

VOLUME 6

NUMBER 1

HARRISON-STONE-JACKSON
Agricultural High School
and Junior College

PERKINSTON, MISSISSIPPI

BULLETIN

CATALOGUE 1929-30
ANNOUNCEMENTS 1930-31



Session Begins Monday, September 8th, 1930
Closes Friday, May 29th, 1931
Summer Term Begins Monday, June 8th, 1931

Presented by -
Curt Earl Mitchell

March 7, 1978

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CALENDAR 1930-31

Monday, September 8th, 8:00 a. m.: Classification of students begins.

Tuesday, September 9th: Recitations begin.

Friday, October 17th: First Term Test.

Wednesday, November 26th: Second Term Test.

Thursday and Friday, November 27th and 28th:
Thanksgiving Holidays.

Friday afternoon, December 19th to Monday 8:00 a. m.,
January 5th: Christmas Holidays.

Friday, January 16th: Third Term Test.

Friday, January 23rd: First Semester Examinations.

Friday, March 6th: Fourth Term Test.

Friday, April 17th: Fifth Term Test.

Friday, May 22nd: Sixth Term Test.

Sunday, May 24th, 8:00 p. m.: Commencement Sermon.

Thursday, May 28th: Second Semester Examinations.

Friday, May 29th, 8:00 p. m.: Graduation Exercises.

BOARD CALENDAR FOR 1930-31

Monday, September 8th	First month's board due
Monday, October 6th	Second month's board due
Monday, November 3rd	Third month's board due
Monday, December 1st	Fourth month's board due
Monday, January 12th	Fifth month's board due
Monday, February 9th	Sixth month's board due
Monday, March 9th	Seventh month's board due
Monday, April 6th	Eighth month's board due
Monday, May 4th	Ninth month's board due

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WALTER NIXON	Biloxi
EDWARD FAIRLEY	Saucier
DR. H. P. HOPPER	Saucier
EUSTIS McMANUS, <i>Clerk</i>	Gulfport

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EUGENE BOND	Wiggins
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GEO. M. DEEN, <i>County Superintendent</i>	Gulfport

Stone County

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G. A. BRELAND	Wiggins
WEBB BROADUS	McHenry
C. O. BATSON	Perkinston
H. H. BOND, <i>County Superintendent</i>	Wiggins

Jackson County

E. B. BOOTH	Pascagoula
E. E. FLURRY	Perkinston
A. W. EZELLE	Pascagoula
L. B. WATSON	Ocean Springs
W. M. ALEXANDER, <i>County Superintendent</i>	Pascagoula

FACULTY

- C. J. Darby*—B. S. State Teachers College, one summer Tulane University—Superintendent; Instructor of Education. Six years consolidated and town schools. Six years County Superintendent of Education. Harrison-Stone-Jackson since September, 1929.
- E. B. Colmer*—B. S. Miss. A. & M., M. A. Colorado Agricultural College—Agriculturist. Ten years in Agricultural High Schools. Harrison-Stone-Jackson since July, 1922.
- F. O. Parsons*—B. S. Miss. A. & M. One summer graduate study Texas A. & M.—Assistant in Agriculture. Six years in Agricultural High Schools. Harrison-Stone-Jackson since July, 1924.
- C. O. Hinton*—Phg., B. S. University Mississippi. Three summers graduate study University Mississippi—Chemistry. Three years in consolidated schools. Science in Harrison-Stone-Jackson since September, 1924.
- W. G. Gregory*—B. A. Bethel College. M. A. George Peabody College—Mathematics. Five years in public schools of Kentucky. Harrison-Stone-Jackson since July, 1925.
- L. R. Weeks*—B. S. Mississippi A. & M.—Coach and Assistant in Mathematics. Seven years city schools and agricultural high schools. Harrison-Stone-Jackson since September, 1929.

G. E. Gully—B. S. Miss. A. & M.—Assistant in Science. Three years in agricultural high schools. Harrison-Stone-Jackson since July, 1929.

Miss Minnie Kay Pearson—B. A., M. S. University Alabama. One summer study on Phd. Colorado University—English. One year in public schools of Alabama. Harrison-Stone-Jackson since July, 1926.

Miss Zola Emerson—B. A., M. A. University Alabama—History. One year in Alabama College. One summer University Alabama. Harrison-Stone-Jackson since July, 1927.

Miss Ruth Nulph—B. A., M. A. Drake University—Languages. Harrison-Stone-Jackson since September, 1929.

Miss Winnie J. Hood—B. S., M. S. C. W. One summer Tulane University. One summer Columbia University. Three summers George Peabody College—Home Economics. Three years in high schools. Harrison-Stone-Jackson since July, 1927.

Miss Noby Ruth Denson—Graduate in Piano, Mississippi Woman's College. One summer Colorado University—Music. Three years in consolidated schools. Harrison-Stone-Jackson since July, 1927.

Miss Ina Mae Hart—B. A., Shorter College. Graduate Georgia-Carolina Commercial College—Commercial Subjects. Three years in public schools of Georgia. Harrison-Stone-Jackson since September, 1928.

Miss Ethel Merle Cranford—B. A., Mississippi Woman's College. Two summers Tulane University—Assistant in History. Seven years in agricultural high schools. Harrison-Stone-Jackson since July, 1929.

Miss Eleanor Keady—B. S., Colorado University—Assistant in Home Economics. Harrison-Stone-Jackson since September, 1929.

Mrs. G. E. Gully—B. A., University Mississippi. Two summers Columbia University—Librarian. Three years in public schools of Mississippi. Harrison-Stone-Jackson since July, 1929.

OFFICERS OF ADMINISTRATION

C. J. DARBY	Superintendent
C. O. HINTON	Assistant Superintendent
MISS VELMA HILL	Business Secretary
MISS ESTELLE DAVID	Secretary to Superintendent
N. A. WARNELL	Engineer
MRS. JANE FAHNESTOCK	Dietetics
MRS. G. E. GULLY	Librarian

Buildings and Equipment

Remarkable development in buildings and equipment has characterized the school within the past few years. At the opening of the 1927-28 session four new buildings were ready for use. These include a girls' dormitory, a gymnasium, a power plant, and a new kitchen. In addition to these, the dining hall was enlarged and remodeled.

During the 1928-29 session a modern steam laundry was put in operation on the campus.

At the beginning of the 1929-30 session the new administration building was occupied. This building houses the administrative offices, the music, English, history, mathematics, commercial departments, and assembly hall. The library occupies the entire second floor of what is known as the library building or the annex to the old administration building. The high school science and college agriculture laboratories are on the first floor of the science building. The home economics laboratory occupies the second floor of the same building and the college chemistry department occupies the third floor of the building.

The new dormitory contains suites for teachers and rooms for college girls. A large reception hall in the center of the building adds much to student life. The gymnasium is the finest of its kind. It includes convenient quarters for visiting teams, showers, and lockers for home teams. An indoor court surrounded by balconies affords ample seating space. The power plant

has a greatly increased capacity. It is equipped with new machinery throughout. Cooking facilities and means of serving have been improved by the changes in the kitchen and dining room.

The buildings include an administration building, science building and library building, two boys' dormitories, two girls' dormitories, a gymnasium, a power plant, a steam laundry, a Y. W. C. A. hut, a Hi-Y recreation hall, a manual training shop, a mule barn, a dairy barn, garages, a potato dry kiln, tractor barn, bull barn, and poultry houses.

The dormitories are supplied with modern conveniences. All buildings are furnished with steam heat, electric light, and running water.

Laundry

The school owns and operates a steam laundry for the benefit of the boarding students. All clothes must be plainly marked with student's name in indelible ink. A pressing machine is also operated in connection with the laundry and clothes will be pressed and cleaned at very reasonable rates.

Science Laboratories

The science laboratories are equipped with new furniture as well as new apparatus and materials for the proper teaching of this subject. There is an appropriation ample to take care of every need of the students.

The biology and physics laboratories are well equipped and each year they are added to by the purchase of new apparatus and equipment.

Farm Laboratory

The school owns about 750 acres of land. One hundred and fifteen acres of this land is in cultivation, and is devoted to the cultivation of field and garden crops representative of South Mississippi. The farm is equipped with modern farm implements from horse-drawn plows through tractor equipment. A power driven feed grinder is used in crushing feed used in the dairy. A set of carpenter tools is used in doing the farm carpentry.

The farm buildings consist of a large livestock barn, a thirty-cow dairy barn equipped with modern stanchions, calf barn, bull barn, potato dry kiln, poultry house, tractor house, and gas storage. The mule and livestock barn is well built and provides storage space necessary for hay and grain. The calf barn is a new building and may safely be called one of the most modern and up-to-date calf barns in South Mississippi. The bull barn and tractor house are new and as modern as can be found in the state. Practically every farm building has been built by students under the supervision of the agriculturist.

