

Washington Senior High School
Student Handbook
1958 - 1959

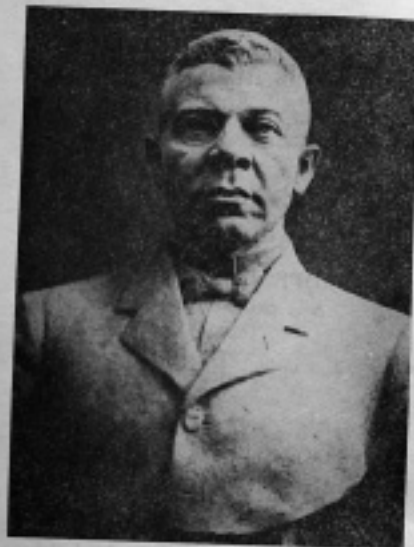


Booker T. Washington Senior High School
1201 South Roman Street
New Orleans, Louisiana

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BOOKER TALIAFERRO WASHINGTON

As seen in the Hall of Fame at the New York University Hall of Fame reserved only for men who have made great contributions in the service of mankind.

DEDICATION



To our esteemed and revered principal, Lawrence Doesmond Crocker, Sr., whose nonpareil administrative practices, keen insight, and sympathetic understanding made the great Washington High School what it is today . . . this **first Handbook** of Booker T. Washington Senior High School is lovingly dedicated.

—The Committee

FOREWORD



The purpose of this Handbook is to help new students in familiarizing themselves with the rules, traditions, and facilities of Washington High School so as to make their stay here pleasant and profitable.

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ambition might be rewarded.

After graduation, Washington taught for a short while at Malden, West Virginia, and later at Hampton Institute. Because of his outstanding accomplishments and achievements at Hampton, he was chosen in 1883 to organize a similar school for Negroes at Tuskegee, Alabama.

Upon arrival in Alabama, he got a horse and a buggy and traveled over the state in order to get first hand information on the living conditions.

Prior to Washington's arrival in Tuskegee, people looked to the "3 R's" of education, but Washington introduced and added the "3 H's"—education of the head, the heart, and the hand.

Booker T. Washington was an ideal father to his three children.

During his life, Washington had many honors bestowed upon him, among which was the Master's Degree conferred upon him by Howard University on June 24, 1896. This recognition was for wise leadership of his people. His fame as an educator has spread through the world. He was an excellent public speaker and traveled far and wide to address most audiences on the problems of the Negro. His works include "Up from Slavery" and "The Future of the American Negro."

The great works, the noble deeds, and profound thinking have served as monuments that have inspired the younger generation. Such maxims as "The individual who puts the most into life is the one who gets the most out of life"; "Character, not circumstances, makes the man"; "Freedom can never be given. It must be purchased," are but a

few of the quotations that best characterize Washington's deep philosophical thinking.

He gave much but asked for little. His last request was: "I was born in the South, I lived in the South, I will die in the South, and I want to be buried in the South."

THE HISTORY OF BOOKER T. WASHINGTON HIGH SCHOOL

Booker T. Washington Senior High School, New Orleans' first high school to provide on a large scale vocational education for Negroes, opened on September 6, 1942, with Mr. Lawrence D. Crocker, Sr., as principal. The physical plant, the faculty, the curriculum, and the type of student body of the new school interested greatly the people of the community, many of whom came to see the spacious million-dollar building, which occupied almost a city block at the corner of South Roman and Erato Streets.

Among the outstanding features of the physical plant were the cafeteria which accommodated 600 pupils at a time; an auditorium with a capacity of 1900 pupils; a small, but fairly well-equipped, library; first aid rooms for girls and boys; lavatories on each of the three floors, and fifty large, well-ventilated, well-lighted classrooms.

The faculty of Washington High School, originally included seven industrial arts teachers, eighteen home economics teachers, fourteen academic teachers, a ranking teacher, two co-ordinators, a counselor, and a counselor.

Session 1942-1943: This was truly a memorable year. The first reference made to the Washington High School by the Orleans Parish School Board was that the Washington High School should be made a comprehensive high school whose graduates would be issued high school diplomas, indicating that they had specialized in certain subjects.

