weaving, the use of the coping saw, toy making, using odds and ends, puppets, etc.

Four hours per week. Credit: Four quarter hours. Elective.

ENGLISH

ENGLISH 100 (Remedial): For students who show a deficiency in the fundamentals of grammar, comprehension, writing skill and composition.

First quarter, Freshman year. No credit.

ENGLISH 101, 102, 103 (Oral and Written Expression): A review of the fundamentals of grammar and spelling, sentence structure and punctuation; theme writing with special emphasis on paragraph writing, dictionary study and vocabulary building. Special emphasis is placed on the expository theme, research paper and on oral expression.

Three quarters, three hours per week. Three quarter hours credit each quarter.

ENGLISH 201, 202, 203 (World Literature): The study of World Literature will seek to show that literature is the expression of great tempers (moods) which have dictated the artistic expression of mankind. The tempers supply the basic approach to literature used in this study. "The Temper of Classicism," which is characterized by restraint, decorum and intelligence, "The Temper of Romanticism," which is largely made up of exuberance, enthusiasm and emotions, and "The Temper of Realism," which is disting-

ished by facts, science and an objective reporting of life.

The work of the first quarter will deal with "The Temper of Classicism", the second quarter with "The Temper of Romanticism", and the third quarter with the "Temper of Realism."

The procedure involves lecture, discussion, oral readings, book readings, book reviews, creative writings, and individual research. Auditory and visual aids are employed.

Three quarters, three hours per week. Credit: Three quarter hours each quarter.

ENGLISH 204 (Literature for Children): In this course emphasis is placed on the reading and evaluation of literature for children. The students develop ability to select, interpret, and present literature to children in such a way as to get the greatest return in enjoyment and permanent reading habits.

Third Quarter, Sophomore year: Four quarter hours credit. Four days per week.

ENGLISH 205 (Public Speaking): This course is designed to give the student practical knowledge in the theory and practice of speech in every day life. The fundamental principles of oral communication including enunciation, pronunciation, distinct articulation, voice control, and speech construction and organization are discussed and put into practice. Wire recordings of the practice speeches give the student an opportunity for self-analysis of his speech needs and abilities. Above all, the student is given an opportunity to develop poise, self-confidence and personality.

Third quarter, Sophomore year: Four quarter hours credit. Four days per week.

ENGLISH 212 (Business English): A course of instruction and exercise material designed to enable the student to speak and to write readily the clear, correct, forceful English required in the transaction of present-day business. Required of all business education majors.

Second quarter, Sophomore year. Three quarter hours credit. Three days per week.

FRENCH

ELEMENTARY 101: This course is designed to give the student the fundamentals of the language through basic grammar, correct pronunciation of a basic vocabulary, and sentence structure. Credit: Three quarter hours.

INTERMEDIATE 102, 103: A continuation of the previous course with selected reading materials as well as dictation and additional vocabulary for conversation.

Credit: Three quarter hours.

ADVANCED 201: Prerequisite, 103 French. The literature of France is stressed through selected classics. Translations are re-

quired thus giving the student an appreciation of French authors and their works. Poems and portions of plays are read and discussed. It is to be expected that the student has built up a large enough vocabulary to read, discuss and enjoy some of the works of Corneille, Racine and Moliere in drama form and the poems of romantic and modern writers.

HEALTH AND PHYSICAL EDUCATION

HEALTH 101 (Personal Hygiene): The object of this course is to improve the individual habits and attitudes of the student. Through knowledge of anatomy and physiology and through practice of hygiene, the student can develop a set of health habits for life. Three recitations per week. Three quarter hours credit.

HEALTH 102 (Community Health): This course is intended to acquaint the student with the importance of environmental sanitation, *e.g.* milk control, water supply, sewage and garbage disposal, insect and rodent control and phases of industrial hygiene. A study is made of health organizations (official and non-official) and the role they play in improving the health of the community are also emphasized.

Second quarter. Three quarter hours credit. Three days per week.