Special pride is taken in the livestock of the farm. There are five head of mules on the farm this year. The dairy consists of twenty-five head of dairy cows in milk at this time, every one of which is a three-gallon cow or

better. Ten of the cows in milk are of fine registered type, one of which is a register of merit cow. The young dairy stock consists of seventeen heifers, five of which are registered.

The twelve other calves are from grade cows which have given from three to four and a half gallons of milk. There is one Guernsey bull two years old. The value of the dairy cattle is estimated at \$3,000. The dairy is headed by one of the finest bulls in South Mississippi which is furnished the school by the Illinois Central Railroad. Poland-China hogs are used on the school farm. At present the farm owns two brood sows and one fine male. An average of thirty hogs is marketed for meat each season, and some stock is delivered for breeders. The poultry flock consists of white leghorns, and has made a very excellent record as layers this season.

Pine Nursery

The school has established this year with the assistance of the Federal Government a pine nursery where slash pine, India pine, long leaf yellow pine, locust, poplar, cottonwood, walnut, cedar, oak and several other varieties of trees are being grown. The purpose in establishing this nursery is to demonstrate the ease with which pine trees may be grown and to furnish young pines to those interested in forestry. The project is an experiment which is hoped will prove of practical value as well as educational value.

Home Economics Laboratory

Girls enrolled in the home economics department are assured of a thorough course in home economics. Besides the regular laboratory for foods and clothing and the nucleus of a good home economics library, there is a practice home in which every girl is expected to put into practice the scientific knowledge gained in the laboratory through all the actual housekeeping activities.

In connection with her home economics course, each college girl will be required to spend six weeks in the practice home. It includes a living room, a dining room, a kitchen, two bedrooms, and a hall. It is well finished and is most attractively furnished. The plans and furnishings are the result of work done by the girls in the home economics courses. The girls derive inestimable benefit from living in the practice home. They are given training in the care of the home, in the preparation and serving of meals, in the conventionalities of social life and family relationships.

Library

The library meets the requirements of the Junior College Association. A special appropriation is set aside annually that the library may grow with the school. The bookshelves and librarian's office are separated from the reading room. In its enlarged quarters, the library has 1900 square feet of floor space. It is supplied with eighty chairs and ten tables of the most modern type. Besides, there are up-to-date magazine racks and newspaper holders.

There are 3150 carefully selected volumes. These are classified by the Dewey Decimal System, and a card catalogue of authors, titles and subjects is provided for the convenience of the readers. Students are supplied with seven daily newspapers and sixty-five magazines.

The privilege of drawing out books is granted to every pupil upon the payment of his fee. The object of the library is to supplement class work and instill in every student a desire for greater knowledge.

Student Organizations and Activities

Believing that training in organized groups is essential as a preparation for citizenship, the administration encourages and fosters all types of student organizations, both social and literary.

A Literary Society is organized and carried on by the students who care to receive training and practice in public speaking, dramatics, and debating.

The Y. W. C. A. and the Hi-Y do much in promoting the spiritual development of the student. A surprisingly large number of students participate in the activities of these clubs. Attendance at state conferences benefits the individual as well as the school and does much toward broadening his outlook upon life.

All of the classes have strong central organizations and they with their sponsors chosen from the faculty contribute much to student life.

In the music department an orchestra and a glee

club afford excellent opportunity for those interested in that phase of work.

The Spanish Club is an active organization on the campus. It is both social and literary in its nature.

The "P" club is composed of those boys and girls who have made letters in any of the college athletics—baseball, basketball or football. It fosters clean sportsmanship and student co-operation with the athletic teams.

Student Labor

Lack of financial means should not deter any boy or girl in his or her ambition for an education. One-third of the students work part or all of their way through the entire school course. These students comprise the finest and most deserving group of the whole student body.

The school employs no outside labor. Girls receive pay for dining room work, for care of the dormitory halls, for clerical work, and for library work. Boys are paid for farm work, for carpentry, for care of the administration building, and for numerous odd jobs.

Athletics

The first nature of a boy or girl is to play and it is on the athletic field that they have an opportunity to show what is in them, and to develop the good and control the bad.

Students naturally desire competition and when

their mental and physical strength are matched with that of others weaknesses reveal themselves.

Without a healthy body the mind cannot function properly and without proper exercise the body cannot be kept healthy.

The spirit of co-operation and sportsmanship of a school and a community are all obtained by the act of supporting good ball teams.

All these things have been taken into consideration in the developing of the school. We now have a good baseball and football park and a modern gymnasium. This gymnasium has in it a basketball court, dressing rooms with showers for boys and girls; dressing rooms with showers for visiting teams, seating capacity for 800, office and storeroom. Teams are equipped with the best uniforms. Gymnasium classes are held for every student, thus providing supervised exercises for those not capable of making the ball teams.

In athletics, of course, every team tries to win the contests and our athletic directors strive to develop teams that will compete with any junior college in the state; yet they never lose sight of the fact that the main purpose of athletics in school is to make better men and women out of boys and girls.

Religious Influence and Training

Advancement of spiritual development is given stress. The faculty is of the highest type and it is vitally interested in moulding the character of the students.

The boys' Hi-Y and the Girl Reserves are active in giving religious instruction and in promoting ideals of conduct. Vesper programs, morning watch and other services sponsored by these organizations have wielded influence on the students.

Church services, conducted by ministers from the neighboring towns, are held each Sunday evening. Students are urged to attend these services and also all lectures of a moral type delivered within the school.

The Perkinson church has been removed and rebuilt. Its proximity to the campus makes it possible for students to attend Sunday school and church there if they desire.

Discipline

Only students who are deemed worthy in regard to moral character are given admission. Boys have over them in each dormitory two men who are capable of controlling them. Such practices as drinking and gambling will not be tolerated. Regularity of hours and cleanliness of rooms are insisted upon.

There is a dean of women, whose duty it is to look after the welfare of the girls. For them she provides suitable chaperonage on every occasion that they are permitted to leave the campus. She cares for them in case of sickness.

Study hours are rigidly enforced and punctuality in class attendance is demanded.

Medals and Trophies

A silver loving cup will be presented to the class having the best average of scholarship and deportment at the end of the session. This cup will remain in the school and be the property of the winning class until another class shall have made a better standing during a year's work.

A gold medal will be awarded the girl student giving the best reading. Open to high school students only.

A gold medal will be awarded the boy student giving the best declamation. Open to high school students only.

A gold medal will be awarded the boy or girl giving the best oration. 50% grade on manuscript and 50% on delivery. Open to college students only.

A gold medal will be given the best all-round girl athlete. Open to both high school and college students. A medal will be given to the best all-round boy athlete. Open to high school and college students.

A gold medal will be awarded to the piano student making the most advancement.

A gold medal will be awarded to the violin student making the most advancement.

A gold medal will be awarded to the best orchestra member. The merits for this medal include attendance, attention and effort.

Gold medals will be awarded to the boy and girl who perform most satisfactorily work assigned them by authorities for self-support.

The School's Standing

The high school department of the Harrison-Stone-Jackson Agricultural High School and Junior College has been recognized by the Southern Association of Secondary Schools and Colleges for a number of years. The college department was admitted to membership in this Association last December. Membership in the Association means that students may transfer from our high school or college to any other institution in the South and receive full credit for all work done here.

What the Student Should Bring

College Girls

- 4 sheets for single beds
- 2 pillow cases
- 1 pillow
- 2 single bed spreads
- 2 blankets
- 2 dresser scarfs
- 3 plain white curtains, 4 feet wide and 7 feet long
- 1 drinking glass
- Towels and toilet articles.

High School Girls

- 2 sheets for double beds
- 2 pillow cases
- 1 pillow
- 2 blankets

- 1 bed spread
- 2 dresser scarfs
- 2 laundry bags
- 2 plain sash curtains
- 1 drinking glass
- Towels and toilet articles.

Boys

- 4 sheets for single beds
 - 2 pillow cases
 - 1 pillow
 - 2 single bed spreads
 - 2 dresser scarfs
 - 3 plain white curtains, 4 feet wide and 7 feet long
 - 1 drinking glass
 - Towels and toilet articles.
- These articles must be brought from home or secured immediately upon arrival.

Expense

Board will be given at \$14 per month. This includes table board, heat, light, and water. A matriculation charge of \$8 will be made to all students. \$6 per month will be charged for private lessons in piano, voice, violin and expression. \$1 per month will be charged for the use of the school pianos to those piano students who use the school's pianos for practice. One month's board and matriculation fee must be paid in advance. Music students must pay tuition fee in advance.