Although objection was strong at the beginning to this type of school, as well as to the curriculum which provided that half-time should be spent in the trades, and half time in related subjects, more than 1600 pupils enrolled during September, 1942. This was an overwhelming number.

On January 28, 1943, B. T. Washington School graduated eleven girls and one boy, and in June of that same year, Washington School graduated its second Senior class of twenty-one girls and four boys.

Session 1943-1944: It was in the Fall of this year that the problems of building a new school became evident. The Second World War was making variable demands. The number of students was on the increase, and classrooms became overcrowded, creating a need for more space as well as for more teachers.

The situation was not at all alleviated at the close of the semester by the small number of students transferred to McDonough No. 35 High School. Nor did the graduation of fifty-three pupils in January help very much to reduce class loads. However, Washington High had something of which to be proud. Despite all this, the school graduated 140 students in June, 1944.

Session 1944-1945: During the early part of 1945, clubs were organized to take the place of the Victory Corps which had been discontinued. Despite these handicaps, Washington High continued to grow in every way. The sixty-five piece band had their uniforms; the choir was rebled; the football and the basketball teams were uniformed and equipped properly, and the following occasions had become Washington Senior High School traditions:

Mother-Daughter Banquet, Father-Son Banquet, American Education Week Program, Presentation of the "Messiah" at Christmas; Band Recital; Operetta; Athletic Council "Rog"; Athletic and Scholarship Award Assembly; Class Day Exercises; Senior Prom.

There was (near the close of this session) an influx of students, caused by the change in admission requirements to high school, which stated that pupils who had completed satisfactorily the work of the elementary school should be admitted to Washington High.

Fortunately, the school grew; so grew the Co-operative Club which served as sponsor of the school and which was composed of parents and patrons of the school. The interest of this body in scholarship, curriculum, etc., was most outstanding. It was voted in a regular meeting of the Co-operative Club that the Club award nine full tuition scholarships to the top ranking graduates of each school year. This objective was realized in time to make available the award to the graduating classes of January and June of 1945. The Club also made some effort at this time to improve the curriculum

for children who wished to continue their education after leaving Washington School. This increase was attributed to returning war veterans and pupils who no longer had employment which they had had in the World War II years. The Orleans Parish School Board stepped in and relieved the situation by providing relief through the announcement of a new unit, the Joseph S. Clark School, now called the Bell School, which houses hundreds of freshmen who would have been Washingtonians. With the housing facilities straightened out somewhat, the attention of the Cooperative Club centered again on the curriculum, but the club did not make much progress during this particular year.

Conforming to the new demands of the community, the Washington School, through its philosophy, has made the greatest possible contribution to the students and has managed to expand in many directions. Among its recent expansions are the addition of a complete course in Cosmetology with two competent instructors; the enlargement of the Commerce department and the Foreign Language department; and the addition of a school of Practical Nurse Training which made its debut in July of 1952.

WASHINGTON SCHOOL PHILOSOPHY

Because our country is no longer undeveloped, technological and scientific vocations no longer ignored, secondary education no longer limited to the select few, high school populations no longer a homogeneous group, the majority of high school students no longer entering college, democracy no

longer just a fact but a living experience, and because over a period of 50 years the high school population has increased from 3 percent to 75 percent of youth—secondary schools must change their aims and objectives in order to provide for the varying interests and abilities. This necessitates meeting the needs of each individual student through extensive and varied high school offerings which probably can best be implemented in a comprehensive high school with its own courses regardless of the student's academic career.

It is with this idea in mind that here at Washington we believe we should:

- study each pupil in order to learn his particular abilities, potentialities, and limitations and use them in determining his own program of studies;

- see that our school offerings be planned chiefly with a view to the discovered developmental and adjustment needs of its pupils regardless of their future academic plans; see that pupils be provided experiences which are valuable to them at the time they experience them;

- be responsible for the development of well-rounded pupils' personalities through exploration of pupils;

- regard individualities in terms of their social heritage and ability to fit into a broad pattern of social integration;

- decrease the gaps between junior high and high school, and between high school and college;

- see that democracy exists in the classroom;