HEALTH 221 (Safety Education and First Aid): The course is designed to acquaint the student with safety procedures in preventing common accidents in the home, on the farm, on the highways, in industry, on the athletic field and playground. Major consideration is given to demonstration and practice of general first-aid care with specific stress placed on bandaging, the controlling of bleeding, administering artificial respiration, and the treatment of strains, bruises, wounds, sprains, and shock.

HEALTH 222 (Mental Hygiene): This course is designed to give the student a concept of the importance of mental hygiene to daily living. Emphasis is placed upon examining and interpreting procedures for protecting and preserving the mental health of the individual through wholesome adjustment to the environment. Lectures, discussions, and review of case studies concerning the nature, causes, and treatment of pathological behavior. Observation trips shall be made to institutions for the care and treatment of mental patients.

HEALTH 223 (Principles of School Health): The course is designed to acquaint the student with the total environment in which the child lives while at school. Emphasis is placed on classroom and school plant conditions that are conducive to healthful living. Discussion of the protective and corrective services in the school health program with stress on the teacher's contribution including health teaching materials, health inspection, use of testing

instruments, charts and techniques, first-aid and safety supplies, and school sanitation.

Three hours per week, three quarter hours credit.

PHYSICAL EDUCATION 101, 102, 103 (Fundamentals of Recreation): Stresses fundamental skills in organized games, play, and other recreational activities that lead to physical fitness, social improvement, and development of moral character. Lectures, demonstration, and field work.

Freshman year. One hour credit each quarter. Two days per week.

PHYSICAL EDUCATION 201, 202 (Recreational Leadership): Methods of teaching recreation at various grade levels, organization and promotion of recreational programs, athletic games and other activities related to the school. Consideration is also given play areas, equipment and supplies necessary for a well-rounded program in rural and urban schools. Lectures and field work.

First and second quarters, Sophomore year. One hour credit each quarter. Two days per week.

PHYSICAL EDUCATION 203 (Folk Dancing): This class has a two-fold purpose: first, to offer the student a chance to enjoy the thrills derived from dancing and, second, to give the students an appreciation of the cultures of peoples through their dance.

Third quarter, Sophomore year. One hour credit. Two days per week.

INDUSTRIAL ARTS

INDUSTRIAL ARTS 101, 102, 103 (General Woodwork): This course has as its greatest objective the development of creative worthwhile projects. It includes the fundamentals of Carpentry and Cabinetmaking and teaches how to use and care for all the shop machines and tools. Special emphasis is placed on job planning, construction procedures and finishing.

Six hours laboratory. Three hours lecture. Three credits.

INDUSTRIAL ARTS 201 (Advanced Woodwork): Construction of small buildings and projects from drawing or blue prints, care and maintenance of power machines, construction and repair of furniture, wood turning and finishing.

Six hours laboratory. Three lectures. Three credits.

202—Continuation of 201.

Students are required to select a special phase of work for intensive study and a written report.

Six hours laboratory. Three lectures. Three credits.

203 GENERAL ARTS AND CRAFTS: Continuation of 202 with the addition of leathercraft and plastics. These courses provide students with the opportunity to work toward a bachelor's degree for teaching industrial arts as well as preparing those who intend to

enter into industrial and commercial activities. Six hours laboratory, three lectures. Three credits.

INDUSTRIAL ARTS 111 (Mechanical Drawing): Use and care of instruments, lettering, orthographic projections, tracing and blue printing. Four hours laboratory, two hours lecture. Two credits.

INDUSTRIAL ARTS 112 (Mechanical Drawing): Lettering, cabinet and isometric projections, freehand sketching and perspective. Prerequisites: Industrial Arts 111 or equivalent. Four hours laboratory, two hours lecture. Two credits.

INDUSTRIAL ARTS 113 (Advanced Mechanical Drawing): Application of the principles of mechanical drawing in practical problems. Prerequisites: Industrial Arts 111 and 112 or equivalent. Four hours laboratory, two hours lecture. Two credits.

INDUSTRIAL ARTS 211 (Architectural Drawing): Lettering, elements of drafting room practice, design, materials and planning of small structures. Prerequisite: Industrial Arts 113 or equivalent. Four hours laboratory, two hours lecture. Two credits.