A charge of 50 cents a month will be made for medical fee. This monthly charge is to cover medicine and doctor's service on the campus but will not take care of service off the campus.

A charge of \$2 per month will be made for laundry. This includes all laundry except cleaning and pressing of suits.

No laboratory or library fee is charged.

The total necessary expense for attending the junior college amounts to \$16.50 per month or less than \$175 for the entire session.

General Regulations

1. For the purpose of recording grades and reporting to parents the school year is divided into two semesters called the first semester and second semester. Each semester is subdivided into three terms of six weeks each. At the end of each six weeks the students' grades will be recorded in the office and the parent or guardian sent a copy of the reports.
2. In order to obtain credit for a course, a student shall have attended two-thirds of the meetings of the class during the semester.
3. Any student making an average of less than 60 must repeat the course in class in order to secure credit for it.
4. Each semester of college work stands as a separate

course; hence, at no time may the two semester grades be averaged in order that a student may secure a passing grade.

5. All high school subjects will be considered unit courses except: civics and economics, solid geometry and advanced arithmetic, and home economics.

6. If a student has made an average of 65 on the first semester's work, his second semester's work may be averaged with the first for a passing grade in the following subjects: history, English, biology, and agriculture.

7. In all subjects except those mentioned in (5) and (6) the grades of the two semesters may be averaged provided that the grade of the second semester is 70 or above.

8. In averaging the term grades, the instructor shall give the six weeks' test an evaluation of one-third and the daily grades two-thirds. No instructor has the privilege of giving a student a second test in order to raise the student's term average.

Examinations

The examinations given by the faculty of the Harrison-Stone-Jackson Agricultural High School and Junior College are of four types: (1) regular examinations, (2) deferred examinations, (3) re-examinations, and (4) entrance examinations.

Regular Examinations

Regular examinations are those given to classes according to a schedule determined by duly constituted authorities. In computing the average grade of the student, the instructor shall give the examination an evaluation of one-third and the average of the term grades an evaluation of two-thirds.

Deferred Examinations

Deferred examinations are those given to students who were unable to take the regular examinations. In all cases a student must secure written permission from the superintendent before he is permitted to take the examination. A fee of one dollar shall be paid by the student before he takes a deferred examination.

Re-examinations

Re-examinations are those given to students who have conditioned courses. In order to condition a course, a student must make a semester average of 60 or above but less, of course, than 70 which shall be considered the passing mark. A grade of 70 must be made on the re-examination in order to remove the condition. Only one re-examination may be taken in each course. A re-examination must be taken by the student within two semesters after the date of the regular or special examination which resulted in his condition. Written permission must be secured from the superintendent before the examination is taken. A fee of one dollar shall be paid by the student before he takes a re-examination.

Entrance Examinations

Entrance examinations are those given to students applying for admission who are unable to meet the regular entrance requirements.

High School Course of Study

1930-1931

Entrance Requirements

Due to the increased demand for college training, only three years of high school work are offered. Therefore all students must have completed three Carnegie units before they will be eligible for admission. Students desiring to enter the high school department must show evidence of good moral character, and must prove worthy of the school's advantages.

Requirements for Graduation

Candidates for graduation from the high school must complete not less than 16 units of work, 10 of which are required. The other six may be selected from the subjects offered, including commercial subjects, piano and science. Students desiring to graduate from this high school must earn not fewer than three units in residence, one of which must be in English.

Required Subjects

Home Economics or Agriculture	2 units
English	3 units
History and Civics	3 units
Algebra	1 unit
Plane Geometry	1 unit

Students who lack fewer than three units finishing an accredited school may earn the required units here and have same transferred to their home school and receive diploma there.

TEXT BOOKS: The text books used in the high school are those adopted by the State of Mississippi for the Agricultural High Schools supplemented from time to time by texts of the instructor's choice.

AGRICULTURE

Mr. Colmer

Mr. Parsons

Agriculture 2:

Types and breeds of farm animals will be studied with a view to familiarizing the student with the outstanding characteristics of the leading types and breeds of farm animals. Special time will be devoted to the study of dairy cattle, beef cattle, and hogs. It will be the aim of this course to give the student a working knowledge of the common problems pertaining to the care and management of animals on the farm. Stock judging, breeding, and feeding will be studied at length. One part of the year is set apart for a study of feeds and feeding. During this period each student is required to develop a working knowledge of balanced rations for dairy cattle and other stock. The latter part of the year is devoted to a study of some diseases common to farm animals and their treatment. Laboratory work in this course will cover the charging of dip vats and dipping stock, judging stock, mixing balanced rations, breeding stock and treating stock for common diseases. 1 unit. Mr. Parsons.

Agriculture 3:

The first part of the year deals primarily with the

principles of plant production and the relation of soils to plant production. The factors governing germination and plant growth in its earliest stages will be studied. Special attention will be given to plant propagation and vegetable gardening. Considerable time will be devoted to the study of "How the growing plant feeds." This course will also cover a brief survey of soils, and methods used to improve soil moisture and improve soil texture.

The last part is a more comprehensive study of field crops and field crop problems. It is the aim to bring the student in direct contact with field crop problems and teach him to solve them from practical experience after becoming familiar with the theoretical principles underlying each crop. The greater part of the time will be devoted to the study of crops suited to our section of the country. Each crop will be analyzed with reference to its adaptability to soils and climate, also its possibility as a money crop for this section. Considerable time will be devoted to the study of foreign crops suitable to this locality. Special attention will be given to classification, varieties, seed selection and preservation, planting, cultivation and harvesting.

The laboratory work of this course will bring the student in actual contact with each field crop studied. The student must become familiar with farm machinery used in cultivating each crop. Each student will be required to develop a working knowledge of fertilizer formulas, and in addition will be required to build up ton mixtures of the various formulas as they are used on the farm. 1 unit. Mr. Parsons.

Agriculture 4:

It is the aim of this course to develop managerial ability in the student. Every effort is made to bring the student in direct contact with the actual Farm Management Problems as they arise in the school farm. Students are given an opportunity actually to exercise their judgment pertaining to some of the problems which are common to every farm operator. Problems pertaining to the selection of farms, selection of farm machinery, and a practical knowledge of farm bookkeeping. Each student will have the opportunity to study in a practical manner the problems of financing a farm, and operating it on a paying basis. A lecture course is provided by the instructor for the last term of the school year. 1 unit. Mr. Colmer.

ENGLISH

Miss Pearson

Mrs. Gully

English 2:

Three recitations a week will be given to the study of composition and grammar. Composition will include a study of the paragraph, themes, oral and written, news stories, and editorials. A review will be given early in the term, which will include an analysis of sentences. Fifteen minutes two days a week will be given to the study of spelling. Two recitations a week will be given to the study of literature. Literature will be studied with the aims in view to develop ability in understanding the author's meaning quickly, to cultivate high ideals of life and conduct, and to form the habit of reading for

pleasure. Classics will be read outside of class and reported on. 1 unit. Mrs. Gully.

English 3:

Two recitations a week will be given to the study of composition and rhetoric. This will include the study of the four forms of discourse, study of debates and parliamentary usage, paragraph, and sentence structure. Oral reports will be made weekly on live subjects and current events. Grammar will be given as needed. Three days a week will be given to the study of literature with the aim to develop a keen appreciation of the beauty and power and to interpret the meanings in literature. Classics will be read outside of class and will be reported on. 1 unit. Mrs. Gully.

English 4:

Prerequisite—Two units in English:

This course in literature extends from the beginning of English literature to modern times with studies of literary products of each age. Particular attention is paid to the development of drama and fiction. Shakespeare's *Macbeth* and Thackeray's *Henry Esmond* will be given detailed study. Classes in literature will be held three times a week, in composition and rhetoric two times a week. A review of English grammar will be given first. Practice in the four forms of writing—narration, exposition, description, and argumentation, will be stressed. Weekly compositions, either oral or written, based on a topic of current interest will be required. Parallel reading is given much emphasis. Specimens of every type of writing must be read and reported on at regular intervals. 1 unit. Miss Pearson.

HISTORY

Miss Emerson

Miss Cranford

History 2—A survey of Europe from the end of the Middle Ages to Modern Times:

This course will cover the causes and effects of the Renaissance, the Reformation, the rise of strong centralized government, the supremacy of state over the church, the development of the great European powers, European expansion, etc. The movement toward greater freedom of government will be treated through a study of the bloodless revolution in England, the American Revolution, etc. These various movements will be studied in relation to the development of the modern European nations. 1 unit. Miss Cranford.

