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B. P. Brooks

B. L. Hill

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ITAWAMBA JUNIOR COLLEGE
AND
AGRICULTURAL HIGH SCHOOL

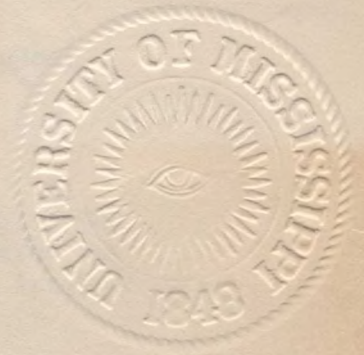
① REPORT OF
VISITING COMMITTEE

② AN EVALUATION
OF

③ ITAWAMBA JUNIOR COLLEGE AND AGRICULTURAL HIGH SCHOOL

④ April 6 - 9, 1953

Dean B. P. Brooks, Coordinator
Mr. B. L. Hill, Consultant
Mr. V. S. Mann, Consultant



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April 17, 1953

Mr. Philip A. Sheffield, President
Itawanba Junior College and Agricultural High School
Fulton, Mississippi

Dear Mr. Sheffield:

It is with genuine pleasure that I enclose herewith the report of the visiting committee which was selected to apply the Evaluative Criteria in your school on April 6 to 9, 1953.

I am sure it will not be necessary to remind you that the committee was composed of some of the most capable professional people of this section. The committee worked intensively and indefatigably in making this evaluation. I have not worked with a more conscientious and earnest group. There was no evidence of fault finding, and, on the other hand, there was no attempt at "whitewashing" anything. The committee has made commendations and recommendations in the finest spirit of helpfulness, and in accordance with the facts as it was able to interpret them.

All departments of the high school, as well as of the college, were carefully checked. Each division was inspected, the teachers were observed in their actual teaching operations, conferences were held with officials of the school and community and interested patrons. Efforts were made to determine the full scope and worth of the school's varied activities in the area which it serves.

Many of the suggestions made can be followed soon, even before the close of this session. Some can be implemented next year, while others will take a longer period of time. Changing conditions may make some of them entirely unnecessary.

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Mr. Philip A. Sheffield

April 17, 1953

The privilege of working with you and your staff and with such a group of earnest, enthusiastic and effective colleagues is an experience I shall long cherish.

Please accept this report in the spirit in which it is herewith presented.

Cordially and sincerely,

B. P. Brooks
Coordinator

NOTE OF APPRECIATION

The committee which visited the Itawamba Junior College and Agricultural High School wants to express its profound appreciation to the President and the staff of this great institution for the unusually excellent preparation made for the evaluation. The committee was duly impressed by several unique characteristics of the conference:

1. The long time intra-staff study of the school's problems.
2. The comprehensive self-evaluation report which all the committee agreed was quite outstanding.
3. The fine atmosphere of hospitality, cordiality, cooperation and friendliness which prevailed on the campus.
4. The morale of the staff, the employees, the student body.
5. The wonderful progress the junior college has made in the five short years of its existence.

Everything possible was done to make the committee comfortable, and to facilitate its work. All were impressed with the earnestness of the staff, and the ideals held by the President, the staff, and the student body.

President Sheffield, his staff, the Board of Trustees, the patrons, and the student body, are to be congratulated on having a well-rounded, progressive, cooperative, and constructive program.

Thanks for everything - the splendid cafeteria meals and service, the gracious attitude of the faculty, courtly consideration of the student body, and the patience of the administration and all who did so much to make the work of the committee pleasant and profitable.

The committee had an experience it shall take joy in remembering for a long, long time.

ITAWAMBA JUNIOR COLLEGE
and
AGRICULTURAL HIGH SCHOOL
Fulton, Mississippi

PERSONNEL OF THE VISITING COMMITTEE

Coordinator: Dean B. P. Brooks, Mississippi State College
Consultants: Mr. B. L. Hill, State Department of Education
Mr. V. S. Mann, Mississippi State College

GENERAL GROUP

Pupil Population and School Community Needs:

Dr. D. W. Aiken, Mississippi State College
Dr. John E. Phay, University of Mississippi
Mr. Charles Lewis, Amory High School

Educational Needs of Youth:

Miss Eleanor Zeis, State Department of Education
Dr. A. J. Lawrence, University of Mississippi
Mr. W. J. Hill, Northwest Junior College

Program of Studies:

Dr. L. O. Todd, East Central Junior College
Mr. V. S. Mann, Mississippi State College
Mr. O. H. Evans, Smithville High School

Pupil Activity Program:

Mr. A. P. Bennett, Tupelo Senior High School
Mr. W. B. Tennyson, Pontotoc High School
Mr. L. W. Johnson, Tremont High School

Library Service:

Miss Anna Bell Koonce, State Department of Education
Miss Loraine Bryson, Tupelo High School
Mr. J. A. Carpenter, Okolona High School

Guidance:

Mr. Troy Hill, Jones County Junior College
Miss Eleanor Zeis, State Department of Education
Mr. Bert Thompson, Aberdeen High School

School Plant:

Mr. C. W. Lorraine, Holmes Junior College
Mr. W. D. Allen, Tupelo High School
Mr. Bodine Bourland, Shannon High School

Administration and Staff:

Dr. Ben W. Jones, Northeast Junior College
Mr. H. T. Huddleston, Southwest Junior College
Mr. Wayne Leech, Aberdeen High School

Community Services:

Mr. Lee Gaither, Mississippi State College
Mr. B. L. Hill, State Department of Education
Mr. H. E. Mauldin, State Department of Education
Mr. George McLean, Editor, Tupelo Daily Journal

SUBJECT COMMITTEES

Agriculture:

Mr. J. L. Howard, Baldwyn High School
Mr. H. E. Mauldin, State Department of Education

Business Education:

Dr. A. J. Lawrence, University of Mississippi
Dr. D. W. Aiken, Mississippi State College
Mrs. Andy Reese, Saltillo High School

Education and Psychology:

Dr. L. O. Todd, East Central Junior College
Mr. Charles Lewis, Anory High School

English, Speech, and Language:

Mr. J. A. Carpenter, Okolona High School
Dean S. S. Sargent, Northeast Junior College
Mrs. Sale Martin, Baldwyn High School

Health, Safety, Physical Education:

Mr. Bert Thompson, Aberdeen High School
Mr. Bill Leech, Tupelo High School

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Miss Kathryn Funk, State Department of Education

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Music:

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Science:

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Mr. Bodino Bourland, Shannon High School

Social Studies:

Mr. Lee Gaither, Mississippi State College
Mr. J. B. Baker, Baldwyn High School
Mr. A. P. Bennett, Tupelo High School

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PUPIL POPULATION AND SCHOOL COMMUNITY NEEDS

Introduction

The Itawamba Junior College and Agricultural High School is an unique educational institution in many ways. The high school serves Itawamba County and the junior college is supported by and serves Itawamba, Lee, and Monroe Counties. The entire area of Itawamba is rural, and 91.5 per cent of the high school students are transported at the county's expense.

Due to the fact that the county has other secondary schools offering four years or less of work, analyzing the enrollment data is more difficult than in a school area with only one high school. The tendency of students to leave school to enter employment presents a challenge to the educational institution.

Commendations

1. The committee has found considerable evidence that the statement of philosophy evolved from democratic procedures and is in line with present trends to develop educational programs based on the needs of children and the needs of communities in which they live. The committee further found that the stated philosophy, aims, and objectives, not only of the institution but of the various departments and programs, are being implemented.
2. The local committee has done an exceptionally fine job in collecting, analyzing, and interpreting the data relating to pupil population and school community. The visiting committee commends those responsible for these data. The preparation of many copies of the comprehensive report developed by the local committee was of tremendous value to the visiting committee.

3. The high school enrollment has remained fairly stable since 1947-48. A decrease occurred in 1950-51 due, in part, to the addition of high school grades in the Mantachie, Fairview, and Houston schools. These "feeder" schools thereby retained students who normally would have attended Itawamba Agricultural High School the following year. The enrollment in Itawamba Junior College has increased steadily since the opening of the college in 1948. The total enrollment during the first year was 114 with 112 of these students being enrolled in the first year of college. The enrollment in 1949-50 (the first year of full operation) was 216 as compared with the 1952-53 enrollment of 348. This is the largest full-time enrollment of the college since its organization. The authorities of the high school and junior college are commended for the steady growth and sound development of the educational program as shown by the stable enrollment in the high school and the gradual increase in the junior college.
4. The age-grade distribution of the students in high school does not indicate any material variation from the general distribution in other schools of the state. To some extent, this is rather unique due to the fact that Itawamba Agricultural High School differs from many schools in that only four grades are offered here and the enrollment depends upon the elementary and other high schools of the county. The number of retarded students was not high. Approximately 12 per cent of the 9th grade students were over-age and the other grades had a lower percentage. The number of accelerated students exceeded those retarded. The committee realizes that the local school has no control over any of the students prior to their enrollment in Itawamba

Agricultural High School and Junior College. Therefore, the authorities here are commended for the efficient way they are handling the accelerated or retarded students through remedial, refresher, or enriching courses.