INDUSTRIAL ARTS 212 (Architectural Drawing): The planning of a one-story frame residence with plans, elevations, details, sections, tracing, blue prints and specifications. Prerequisite: Industrial Arts 211. Four hours laboratory, two hours lecture. Two credits.

INDUSTRIAL ARTS 213 (Architectural Drawing): The planning of a two-story brick building with plan, elevations, details, sections, perspective or model, and specifications. Prerequisite: Industrial Arts 212. Four hours laboratory, two hours lecture. Two credits.

MATHEMATICS

MATHEMATICS 100 (Remedial): For students who do not have sufficient mastery of fundamental mathematics as revealed by classification tests, or class work. Lectures and recitation.

First and second quarter: Freshman year: No credit.

MATHEMATICS 101, 102, 103 (General): A survey course in basic mathematics. First, second and third quarters. Three quarter hours credit each quarter. Three meetings per week each quarter.

MATHEMATICS 201 (Mathematics for Teachers): It is the aim of this course to present to teachers recent authoritative findings, develop new skills and techniques in the teaching of arithmetic from a functional point of view, so that all children may share and contribute to the solution of everyday problems relating to their environment. The student learns to manipulate with accuracy and facility the fundamental operations after thoroughly interpreting the true value of the concrete-to-abstract approach to logical thinking in everyday practices.

First and second quarters, three hours per week. Three quarter hours credit each quarter.

MATHEMATICS 202 (Arithmetic for Children): In this course students are shown how real experience units can be used in teaching children arithmetic. Such instructional units as (1) bookkeeping, school bank, lunchroom, school store and use of state textbooks, (2) buying and selling bonds, stamps, food and toys and (3) drills using number games, etc., are developed. Subject matter and method are not separate.

One quarter, four hours per week. Four quarter hours credit.

MATHEMATICS 211, 212, 213 (Algebra and Trigonometry): This course consists of a comprehensive study of the fundamental operations, fractions, radicals and exponents, linear equations, simultaneous equations, determinants, quadratic equations, progressions, ratio proportion and variation. In trigonometry the topics are treated as trigonometric functions, solution of right triangles, logarithms, solutions of oblique triangles.

Three hours per week for each quarter; three quarter hours credit for each quarter. Prerequisite: One unit of high school algebra.

MUSIC

MUSIC 101 (Appreciation): This course is designed to give a general survey of the progress of music from early civilization to the present day by means of discussions and illustrations of all forms of music composition. Supplementary reading and reports are required and reproduced; devices such as phonograph and radio are used. Since the basis of appreciation is understanding the music, opportunity is given for experiences which will develop a fuller understanding.

Three quarter hour credit. Three recitations per week.

MUSIC 201 (Fundamentals): Sophomore year. Two quarter hours credit. Four hours per week.

MUSIC 202 (Fundamentals): Sophomore year. Two quarter hours credit. Four hours per week.

MUSIC 203 (Music for Children): This course is especially designed for those students who plan to teach in the elementary grades. It deals with the fundamentals of music, and a knowledge of the materials and methods of teaching music—particularly in the lower elementary grades. Four quarter hours credit. Five times per week.

SCIENCE

SCIENCE 101, 102, 103 (Biological Science): This course aims to acquaint the student with the fundamental principles of biological science with functional application in daily living. Emphasis is placed upon similarities and differences in daily living. Emphasis is placed upon similarities and differences in plants and animal life; upon the application of biological principles as they relate to the human body: a general study of the nature of plant life using native algae, fungus, mosses, and flowers as laboratory specimens.

Attention will be given to the relationship of plants and animals to their environment.

Laboratory work is based upon concrete, functional, learning experiences through field trips, supplementary readings, classroom discussions, teacher and student demonstrations, and extensive use of modern audio-visual aids.

Three quarters, four hours per week. Three quarter hours credit each quarter.

BIOLOGY 111, 112, 113 (Zoology and Botany): An introduction to the study of plants and animals, with emphasis upon major biological principles. In botany, the structure and physiology of higher plants, followed by a brief survey of the plant kingdom from the simplest algae and fungi through liverworts, mosses, ferns and seed plants are considered. In zoology, the structure and physiology with a brief survey of the animal kingdom from the simplest protozoan through the chordates are the important phases. Laboratory work and field trips are major aspects of the course.