History 3—United States History:

The exploration, settlement, and growth of the United States will be studied. The social, economic, political and industrial phases of its history will be emphasized. The industrial development will receive primary attention, the object being to make vivid American life in the different periods. 1 unit. Miss Cranford.

History 4—Civics and Economics:

The first semester will be devoted to a study of the American Government. The early forms of government will be considered in their influence upon the drafting of the Constitution. The strengthening of the executive and judicial departments at the expense of the legislative will be outlined. Literary Digest for current history.

The second semester will be devoted to a study of the economic, social and industrial conditions of the American people, with particular emphasis upon modern industrial America. Literary Digest for current history. 1 unit. Miss Cranford.

HOME ECONOMICS

Miss Hood

Miss Keady

The aim of this department is to train girls for the profession of Home Making. It includes a study of foods, shelter and clothing from the standpoint of hygiene, economics and art; a study of family relationships and the relation of family to society.

Besides two modernly equipped laboratories—one for foods and one for clothing—there is a well-furnished apartment where college students taking Home Economics have an opportunity to make a practical study of Home-Making problems.

In High School two years of Home Economics are offered.

Home Economics 1:

Elementary cooking, food principles, simple household duties and hygiene of food and clothing will be studied during first semester.

Fundamental stitches, seams, hems and facings; choice and care of clothing, construction of simple garments second semester. 1 unit. Miss Keady.

Home Economics 2:

Foods—composition, conservation, nutritive value, together with planning, preparing and serving balanced meals taught first semester.

Hand and machine sewing, choice and use of commercial patterns; choice of garments as to color and design. Course in Personal Hygiene and Home Nursing. 1 unit. Miss Keady.

*BOOKKEEPING**Miss Hart**Bookkeeping 1:*

The fifteenth edition of Twentieth Century Bookkeeping and Accounting will be used. Part one of the text and accompanying practice set will be completed first semester. Measurement tests given at convenient intervals, and certificates of credit awarded on satisfactory completion of the set. Part 2 and an advanced practice set follows part one during second semester. 1 unit.

Bookkeeping 2:

The fifteenth edition text of Twentieth Century Bookkeeping and Accounting with parts 2 and 4 of the practice sets completed. Measurement tests given and certificates of proficiency awarded when course is finished. 1 unit.

*SHORTHAND**Miss Hart**Shorthand 1:*

Gregg's Shorthand Manual will be completed. Supplementary work in the way of sentences and short ar-

ticles dictated. Also dictation of letters from Gregg Speed Studies to be transcribed by students and arranged in the best of letter forms. This course is open to all High School students. 1 unit.

Shorthand 2:

Review of Gregg Manual during first six weeks with corresponding lessons from Gregg Speed Studies (special stress on speed drills, vocabulary drills, and business phrases). Dictation course from supplementary book consisting of practical letters covering every branch of business, articles, and speeches. The Gregg Writer, a monthly publication of Gregg Co., will be studied. Articles from this magazine are to be read and studied carefully as regards the model shorthand characters; articles written in longhand will be reported on by the students. This course is open to all students who have completed the course prescribed above in Shorthand. 1 unit.

*TYPEWRITING**Miss Hart**Typewriting 1:*

Rational Typewriting Manual will be used with accompanying speed drills until keyboard is thoroughly mastered. Copying from solid printed pages, letter forms, and speed tests based on Underwood monthly tests. Touch system with blank keyboard used. One hour per day throughout session. 1/2 unit.

Typewriting 2:

Advance work. Completion of Rational Typewriting Manual. Special stress on high speed and letter

forms. Continuance of monthly speed tests sent out by Underwood Company. $\frac{1}{2}$ unit.

LATIN

Miss Nulph

Miss Cranford

Latin 1:

A thorough and comprehensive study of beginners' Latin. The course contemplates a study of appreciation of Latin as a language and the study of Latin syntax as a foundation for more advanced Latin reading and Latin composition. The laboratory method is used. 1 unit. Miss Cranford.

Latin 2:

Prerequisite—Latin 1.

An extended study of Caesar.

The course includes a study of

1. The life and character of Julius Caesar.
2. Political and social conditions of Rome at the time of Caesar.
3. Geography of Gaul and Europe.
4. Four Books of the Gallic Wars.
5. Latin composition. 1 unit. Miss Nulph.

FRENCH

Miss Nulph

French 1:

This is the usual introductory course in high school French. Emphasis will be placed upon the origin of the

language, and its grammar will be studied carefully in its relation to English grammar. Phonetics will be stressed in an effort to familiarize the student with the pronunciation of the language. Vocabulary drills, notebook work, and sentence analysis will form the backbone of the course. 1 unit.

MATHEMATICS

Mr. Gregory

Mr. Weeks

Mathematics 2—Business Training and Advanced Arithmetic. First Semester, Business Training:

The text to be used and the topic stressed will be in accordance with the recommendation of the state commission on the reorganization of the high schools. $\frac{1}{2}$ unit. Mr. Weeks.

Second Semester, Advanced Arithmetic:

In this course a rapid review is made of the fundamental principles and important facts of arithmetic. Rapid and short methods are used and emphasis is placed on the essential of business arithmetic. $\frac{1}{2}$ unit. Mr. Weeks.

Mathematics 3—Plane Geometry:

Prerequisite—One year of high school algebra.

The content of this course is a definite, complete, and comprehensive study of plane geometry, with emphasis placed upon the leading propositions. Special at-

tention is given to the proofs of original propositions, the solution of original problems, and to applications to real life. 1 unit. Mr. Weeks.

Mathematics 4—Second Year Algebra:

Prerequisite—One year of high school Algebra.

The content of this course, after a rapid review of the principles of first year algebra, will be binominal theorem, radicals, quadratics, simultaneous quadratics, progressions, common logarithms, graphical interpretation. 1 unit. Mr. Gregory.

SCIENCE

Mr. Hinton

Mr. Gully

Science 2—Biology:

A study of life from its most simple forms through all stages of its complexities. Beginning with amoebic or unicellular form through the complexities of the vertebrates. Laboratory work will consist of experiments and observations of the material from the text book and other sources. 1 unit. Mr. Gully.

Science 4—Chemistry:

This course is an introductory course in chemistry and is desired to give the student a knowledge of the fundamental laws of this science. The state adopted text book will be used with special emphasis on the laboratory work. 1 unit. Mr. Hinton.

Science 3—Physics:

It is the purpose of this course to give a systematized knowledge of the forces and changes of common things such as the pull of the earth, water pressure, formation of dew, rain, frost, the echo, music, thermometers, engines, dynamos, etc. The laboratory work consists of the student's manipulating the apparatus and observing the phenomena of nature in a comprehensive way. 1 unit. Mr. Gully.

PIANO

Miss Denson

Units toward regular high school graduation will be granted in piano under the following conditions. Two years preliminary work must be done under a licensed teacher before a student can apply for credit.

- (1) Six hours practice per week (minimum).
- (2) Two periods per week for private lessons.
- (3) One period per week for theoretical lessons.

After two preliminary years the student can receive $\frac{1}{2}$ unit per year for each following year in high school by taking the required amount of work, and doing the required amount of practice.

Piano 1:

Elementary course, a thorough study of major and minor scales, fundamentals pertaining to rhythm, technique, touch and tone, the same applied to five-finger exercises and pieces, study of principles of developing muscles used in piano playing, and a study of the mechanism of the keyboard. $\frac{1}{2}$ unit. Miss Denson.

Bergmuller op. 100

Gurlitt

Kohler

Bach first studies

Little pieces by modern romantic and classic composers.

Piano 2:

More advanced work in technic applying to broken chords and arpeggios continuation of technic in five-finger exercises and scales:

Heller Selected Studies

Bach little preludes and fugues

Czerny op. 299

Selections from Grieg, Schubert and other modern pieces of same grade. ½ unit. Miss Denson.

Piano 3:

Technic continued and applied to pieces as well as exercises.

Bach two-part inventions

Schumann—Scenes from Childhood

Czerny op. 740

Mozart and Haydn easy sonatas

Pieces by Schubert, Beethoven, Rheinbold and modern composers. ½ unit. Miss Denson.

High School Theory:

Writing of major and minor scales, intervals and chords found in these scales.

Ear training, writing simple melodies and rhythms, intervals and chords after hearing them.

Junior College Course of Study

1930-1931

JUNIOR COLLEGE

Course of Study

The Junior College work comprises the first two years of college work. This work has been planned according to the laws of the State governing such work so as to conform to the regulations set forth by the accrediting commission on Junior Colleges.