- establish qualifications for leadership; encourage pupil activities to supplement the curriculum;

- provide trained personnel not only to help pupils and teachers to find and use materials needed in our study but also to feel a responsibility for stimulating leisure time and independent reading of pupils and teachers; see that the school library serves both school and community;

- see that one of the school's curricula is selected cooperatively by pupil and staff members; assume responsibility for assisting pupils in all phases of personal adjustment, including educational, vocational, social, religious, recreational, health, etc.,

- see that the teachers treat each pupil as an individual and assist him in achieving the maximum development of which he is capable in the given field;

- provide for the emotional, intellectual, and mechanical aspects of the pupils;

- see that the pupils are taught to recognize what is worth thinking about, as well as how to think; and

- see that we develop a definite type of training that will encourage personal and environmental cleanliness, proper decorum in public places, etc.

THE OFFICE OF THE PRINCIPAL

The office of the Principal may be described as a place where the particular business of school management is performed and where personal services are rendered to all—to the community in general; to parents, guardians, and their children; to teachers; to patrons, and to the central office. Thus, its ultimate aim is one of service—service which may vary in its form but which remains constant in its intention.

Pupils, especially, receiving its orientation services which help them attain the cultural benefits of the school, are assured of sympathetic understanding of their problems, and are admonished when it is for the good of their individual growth.

The office functions in a position of trust, and it shares an understanding of this duty it is to perform rather than in an opinion of prescribed authority.

THE AUDITORIUM

The Booker T. Washington Auditorium is a spacious brick building with a seating capacity of approximately 2,000, located on the corner of Earhart Boulevard and South Roman Street, which is adjacent to the school, with side entrances in the foyer of the school. It has a magnificent stage—richly decorated murals, and curtains, impressive in dignity and brilliance. Its polychrome lights give softness and exciting color to stage effects. The acoustics, and the sound system provide for the distinct hearing of all, even for the persons

far away from the stage. It is well ventilated and always immaculately kept.

This Auditorium is open for public meetings, other schools' programs, big band or orchestra concerts and recitals, demonstrations, out-of-school socials, church affairs, and other activities permitted there by the school board.

ADMISSION TO BOOKER T. WASHINGTON SENIOR HIGH SCHOOL

Booker T. Washington Senior High School is open to all students who have completed junior high school or who have completed the ninth grade in a senior high school operating on the 3-4 plan. Students may enter Washington High School upon completion of the ninth grade.

This school provides each student with those educational opportunities which will contribute toward his maximum development. Through wise and adequate counseling services, a program of studies is developed for each individual in keeping with his needs and abilities.

CLASSIFICATION OF STUDENTS

Pupils are classified by grades according to the following formula for senior high school:

UNITS	GRADE
4 1/2 — 8 1/2	Tenth
8 1/2 — 12 1/2	Eleventh
12 1/2 — 17	Twelfth

REQUIREMENTS FOR GRADUATION

Completion of 17 units of high school work including the following credits:

English	3 units
Social Studies	2 units
(U. S. History, one unit; Civics, one unit)	
Mathematics	2 units
Science	2 units
Health and Phy. Education	1 unit
Electives	7 units

The 17 units offered for graduation shall be so selected as to constitute three majors, or two majors and two minors. (A major is three or more units in a subject or closely related subjects in the same field. A minor is two units in a subject or in closely related subjects in the same field.)

THE PROGRAM OF STUDY

TENTH GRADE SUBJECTS

Masonry I	1 or II	Boys' or Girls'
Shoe Repair I	Homemaking II	Glee Clubs or
Agriculture I	Gen'l Shop II	Mixed Chorus
English II	Mech. Drawing	Voice Class I
Speech II	Woodworking II	Vocal Ens. I
Gen'l History	Metals I or II	C. Orch. I
Geography	M. Mech. I or II	C. Band I
Plane Geometry	Graphic Arts	Phy. Education
Biology	I or II	Health and
Fr. or Sp.	Art II	Safety II
Art App. I		