Two hours lecture and four hours laboratory each week. Three quarters, six hours per week. Four quarter hours credit each quarter.

SCIENCE 201, 202, 203 (Physical Science): This course emphasizes the practical applications of the principles and techniques of the physical sciences: astronomy, chemistry, geology, meteorology, and physics in the household, in agriculture, in industry, in consumer education, and in understanding the world in which we live.

The work of the first quarter is devoted to a study of our place in the universe, and the natural events in our environment and their effects on animals, plants and beings.

During the second quarter a study is made of the physical principles which lead to an understanding and appreciation of energy and work, heat and ventilation, the production, transmission, and reception of sound, the nature of light, illumination, light instruments, color, magnetism, electricity, radio and electronics.

During the third quarter a study is made of the fundamental concepts that have been used by man to develop and use the material resources of the earth, sea, and air, for the satisfaction of human needs. Among the topics discussed are the development of the fundamental concepts of chemical science, chemical changes, the chemistry of cleansers, foods, health, drinks, cosmetics, textiles, fuels, lubricants, anti-freezes, paints, dyes, stains and soils.

Three Quarters, four hours per week. Three quarter hours credit each quarter.

CHEMISTRY 111, 112, 113 (General): An introductory course is intended to acquaint the student with the fundamentals of general chemistry, and their applications in everyday life. This course is offered in the interest of students who desire a background for advanced chemistry courses and related fields.

Special emphasis is placed on the practical work done by the

student in the laboratory. Two hours lecture and four hours laboratory each week. Three quarters, six hours per week. Four quarter hours credit each quarter.

SCIENCE 204 (Science for Children): This course is designed to help prospective teachers solve problems in elementary science. Emphasis is placed upon the utilization of available resources for the teaching of elementary science. Special attention is given to the science interests of children, such as recognizing and solving problems in relation to their environment. Consideration is also given to obtaining and using audio-visual aids, planning and conducting field trips, excursions, science projects and evaluating the progress of children in developing the scientific attitude.

One quarter, four hours per week. Four quarter hours credit.

SOCIAL SCIENCE

SOCIAL SCIENCE 101, 102 (Survey): An orientation course for freshmen which aims to give the student a background of the forces which shape man's social life and basic social concepts with their historical backgrounds.

First and second quarter. Three hours per week. Three quarter hour credit each quarter.

SOCIAL SCIENCE 103 (Human Geography): A beginning course in college geography. The course emphasizes the relationship, past and present, between man and his natural environment. The students develop an understanding and appreciation for geographic facts as they may affect the daily living of human beings.

Third quarter. Three hours per week. Three quarter hours credit.

SOCIAL SCIENCE 201, 202, 203 (History of Civilization): A general survey course of the development of civilization from earliest time to the present.

Three quarters, three hours per week. Three quarter hours credit each quarter.

ECONOMICS 201 (Principles of Economics): An introductory course dealing with the economic principles, and discussions of their application to practical problems.

One quarter. Three hours per week. Three quarter hours credit. Elective.

GEOGRAPHY 201 (World Geography): This course is designed to meet the needs of the students in the field of social science. Training in reading and interpreting maps, charts, graphs and tables, and place geography will be emphasized. The aim is to aid the student in thinking geographically about world problems.

One quarter. Three hours per week. Three quarter hours credit. Elective.

GOVERNMENT 201 (American Government): A study of American Government and its branches.

One quarter. Three hours per week. Three quarter hours credit. Elective.

PERSONAL AND FAMILY LIVING 103: Three class periods of one hour each. Credit: three quarter hours each quarter. This course aims to meet the needs of the students and to help them understand home and family problems. The course will include a brief study of the nutritional needs of the body, and selection and preparation of food to meet these needs. There will be some study of budgeting as it affects the family. There will be a brief study of art principles and clothing selection and care. The course will also include study of problems of Home Improvement, Home Management and Home Beautification. Laboratory to be arranged.