Two years Junior College work at Perkinson offers to the student an opportunity to obtain two years of high class college training at a minimum cost. The equipment for doing the work is according to the requirements of the Southern Association of Colleges and Universities. The men and women who compose the faculty are fitted, by years of experience and by training in the best colleges and universities of the nation, for this type of work, and a student who wishes the very best in the first two years of college training could do no better than to spend his or her first two years of college life at Perkinson.

College Entrance Requirements

The entrance requirements for the Junior College is the completion of fifteen units of standard high school work in a school, recognized by a standard accrediting agency and must be distributed as follows:

Algebra	1 unit
Plane Geometry	1 unit

English	3 units
Science	2 units
History and Civics	2 units
Electives	6 units

A student not having the required units as specified, but having fifteen units in all, will be admitted with one conditional unit.

Requirements for Certificate of Completion of Junior College Work

Junior Colleges cannot grant degrees, but a certificate will be issued at the regular graduation exercises showing completion of work, provided the student shall have finished sixty semester hours of work as follows, exclusive of physical education:

Mathematics	6 semester hours
English	12 semester hours
History	6 semester hours
Science	6 semester hours
Electives	30 semester hours

How Courses are Numbered

All college courses numbered between 10 and 49 inclusive are considered Freshman courses and courses numbered between 50 and 100 inclusive are considered Sophomore courses. It is recommended that students

take courses numbered from 10 to 49 during their freshman year and that they take courses numbered from 50 to 100 during their sophomore year. There are certain requirements as to sequence of courses. Different subjects with requirements are set forth more fully under the descriptions of courses.

AGRICULTURE

Mr. Colmer

Mr. Parsons

Agriculture 10—Horticulture. Fundamental Principles of Horticulture:

Prerequisite—Two years of high school agriculture.

Fall Semester:

One lecture and two laboratory periods per week required. This course is designed to give the student a general introduction to horticulture. Each student will be required to develop a working knowledge of grafting and budding. Special attention will be devoted to the different methods of propagation. Laboratory work will consist of actual practice in budding and grafting in our nursery plots, top working, pruning, spraying, and care of orchard. Library work will be required in this course. Credit, three semester hours. Mr. Colmer.

Agriculture 11—Vegetable Gardening:

Prerequisite—Agriculture 10.

Spring Semester:

One lecture and two laboratory periods required per week. Market gardening and truck farming will be

studied from the standpoint of practical operation in the Gulf Coast country. Special emphasis will be placed on methods and garden crops suited to Gulf Coast sections. Much time is given to plant culture in hot beds and cold frames. Laboratory work in this course will require actual experience by the student in at least twenty varieties of vegetables grown in the school gardens. Extensive work is done in producing hot bed and cold frame plants for school and market from which students are required to gain first hand information and experience. Credit, three semester hours. Mr. Colmer.

Agriculture 12—Poultry:

Fall Semester:

A general course in farm poultry. A study of the breeds and types of poultry will be considered. Feeding for both growth and egg production, winter and summer management, housing and hygiene, preparing poultry for market, methods of marketing, arrangement of the poultry farm, the practical application of these subjects to general farm conditions. The practice consists of feeding and culling poultry, judging as to age, constitutional vigor and egg production, plans for poultry houses and poultry farms, the identification of feeds, also problems in cost production. One lecture and two laboratory periods per week required. Credit, three semester hours. Mr. Parsons.

Agriculture 13—Incubation and Brooding:

Second Semester:

This course will consist of the study of the different types of incubators and brooding methods. Selection of

eggs for hatching, methods of holding and handling eggs previous to incubation, handling eggs during incubation, temperature during incubation, ventilation, moisture, gases, and bacterial infection of eggs. The types of brooder houses and different methods of supplying heat, temperature of the house, sanitation, feeding, and diseases of the baby chick will be considered. The practice will consist of the operating of an incubator and the brooding of chicks, with lessons in cost and methods of mixing rations for baby chicks. One lecture and two laboratory periods per week required. Credit, three semester hours. Mr. Parsons.

Agriculture 50—Dairy Husbandry. Dairy Cattle and Milk Production:

Fall Semester:

One lecture and two laboratory periods required per week.

The selection, feeding and management of dairy cattle for maximum production. Selection and improvement of the dairy herd with special emphasis on breeding as a means of developing outstanding qualities in the herd. Special attention is given to the development and care of dairy calves in the making of the future herd. Each student is required to develop a working knowledge of balanced rations for dairy stock by two standards.

The laboratory course is intended to bring each student in contact with actual practice in dairying, and dairy problems. The splendid dairy herd of the school furnishes ample material for judging dairy type, and observing the results from feeds made up by the class.

The care of milk and the testing of the dairy herd will form a part of the actual experience. Other laboratory problems in dairying will be carried out in class. Library work will be required in this class. Credit, three semester hours. Mr. Colmer.

Agriculture 51—Dairy Husbandry Continued. Milk and Its Products:

Spring Semesters

One lecture and two laboratory periods required per week.

A brief introduction to this course will deal with the secretion of milk and the factors which may influence the quantity and quality of milk secreted. The major part of the course will deal with composition of milk, testing of butter fat in milk and cream, fermentations of milk and its products and their control, butter and cheese making, and general problems of sanitation in the care and management of dairy products.

Laboratory work will deal with tests, care and management of milk, cream, butter and cheese. Some special laboratory work will be done in study of bacterial content of milk and milk products.

Library work will be required in this course. Credit, three semester hours. Mr. Colmer.

ENGLISH

Miss Pearson

Freshman English Laboratory Course:

This laboratory course is organized primarily for

the benefit of those who enter the freshman class with inadequate training in the fundamentals of grammar. Immediately after the organization of the freshman English class, each member of the class will be required to take a standardized test based on the principles of grammar and rhetoric. Those students who fail to make a passing grade will be enrolled in the laboratory course. Other students in either high school or college who give evidence of insufficient preparation in grammar may be assigned by their instructors to this course.

The parts of speech, punctuation, and sentence structure will be given detailed study. The writing of themes and the use of practice leaves will supplement the work in grammar. Other problems confronting the individual student, such as the taking of notes and the use of the library, will be considered.

No student assigned to the laboratory course may receive credit for his regular English course until he has satisfactorily completed his laboratory work.

Three hours per week, first semester.

English 10:

Prerequisite—Three units of high school English.

This course is primarily one of composition. Exposition and argumentation will be the two types of writing studied. Debating will be especially stressed. Weekly themes illustrating the principles set forth by the text

will be required. A review of English grammar will parallel the course in composition and rhetoric. Each student is to subscribe for the Atlantic Monthly which will be studied as contemporary literature. Articles appearing in the magazine will serve as useful supplementary material for the composition work.

A report on parallel reading will be submitted each month. The reading will include novels, short stories, poetry, drama, and non-fiction prose. Three classes per week. Credit, three semester hours.

English 11:

Prerequisite—English 10.

Continuation of the preceding course. Description and narration will be the two types of writing emphasized. The weekly themes, the review of grammar, the study of the Atlantic Monthly constitute the same portion of the course. Also, parallel reading reports will be continued. Three classes per week. Credit, three semester hours.

English 50:

Prerequisite—Three units of high school English and English 10 and 11.

In accordance with the practice of most colleges a survey course in English literature is offered to second-year college students. Extracts of writing dating from Beowulf through seventeenth century literature will be given close study. Shakespeare will be given more study than any other writer. The entire history of drama will

be developed and then outlined. The reading of English literature will have correlated with it the history of English literature.

Parallel reading reports based on representative writings from authors of the highest standard will be handed in each six weeks. Three classes per week. Credit, three semester hours.

English 51:

Prerequisite—English 50.

Continuation of the preceding course. Literary products of the age extending from the eighteenth century through the early twentieth century compose the principal part of the work. Tennyson and Browning will be given concentrated study.

Reports for parallel reading will be based largely on works of modern authors. Three classes a week. Credit, three semester hours.

SOCIAL SCIENCE

Miss Emerson

Social Science 10—Political Science:

This course is designed to familiarize the college student with the organization and development of our federal, state, and city governments. Particular emphasis will be placed on the backgrounds and formation of our federal constitution, with a full discussion of the powers and interrelations of our executive, legislative,

and judiciary departments. The development of our political parties will be traced in connection with this course. The general rather than the specific characteristics of state governments will be studied. The main types of city government with some of the problems of our cities will be given attention during the latter part of the course. Parallel readings and notebook work will be required. Three classes per week, first semester. Credit, three semester hours.

Social Science 11—Economics:

Prerequisite—Social Science 10.