5. The stability of the enrollment has been good. These data show that 69.6 per cent of the high school students have been enrolled for four years. In the college 33.1 per cent of the 14th grade have been in the system for at least 5 years and 52.6 per cent have been enrolled for two years. This seems to imply that the college enrollment comes principally from two sources; first, from Itawamba Agricultural High School (40.5%) and second, from other high schools (52.6%).

Only 6.9 per cent enroll as transfer students from other colleges. There were 55 students enrolled in 1952-53 from counties in Mississippi outside the three supporting counties and 15 from out of the state. These data indicate that the college is serving the high schools of Itawamba and the other two supporting counties.

6. In the 1952 high school graduating class, 44.2 per cent continued in a school beyond the secondary school and 5.3 per cent entered a college leading to a bachelor's degree. In the 1953 class 12.5 per cent expressed an intention of entering a four year college and 42.7 per cent stated that they intended entering a junior college, presumably Itawamba Junior College.

The follow-up of junior college graduates of 1952 indicated that 46.4 per cent of the group entered schools leading to a bachelor's degree. The expressed educational intentions of the 1953 college graduates show that 49.2 per cent plan to attend a

four-year college or university.

Thus, it is shown that a relationship exists between the expressed educational intentions and the actual follow-up of the 1952 class. These results seem to lead to the conclusion that the students are being assisted rather materially in reaching their desired educational intentions. The committee desires to commend the junior college authorities for providing a program, services, and influences which encourage a student to plan his program in terms of his maximum capacities.

Recommendations

1. Since there are only 21 girls enrolled in the 14th grade and 80 in the 13th grade, it is recommended that a study be made by the institution to determine means for increasing the enrollment of girls at Itawamba Junior College.
2. A survival study should be made of all students to determine why some students enrolled one year do not re-enroll the next year. The differential between last year's 13th grade and this year's 14th grade should be studied to ascertain whether or not the goals and vocational objectives of these students were adequately met.
3. The results of the mental aptitude tests may be misleading to the average layman or instructor since these results were obtained through administering the Otis Quick Scoring Mental Ability Test which is purely a linguistic test. Therefore, the student's reading ability may seriously affect the results. Thus, it is recommended that other tests than the Otis be given and comparisons made with state norms as well as national norms.

It is further recommended that the interpretations of tests to students be on an individual basis and results utilized for guidance purposes

as well as instructional and administrative purposes.

4. Since more than 50 per cent of the students terminate their education with the work they receive in Itawamba Junior College and Agricultural High School, it is recommended that a continuous study be made of the curricular offerings and needs of the students to determine whether or not the courses are serving those students who go directly into their chosen vocations, as well as those who continue their formal education.
5. A study should be made of the apparent acceleration of students in both the high school and junior college. This study should include the values and handicaps resulting from a student's pursuing courses during the same period of registration in both high school and junior college. This will necessarily involve contacts and surveys of the feeder schools.
6. Some trends toward decentralization of secondary education in the county are apparent. It is recommended that Itawamba Junior College and Agricultural High School authorities assume some leadership in discouraging further decentralization which seems to be diametrically opposed to state and national trends which are toward consolidation into larger educational units which is made possible through modern transportation facilities.
7. The committee recommends further that the administration and staff give due recognition to the fact that needs of individuals and communities are constantly changing. This imposes an obligation to keep the results of all studies, surveys, and other techniques for determining needs constantly up to date.

THE PROGRAM OF STUDIES

The program of studies is considered the principal agency through which organized experiences can be affected. The learning experiences will be determined in part by the appropriateness of courses offered and, in a more significant sense, by the internal content and opportunities for learning within the courses themselves. This implies design. The program of studies can be developed to maximum efficiency only-when the school understands its responsibilities to the area and the people it serves; when there is sufficient amount of cooperative study and planning; when the resources and teaching aids are utilized effectively to promote learning experiences; and finally, when the instructional and administrative staff is composed of capable, well trained, and dynamic individuals.

I. Self study and evaluation are prime essentials in the development and improvement of any program of studies. This entire evaluation is based on that principle.

A. We commend the Itawamba Junior College and Agricultural High School staff for its excellent statement of philosophy, aims, and objectives, and for its over-all excellent self-appraisal. We feel that, in general, the staff has a sound philosophy and understanding of what is needed in the development of a real community-centered institution. The Committee is of the opinion that, generally speaking, the staff has been conservative in its ratings of its own accomplishments.

B. We recommend that the staff continue the excellent evaluation and self appraisal that has taken place. We believe that the staff is acting on its own findings and suggestions, this will be the most hopeful and helpful thing that can be done to improve Itawamba Junior College and Agricultural High School.

II. The Committee has been very much impressed with the splendid morale that is apparent on the campus. The administration gives evidence of being interested in the welfare of the students and the staff. A resulting high morale seems to be evident on the part of the staff and student body. The students seem to have pride in the school and a sense of responsibility for its upkeep, promotion, and development.

III. A prime requirement for a good school is a well trained, dynamic teaching staff. For the college division, the minimum academic preparation is a master's degree with a major in the field taught. In addition, a part of the preparation should be a professional preparation to enable teachers to understand procedures of instruction and techniques of working with individuals. This latter requirement should be included for high school teachers as well.

- A. 1. We commed the staff for its own suggestion that, "All courses of study should be under the direction of capable, qualified, and interested teachers."
2. We commend the in-service training program which has been carried on for all staff members in both the high school and junior college.
3. We commend the fact that there is a high percentage of good teachers on the staff.
- B. 1. We recommend the continuation of the in-service training program through which special consultants are brought to the campus.
2. We recommend that teachers who have deficiencies in their academic and professional preparation be encouraged to remedy these deficiencies at the earliest possible date.

3. We recommend that all other staff members be encouraged to carry on a program of self-improvement. This might well include periods of on-campus study, travel, work experience in fields other than education, and self-directed study.

4. We recommend that there be a continuing self-appraisal and evaluation by teachers and staff as a whole.

IV. It is a truism in education that the program of studies, when properly organized, recognizes the needs of both the community and the people being served. Each member of the school staff needs to be conscious of the community and the needs of the individual student. The use of community resources in teaching has many values and should be an integral part of the instructional program. The needs of students and of the community are generally discovered through community surveys, follow-up studies, survival studies, testing programs, etc.

A. 1. We commend the administration of Itawamba Junior College and Agricultural High School for being conscious of the community which it serves and for its efforts to find ways of serving the entire population of the community. We especially commend the work done with the rural community development program.

2. We commend the administration for sponsoring an area workshop for teachers, and for rendering other services to the schools in the tri-county area.

3. We commend the institution for participating in a very significant way in the vocational technical survey sponsored by the Mississippi Junior College Association.

B. 1. We recommend that there be a more intensive survey of community needs and resources and an exploration of ways of incorporating

these into the instructional program. We feel that instruction is more efficient and effective when it is integrated into the specific life needs of the students. We believe that, when the entire staff is conscious of the opportunities and responsibilities along this line, the life needs of the students will be dealt with in a specific way. It is not enough for the administration to be conscious of the community but it must offer specific community services.

2. We believe that there should be greater use of field trips and human and material resources in class rooms.

3. We recommend that a thorough study of the holding power of the institution be made. The study might reveal a greater need for more terminal, general, and vocational education in both high school and college.

4. We encourage Itawamba Junior College to continue boldly in the direction that it has taken in serving the needs of the community. We believe that it has a possibility of becoming an outstanding community college.

V. It is generally believed that there should be learning experiences common to all students. Another of saying this is that there should be a program of general education for both high school and junior college. General education should include skills, abilities, and general concepts for an effective life in a democratic social order.

We recognize that it is impossible for all students to have exactly the same experience in the same way because of the differences in abilities. We believe that in a general education program, provisions should be made for individual differences.

A. We commend the study which has been made of the high school program of studies. We commend the efforts that are being made to care for individual differences through the program of mathematics, remedial English and developmental reading in high school and remedial English in the freshman class in college.

B. 1. We recommend that a further study be made of Imperative Needs of Youth listed in Evaluative Criteria to see the relationship between those needs accepted by the staff and the courses offered in the program of studies.

2. We question that the needs of youth as indicated in Section B and C, justify the requirement of Algebra for high school graduation and of geometry in all courses of study except business and homemaking. We believe that a study of the needs of youth might indicate a need for more adequate provision for health and physical education and for common learnings in the field of literature, music, art, speech, and the social studies.

VI. If a junior college and agricultural high school is to meet the needs of the people served, it must have not only a program of general education, but it must have varied offerings in the courses of study to take care of the individual needs and interest of its students.

A. We commend Itawamba Junior College for offering, in both high school and junior college, a wide variety of courses.

B. We recommend that there be a continuing study to ascertain which additional courses should be included in the program of studies - particularly in the field of technical and vocational education.