ELEVENTH GRADE SUBJECTS

English III	Motor Mech. III	Gen'l Music III
Speech III	Graphic Arts II	Music App. II
Pub. Speaking I	Masonry II	Boys' and Girls'
U. S. History I	Shoe Rep. II	Glee Club or
Algebra II	Agriculture II	Mixed Ch. III
Bus. Arith.	Art III	Vocal Ens. II
Chemistry	Art App. II	Voice Class II
Physics	Homemaking III	Junior Band I
Fr. or Sp. I or II	Cos. Therapy I	Junior Orch. I
Gen'l Shop III	Typewriting I	Phy. Education
Mech. Dr. III	Shorthand I	Health and
Metals III	Bookkeeping I	Safety III

TWELFTH GRADE SUBJECTS

English IV	Trigonometry	Gen'l Shop IV
Bus. English	Sr. Arith.	Mech. Dr. IV
Journalism	Fr. or Sp. II	Woodworking IV
Economics	Needlework	Gen'l Music IV
Sociology	Tailoring	Office Training
Solid Geom.	Com. Foods	Homemaking II
Metals IV	Shorthand II	of Music II
M. Mech. IV	Bookkeeping II	Voice Class III
Graphic Arts IV	Clerical Practice	Music App. III
Woodworking III	Business Law	Senior Band
Metals III	Boys' and Girls'	Sr. Orch.
Shoe Rep. III	Chorus IV	Phy. Education
Agriculture III	Vocal Ens. III	Health and
Cos. Therapy II	Fundamentals	Safety IV

THE HOMEROOM

A homeroom is a means of providing pupil-teacher contacts in a school. It is a unit of school organization under the direct supervision of a teacher known as the homeroom sponsor, and serves for four years as the school home of the student assigned to it for guidance and orientation of certain school routines.

As is the family to society, so is the homeroom to the school. Standards of citizenship in the school can be measured by those standards revealed in the homeroom. The homeroom is a guidance center that affects the emotional, educational, social, moral, recreational, vocational, and physical aspects of the personality.

In well organized homerooms, there is opportunity for the exercise of proper emotional development. There are many practical opportunities offered in the homeroom.

1. The pupil himself is the subject; activities are planned by him or in his interest to give him abundant opportunities for participation both as an individual and as a citizen of the room, the school, the city, and his country.
2. To develop the pupils morally, socially, physically by officers or members of the homeroom.

The objectives of the homeroom are:

1. To develop desirable pupil-teacher relationships.
2. To develop the pupils morally, socially physically, vocationally, and spiritually.

- To familiarize pupils with the history, traditions, aims of the school, and courses of study.

The homeroom must be organized and administered in order that its members may achieve success in the objectives for which it stands.

There are officers, representatives, and two types of committees—standing or permanent and temporary.

SCHOOL RULES AND REGULATIONS

THE SCHOOL DAY

Here in the Booker T. Washington Senior High School, the school day officially begins at 8:40 a. m., and ends at 3:30 p. m. There are six class periods of sixty minutes each. Each student is permitted to carry a six-course, one-hour period schedule.

ASSEMBLY TIME AND LINE FORMATION

The assembly time for Washington students is 8:40 a. m. On days when the weather is clearest, remain on the campus until the bell sounds for "line formation"; on inclement days, pass into the recreation area and await the sounding of the bell.

On sounding of the bell, pass quickly and orderly to the place designated for your homeroom.

TARDINESS AND TARDY-ROOM

It has been said that those who are five minutes late do more to upset the order of

the world than all the anarchists. Students should make special efforts to be punctual in arriving at school and for every class. Pupils are tardy if they are not in their homeroom at 8:40 a. m. Pupils who are tardy after 9:00 a. m. must report directly to their homeroom before going to any class for recitation or study.

Pupils who are guilty of unexcused tardiness must remain one hour after school in the tardy room designated for their homeroom.

EXCUSES TO LEAVE SCHOOL

No pupil is allowed to leave the school before the regular dismissal time, 3:30 p. m., or the end of the pupil's regular school day. To leave school before the regular dismissal, pupils must file as soon as possible during the homeroom period the request for excuse on Form 28, to which has been attached a written request from the parent or guardian. No request for excuse will be considered if made after that time, except for emergencies. Only three excuses to leave school before 3:30 p. m. will be granted during a given term unless subsequent requests are made in person by the parent or guardian.