This will be the usual introductory college course in economics. Attention will be given to the foundations of American prosperity. This course will include a study of our natural resources in the United States, and immediately in the South, an introduction to money and banking, business organization, labor organizations, the factors in production, the laws regarding production and sale, etc. The influence of standardization of production, the growth of cities, and the concentration of capital will be studied in their influence upon American society. Parallel readings in economic and industrial histories of the United States will be required along with notebook work. Three classes per week, second semester. Credit, three semester hours.

Social Science 12—European History:

Prerequisite—Two units of high school history.

This course is designed to give the student a survey of European history from the end of the Middle

Ages to the present time. During the first semester special reference will be given to the territorial growth of the European powers, and to the rising spirit of nationalism. The Renaissance, the Reformation, and the revolutionary period 1750-1800 will be stressed. Particular attention will be given to the French Revolution and to the Napoleonic Era in an effort to explain the resultant democratic, social, and economic changes in nineteenth-century Europe. Parallel reading, notebook work, and map studies will be required. Three hours per week. Credit, three semester hours.

Social Science 13—European History:

Prerequisite—Social Science 12.

This course is a continuation of Social Science 12. The reactionary period 1815-1848, the Industrial Revolution, the rise of the Italian state and of the German Empire, the Franco-Prussian War, the growing imperialism, and the increasing militarism throughout Europe will be studied. The World War will be considered through a survey of its political, economic, social, and industrial backgrounds. The post-war political and territorial readjustments, particularly in Central Europe, will be studied. Parallel reading, notebook work, and map studies will be required. Three classes per week. Credit, three semester hours.

Social Science 50—History of the United States:

The first semester of this course will include a study of United States history through the Civil War period.

The colonial and economic backgrounds of the Revolutionary War will be sketched. Particular stress will be laid upon the development of the Constitution with the Hamiltonian and Jeffersonian interpretations of it. Slavery, westward expansion, and industrial expansion with their effects upon American life will be studied. The social, economic, and industrial factors as well as the political factors which brought about the Civil War will be stressed. Parallel reading, notebook work, and map studies will be required. Three classes per week. Credit, three semester hours.

Social Science 51—History of the United States:

Prerequisite—Social Science 50.

This course is a continuation of Social Science 50 and deals with the United States since the Civil War. Particular stress will be laid upon the industrial growth of the United States during this period. The era of reconstruction of the South, the agrarian movements of the West, the rise of labor, and the demands of the industrial East will be discussed. Territorial expansion and the United States' imperialism in the early twentieth century will be studied. The economic, social, and political conditions which led the United States into the World War will be stressed. The post-War industrial development of the South, the increased standardization of production, and the aspect of the United States as a world power will be discussed. Parallel reading, notebook work, and map studies will be required. Three classes per week. Credit, three semester hours.

HOME ECONOMICS

Miss Hood

Home Economics 10—Foods:

A study of the principles involved in the selection, preparation, meal-planning, and serving of foods; their composition and nutritive value. Laboratory four hours a week. Recitation one hour a week, first semester. Credit, three semester hours.

Home Economics 11—Clothing:

This course includes a study of fibers, source, preparation and use of fabrics; hand and machine sewing; the use and adaptation of commercial patterns, the design and construction of dresses from cotton, linen and silk materials, also renovation of clothing. Laboratory four hours a week. Recitation one hour. Credit, three semester hours.

Home Economics 50:

This course will include a study of dietetics, food nutrition, child care and training. Laboratory four hours a week. Recitation one hour. Credit, three semester hours.

Home Economics 51:

Household management, family relationships and advanced work in textiles and clothing, choice, care, construction, designing, and drafting of patterns will be given special emphasis this semester. Four laboratory periods a week. One recitation a week. Credit, three semester hours.

Practice House:

Students taking college home economics will be required to live in the practice home at least six weeks during the session. Credit offered to be decided by instructor.

FRENCH AND SPANISH

Miss Nulph

French 10:

Selected representative readings from poetry, short stories, and easy dramas and novels. Three classes per week. Credit, three semester hours.

French 11:

Continuation of French 10. Three classes per week. Credit, three semester hours.

French 50:

Prerequisite—French 10 and 11.

This course is a continuation and completion of French grammar. Definitions of words are given in French with a view of training the student to think in French. Readings of selections of prose, poetry, and drama are given. Oral and written composition. Dictation. Three classes per week. Credit, three semester hours.

French 51:

Continuation of French 50. Three classes per week. Credit, three semester hours.

Spanish 10:

An introduction to the Spanish language. Grammar, vocabulary study and simple translation will constitute the first semester's work. Three classes per week. Credit, three semester hours.

Spanish 11:

A continuation of Spanish 10. In addition the classes will begin conversation and the reading of simple Spanish stories. Three classes per week. Credit, three semester hours.

Spanish 50:

Prerequisite—Spanish 10 and 11.

A study of more advanced Spanish grammar, rapid drill, conversation and an introduction to Spanish literature. Three classes per week. Credit, three semester hours.

Spanish 51:

A continuation of Spanish 50, with particular emphasis upon Spanish literature and commercial Spanish. Parallel reading regarding Spanish life, customs and history will be required. Three classes per week. Credit, three semester hours.

MATHEMATICS

Mr. Gregory

Mathematics 11—College Algebra:

Prerequisite—One unit of High School Algebra.

This course consists of a rapid review of High

School Algebra, followed by the usual topics of College Algebra, including quadratic equations, simultaneous quadratics, progressions, permutations and binomial theorem, complex numbers, partial fractions, logarithms, theory of investments, etc. Mastery of fundamentals and ability to interpret and express mathematical statements and symbolisms are considered more important than the treatment of a large amount of subject matter. Three classes per week. Three semester hours.

Mathematics 12—Trigonometry:

Topics: The measurements of angular magnitudes, Cartesian co-ordinates, trigonometric functions, trigonometric identities and equations, inverse trigonometric functions, solutions of triangles, problems in surveying heights and distance. Emphasis is placed upon those topics which contribute to the student's further progress in mathematics and which are applicable to real life. Three classes per week. Three semester hours.

Mathematics 50—Analytic Geometry:

Prerequisite—Geometry, College Algebra, and Plane Trigonometry.

Graphing of the fundamental algebra equation is stressed, also derivation and application of important formulae, such as length, slope, division, along with transformation formulae. Three classes per week. Three semester hours.

Mathematics 51—Continuation of Mathematics 50:

Topics: Parabola, ellipse, and hyperbola; tangents; loci; and a brief review of solid Analytic Geometry. Three classes per week. Three semester hours.

SCIENCE

Mr. Hinton

Chemistry 10:

Prerequisite—One unit High School Science.

A study of general inorganic chemistry. It is the object of this course to give the student a knowledge of the common chemical elements, together with the fundamental laws and theories concerning their combinations. One lecture and two laboratory periods each week. Credit, three semester hours.

Chemistry 11:

Prerequisite—Chemistry 10.

Continuation of Chemistry 10 during second semester. One lecture and two laboratory periods each week. Credits, three semester hours.

Chemistry 50:

An introduction to the study of both the fatty and cyclic hydrocarbons with their derivatives. One lecture and two laboratory periods each week. Credit, three semester hours.

Chemistry 51:

Continuation of Chemistry 50, through the second semester. One lecture and two laboratory periods each week. Credit, three semester hours.

EDUCATION

Mr. Darby

Education 10—Introduction to Education:

The purpose of this course is to give the student a view of the whole field of education which will serve as a background for later more specialized courses. Some of the topics studied are: the aims of education, fundamental principles of teaching, laws of learning, teacher qualifications, and surveys. Three classes per week. Credit, three semester hours.

Education 11—Elementary Psychology:

A study of the motivating factors in human behavior. Consideration is given to the following topics: the nervous system, the laws of learning, perception, thinking, transfer of training, individual differences, etc. Three classes per week. Credit, three semester hours.

MUSIC

Miss Denson

Solfeggio:

Solfeggio is a thorough course in sight singing and ear training. It enables the pupils to recognize rhythms and write them after hearing them, to write melodies, intervals or chords after hearing them and to read music at sight without the aid of the instrument.

Solfeggio 1:

Sight singing, major and minor seconds, major 3rd

and 6th perfects, 4th, 5th, and octaves. Text, Cole's Melodia, First and Second series.

Ear training consists of the writing of simple melodies, rhythms, intervals and major triads after hearing them. Credit, two semester hours. Miss Denson.

Solfeggio 2:

Sight singing. More difficult intervals and rhythms, unison, two-part singing and some three-part singing, 3rd and 4th series of Cole's Melodia.