VII. Learning calls for cooperation between teacher and pupil in the identification of problems to be solved and activities to be followed in their solution. We believe that, in most colleges and schools, the teachers determine what is to be learned and the experiences that are to be used in the teaching process. We believe, furthermore, that the chief responsibility for learning should be placed on the pupil. We believe that teachers should give students greater responsibility for planning their own activities.

- A. 1. We commend the efforts that have been made at Itawamba Junior College and Agricultural High School to bring students into a cooperative relationship in the class rooms.
2. We recommend that the teaching staff at Itawamba Junior College and Agricultural High School continue to give high priority to its efforts to develop responsibility on the part of the student and to the development of ways and means of bringing about greater participation of the students in class and other learning activities.

VIII. The development of a course of studies requires a great deal of coordination throughout the entire staff if the aims and objectives that have been accepted are to be achieved. There should be frequent and continuing consultation within and between departments if this is to be achieved.

AGRICULTURE

Introductory Statement

Proficiency in farming is the controlling purpose of all instruction in agriculture. This requires that the teaching program be built around the needs of present and prospective farmers in the service area of the school.

Commendations

The Committee finds the following to be the most commendable aspects of the agriculture department:

1. The local committee has done a fine job in its program of self-evaluation.
2. Approximately 90% of the high school boys elect courses in agriculture.
3. All students enrolled in agriculture have planned programs of supervised farm training.
4. Staff members of the department have cooperated with, and participated in, the community services program.
5. Considerable emphasis has been placed on leadership training.
6. Students actively participate in class work.

Recommendations

The Committee recommends that the administration and staff members in this department study the needs, desirability, and feasibility of the following:

1. Making provision for more adequate shop space in one building.
2. Organizing the shop on a unit basis.
3. Providing adequate equipment for the maintenance and repair of farm equipment.

4. Scheduling third year agriculture classes to meet two hours per day, five days a week.
5. Placing more emphasis on safety in farm shop.
6. Using more extensively the farms in the community as teaching laboratories.
7. Providing adequate classroom and laboratory space for the teaching of college courses in agriculture.

BUSINESS EDUCATION

Introduction. Business Education in the Itawamba Junior College and Agricultural High School has made outstanding progress during the five years of the existence of the college, and it is now in a position where notable advancements can increase its usefulness to the area which it serves. Whether or not these potentialities can be realized depends upon the leadership of the faculty, the support of the administration, and the influence which both can have on the students to be served.

The demand for business workers in the college area and throughout Mississippi afford an opportunity to provide competent employees in industries and businesses, and to provide the kind of education which will enable graduates of the school to obtain good positions and to advance in them.

Philosophy of Business Education. Business education in a junior college can serve four important functions in the education of youth: (1) it can make a contribution to the general education of all students regardless of their area of specialization; (2) it can provide knowledge and skill in the area of personal business management; (3) it can assist in the development of intelligent consumers of goods and services in business; (4) it can develop vocational competence in several directions, namely: (a) office clerical work, (b) secretarial service, (c) retail selling, (d) accounting, (e) filing and related work.

The faculty and administration appear to be aware of these possibilities and are making progress in the direction of their achievement. A number of phases of the work deserve the approval and commendation of the committee. Some of these are the following:

1. The faculty is superior in many respects. It is capable, experienced in work for which they are preparing students, interested in doing the best possible job, and appear to have an adequate mastery of the subject matter of the courses they are now teaching. Only one faculty member in this department has a Master's degree. The other two have Bachelor's degrees with some additional graduate credit.

2. The department has four classrooms for instruction, all of which are attractive and with effective arrangement of furniture and equipment. The rooms have been completely renovated during the past year.

3. Equipment in the department is superior both in variety and in numbers of units. It is modern and maintained in excellent condition. The teacher of office appliances is one of the best of be found in any institution.

4. Instruction, insofar as the committee could determine, is excellent.

5. The relationship among the faculty and between the faculty and students is superior and deserves the highest praise. Students appear to have a high regard for their teachers and work with them on a democratic and friendly basis.

6. The high school division has a chapter of the Future Business Leaders of America, a national organization affiliated with the United Business Education Association which is a division of the National Education Association. This chapter was installed in October, 1952.

7. Recognition by the faculty is taken of the individual differences among students. One evidence of this is the height of typewriter tables which range in height from 26 inches to 30 inches. Instructional

techniques also take into account the varying needs of students.

8. Supplementary materials are used extensively for class instruction. Some of these materials consist of printed and standardized tests, periodical literature, and supplementary publications.

With all of these good characteristics of a sound business education program, the committee wishes to point out some changes which would represent an improvement. Some of these recommendations can be put into effect immediately and with no cost, others will involve a minor financial burden, and still others can be made only when time and finances permit. Some of these recommendations will involve additional staff services and can be made only when facilities will permit an expansion of the department's services to the students. The committee wishes to make recommendations regarding the following matters:

1. Letters and other characters should be placed on the typewriter keyboards as soon as possible. Blank keyboards on typewriters are now obsolete.

2. Office space should be provided for the faculty in order that they may have a place to store tests and other instructional materials, to work between classes, and to talk with students individually. A room adjacent to the north, first-floor classroom can be used for the three faculty members. It is suggested that desks be placed in this room.

3. It would be desirable to have all of the classrooms on one floor rather than on two floors as at present. This can be accomplished only when a separate building can be provided, or a part of a larger building. When finances will permit, it would be desirable to have a separate building for the department.

4. An extra-class organization for students in the junior college

should be provided. This could be accomplished through the establishment of an organization especially for college students, or through the expansion of the Future Business Leaders of America to include the college students.

5. The two faculty members who do not have Master's degrees should begin at the earliest possible date to obtain such a degree with a major in business education.

6. Members of the faculty should affiliate with local, state, regional, and national professional organizations and participate in their activities.

7. At least two additional teachers should be added when feasible and finances will permit. One faculty member should be added to the high school and one to the college in order to provide for an expansion of functions and courses to meet these functions. The number of students who can be provided instruction is now limited by the instructional staff. The high school now has an enrollment of 445 students according to data furnished to the committee. Of this enrollment, only a small number of students can be provided even the minimum vocational preparation. For example, only six juniors in the high school are now permitted to enroll for typewriting. The college now has 348 students with a relatively small percentage enrolled in the department, partially due to the limited facilities, mainly instructional. Suggestions as to additional courses need in both divisions will be discussed later.

8. The catalog material should be revised and rewritten in such a manner that it will conform to the material in some of the other departments. It is suggested that the departmental designation should be "Commerce" or "Business Education" followed by a number and a course title. Numbers should not be duplicated or assigned to more than one

course in the department.

9. Course descriptions should be rewritten with prospective students and their parents in mind so that a selling job can be accomplished.

10. Fees not charged students in other subjects should be eliminated from business education. It cost no more to provide instruction in shorthand and accounting than it does in English, mathematics, or history. The present fees are probably discouraging some students from taking courses in the department, and they may be the ones who need the courses most.

11. If this institution provides the kinds and types of instruction needed by high school and college students in the area served, there would be no need for them to migrate to other schools for such courses. If the public school serves the students adequately in business education, there would be no need for private-profit institutions to draw students from the community. If parents and students can be convinced that this institution can and will provide the vocational instruction needed, they will find no need for sending students to other states and to other schools.

12. The high school curriculum should be expanded to provide for the needs of students who leave school after graduation as well as for those who will continue into the college. A general business course in the ninth grade, a business mathematics course in the tenth grade, typewriting in all grades above the ninth grade, and shorthand in the eleventh grade would enable students to develop job competency. Other courses suggested for the high school are office procedures, filing, and office appliances. The college should provide sufficient instruction for employment to those students who do not continue into the second year. Figures indicate that the fourteenth grade has only one-half as many students as the thirteenth grade. Undoubtedly some of these withdrew

to seek employment, though figures are not available to support this assumption. Several areas of employment should be provided for in the course offerings. Students enrolled for this "accelerated" program should not be segregated in classes from the two-year students.

The college should provide instruction in the areas of merchandising and retail selling, in clerical office work, and in the broader areas of business management. A course in "Applied Economics" might serve this purpose.

13. It is doubtful that "Intermediate Accounting" should be continued. This course is designed mainly for those students who will continue their education in a four-year school of business with a major in accounting and enrollments indicated little need for the course. Cost Accounting, Administrative Accounting, and Income Tax Accounting would serve more students, particularly the terminal ones.

14. It is recommended by the committee that a secretarial work experience course be provided by which students may gain work experience under faculty supervision. This course should carry two or three semester hours of credit and be open to all students with a secretarial science major. For students in other areas of work than secretarial science, a cooperative work experience course should be provided under faculty guidance. Vocational competency of all students who attend this institution for the purpose of developing such competency should be so tested before the students leave the institution, that no one should have difficulty in filling positions open to them in business.