VOCATIONAL-TECHNICAL COURSES

An integral part of the education program at Coahoma Junior College is the Vocational-Technical Training Program. The Vocational-Technical units now in operation are Carpentry and Bricklaying. These courses are open to both in-school and out-of-school people and they are especially designed to give training for a specific job. A large number of men are being served through these programs.

NOTE: Veterans are considered as special college students.

BRICKMASONRY

GENERAL BRICKLAYING 101: Meets $3\frac{1}{4}$ hours per week. This course is designed to teach the fundamentals of working with mortar and materials of the trade, use and care of tools. The basic skills and technical knowledge of bricklaying dealing with the Common, Flemish, and American Bonds, estimating and blueprint reading.

1800 hours—\$25.00 per month.

ADVANCED BRICKLAYING 201: A study of advanced methods of putting into practice the previous fundamentals learned to promote production bricklaying, scientific estimation of job costs, contracts and specifications. Meets $3\frac{1}{4}$ hours per week.

CARPENTRY

CARPENTRY 100: Non-credit course. Meets $3\frac{1}{4}$ hours per week. Course includes both theory and practice. Theory includes a study of the fundamental tools, measurements, estimating cost, blueprint reading, and foundation laying.

1800 hours—\$25.00 per month.

CARPENTRY 200, 201: Meets $3\frac{1}{4}$ hours per week. A continuation of carpentry 100, with practice given in cutting and placing sills, joints, studs, corner posts, girders, plates, bridging, cutting door and window openings, stairway construction and other jobs connected with general carpentry.

1800 hours—\$25.00 per month.

HIGH SCHOOL DIVISION

INTRODUCTORY STATEMENT

The High School Curriculum seeks to provide a general program of education for all students, in addition to meeting the college-preparatory needs of those pupils who wish to continue their education beyond the high school level.

The chief function of the high school program of studies is guidance. It is geared in such a way as to provide both adults and youth with the necessary experiences and skills for current and future use, vocationally and academically, in order that their social and economic conditions might be improved through intellectual growth.

Aims of the High School Program of Studies:

1. To aid pupils and parents in making the best use of the offerings of the school.
2. To meet the specific needs of those students desirous of acquiring skills leading to economic independence for use now and immediately after high school.
3. To provide academic training for future educational endeavors.
4. To create and maintain an atmosphere which is conducive to good moral, physical, intellectual and spiritual development.

COURSE OFFERINGS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English I, 1 unit	English II, 1 unit	English III, 1 unit	English IV, 1 unit
General Science, 1 unit	Algebra I, 1 unit	Am. History, 1 unit	Algebra II, 1 unit
Civics, 1/2 unit	Biology, 1 unit	Modern Geom., 1 unit	Physics, 1 unit
Geography, 1/2 unit	World History, 1 unit	Chemistry, 1 unit	Economics, 1/2 unit
General Math., 1 unit	Agriculture II, 1 unit	Gen. Business, 1 unit	Government, 1/2 unit
Agriculture, 1 unit	Home Economics II, 1 unit	Home Economics III, 1 unit	Typing, 1 unit
Home Economics I, 1 unit	Brickmasonry II, 2 units	Brickmasonry III, 2 units	Brickmasonry IV, 2 units
Band, 1/2 unit	Carpentry II, 2 units	Carpentry III, 2 units	Carpentry IV, 2 units
Physical Ed., 1/2 unit	Band, 1/2 unit	Band, 1/2 unit	Band, 1/2 unit
General Music, 1/2 unit	Music Theory, 1/2 unit	Physical Ed., 1/2 unit	Physical Ed., 1/2 unit
	Physical Ed., 1/2 unit	*Foreign Language, 1 unit	Foreign Language, 1 unit
			Driver Ed., 1/2 unit