CAFETERIA SERVICES

The cafeteria is a social setting where a pupil must take care not to spoil the good time of these about him.

The cafeteria is situated on the first floor. It has a seating capacity of five (500) hundred.

There are tables with chairs to each table. Well balanced hot meals are served to pupils and teachers at cost. The preparation of lunches is under the direction of the Lunch Department of the Orleans Parish School Board.

There are two one-half hour lunch periods—12:00 to 12:30 and 1:00 to 1:30. Pupils whose 4th period class is in an academic classroom on the first or the second floor, pupils who go to Physical Education at the 4th period, and all pupils in T and I Shops dine during the first lunch period.

The second lunch period commencing at 1:30 is for pupils in Homemaking laboratories, those in Vocational Agriculture Shops at the 3rd and 4th periods, and all pupils in academic classrooms on the 3rd floor during the fourth A period.

CARE OF SCHOOL PLANT AND SCHOOL PROPERTY

Part of one's debt to the public is careful treatment of public property. That which belongs to every one should be abused by no one.

Grounds free from debris and paper, halls orderly and clean, rooms attractive to enter, are signs of a well organized school and the "hallmark" of good citizenship. Moreover, these are the responsibilities of all loyal Washingtonians.

Pupils must sign a receipt for state-owned

and on their return to the classroom.

Gongs for Fire Alarm

Four Sharp Rings followed by
One Long Ring (pupils pass out of building quietly and quickly)
One Short Ring (pupils return to building)

Air Attack Alarm

- In the event of an "air-attack alarm," teachers will instruct pupils in their rooms to move quickly and orderly to the shelter area for the room concerned, as follows:

- Agriculture Building: Classes in Agriculture I and II: In corridor adjacent to their rooms
- All First Floor Classes: In basement shops with B-1 and B-0 Groups
- All pupils in Physical Education classes who are on the Campus will go to the Shower Rooms for their respective sex
- All pupils in Second and Third Floor Classes: In corridors adjacent to their rooms.

- The pupils should kneel on the floor, away from openings, in such a manner as to shield their face and neck with their arms. They are to remain in that position until the "all-clear" signal is given; after which they will return to their classrooms, or other activities as the case may be.

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Pupils must sign a receipt for state-owned

textbooks issued to them. The book must be returned at the designated time in reasonably good condition, ordinary wear and tear allowed.

Pupils who do not return their books or who return books damaged unreasonably must pay for them. Failure to pay will deprive the pupils of the use of any state-owned books.

BELLS, BUZZERS, FIRE ALARM,

AIR ATTACK, GONG

Pupils should notice especially the warning bell for the close of a period and the tardy bell for a succeeding period.

8:40 Formation of Lines

8:43 Passing of Lines

8:45 Beginning of Homeroom Period

8:48 Tardy

8:57 Warning of Close of Homeroom Period;
Use of Lockers

9:00 Close of Homeroom Period; Beginning
of First Period

9:03 Tardy for First Period

9:57 Warning of Close of First Period

10:00 Close of First Period; Beginning of
Second Period

10:03 Tardy for Second Period

10:57 Warning of Close of Second Period

11:00 Close of Second Period; Beginning of
Third Period

11:03 Tardy for Third Period

11:57 Warning of Close of Third Period

12:00 Close of Third Period; Beginning of
Fourth-A Period; Lunch Period

- 12:08 Tardy for Fourth-A Period
 12:25 Warning of Close of Lunch Period for Section One
 12:30 Close of Lunch Period for Section One; Beginning of Fourth-B Period
 12:35 Tardy for Fourth-B Period
 1:00 Close of Fourth-A Period; Beginning of Lunch Period for Section Two
 1:25 Warning of Close of Lunch Period for Section Two
 1:27 Warning of Close of Fourth-B Period
 1:30 Close of Fourth-B Period and Lunch Period for Section Two; Beginning of Fifth Period
 1:35 Tardy for Fifth Period
 2:27 Warning of Close of Fifth Period
 2:30 Close of Fifth Period; Beginning of Sixth Period
 2:35 Tardy for Sixth Period
 3:30 Close of School Day; Dismissal.