15. It is recommended that the faculty provide for placement through the inauguration of a placement service, or through an institution-wide service. In either case, members of the faculty should assist students in obtaining employment, follow through their careers with

continuing assistance in making adjustments, and in obtaining data from such follow-up as will aid in curriculum and course revisions.

16. It is recommended that credit for all business subjects be placed on the same class-hour basis as prevails for other subjects such as history, English, and mathematics. That is not now done, and no discernible pattern was available to the committee.

17. The committee found that some staff members have requested the services of the department in typewriting, duplicating, and the like. Such a service can building good will among the entire faculty, will meet a definite need among the staff since many of them do not now have office assistance, and would provide opportunities for students in the work experience course to obtain valuable work experience. It is recommended that a plan be worked out with other members of the staff so that such a service could be rendered with adequate safeguards against exploitation of student learning, and will be in conformity with faculty standards.

18. The committee was informed of a particularly difficult problem of articulating instruction obtained in high school with the college courses in typewriting and shorthand. This problem has no easy solution but there are ways by which the adjustments may be made easier and the discouraging effects of having beginning students in classes with students who have had instruction in these subjects may be minimized. One method is to have separate classes; another is by testing students for achievement in order to place them on the level which their achievement would justify; still another procedure is to grade students in classes on the basis of progress rather than on absolute achievement. This matter should be studied and a plan developed.

There are many other matters which the committee would like to discuss but this report is too long already. It does wish to commend the faculty and administration for doing a good job with the present plan and facilities. It expresses the hope that working together, the faculty and administration may open new avenues of service to students in the college area.

The work of the Trustees of the College and Agricultural Extension Service has been very commendable. It is to be commended for its broad scope and for its high quality of work. The Trustees have done a great deal to improve the college and to make it a more effective agency for the service of the community. The Trustees have also done a great deal to improve the college and to make it a more effective agency for the service of the community. The Trustees have also done a great deal to improve the college and to make it a more effective agency for the service of the community.

Recommendations

1. The committee recommends that the Trustees of the College and Agricultural Extension Service should continue to do a great deal to improve the college and to make it a more effective agency for the service of the community. The Trustees should also continue to do a great deal to improve the college and to make it a more effective agency for the service of the community.

2. The committee recommends that the Trustees of the College and Agricultural Extension Service should also continue to do a great deal to improve the college and to make it a more effective agency for the service of the community. The Trustees should also continue to do a great deal to improve the college and to make it a more effective agency for the service of the community.

COMMUNITY SERVICES

Introduction:

The basic resource of any area is people. Therefore, anything that develops human beings and their institutions is of fundamental importance. Inasmuch as a junior college is an institution which is located close to the people, it is particularly well suited to serve the cultural, vocational and other needs of the population in its area.

The work at the Itawamba Junior College and Agricultural High School covers not only the usual educational activities, but it is also specifically directed at organizing the people in the small local communities so that they can work together for their own development. Its program is to stimulate growth within the people, with the institution providing such leadership as it can to train local leaders and awaken interest. No phase of this program is something handed down by an outside institution to the people. To implement these objectives of service to the people of the area, this institution makes its total resources available to individuals, to youth and adult groups and to local communities.

Commendations:

1. The committee wishes to commend the administration of this institution for its pioneering efforts in providing full-time leadership in organized community services. This is one educational institution that has gone far beyond academic discussion by attempting to help the people of local communities organize themselves for realization of their own chosen objectives through cooperative activities.
2. The committee recognizes that the philosophy of community development and the role of the institution in fostering efforts in this direction are fundamentally sound and are bringing about significant and permanent changes

in the level of living of the people of the area.

3. Through tangible services to the people of its area this institution has inaugurated a public relations program that excels any with which the committee is familiar. This is a public relations program based on developing people rather than ballyhooing programs.

4. The committee commends the institution for the vocational training programs directed toward meeting the needs of the area, such as is found in agriculture, trades and home making programs, and the projected nursing and industrial education program.

5. The committee also commends the approach used by this institution in working through all existing agencies, utilizing their services and giving their personnel all possible credit.

Recommendations:

1. The committee recommends that efforts should be intensified to the end that the same spirit of community service and awareness of community needs that is found in the administrative leadership and in some members of the staff should become the working philosophy of each faculty member of the institution. This spirit and knowledge should also be developed still further among the students as an integral part of the instructional program of the institution. The staff should also seek to spread this spirit of community service and awareness of community needs to all teachers and schools within the area so that those schools may develop more effective educational programs.

2. We also suggest that this institution should devote more attention to increasing the participation of youth and young adults in community programs in order that leaders may be trained for the future and the pace of progress may be accelerated.

3. The committee concurs with the self-evaluating committee's recommendation that the uniform cumulative record and testing program should be extended still further to include every school in the area.

EDUCATION AND PSYCHOLOGY

The Itawamba Junior College has a responsibility to offer vocational opportunities for prospective teachers to orient them toward teaching as a profession and to give basic introductory pre-service professional preparation.

The pattern and content of the curriculum for the preparation of a teacher is a subject for continuing discussion. Some of the questions for which satisfactory answers are sought are these:

- (a) How much general education should be required of prospective teachers?
- (b) What should be the content of this general education?
- (c) What should be the content, and the sequence, of the professional courses?

Answers to these questions are sought by the staff at Itawamba Junior College, the committee found from discussion with them.

Itawamba Junior College is to be commended for the following:

1. For offering of a basic orientation course in effect required of all college students.
2. For the offering of the basic courses required in the program of certification set up by the State Board of Education.
3. For the emphasis placed on the role of the teacher in community development.
4. For the sponsoring of a chapter of Future Teachers of America.

We recommend consideration of the following:

1. The reduction of the number of courses offered in the department so that students may increase the amount of time devoted to general education courses.

2. The placing on students of increased opportunity for the selection and solution of problems as a part of the total activity. Classes in education should be among the best examples of good class procedure. Here student participation should be especially in evidence.
3. Frequent consultation should be had with four year colleges about the pattern and content of course offerings.
4. Consideration of the excellent suggestion made by the Staff itself.
5. That there be a departmental chairman for the purpose of coordinating activities of the department.

ENGLISH

The teaching of English demands that the instructors have a widely varied educational background; a sound cultural foundation; a constant awareness of the current world, national, and local problems; and a logical, open mind in constant search for new ideas. The successful teaching of English depends upon the instructor's possession of these traits, along with his consideration of the individual needs of his pupils, who, if the outcome is successful, must have learned the fundamentals, not only of correct spoken and oral English, but also of logical thinking and aesthetic judgment. This aim is reached through an acquaintance with the best writings of our language and through the individual's conscious at first, but finally unconscious, use of the accepted and approved forms of communication. Hence, the approach to the teaching of English must be both fervently enthusiastic and scientifically logical, but always supported by recent scholarly research. Like Chaucer's Clerk, the good English teacher does gladly learn and gladly teach. In his teaching, he excites the curiosity of his pupils and stimulates their participation in class discussions and in original creations. It is platitudinous to observe that the work of any department of any school, regardless of that department's or that school's philosophy and objectives, is to a major degree only a reflection of the staff of that department.

The Committee commend the English Department for:

1. The coordination of the English work with the guidance services of the school.
2. The excellent work which is being done in the field of developmental reading.
3. The unusually enthusiastic response of the students to their

educational opportunities.

4. The participation of the students in class discussions.
5. The excellent teacher-pupil relationship, which results in a good classroom atmosphere.
6. The appreciation of the pupils' basic English needs.

The Committee recommends:

1. That more careful attention be given to the diction of both the instructors and pupils.
2. That more use be made of bulletin boards and other visual aids.
3. That a greater variety of instructional presentation be utilized by the teachers.
4. That the English department work out its own plan of in-service training, with particular emphasis upon intensive reading of research and scholarship in the subject matter fields and in related fields.
5. That the department re-evaluate the frequent use of drills, workbooks, and question and answer exercises as instructional devices.
6. That an instructor of speech be added as soon as practical. This instructor would train pupils in such a manner that they would better represent the school as they appear on public programs. He would also do much to improve the general level of spoken English on the campus.
7. That steps be taken to reduce the teaching load of the over-loaded teachers in the English department.

FOREIGN LANGUAGES

The foreign language department at Itawamba Junior College and Agricultural High School embraces offerings in French and Spanish, however the current offerings include only French both in the high school and the college departments.

The objectives set-forth by the department are in keeping both with the philosophy of the college and the spirit and needs of the times.

COMMENDATIONS:

1. The department is to be congratulated on a trained and efficient staff to administer to the needs of the students both as to course materials and presentation of subject matter.

2. We find the technique of instruction both in high school and college most desirable, inasmuch as it emphasizes the oral-aural approach to the language which tends to vitalize the language and stimulate the students.