*To be designated

HIGH SCHOOL CURRICULUM

FIRST YEAR		SECOND YEAR	
REQUIRED	UNITS	REQUIRED:	UNITS
English I - - - - -	1	English II - - - - -	1
ELECTIVES:		ELECTIVES:	
General Science - - - - -	1	Algebra I - - - - -	1
Civics - - - - -	1/2	Biology - - - - -	1
Geography - - - - -	1/2	World History - - - - -	1
General Mathematics - - - - -	1	Agriculture II - - - - -	1
Agriculture - - - - -	1	Home Economics II - - - - -	1
Home Economics I - - - - -	1	Brickmasonry II - - - - -	2
Band - - - - -	1/2	Carpentry II - - - - -	2
Physical Education - - - - -	1/2	Band - - - - -	1/2
		Theory - - - - -	1/2
		Physical Education - - - - -	1/2
THIRD YEAR		FOURTH YEAR	
REQUIRED	UNITS	REQUIRED	UNITS
English III - - - - -	1	English IV - - - - -	1
American History - - - - -	1	ELECTIVES:	
ELECTIVES:		Algebra II - - - - -	1
Modern Geometry - - - - -	1	Physics - - - - -	1
Chemistry - - - - -	1	Foreign Language - - - - -	1
General Business - - - - -	1	Economics - - - - -	1/2
Foreign Language - - - - -	1	Government - - - - -	1/2
Home Economics III - - - - -	1	Typing - - - - -	1
Brickmasonry III - - - - -	2	Brickmasonry IV - - - - -	2
Carpentry III - - - - -	2	Carpentry IV - - - - -	2
Band - - - - -	1/2	Band - - - - -	1/2
Physical Education - - - - -	1/2	Physical Education - - - - -	1/2
		Driver Education - - - - -	1/2

EDUCATIONAL PROGRAMS

The high school course offerings are so organized that students may elect to pursue any one of four types of educational programs, each of which is designed to meet special educational needs and interests. Ample guidance is afforded the student in the choice of a program. The programs and their features are as follows:

GENERAL. Designed for students who are uncertain about the careers for which they desire to prepare. The program meets entrance requirements of most colleges and provides a balanced educational background.

COLLEGE PREPARATORY. Designed for students who are definitely planning to enter college upon completion of high school work. This program especially provides the background prerequisite to training for the professions.

VOCATIONAL. Designed for students whose primary interests are in vocational or technical pursuits. Offerings in the several areas will provide the student sufficient basic training for further study in a chosen vocation and will generally equip him for immediate employment after high school graduation.

BUSINESS EDUCATION. Designed for students who plan to enter the business field in the area of typewriting, stenography, bookkeeping or related work upon completion of high school.

REGISTER OF
FIRST ENROLLEES
AND
GRADUATES OF THE JUNIOR
COLLEGE DIVISION

STUDENTS WHO ENROLLED IN THE FIRST
COLLEGE CLASS

1949 - 1950

- | | |
|-----------------------|----------------------|
| 1. Jimmie Adams | 12. Effie Montgomery |
| 2. Caldonia Bland | 13. Mary Sanders |
| 3. Joseph Bissett | 14. Josephine Silas |
| 4. Eugene Fox | 15. Willie Stewart |
| 5. Timothy Gates | 16. George Strong |
| 6. Florence Gordon | 17. Marion Topps |
| 7. Lee Roy Garmon | 18. St. Henry Topps |
| 8. Morlon Henry | 19. Frank Towns |
| 9. Oliver Johnson | 20. J. D. Wardlaw |
| 10. Robert L. Johnson | 21. Orville Ward |
| 11. Earline Mills | 22. Percy White |

NOTE: During the first two years of its operation the college offered work on the freshman level only.

STUDENTS WHO ENROLLED IN 1950-51 AND BECAME
THE FIRST GRADUATING CLASS OF THE
COLLEGE IN 1952

- | | |
|---------------------------|-------------------------|
| Charles Henry Ball, Jr. | Florence Gordon |
| Addie Mae Beasley | Lillian Daugherty Hatch |
| Charles Harvey Berry | Jean Yvonne Herron |
| Joseph Lee Bissett | Annie M. Lumsey Hodges |
| Sadie Mae Boyd | Mary Laura King |
| Areatha Brown | Alva M. Carter Norphlet |
| Margaret Kyles Chapman | Thelma Penny |
| Arnold More Chambers | Edna M. Pulliam |
| James Kantayana Cox | James Robinson |
| Harry Cummings | Myrtle Louise Thompson |
| Chauncey O'Hara Daugherty | James Amos Ward |
| Thomas James Freeman | Ann Ruth Williams |
| Eugene Gooden | Geneva Valjean Williams |