Buzzer Signals

- One—Principal
 Two—Head Custodian
 Three—Announcement via Public Address System
 Four—Followed by Gong—Special Assembly in Auditorium.

Fire Alarm

At the fire alarm, pupils should listen attentively for instructions from their teacher and must heed them strictly. Should a fire drill be ordered, pupils must move quickly and orderly along the line of march to their destination.

and on their return to the classroom.

Gongs for Fire Alarm

Four Sharp Rings followed by
 One Long Ring (pupils pass out of building quietly and quickly)
 One Short Ring (pupils return to building)

Air Attack Alarm

A. In the event of an "air-attack alarm," teachers will instruct pupils in their room to move quickly and orderly to the shelter area for the room concerned, as follows:

1. Agriculture Building: Classes in Agriculture I and II: In corridor adjacent to their rooms
2. All First Floor Classes: In basement shops with B-1 and B-2 Groups
3. All pupils in Physical Education classes who are on the Campus will go to the Shower Rooms for their respective sex
4. All pupils in Second and Third Floor Classes: In corridors adjacent to their rooms.

B. The pupils should kneel on the floor, away from openings, in such a manner as to shield their face and neck with their arms. They are to remain in that position until the "all-clear" signal is given; after which they will return to their classrooms, or other activities as the case may be.

Gongs for Air Attack Alarm

Ten Short Rings (Pass to Shelter Area)
 One Long Ring "All-Clear" (Return to Classrooms).

ATTENDANCE

Pupils must have a reasonable excuse for absence and tardiness. Excessive absence or tardiness makes it difficult to maintain a good scholastic record. Students should be in class the day school opens in the fall and stay in attendance until the day school closes in June. In order to earn full credit pupils must attend school at least 140 days each year.

Absence due to illness or other justifiable causes must be certified in writing by parent or guardian.

TARDINESS

Pupils are considered tardy when they arrive in homerooms after 8:45 a. m., and consequently are sent to the "Tardy Room" from 3:30 to 4:30 p. m. on the day of tardiness. In cases where reasonable excuses are offered, due consideration is given, and adjustment is made.

EXCUSES

Washington High School permits those who bring written requests from parents to fill out (on ink) a Form 23 (request for excuse), stating the reason for desiring the excuse before the close of the school day, and signing the name, address, and parent's name. Then the homeroom teacher signs—either recommending or not recommending same. The Principal, who has final say on this, receives the Form 23 and signs it—either granting or not granting it, according to his best judgment.

PASSES

Passes are issued to pupils for special campus privileges. Students must not leave the school grounds at noon or during school hours except by special permission from the principal.

Early dismissal from school will be granted only in cases of illness, or upon written request from the parent to the Principal for the privilege of early dismissal on a specified day and at a specified hour.

A pupil leaving the school grounds at any time without permission from the office suspends himself automatically. Reinstatement is made only after a conference between the parent or guardian and the Principal or Assistant Principal.

LUNCH PASSES

Passes issued to pupils for special campus privileges (i.e., entering the grounds after roll call or leaving the grounds for lunch) are to be carried by pupils while at school and are subject to inspection by any teacher, pupil traffic officer, or door monitor.

Lunch passes are issued only to those pupils who live within walking distance of the school, to the adult students, and to members of the class in practical nursing. Applications for lunch passes are filled out at the desk of the Student Council Advisor. A pupil shall use the pass for no other purpose than that for which it is designed. Passes are not issued to permit pupils to lunch at the homes of friends. Violations of the conditions of the pass result in the forfeiture thereof.

MARKS AND MARKING SYSTEM

GENERAL STATEMENT

- A. All marks must be recorded numerically in the special roll book.
- B. The general recitation mark shall consist of the absolute recitation mark plus the note-book mark and the mark for special reports, etc., considered, pending the assignment of a special weight, as a daily grade. The absolute recitation mark, by days, shall be recorded in multiples of the decade from zero to ten (0-10).
- C. The scholarship mark for the trimester shall consist of seventy-five (75) percent of the general recitation mark plus twenty-five (25) percent of the trimester's examination mark.
- D. Note-book marks, special report marks, and examination marks shall be recorded in special columns so labelled.