3. The college and the foreign language department are to be commended on the provisions for instructional materials which have been made available for classroom use, such as - record players, tape recorder, projectors and suitable films portraying life and customs of the foreign country. Through the use of records along with oral-aural approach, maximum opportunities are made available for correct pronunciation.

4. Furthermore, the department maintains an active club in which students participate in regular meetings and on special occasions.

RECOMMENDATIONS:

In view of the small number of students enrolled in the foreign language classes, and because of the special values of a foreign language

to certain types of students, and the ever increasing demand for a better understanding of life, customs, and languages of foreign countries, which understanding can best be achieved through foreign language study, we suggest that students whose needs would seem to require a foreign language be encouraged to take such courses.

We further recommend when possible the desirability of encouraging students whose capability and needs justify to take two full years of foreign language in high school which will provide for admission to the sophomore class in college.

Finally, we feel that all instructors who emphasize the splendid oral-aural method of instruction should safe-guard their approach against the neglect of certain technical aspects of the language which are indispensable to a thorough understanding of a foreign language.

HEALTH, SAFETY, AND PHYSICAL EDUCATION

The visiting committee commend the Administration and Physical Education Department of Itawamba Junior College and Agricultural High School for emphasizing a program for the development of the individual through physical activity. We find the instructors are well trained and capable. We find a good student-teacher relationship.

The visiting committee feels that the most commendable aspects of the physical education program are:

1. Improvement and expansion of the physical education program.
2. Availability of the facilities for surrounding communities.
3. Emphasis on proper exercise and the fundamentals of play.
4. Efforts toward installing a good intramural program.
5. Evidence of good competitive school spirit.

The committee recommends for the further development of the physical education program the following:

1. A girls' physical education instructor should be added to teach physical education to both high school and junior college students.
2. A man physical education teacher should be added to instruct high school boys.
3. Provisions should be made in the scheduling of classes to provide separate classes for boys and girls.
4. Improvement should be made in the locker room facilities.
5. Additional space should be provided in the gym for quiet games for those unable to participate in physical exercise.
6. Janitorial service should be improved for the physical education department.
7. Adequate provisions should be made in the budget for financial

support so that a more successful operation of the physical education program may be developed.

The commendable aspects of the health and safety program are:

1. A safety patrol is functioning on the campus.
2. First Aid kits are available in necessary buildings.
3. Eye and ear examinations have been given to some of the students.
4. Safety films are shown to the student body.
5. Lectures on alcohol education have been given to the students.
6. Ninth grade students have been given physical examinations.

The committee suggests for the improvement of the health and safety program the following:

1. A health and first aid course should be offered to high school students.
2. Fire drills should be held at intervals.
3. Fire extinguishers should be placed in all buildings.
4. A driver training program should be installed.

HOMEMAKING

The philosophy which underlies a homemaking education program is basic to its development. The purposes of this program should take into account the needs and interests of family members and provide opportunities for pupil-teacher-parent planning. Both the in and out of class learning experiences will be more family centered when so planned, and, therefore, more effective.

It is also true that the physical facilities have a direct relationship to the attainment of purposes. Furnishings and equipment need to be of good quality, should be attractive, and should exemplify good management practices in homemaking.

The Itawamba Junior College and Agricultural High School is to be commended for the provisions it has made for Homemaking education.

1. The Homemaking Department is housed in a building which is well planned in that rooms and laboratories are conveniently arranged in relation to the use to be made of them.

2. The furnishings in the living-dining room and bed room are attractive and functional. They are representative of good teaching in homemaking and of the type students might have or hope to have in their own homes.

3. Office space for staff members is adequate and suitable. It allows privacy for student conferences and storage space for important records and reports.

4. There are many evidences that effort has been made to make the department more homelike through the use of colorful curtains, pot plants, small accessories, and bulletin boards.

5. Effective use is being made of audio-visual aids provided by the school.

6. Teaching procedures are used which encourage active student participation and make use of student opinions and judgements.

7. There are evidences of development of effective leadership on the part of students through the Future Homemakers of America organization and through the College Home Economics Club.

8. The offerings of the Homemaking program are being extended to boys through use of an orientation period.

The Committee makes the following recommendations:

1. That further study be made of ways and means of helping boys as well as girls see more clearly the place of the family in a democratic society.

a. Consider plans for a course which would give college students (boys and girls) an opportunity for training in problems important to all in effective home and family living.

b. Study results of work being done for boys in homemaking in the orientation period and consider other ways and means of reaching effectively a larger group.

2. Although work is being done in providing homemaking education for adults through such means as organized classes and through work with the rural community development program, the program should be strengthened by continued efforts to find effective methods of meeting the needs of the adult group. If possible, the schedule of one teacher should be adjusted to allow more time for this. Such an arrangement will probably mean the part time use of an additional staff member at such time as addition might be feasible.

3. There should be a follow through on plans being made for improvement of the department including refinishing of walls and ceilings, raising

height of wall cabinets in foods laboratory, refinishing tops of serving tables and sewing tables.

4. Further study of present storage facilities is needed with a view to more effective use of space available. For example, the bed room closet might be equipped to demonstrate desirable methods of home storage and, at the same time, take care of first aid and home nursing equipment. Storage space in the hall way might be rearranged to make more adequate space for student wraps and books during class periods.

5. Replacement of folding chairs in the clothing laboratories with more suitable straight back chairs for sewing would be desirable.

6. Additional materials and equipment for more effective teaching in the areas of child development and home care of the sick should be provided as funds as available.

INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

The Committee recognizes in the beginning that the Itawamba Junior College and Agricultural High School essentially assumes the responsibility to provide an educational program which will prepare its students for effective living and worthy contribution to our complex society. It is recognized further that the successful fulfillment of this responsibility necessarily includes the development of appropriate Trade and Industrial programs based upon student needs and employment opportunities in the area served by the institution.

Commendations:

The Committee commends the administration and staff for:

1. An intense interest in the development of an industrial education program which will be consistent with student and community needs.
2. The provision of classroom and shop space which is adequate for the present and immediate future needs.
3. The securing of a qualified person who will assume the responsibility for the direction of the program.
4. A conservative beginning which will serve as a spring board for future development.

Recommendations:

1. That immediate steps be taken to develop a clear-cut and uniform philosophy which will include an understanding of the purposes and objectives of present and potential Industrial Arts and Vocational Education Programs, to the end that they may be properly integrated into the overall program.
2. That the student body of this institution as well as those of

secondary schools in the service area be fully advised as to the employment opportunities which are brought about by increased industrialization of the State of Mississippi.

3. That leadership of this institution provide inspiration to feeder schools in the establishment of industrial arts programs which will be representative of vocational and professional programs which are to be established in this institution.

4. That attention be given to recent follow-up studies which indicate that approximately 75% of those students who enter the Junior College either fail to return for the second year, withdraw, or do not continue their formal education after graduation. This focuses attention upon the probability that a large per cent of this group should have the opportunity of pursuing an educational program which would result in their acquiring salable skills and knowledge.

5. That the recently completed occupational survey be used as a guide for further study of fields in which there is an indication that training programs should be developed.

6. The immediate formulation of an overall plan which will provide for a reasonably beginning and a stable growth based on present and potential student and community needs.

7. That the plan include provision for:

a. Exploration of student interests and aptitudes through appropriate general educational activities in Industrial Arts and other fields.

b. Terminal vocational programs which will provide for the development of determined interests and aptitudes and which will lead directly to employment as advanced learners or technicians in the area in which training has been received.

c. A two year program in Industrial Education which may be continued in a senior college.

8. That appropriate relationships be developed with business, industry, and labor through the organization and use of representative advisory committees.

9. That a study be made of the need for adult training in the service area of the institution and of ways and means of meeting the need through on-campus and itinerant courses.

10. That the institution assume responsibility for satisfactory placement and follow-up of graduates from its terminal program.

MATHEMATICS

Traditionally, in American education, mathematics has been assigned a prominent place in the curriculum. The emphasis placed on algebra and plane geometry in the Itawamba Agricultural High School indicates that the traditional pattern has been retained. In the Junior College, mathematics is taught as it should be, in our opinion, from the standpoint of success in certain occupational areas.

COMMENDATIONS:

We commend the faculty of the Itawamba Junior College and Agricultural High School for:

1. A friendly atmosphere between the students and teachers, and among the students.
2. Providing the vocational mathematics courses needed by students in engineering, agriculture, and teachers of mathematics.
3. The remedial work with students needing special attention.
4. Providing both arithmetic and algebra on the ninth grade level.
5. The opportunity, in some courses, for the practical application of mathematics.
6. Careful analysis, by the faculty, of the mathematics program in the Itawamba Junior College and Agricultural High School.

RECOMMENDATIONS:

1. That solid geometry taken by college students carry college credit.
2. That plane geometry in the high school be an elective subject.
3. That an elective course dealing with consumer, business mathematics, and the like, be offered on the eleventh and twelfth grade level.
4. That teaching assignments be made well in advance of the opening

of the school term.

5. That analysis of the load of the high school mathematics teachers be made to determine whether or not "free" time can be provided.