COMPLETED REQUIREMENTS IN THE
SUMMER SESSION

- | | |
|------------------|-----------------|
| Ruby Brown Cosby | Eddie Lee Riley |
| Laura G. Harris | Excell Terrell |

1953 GRADUATING CLASS

Roland G. Farmer
 Fulton Ford, Jr.
 Inez Harris
 John W. Jenkins
 Bernice Johnson
 Glorastine Martin
 Minnie Ethel Nathan
 James Piggie

Elizabeth Ann Raxton
 Charles Robinson
 Pinkie M. Steward
 Robbie Lee Thomas
 Corine Constance White
 Mary Lou White
 Cleola Randle Yarbrough
 William Myles Yarbrough

SUMMER, 1953

Mary Alice Stanford

Jessie Webber

1954 GRADUATING CLASS

Audrey Ball
 Robert Ball
 Mary Shannon Brown
 Alean Coburn
 Charlie M. Crump
 Gloria D. Daugherty
 James Monroe Davis
 Madge Evans
 Willie M. Farmer
 Eugene Fox
 Lillie Mae Gamble
 Jerlene D. Gambrell
 Gertrude Genus
 Melvin Harris
 Naomi Harris

Clara Jones
 Herbert H. Logan
 Earnestine Maiden
 Sterling Martin
 Levora Patterson
 Dorothy Donald Pearson
 Bennie L. Richard
 Thomas Richardson
 Clem Sharkey, Jr.
 Joyce Smith
 James Stanford
 Mary Etta Triplett
 Chrysteen Winfrey
 Mattie Williams Woods
 William H. Wright

1954 SUMMER GRADUATES

Jearlene Embry
 Charles G. Hyde

Rosie Lee Richardson
 James D. Wardlow

1955 GRADUATING CLASS

Jennie Lee Allen
 Barbara Jean Aldridge
 Ruth Barrett
 Nellie Jane Ola Baxtrum
 Richard Bell
 James Herman Black
 Thomas D. Coleman
 Rheon Wyndell Gibson
 Jessie J. Gilmore
 David Carl Harris
 Aubrey E. Hill
 Eugene Howard

Christine Penny Jenkins
 Earnestin Delilah Johnson
 Easter Maureen Kendricks
 James William Lee
 Larry C. Martin
 Elizabeth Moses
 S. J. McGovan
 Annie Louise Nichols
 Willie L. Norphlet
 Bernice Theresa B. Payne
 Clarence Janmes Pearson
 Dora Lee Raine

Joseph Napoleon Richardson
 Walter Shelton
 Mattie Silas
 Princie Lee Sills
 Patsy Ann Smith
 John L. Steel

Edna Marie Stutts
 Ora Lee Terry
 Ida Mae Turner
 Pearlie Gary Ward
 Corinne Jordan

1956 GRADUATING CLASS

Grady W. Battle, Jr.
 Edgar Bland
 Mabel E. Brown
 Helen J. Calloway
 Alice Cochran
 Pinkie M. Davis
 Victor L. Dilworth
 Delores Drake
 Maxine Dupree
 Helen Carol Durr
 Marguerite Ford
 Wyrinie Dorris Foster
 Versie Delois Gambrell
 Timothy L. Gates
 Bettye Nell Griffin
 Edgar B. Griffin
 William M. Gooden
 Wesley Gordon
 Jake J. Harris
 Ester Weston Haynes

Mandie Jefferson
 Leola Sanders Keyes
 Delores Reno McNeal
 Samual James Miller
 Charles Henry Nathan
 Williestein Parker
 Mary Mildred Perry
 Lillie Pearl Ray
 Julia Leola Rogers
 Rachel Velma Shelby
 Ollie Dean Smith
 Verneice E. Smith
 Lucille M. Terry
 Grace Terrell
 Ara Lee Toles
 Eugene Trammel
 Robert Tunson
 Dewitt Ward
 Mary L. Washington
 Reuben Whisenton