DEFINITIONS AND EXPLANATIONS

- A. The general recitation mark is that mark which represents the pupil's complete contribution to the work of the class as represented by answers to formally posed questions, by evidence of his preparation for and comprehension of the day's assignment, and by his general attitude in cooperating to the end that the day's objective be satisfactorily accomplished.
- B. The absolute recitation mark is that mark which represents the teacher's evaluation of a pupil's response to a question formally

ally posed to test his preparation and comprehension of the lesson assigned.

- C. A pupil having an excused absence, after consultation with the course teacher, will be given an opportunity to make up the test work.

STANDARDS FOR RECITATION MARKS

- A. A mark of 10, though possible, is not likely as a rule because it requires absolute perfection in the factors discussed below under the other marks.
- B. A mark of 9 is to be accorded the pupil who meets the following requirements:
 1. Knowledge of the subject-matter:
 - (a) Memory and thought questions must be answered intelligently, with no help from the teacher.
 - (b) Outside information must be supplied; there must be active participation in the discussion by volunteering to furnish information requested of another pupil who failed to supply it, or by elaborating on the recitation of another pupil.
 - (c) Written work must contain statements that are concise, clear, and to the point; and must show painstaking care in wording, form, spelling, thought, punctuation, etc.
 2. Preparation of subject-matter:
 - (a) Daily assignment must be complete and done thoughtfully.

- (b) Written work must be handed in on time.
 - (c) You must be able to work alone, following directions of the assignment as an outline.
 - (d) Study must be used to best advantage.
3. Attitude:
 - (a) You must be attentive and enthusiastic.
 - (b) You must cooperate fully with your teacher in promoting efforts to accomplish satisfactorily the day's objective.
 - (c) You must show due regards for the rights of others.
 - (d) You must show initiative, imagination, and creative ability.

- C. A mark of 8 is to be accorded you when you meet the following requirements:

1. Knowledge of the subject-matter:
 - (a) Answer must be well directed and very nearly complete.
 - (b) Written work must be brief and clear, showing carefulness in form, wording, thought, spelling, punctuation, etc.
 - (c) You must be able to work during a study period without assistance.
 - (d) You must use study time to advantage by following directions.
3. Attitude:
 - (a) You must be attentive.
 - (b) You must show good team work.

- (c) You must show some initiative.
- D. A mark of 7 is to be accorded you when you meet the following requirements:

1. Knowledge of the subject-matter:
 - (a) Answers are irregular and not too well directed in thought.
 - (b) Leads or assistance by teacher is necessary to complete the recitation.
 - (c) Written work incomplete so far as inclusion of all the important facts is concerned.
 - (d) Not very careful in written work.
 2. Preparation of subject-matter:
 - (a) Daily preparation incomplete by not having had sufficient time devoted to it.
 - (b) Written work handed in late (within one school day, however).
 - (c) Time not used advantageously because of difficulty in following directions of the assignment.
 - (d) Requires much assistance in preparation of assignment.
 3. Attitude:
 - (a) Attention passive.
 - (b) Little regard for team work.
- E. A mark of 6 is to be accorded the pupil who meets the following requirements:
1. Knowledge of subject-matter:
 - (a) Very irregular in answers, thoughtful questions asked infrequently.
 - (b) Detailed questions by teacher necessary to complete a recitation.
 - (c) Written work contains less than

...the... of the... have
and show little effort to obtain
proper form, spelling, thought, etc.

3. Preparation of subpamphlets:

- (a) Not prepared daily and weekly in complete.
- (b) Written work handed in later than one school day after date due, but not more than three school days.
- (c) These poorly spent, unable to follow proper directions.
- (d) Neglects much attention to preparation of assignment.

4. A mark of 2 or less is to be awarded a pupil who:

1. Makes little effort to respond.
2. Fails to hand in written work.
3. Gives no answer to questions.
4. Hands in written work very carelessly done.
5. Makes no effort to make up work but because of absence.

5. A mark of zero (0) is to be awarded a pupil who has unexcused absence recorded against him.

6. Three (3) cases of decreased tardiness during a "month" or a trimester shall be reported to one (1) decreased absence.