Ear training dictation; more difficult rhythms, dotted notes, artificial grouping, two-hand rhythms, more difficult intervals, diminished, augmented and minor triads, dominant 7th and diminished 7th chords. Credit, two semester hours. Miss Denson.

Harmony 1:

Intervals, triads and their inversions, chords of the dominant and diminished seventh, their inversion and resolutions, cadence modulations, chord connections in four-part harmony in close and open positions. Harmonization of melodies, figured and unfigured bases. Text, Chadwick's Harmony. Credit, three semester hours. Miss Denson.

Harmony 2—Keyboard Harmony:

A general study of harmony at the keyboard, taking all chords and intervals of each key and being able to resolve each to the best possible resolution. A study of meter and rhythms. Chords and their inversions, con-

nection of chords, melody harmonization and transposition. Text, Keyboard Harmony by George A. Wedge. Credit, two semester hours. Miss Denson.

Piano A:

Czerny op. 740 continued.

Bach three-part inventions and easy partitas.

Chopin Preludes, Waltzes and Mazurkas.

Mozart and Haydn Sonatas.

Pieces to suit the individuals are selected from classic, romantic and modern composers. Credit, one semester hour. Miss Denson.

Piano B:

Bach—One or more Preludes and Fugues from the well tempered Clavichord.

Chopin Preludes and Etudes are used for application of technical principles.

Beethoven and Scarlatti Sonatas, compositions from Beethoven, Brahms, Schumann, Scarlatti, Debussy, Tchaikowsky, Cyril Scott, etc. Credit, one semester hour. Miss Denson.

Diploma in Piano:

A candidate for diploma in piano must have completed the theoretical courses, Solfeggio I and II, Harmony I and II, Music History I, Theory I, Public School Music course and give a public recital, consisting of a Bach Prelude and Fugue from well tempered Clavichord,

Scarlatti Sonata, Beethoven or Mozart Sonata, a group of pieces from the romantic school, and group from the modern school and at least one two-piano number.

Ensemble Playing:

While candidates for a diploma will be compelled to take these classes in ensemble playing, all piano students are urged to join these classes under the direction of Miss Denson. The course will consist of the interpretation of piano duos, quartettes, sonatas, concertos, and other literature for two pianos. Credit, one semester hour. Miss Denson.

Theory 1:

This course includes the study of (1) Acoustics; (2) of the various instruments comprising the orchestra and the principles upon which it is constructed; (3) of the terms used in musical notation; (4) of the embellishments; (5) of musical forms, etc. Analysis of these different forms is required of the students. Text, Elson's Theory of Music. Three hours a week—first semester. Credit, three semester hours. Miss Denson.

Musical History 2:

This is a general survey of the evolution of music from the earliest times to the end of the nineteenth century. Laying particular stress upon the composers of the classical period. The work consists of research work, notebook work, and Baltzell's History of Music text. Three hours a week. Credit, three semester hours. Miss Denson.

Public School Music:

This is a first-year course in Public School Music. It includes rote singing; fundamentals of music as applied to the directing and leading of school music, music courses for the elementary grades, lesson planning, study of child songs and child voice. Credit, two semester hours. Miss Denson.

VIOLIN

Miss Denson

Violin A:

Study of positions, scale through two octaves, memory training. Development of singing tones. Sevcik Opus 6, Parts IV, VI, De Beriot Method, Part I, Preparatory Trill Studies, Book I. Album of selected pieces. Selected Concertos in first position. Theoretical work required. Recitation two half-hour periods a week throughout the year. Practice in orchestra playing. Credit, two semester hours.

Violin B:

Scales through three octaves. Trill studies (continued) shifting the position (continued) Kayser Studies. Pieces of moderate difficulty: Concertos of De Beriot, Rode; Sonatas by Haydn, Mozart; Duets by Preyler, Mazas, Viotte Theoretical work required. Recitations two half-hour periods a week throughout the year. Practice in orchestra playing. Credit, two semester hours.

PHYSICAL EDUCATION FOR GIRLS

Mrs. Gully

Required of all students unless excused by physician. This work includes corrective gymnastics, folk dancing, volley ball, tennis, indoor baseball, track athletics and basketball. Two periods a week. Credit, one semester hour.

Roster of Enrollment

SUMMER SCHOOL AND REGULAR SESSION

ALEXANDER, HELEN	Perkinson
ALEXANDER, LEVIS	Perkinson
ALEXANDER, RUBY LEE	Perkinson
ANDERSON, OLIVER	Gulfport
BAIRD, LEE MON	McHenry
BARRON, JANE	Harrisville
BATSON, DORIS	Grenada
BATTEASTE, LOUISE	McHenry
BECHTEL, THEO. JR.	Ocean Springs
BELLEW, HELEN	Saucier
BENNETT, HOWARD	Ocean Springs
BLACK, CARRIE MAE	Leaf
BLACK, MAUDE	Leaf
BLACK, RHODA DANN	Leaf
BLACKWELL, BERTIE	Perkinson
BLACKMAN, LEWIS	Perkinson
BOWDEN, ROBERT	McHenry
BOYD, FAITH	Gulfport
BOZEMAN, GLADYS	Saucier
BRANTLEY, AUSTIN	Harpersville
BRELAND, CHRISTINE	Perkinson
BRELAND, OBBY	Wiggins
BRELAND, TROY	Perkinson
BROADUS, ELSIE	Perkinson
BROADUS, ELSIE	Perkinson
BROADUS, ELVIE	Perkinson
BROADUS, LEASEY	Perkinson
BROADUS, MAXIE	Perkinson
BROADUS, THELMA	Perkinson
BROADUS, THURMAN	Perkinson
BROADUS, T. J.	Saucier
BROADUS, TRAVIS	Saucier

HARRISON-STONE-JACKSON

BROWN, GERTRUDE	Wiggins
BYRD, BERTHA LOIS	Lucedale
CALHOUN, W. J. JR.	Mt. Vernon, Ala.
CALLAHAN, LUCILLE	Philadelphia
CALLAHAN, MARGURITE	Philadelphia
CAMERON, MARY	Shubuta
CARLTON, ETHEL	Gulfport
CARLTON, GLADYS	Gulfport
CARPENTER, HENRY	Hattiesburg
CARROLL, VERA	Pensacola, Fla.
CASPER, RAYMOND	Gulfport
CHAFEE, MARGARET	Biloxi
CLARK, CHARLES	Biloxi
CLAYTON, JOE	Perkinston
CLENDENIN, HAROLD	Wiggins
COLEMAN, BERNICE	Lumberton
COLVILLE, KATIE MAE	Wiggins
CONN, CONRAD	Hattiesburg
CONN, DEMPSEY	Hattiesburg
CONN, ETHEL	Gulfport
COSBY, CHARLES	Hattiesburg
COULSON, MARY	Bogalusa, La.
CRAFT, ROY	Bay St. Louis
CROSS, ANNIE ETHEL	Gulfport
CUNNINGHAM, HENRIETTA	Big Point
CUNNINGHAM, WILLAMETTE	Big Point
DALE, ROSCOE	Wiggins
DANIELS, CECIL	Perkinston
DAVID, LYDEAN	Ocean Springs
DAVID, UPTON	Ocean Springs
DAVIS, EVERETT	Escatawpa
DAVIS, MARVIN LEWIS	Ocean Springs
DAVIS, OYT	Perkinston
DAVIS, PERRY	Lake
DAVIS, TOM	Wiggins
DAVIS, ZELLA WAYNE	Lyman

DEES, BILLIE JACK	Perkinston
DEES, JOHN	Perkinston
DENSON, CORINNE	Lucedale
DENSON, LAVERNE	Lucedale
DENSON, JOE B.	Bay Springs
DODGE, KENNETH	Moss Point
D'OLIVE, CASSIE	Perkinston
DORSETT, RUSSELL	Wiggins
DOSSETT, LUCILLE	Hattiesburg
DOUBLEDAY, CAMILLE	Tela, Honduras
EDWARDS, CLARA MAE	Stephenson
EDWARDS, THELMA	Stephenson
EVANS, ANNIE	Perkinston
EVANS, BLANTON	Tela, Honduras
EVANS, EUNICE	Perkinston
EVANS, GLADYS	Tela, Honduras
EVANS, HARRY	Gulfport
FAGAN, WALTER	Lucedale
FAYARD, IRVIN	Waveland
FITZGERALD, HERLON	Lyman
FLURRY, EUGENE	Perkinston
FLURRY, FRED	Perkinston
FLURRY, LOTTIE MAE	Perkinston
FLURRY, OTHMAR	Perkinston
FOLEY, GEORGE	Lumberton
FORE, LAVERN	Gulfport
GARNER, CLEO	Perkinston
GODARD, L. E.	McHenry
GODARD, W. E.	McHenry
GOODSON, CLYDE	Lake
GRIERSON, MILDRED	Pensacola, Fla.
GRIERSON, ROSELYN	Moss Point
HAMMOCK, IRA	Gloster
HATTEN, EVERETT	Perkinston
HATTEN, J. P.	Perkinston