1957 GRADUATING CLASS

Ella Zee Alphin Anderson
 Evelyn Ballard
 Barbara Baugh
 Guy William Baxtrum
 Willie C. Bell
 Maxine Berry
 Charlie Mae Bullock
 Irene Braxton
 Odie Cross
 Mary Crowther
 Paul Crowther
 Addie Dennis
 Jessie Dan Dixon
 Cornelius Douglas
 Louella Edwards
 Yvonne Isabella Flakes
 Effie Marie Flowers
 W. C. Franklin
 Irene Gilbert

Bennie Stone Gooden
 Ruth Lillian Gregory
 Willie Ross Grizzell
 Lillie Mae Hamilton
 James Wesley Hatley
 Freddie Beatrice Hardy
 Lacy Henderson
 Exie Mae Herring
 Birda Mae Howell
 Mildred Hubbard
 Hudson Lester Hubbard
 Edna Mae James
 Prentice Lee James
 Ernest Johnson
 Hersel Jones
 Dorothy Kimble
 Carolyn D. Laws
 James Lawrence
 Corine Lloyd

James W. Lloyd	Dorothy Lee Sharkey
Arzell Marshall	Charles Slan
Mozella Medlock	Willie Smith
Freda McClain Merchant	Shirley Smith
Loretta Theresa Moore	Eula Cecil Spiller
Robbie E. McLaurin	Alphonso Spells
Norman McFarland	Prince Conda Stephens
Armond Odom	Katie Thomas
Gene R. Patton	John Estis Trammel
Neomi Pittman	Edward Howard Triplett
Marva Perry	Gene Douglas Todd
Edward Pickett	Lillian Walker
William Jessie Randall	Sidney Wallace
Bill Reed, Jr.	Dorothy Armstrong Wardlow
Melvin Charles Riley	Charles Etta Watts
Mattie Pearl Richardson	Julius Watts, Jr.
David Robertson	Peggy Ann Watts
Elaine Robertson	Raymond Mack Williams

1957 SUMMER SESSION GRADUATES

Katherine Hayes

James W. Johnson

1958 GRADUATING CLASS

Glenella Ackles	Eddie Lee Fant
Lula Adams	Minnie Pearl Ford
Everette Lee Allen	Lawrence Furdge
Verdean Allen	Joyce Marie Gosa
Ethel Archie	Kay Frederick Grace
Saul Austin	Arnold Harris
Arthur Barnes	Jimmy Simpson Harris, Jr.
Sarah Ellen Bell	Johnny Leroy Harris
Christine Voncile Bender	Marvin Harris
Frank Bluntson	Elouise LeJune Hatchett
Frank Braugher	Bessie Lee Cole Hawkins
Louise Braxton	Doretha Haynes
Jo Louise Brown	Jessie Mildred James
Willie Earl Brownlee	Annie Laurie Jones
Marie Cannon	Samuel Jordan
Henry Clay	Mary Alice Kearney
Alma Jane Cole	Quince Ella Kidd
Martha Lee Coleman	Margie Marie Lailes
Jewett Conner	James Lamar
Benson Cotton	Anderson Lenard
Ossie Lee Cotton	L. B. Lenard
Taylor Cornelius Cotton, Jr.	Neadie Lewers
Robert Crawford	Matthew Maiden
Lillie Davis	Juanita Cosby Miller
Carolyn Douglas	J. B. Mitchell
Jean Dupree	L. C. Mitchell
Willie Mae Edwards	

—Continued on next page

1958 GRADUATING CLASS — *Continued*

Carrie Montgomery	Gertie Bell Smith
Louise Montgomery	John H. Smith
James William Morris	Leon Stewart
Bessie Mosley	Odell Tate
Rosie L. Mosley	Fannie Beatrice Taylor
Theodis Hampton Outlaw	C. H. Wagster
Dorothy Mae Pearson	Roy Stovall Walker
Mary Ratliff	Pearlie Watson
Yvonne Rich	Mildred Wells
Lloyd Robinson	Johnny Williams
Jessie S. Scott	Roland Winn
Chambers Smith, Jr.	James Wilson
Edna Earl Smith	George Young

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