. MUSIC

The music department is organized to carry out quite admirably the aims and philosophy of the college. The faculty has recently been increased to the point that it is able to serve in the three branches of music necessary for a minimum program in the field: vocal music, instrumental music (band, orchestra) and piano.

The aims of the department are - and should be - two fold: to train future professional musicians on a rigid professional basis, and to provide the greatest possible opportunity for the general, non-professional student to increase his enjoyment of music as one of the fine arts. This latter may be done by giving him the opportunity to acquire performing skills, to participate in various organizations, and to improve curricular or extra-curricular music appreciation.

The number of students trained on a professional basis is quite small, and it is probably that this number may remain small for some time since certain talents and previous musical experience are prerequisite to such professional training. However, the number of students served on a non-professional basis is proportionately very large. This is a highly commendable part of the program. Only in the area of music appreciation is there a definite lack.

The vocal program and the instrumental music program are carried out in a professional manner to the extent that this is possible under the circumstances, and the staff is to be commended highly for the results of its efforts. However, the total music performing program tends rather strongly toward that of a public relations department. "Public Relations" is a by-product, not the real aim of a department of music. The following two examples may serve to illustrate this trend:

1. The band lacks certain instrumentation (bassoons, aboes, etc.) necessary for a concert band. Actually, a marching band is not normally an integral part of a music department as such. At Itawamba, the entire stress seems to be on the marching band almost to the exclusion of a concert band.

2. The vocal and choral program of the high school and of the junior college are ambitious and, considering that this is the first season of the present type of work, the progress is highly commendable. It seems, however, that the new group has been asked to give a rather large number of public performances with a resulting deficiency in the amount of technical growth and progress which might have been accomplished. The same statement might be made of the vocal program from the solo standpoint. Public performances are the life-blood of a performing organization, but care must be exercised that sufficient time is reserved for the technical growth and development of the performers.

It is extremely gratifying to see the beginning of a string program in the department, and the department should be commended and encouraged in this work. This is a new and coming phase of music in Mississippi and it is indicative of a forward-looking department to see such a program beginning also at Itawamba.

The class work as taught in the department is in line with the trends in music in the state. It is suggested that the content of the theory courses be made to conform, where possible, with the suggested standards set up by the college division of M. M. E. A. The previous statement is not meant as any reflection on the quality of work presently being carried on.

Recommendations:

The suggestions made by the departmental committee in its Self-Evaluation are all excellent. The statements following will strengthen or

add to these suggestions.

1. The availability of adequate piano practice facilities would remove a serious handicap.
2. An adequate piano teaching studio would be desirable.
3. An increase record library would be of very much assistance in the area of music appreciation. A minimum of the major works of the great composers available for the listening and study of students would enrich this area. Music scores for use with the records are also very helpful.
4. The amount of time spent in the theory classes could profitably be increased to strengthen the work for the music majors.
5. If the administration should see fit to do so, the music department could offer in-service training in school music to area teachers, and the department might also expand college curricular offerings in this field.

SCIENCE

The science department of Itawamba Junior College and Agricultural High School is organized to meet the educational needs of the students in the scientific fields. The department provides opportunities for pupils to participate in a classroom -- laboratory situation providing opportunities for group instruction, and individual and group investigation and experimentation. In the learning activities the teacher acts as a guide, helping to keep a balance between the scientific investigation by the pupils and directions given by the teacher.

The Committee offers the following commendations and recommendations:

COMMENDATIONS:

1. For the effective use of available materials.
2. For the adequate supply of modern charts and visual aids.
3. For the clean and orderly conditions of the science laboratory.
4. For the application of scientific principles to situations of everyday living.
5. For the fine teacher-student relationship conducive to good working situations.
6. For the offerings that seem adequate for student needs.

RECOMMENDATIONS:

1. That greater efforts be made to encourage students to make continuous use of periodicals and books of scientific nature.
2. That acid resistant sinks be provided for chemistry laboratory.
3. That more equipment be provided for the physics laboratory.
4. That greater effort be made to utilize local resources as teaching aids.

5. That a study be made concerning the collecting and preserving of specimen in the natural science department.

6. That greater effort be made to coordinate the science department with related departments.

SOCIAL STUDIES

Introduction:

The social studies are offered to assist students in developing awareness and understanding of the origin, development and problems of the society in which they live and to develop attitudes and skills which will enable students to function effectively as citizens in a democracy. To achieve these objectives, the social studies program must provide many vicarious learning experiences such as opportunities to gather information through reading and also a variety of real learning experiences through student participation in classroom and extra-class activities. A social studies program of this scope cannot be implemented without a well trained staff, adequate physical facilities and appropriate teaching aids. Sound evaluation devices and procedures must be employed to determine outcomes and to provide information that is needed to make revisions in the instructional program. The self-evaluation report of Itawamba Junior College and Agricultural High School and the observations of the visiting committee indicate that this institution is aware of the importance of these considerations in building a good social studies program and that sincere efforts are being made to improve the present program to the end that it may serve still better the needs of the students and of the community.

Commendations:

The committee commends Itawamba Junior College and Agricultural High School for the following accomplishments:

1. Although there are some areas in which deficiencies exist, reasonably adequate physical facilities are provided for the present social studies program.

2. An ample variety of courses in the social studies is available to all students.
3. An excellent collection of reference books in American and world history has been acquired and made available to the staff, students, and community.
4. The staff in the social studies has an extensive background of teaching experience and ample professional education for teaching.
5. Staff meetings for planning, organizing and evaluating the social studies program have been initiated and this practice is being continued with profitable results.

Recommendations:

In order to strengthen the instructional program in the social studies, the committee urges that the institution give consideration to implementing the following recommendations:

1. Additional reference materials should be secured in economics, government and sociology.
2. Some old textbooks in the library should be discarded and the very modest collection of government publications should be augmented.
3. Although supplementary instructional aids are utilized in the social studies program, more extensive use of these aids would be very desirable.
4. Despite the commendable progress which has been made through staff meetings, the need for more group planning in the areas of course objectives, course content and evaluation procedures is indicated.
5. While in most instances adequate preparation is made for each day's teaching responsibilities, a few staff members should

plan their work more carefully so that the quality of their teaching may be improved.

6. In most instances, the staff members have adequate training in their teaching fields, but more training on the graduate level in their respective fields should be obtained by a few instructors who have neither graduate majors nor minors in the areas of their teaching responsibilities.

7. Since many of the major areas of History 153 (The Making of Modern American Civilization) and History 213 (American History) appear to overlap, a study should be made of the feasibility of eliminating one of these courses and the idea of offering a two-semester course in American history should be explored.

8. While an opportunity to choose from a variety of learning activities is offered to the students in some of the classes, it is believed that further steps should be taken in this direction and that this situation should prevail in all classes.

9. Inasmuch as skills in democratic techniques are learned by doing, rather than by vicarious experiences, students should have more opportunities to participate in group discussion, committee work, and planning their class activities than prevails in several of the classrooms visited by the committee.

10. While adequate attention appears to be given to current socio-economic events in the high school program, more emphasis on this phase of the social studies program seems warranted on the junior college level.

11. Since the administration places great emphasis on developing this institution as a community college, the instructional program in the social sciences should render more effective support to the

total institutional program by giving students more opportunities to become acquainted with the resources and problems of the area which this institution serves.

12. Several means of ascertaining the effectiveness of the instructional program are employed, but the testing program should be revised to produce more reliable and valid instruments and this means of evaluation should be supplemented with other devices much more frequently than they are employed in the present program.

CONCLUSIONS

The following conclusions:

1. The objectives, the objectives, and the objectives of the program for providing the time, facilities, and resources for the development of the existing program.

2. The quality of the program is directly related to the quality of the staff and their competence in responsibility for the maintenance and improvement of the school program.

3. The use of the program and the use of the program should be improved to provide for the best results.

4. The quality of the program is directly related to the quality of the staff and their competence in responsibility for the maintenance and improvement of the school program.

5. The quality of the program is directly related to the quality of the staff and their competence in responsibility for the maintenance and improvement of the school program.

6. The quality of the program is directly related to the quality of the staff and their competence in responsibility for the maintenance and improvement of the school program.

PUPIL ACTIVITY PROGRAM

The activity program of Itawamba Junior College and Agricultural High School offers a variety of well-organized clubs and similar pupil activities which are designed to provide for special interests, vocational exploration, social and cultural needs. The dominant purpose of the activities program is to provide educational and recreational experiences not found in the regular instructional program and considerable emphasis is placed upon developing personality, social adjustment, initiative, resourcefulness, democratic leadership, and good citizenship. Furthermore, the committee believes that the stated purposes of the pupil activity program at Itawamba Junior College and Agricultural High School are not only in harmony with the best educational thought, but are being carried out well.