HAROLA, EDNA	Moss Point
HAWK, ALICE	Perkinston
HEATH, ROBERT LEE	Gulfport
HENDRIX, OSCAR	Lyman
HICKMAN, ALVIN	Perkinston
HICKMAN, OSVIA	Wiggins
HOLLEMAN, DIXIE BAYE	Beaumont, Tex.
HOLLEMAN, JESSIE LEE	Wiggins
HOLLIMAN, WILLIAM	Gulfport
HOLLINGSWORTH, JAMES	Lucedale
HOPPER, FLORENCE	Saucier
HOWELL, EVELYN	Perkinston
HUDGENS, DOROTHY	Grand Bay, Ala.
JOACHIM, B. F.	Ocean Springs
JOHNSON, ESTELLA	Pass Christian
JOHNSON, FORD	Moss Point
JOHNSON, HOUSTON	Hattiesburg
JOHNSON, LOUISE	Moss Point
KERR, DELIA	Long Beach
KIRKPATRICK, MELVIN	Gulfport
KNIGHT, BRINSON	Seminary
LADNER, ALENA	Saucier
LADNER, EVA	Saucier
LADNER, JAMES	Saucier
LADNER, MAYBIN	Saucier
LADNER, VIELLA	McHenry
LASSITER, EDWINA	Meridian
LATHAM, MARY EVA	Bogalusa, La.
LEVERETTE, THOMAS	Perkinston
LINDSAY, ARVID	Ocean Springs
LOCKARD, J. T.	Poplarville
LOKE, ELLIOTT	Perkinston
LONGCOY, MILDRED	Perkinston
LOTT, LILLIE	Bond
LOTT, J. B.	

LOTT, METTICE	Bond
LOTT, PERCY	Perkinston
LOVELESS, MABEL	Poplarville
MALPASS, ETHEL	Saucier
MEALER, INEZ	Gulfport
MILLER, MOSELEY	Pascagoula
MILLER, QUINCEY	Laurel
MILLS, DOROTHY	Stillmore
MILLS, IRMA LEE	Stillmore
MILLS, W. W.	Righton
MOFFETT, GUY D.	Shipman
MOFFETT, JAMES	Barth
MOFFETT, O. C.	Bogalusa, La.
MOSS, HAL	Soso
MCDONALD, ALBERT EARL	Perkinston
MCDONALD, F. H.	Peta.
MCDONALD, JEWETTE	Jackson
MCDONALD, VELMA	Perkinston
MCHENRY, HAROLD	McHenry
MCMAUS, MAGGIE	Gulfport
NELSON, LUCILLE	Moss Point
NEWCOMB, CLISTA	Ocean Springs
NEWCOMB, DAN	Ocean Springs
NOBLES, B. W.	Hattiesburg
NUNN, HARRY B.	Gulfport
ODEN, DORIS	Hattiesburg
O'NEAL, FLOSSIE	Perkinston
O'NEAL, GLADYS	Saucier
O'NEAL, RUBY LEE	Perkinston
O'NEAL, VELMA	Gulfport
O'NEAL, VERA	Saucier
O'NEILL, CURTIS	Saucier
O'NEILL, ELLIS	Saucier
PARKER, IDUMA	McHenry
PARKER, JOHN	Lucedale

PARSONS, MRS. F. O.	Perkinston
PARSONS, MARY	Lucien
PATTON, CLAYTON	Saucier
PATTON, JIM	Saucier
PATTON, ZEMILY	Saucier
PEAT, WALTER	Gulfport
PERCY, BERNICE	Little Rock, Ark.
PERCY, FRANK	Bogalusa, La.
PERRY, GLORIA	Gulfport
PETTIBONE, CHAUNCEY	Lumberton
PHELPS, FRASIER	Pensacola, Fla.
PIPKINS, ERNEST	Vernal
RAINER, J. P.	Hattiesburg
RAMSAY, KEARNEY	Saucier
RATH, ALVENA	Perkinston
READ, IRMA	Biloxi
REED, ADELLE	Gulfport
REEVES, FRED	Gulfport
REEVES, IVA	Perkinston
REEVES, JULIA	Gulfport
REEVES, ZONA	Perkinston
RESTER, EDWIN	Bogalusa, La.
RESTER, REID	Bogalusa, La.
ROBERTS, ANGUS	Moss Point
ROBERTSON, RUTH	Millard
ROBERTSON, VERNON	Seminary
ROBERTSON, WILEY	Ellisville
ROUSE, COOPER	Saucier
ROUSE, FOSTER	Saucier
ROUSE, HARVEY	Saucier
ROUSE, MRS. M. H.	Saucier
ROUSE, THEODORE	Saucier
RUBLE, CLARK	McHenry
RUSSELL, EARL	McLain
SAPP, BERNARD	Perkinston
SAPP, HELEN	Perkinston

SAUCIER, JESSE	Saucier
SCHONEWITZ, ALMA	Saucier
SHOPPARD, CHARLES	Gulfport
SHATTLES, GRACE	Perkinston
SHATTLES, W. C.	Perkinston
SHAW, LEROY	Perkinston
SHERMAN, EDWARD	Gulfport
SMALLEY, WALTER	Perkinston
SLAY, FLOYD	Lucedale
SMITH, LAMONT	Saucier
SMITH, MARQUEZ	Perkinston
SMITH, NOEL	Wiggins
SPARKS, PAULINE	McHenry
STINSON, OTERA	Perkinston
STOREY, VETURA	Gulfport
SYLVESTER, CLYDE	Bay St. Louis
TATE, THOMAS	Shreveport, La.
TERRY, MARY OLA	Biloxi
THOMAS, RUSSELL	Elliott
THOMPSON, DOLORES	Eudora, Ark.
TRELOAR, JOHN	Biloxi
TOOTLE, OTTIS	Ocean Springs
TOULME, JAY	Gulfport
TROWBRIDGE, VIOLA	Lucedale
VANCOURT, BERNARD	Ocean Springs
VARNADO, WILLARD	Wiggins
VOGLE, LELA	Saucier
VOGLE, TOBE	Saucier
WALKER, EVELYN	Lucedale
WALKER, RUBY	Wiggins
WALKER, SHEPPARD	Perkinston
WALLACE, WILMA	Independence
WARDEN, LOUIA	Perkinston
WARNELL, NEWMAN	Perkinston
WATKINS, JIMMIE	Bay Springs

WEEKS, GEORGE	-----	Hazlehurst
WILSON, WALDO	-----	Perkinston
WOOLFOLK, BILL	-----	Tela, Honduras
YOUNG, LOIS	-----	Saucier
YOUNG, ROBERT	-----	Saucier

SPECIAL STUDENTS

BRELAND, EMMA DORIS	-----	Wiggins
BRELAND, MRS. WM.	-----	Wiggins
BROADUS, TALMADGE	-----	Perkinston
BRYANT, GEORGE	-----	Tela, Honduras
COLBORNE, HAZEL	-----	Picayune
DENSON, CURTIS LEE	-----	Perkinston
DENSON, ROSE NELL	-----	Perkinston
DOUBLEDAY, FRANK	-----	Tela, Honduras
DOUBLEDAY, JOHN	-----	Tela, Honduras
GORDON, CORDELIA	-----	McHenry
GRAY, JACK	-----	Gulfport
GROBE, WILLENE	-----	Tela, Honduras
GRISAI, HARWOOD	-----	Biloxi
HINTON, MRS. C. O.	-----	Perkinston
HOLLEMAN, MARY EVELYN	-----	Wiggins
KING, ELIZABETH	-----	Jackson
KING, MARGARET	-----	Jackson
LEWIS, R. D.	-----	Laurel
MATTINA, VERA MAE	-----	Biloxi
PARKER, JOHN	-----	Moss Point
REEVES, MARGARET	-----	Gulfport
THOMAS, PAULINE	-----	Wiggins
THOMPSON, ADELLE	-----	Tela, Honduras
THOMPSON, MARGARET	-----	Tela, Honduras
TRAVIS, BURKETT	-----	Hattiesburg
WEEKS, LEROY	-----	Perkinston

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Mr. C. J. Darby

Perkinston, Mississippi

Dear Sir:

Please reserve room for me for the session 1930 and 1931.

I have attended school at-----

and have finished-----units of high school work.

Yours very truly,