COMMENDATIONS:

The committee commends:

1. The administration, the activities committee, and activity advisors or sponsors for providing the time, facilities, leadership, and encouragement that have led to the development of the existing program.
2. The quality of student leadership found in the activity program, and their acceptance of responsibility for the maintenance and improvement of the school program.
3. The air of freedom and poise found among students while engaged in activities.
4. The sense of pride in and loyalty to the total school program found among all students.
5. The number and quality of student publications and assembly programs.
6. The efforts of the school staff and students to integrate instruction

with the activity program.

7. The system of central accounting of all activity funds.
8. The co-ordination of school activities through long-range planning of the activities calendar.
9. The provisions for recreation and social life for both junior college and high school students.
10. The school staff committee for an excellent job of self-evaluation, and for the exhibits, materials, and information gathered for the evaluation committee.
11. Especially the student councils for their service projects, such as, campus patrol, recreational hall supervision, and campus improvement.

RECOMMENDATIONS:

The committee recommends:

1. That a study of the existing schedule be made to see if provision for more time for some activities might be arranged where the need is indicated.
2. Organization of dramatic and additional musical activities.
3. More intra-school physical activities for both boys and girls.
4. Provisions for advisors, sponsors, and student leaders to meet as a group several times each session to exchange ideas, define purposes, plan programs, and to bring about closer co-ordination of the total activity program.
5. That each organized activity sponsor some worthy service project designed to improve some phase of school life or school facilities.
6. That each organized activity make a written report of each meeting to the activities committee as a basis for evaluation and future planning.
7. That a library club be organized.
8. That the recreation center be enlarged when financial resources are sufficient to justify.

9. That a determined effort be made to stimulate more interest in the school paper as a means of increasing the number of subscribers to make the paper self-supporting.
10. That a study be made of the possibility of adding an activity fee to cover the cost of publications and other activities,
11. That the staff study the possibility of using information revealed through guidance services as a basis for evaluating whether a student's needs are being met through the activity program and consider all such information as a factor in making future plans for activities.
12. That further opportunities be made for students to participate in planning, executing, and presiding.

LIBRARY SERVICES

The purpose of the school library is to participate effectively in the school program. It provides students with the library materials and services most appropriate in their growth and development as individuals. The school library stimulates and guides them in all phases of reading so that they may grow in critical judgment and appreciation. An opportunity is provided through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.

The use made of a school library is a good indication of the educational growth of the pupils in the school. The maximum effectiveness of the library results from the informed and constructive participation of the faculty, administration, students, and library staff.

Commendations:

1. The committee finds evidence that the library staff understands the philosophy of the school. The library of Itawamba Junior College and Agricultural High School is an integral part of the school's total program and of community life.
2. The library has been remodeled and repainted to provide attractive, well-lighted quarters consisting of a reading room, work room, and several rooms for conference and storage. Tables and chairs in a light finish have been added to the reading room.
3. Library materials are easily accessible and are lent freely to individuals and for class use.
4. There is a professional collection for faculty use.
5. A beginning has been made in collections of occupational information and guidance materials.

6. There are two bulletin boards in the library—one for general notices and the other for displays concerning books.
7. The book collection includes many books especially useful for developmental reading.
8. The library receives approximately eighty magazines. Several magazines are bound regularly. Files are kept of back numbers of other magazines. The library subscribes to the Readers' Guide, which indexes many of the magazines received.
9. There is a systematic plan for giving instruction in the use of the library to high school and junior college students.
10. Film strips are classified, cataloged, and circulated through the library.
11. The library staff has assisted in the organization of the book collection in the elementary school of Fulton and other schools in this area.
12. The professional staff and student assistants are to be commended for the active part they are taking in the regional organization for school librarians and student assistants.

Recommendations:

1. In the light of the progress which the library has made in the acquisition of books and materials and in the light of the growth of the student body to its present enrollment of 893, the committee feels that the most apparent need is that of relieving the staff from teaching duties so that they may serve as full-time librarians.
2. To meet the needs of the junior college students it is recommended that the library be open four nights a week.
3. Since the services of a trained librarian are needed by the students during the summer program, as much as during the winter program,

it is recommended that one librarian be employed for twelve months.

4. Study should be given to the advisability of appointing a library committee as one of the standing committees of the school to help with policy making, to serve as advisors to the library staff, and to help interpret the library to the students and entire faculty.

5. The book collection should be weeded to discard all out-of-date, worn, and unusable books. Special attention should be given to the discarding of textbooks that are of no use in the library as reference material.

6. In enlarging the audio-visual collection phonograph records should be purchased to fill curricular needs.

7. It is recommended that the assistance in the selection of materials given by some faculty members be extended to include all departments. The students, too, should help with selection. Both groups should make more extensive use of the library.

8. The faculty and library staff should work together to strengthen the following fields: biography, short stories, travel, sociology, economics, political science, home economics, literature, science.

9. To aid students in locating pamphlets and clippings, subject cards might be added to the card catalog directing them to these available materials.

10. It is recommended that a systematic plan be made to allow for discarding of materials no longer needed in the vertical file and for constantly adding recent material in subjects not found elsewhere in the library. Emphasis should be given in the file to local and Mississippi materials.

11. Attention should be given to the shelves which are sagging under the weight of the encyclopedias.

12. Although a good beginning has been made in a collection of occupational information and guidance materials, it is suggested that the collection be enlarged and strengthened.

13. Since students have expressed a desire for such a club, it is recommended that a Library Club be organized. In addition to other benefits, students will be provided explanatory experiences in the field of librarianship.

GUIDANCE SERVICES

Introduction

Any philosophy of education based upon meeting both the needs of the students and the needs of communities served by an educational institution must necessarily include plans for both identifying these needs and implementing a well-rounded program to meet these discovered needs. It is generally conceded that this can be accomplished most effectively through the use of guidance tools and techniques.

There is considerable evidence that the entire staff at Itawamba Junior College and Agricultural High School has not only recognized the need for such a program but has actively cooperated in the development of a well-rounded program of guidance services.

Guidance workers generally contend that such a program should lead to better adjusted boys and girls; increased holding power; fewer students making failing grades; revision of the curriculum and contents of courses to better meet the students' needs, interests, aptitudes and abilities; students' having more realistic educational plans and occupational goals; and increased individualized instruction. There is evidence that Itawamba Junior College and Agricultural High School is demonstrating that this assumption is justified.

Generally speaking, the visiting committee commends the local committee for its self-evaluation and recommends that its suggestions be carried out.

Commendations

More specifically, the committee recognizes the following as the most commendable aspects of the guidance program:

1. The administration has not only recognized the need for a guidance program and its role in the total school program but has provided:

a. A full-time qualified counselor to coordinate guidance services, including individual counseling.

b. A private office for individual counseling with adjoining space for testing, conferences, and other group activities.

c. Funds adequate to secure equipment and materials needed for successful operation of the program.

d. An in-service training program which has resulted in the staff's having developed common understandings regarding the basic principles of a guidance program and its role in the total school program as well as some skill in using guidance tools and techniques.

2. Understanding students and helping them to understand themselves better are facilitated by:

a. A cumulative individual inventory system, developed cooperatively under the leadership of the Itawamba Junior College and Agricultural High School staff, which provides for the systematic collection of information about every child enrolled in schools of the tri-county area and provides further that this cumulative record shall follow the child as he progresses through elementary and secondary schools and junior college.

b. An organized testing program which aids in evaluating more effectively the needs, interests, aptitudes, abilities, and progress of individual students.

c. The use of test results and other information contained in individual inventories for purposes of individual counseling, further individualizing instruction, revising the contents of courses, and making changes in the curriculum.

3. Provision is made for students to gain educational, occupational, social, and personality development information through:

a. A freshman college course in "Effective Learning and Living" (orientation).

b. Use of up-to-date information which is being collected, filed, and appropriately displayed in the library.

c. An effective articulation program between the elementary schools and the high school and a similar program which is being planned for high schools and junior college.

d. Assignments and units of study included in several subject matter areas.

e. The preparation and posting of charts, showing the programs of studies on the high school level, to assist students in making long-range educational and vocational plans.

4. A comprehensive follow-up study has been made of all graduates of this institution and the findings used as one basis for revising and expanding curricular offerings.

5. The school is cooperating with the Mississippi Employment Service Office in providing testing and counseling which should result in more effective placement of graduates.

6. In cooperation with schools in the tri-county area, plans are being made to develop a coordinated standardized testing program.

7. Whereas it is not frequently possible to evaluate the outcomes of a guidance program which has been organized, as such, for only a few years, there is evidence of certain results at Itawamba Junior College and Agricultural High School for which the Committee commends the administration, Counselor and staff, namely:

a. Students appear to be well adjusted in the school situation and indicate that they think their teachers understands them, as revealed by a questionnaire administered by visiting committee.

b. Educational and occupational intentions of students, as revealed by visiting committee's findings on the questionnaire administered and those data provided in Section B, appear to be more realistic than usual.

c. Results of standardized tests, surveys and studies have been used effectively as bases for revising contents of courses, making additions to the curricular offerings, and adding developmental courses in reading, arithmetic and English.

Recommendations

In any future development of the program of guidance services, the staff might give consideration and study to the following recommendations:

1. That the testing program be expanded as requested by staff members and as the need arises.
2. That plans for an improved orientation program for ninth graders be initiated at an early date.
3. That some space in the group activities room be enclosed to facilitate individual testing.
4. That placement services be expanded and coordinated.
5. That provision be made for at least two conferences with each student each year.
6. That follow-up studies of both graduates and early school leavers, survival studies, even more extensive community occupational surveys, and other surveys and studies be made on a continuing basis to assist in enabling the school to meet consistently the current needs of students and communities.
7. That trips and tours be used even more extensively to provide students with first-hand information about opportunities available to them.
8. That opportunities be provided for students in this area to have personal contact with individuals representing various occupational areas through a program such as a Career Day.

9. That steps be taken to appoint an advisory committee representing both the schools and various aspects of life in the communities to assist in the further development and coordination of guidance services.

The advisory committee is to be composed of representatives of the schools and various aspects of life in the communities. It is to be organized and to function in accordance with the following guidelines:

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CONCLUSIONS

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SCHOOL PLANT

It is generally acknowledged that adequate physical facilities are essential in any good learning situation. It is also generally agreed that boys and girls, as well as everyone else, tend to adapt themselves to their environment. Therefore, it is most important that the physical facilities of a school plant be determined by the needs of the pupil population and of the school community.

The visiting committee is disinterested and unbiased in its findings and judgments and, if the correlation of judgments between the local and visiting committees is high, the conclusions to be drawn are significant. In this study the correlation is very high.

In the light of the findings of the local committee, and the visiting committee, and the expressed opinions of faculty members and students, the visiting committee submits the following report in the form of commendations and recommendations:

COMMENDATIONS:

1. The site is centrally located and readily accessible to the school population, and it is satisfactory from the standpoint of transportation facilities, and safety features.
2. The school site is extensive enough to provide for the needs of the present enrollment and to allow for future expansion of school facilities.
3. The school campus is clean and generally well kept.
4. The outward appearance of the buildings is generally good.
5. The interior appearance of the buildings is generally attractive.
6. The school cafeteria is sanitary and reasonably well equipped, but is too small for the needs of the school.

7. The cafeteria staff is to be commended for the sanitation standards now being maintained, and for the quality of the food.
8. The committee commends the school administration on the very efficient system of transportation now being provided for the students of the school.
9. In that the school depends upon students for janitorial services, the committee feels that a reasonably satisfactory degree of cleanliness and sanitation exists. However, the committee feels that closer supervision of these students would produce better results.
10. The board of trustees, the administration and staff are to be especially commended for:
 - (a) The wise expenditure of available funds in the construction of new buildings and in the renovation of old buildings. The committee feels that few schools have accomplished so much in so short a time with limited financial support.
 - (b) The most efficient utilization of all existing plant facilities.
 - (c) The degree of planning which has been done relative to the future expansion of the school plant.

RECOMMENDATIONS:

1. Some very careful planning should be done relative to the location of future buildings.
2. Some thought should be given to the needed landscaping, drainage, and general beautification of the school campus.
3. Some thought should be given to a more extensive utilization of school land. This might necessitate moving some of the industries now leasing school owned land.

4. We recommend that some consideration be given to the possibility of constructing future buildings of a permanent type rather than of a semi-permanent type.
5. Just as soon as possible, a new cafeteria building should be constructed and the building should be large enough to accommodate not only the present student group but also to provide for future growth of the school. It is further recommended that the present cafeteria become a part of the lobby of the girls' dormitory.
6. The committee is of the opinion that the present recreation hall should be enlarged or that a new student center should be constructed.
7. There is a definite need for a fine arts building in order that all of this work may be centered in one building.
8. There is a need for street improvement in various parts of the school campus, and especially to the rear of the dormitories. Possibly this street should be closed and landscapped.
9. As soon as possible clinical facilities should be provided.
10. Some attention should be given to the removal of certain fire hazards by installing fire escapes where needed and by equipping all buildings with chemical fire extinguishers. In this connection, it would be wise to change several outside doors so that they will open outward instead of inward. Exit doors opening inward constitute a definite fire hazard.
11. The program of painting and general renovation should be continued and walls of the classrooms as well as the window and door facings which are now painted in dark colors, should be painted in lighter colors.
12. Further attention should be given to better lighting in many classrooms.

13. Students should be constantly encouraged to cooperate more fully with the administration in keeping buildings and grounds attractive.
14. Teachers who occupy homes on the campus should assume added responsibility for making the grounds around the homes more attractive.
15. Buildings no longer suitable for occupancy should be removed from the campus.
16. Ample shop facilities for the vocational agriculture department should be provided under one roof.

As a concluding statement, the committee is of the opinion that the Itawamba Junior College and Agricultural High School is one of the most progressive and rapidly developing educational institutions in the state. We are convinced that no better job could have been done with the funds available.

SCHOOL STAFF AND ADMINISTRATION

The philosophy of the Itawamba Junior College and Agricultural High School embraces a desire to meet all of the needs of the youth and adult patrons in the community which it serves. The main function of the administrative staff and faculty of the institution is to coordinate a variety of services and activities into an educational program. To perform this function, a trained leadership is needed and an excellent faculty-- a must. The program should encompass activities and services that would meet the needs of the following groups of people:

1. Those high school pupils of Lee, Itawamba, and Monroe Counties who desire a high school education and are unable to obtain this type of education in their own home community.
2. High school graduates who desire to take a pre-professional course preparatory to entrance into a four year college or university.
3. High school graduates who desire to take a two year terminal course.
4. Non-high school graduates who need further education.
5. The adults of the community. Offerings should be made available to any interested adult group in the community. Any academic or terminal course should be provided these people. This would include both credit and non-credit types of work.

It is the opinion of this committee that the Itawamba Junior College and Agricultural High School have offerings which will fit into all of the above classifications. There is evidence that the administration and faculty is trying to make their philosophy a living and workable philosophy.

Another important phase of the cooperation between the faculty and administrative staff is the democratic process. Does the administration use

the democratic process in its relationships with the faculty? All evidence this committee was able to uncover definitely points toward democratic participation by the faculty and administration.

The aims and objectives of the Itawamba Junior College and Agricultural High School are in line with the total philosophy of the institution. The youth and adults of Itawamba, Monroe, and Lee Counties truly have a wonderful opportunity in the form of a community institution.

Commendations:

The Itawamba Junior College and Agricultural High School is to be congratulated on the following points:

1. The in-service training of the teaching staff is an excellent phase of the total junior college and agricultural high school program.
2. The mimeographed bulletin defining the duties of all of the administrative staff is an excellent record for present and future reference.
3. The full-time guidance program and the employment of a full-time guidance director are an effective part of the junior college.
4. The employment of a full-time community development coordinator and the initiation of a community development program is a unique phase of the adult education program. This program will touch a majority of the adults of Lee, Itawamba, and Monroe Counties which is largely a rural area.
5. The employment of a full-time industrial education instructor should enhance the vocational program.
6. The permanent records of the college are well-kept and are adequately stored in a fire-proof vault.
7. The permanent records of the high school are well-kept and adequate. They are stored in a steel filing cabinet in the registrar's office.
8. The Itawamba Junior College and Agricultural High School has an adequate staff and faculty to carry out its program. With few exceptions,

the faculty is well trained.

9. The President of the Itawamba Junior College and Agricultural High School is to be commended upon the excellent job he has done in leading the people of Lee, Itawamba, and Monroe Counties in establishment of the Itawamba Junior College. He is a recognized leader and administrator in the field of junior college education and the people of this section are indeed fortunate to have the services of such an able man.

Recommendations:

1. All faculty members should be encouraged to continue in their professional growth. The in-service training helps to achieve this goal. Class visitation, tours and trips are other ways in which a faculty can continue to grow and develop along professional lines.

2. The industrial education department should be encouraged to continue in its expansion program.

3. Since there is a felt need for an art curriculum, steps should be taken to establish an adequate art department by the employment of competent personnel.

4. More fire-proof storage space should be made available in the registrar's office for the storage of the valuable records of the registrar and business manager.

5. It is suggested that the Board of Trustees of the Itawamba Junior College and Agricultural High School investigate the salaries of Mississippi Junior College and Agricultural High School administrators and increase the salary of their chief administrator so that it would be comparable.

6. It is recommended that the possibilities of a single salary schedule be investigated and inaugurated in practical.

7. The committee recognized that, in any expanding institution, but especially in an institution with the vision of Itawamba Junior College and Agricultural High School, additional qualified staff members must be added as rapidly as financial ability will allow to meet the needs of the institution's objectives. The committee recommends therefore that the school's administration carefully note the recommendations of the committee in the special subject fields as to staff needs and add additional staff when judged feasible, practical, and expedient.