REPORT CARDS

Report cards are issued every six weeks, making a total of six reports for the school season. Parents are requested to sign these cards, and pupils are required to return them to their homeroom teachers

at the third school day after business days passed at the month.

The report card contains space for scholastic grades, which are given to economics, citizenship rating, according to a scale on the card, conduct, in letters (A-B-C-D-F).

Report cards are issued to students one week after the close of the trimester.

EXTRA-SCHOOL AIDS

Extracurricular aids are used as a teaching tool or supplement to attitude and civility classroom work and laboratory experiments. They are useful as memory aids and as a way to attract students to new subjects. These aids are used after the lessons have been presented and explained.

PUBLICATIONS

THE WASHINGTONIAN

"The Washingtonian" is the name of our school newspaper. The purpose of this periodical was to bring to the student body the latest and best information relative to the interests and activities of the school; to learn to express opinions in writing; to bring about good school and learning environment; to develop school spirit, citizenship, and brotherhood relationships. This newspaper, a project of the English Department and the Journalism class, is studied by pupils and teacher alike. The content and the paper provide pupils with a better understanding and appreciation of the daily newspaper and its function in everyday life, and develop the

pupil's ability to write editorially and creatively. "The Washingtonian" is issued to pupils every month.

THE YEARBOOK

The Yearbook is a permanent and permanent record of pupils in their classroom, of faculty members, of shops and machines in operation, of school social events, and of any activities which in the future would interest pupils of their days at Washington High. It is published once a year and sold to students and teachers at a nominal cost.

THE STUDENT HANDBOOK

The Student Handbook is a publication issued by the school. Its chief aim is to give pupils the school Washington the information needed to order to make a day here most enjoyable and profitable. It is a school guide and information source containing all the things which will serve as a great incentive toward bettering and practicing the ideals of our school.

THE DAILY BULLETIN

The Student T. Washington School Bulletin is published by the principal of the school. It contains among other things announcements of meetings, tests, special events, results of the pupils' elections, lost and found articles and the names of absent and dropped pupils. This publication is delivered during the third period of the day and portions pertaining to pupils are read to them at that time.

ASSEMBLIES

Assemblies are held regularly on Tuesday through out the school season.

It is the aim of the Building Council to make assemblies an educational experience and present balanced programs in which opportunity is given to talented pupils to perform, clubs and departments to present work done by them, the officers of the Student Council to make campaign speeches and hold installations.

Since neatness and respect shown to the people on the platform are prominent marks of school spirit and traditions toward which Student T. Washington Junior High School strives, the students are urged to remember certain necessary regimen marks and public courtesies:

1. Attending assembly is a privilege.
2. Assembly exercises begin at 11:30 a. m. and all students should be seated and quiet by 11:35 a. m.
3. Each student should make himself responsible for seeing that there is no audible talking, business laughter, or unnecessary walking.
4. Applause should be brief and sincere.
5. Pupils must go to the auditorium only when accompanied by their teacher.

THE STUDENT COUNCIL

The Student Council is not just another school club. It is the most important organization in the whole school because, through it, pupils share in

school management. The Council is the one organization that truly represents every student interest.

The Student Council here understands the limitations of its power. There are certain responsibilities which are delegated solely to the Council and certain ones which it shares with staff and administration.

The Council strives to maintain a balance of friendly cooperation and understanding between the faculty and students and a similar cooperative spirit within the Council itself.

All members of Washington School student body are privileged to join the Student Association, the legislative body of which is the Student Council. This group consists of an elected representative from each of the homerooms in our school.

A committee on nominations, appointed by the president, usually in May every year, meets at the opening of the school year and selects a slate of nominees to fill the offices of president, first and second vice-presidents, secretary, treasurer, and sergeant-at-arms. Pupils may be nominated for these offices by any homeroom or any group of pupils with signatures of at least fifty pupils. These officers are elected by majority vote from the school-at-large at a designated time, usually in October.

Certain requirements for the various offices are stated in the Constitution.

The election is usually a highlight of the school year with presentation of candidates at a special assembly, speeches, etc., and finally election day

and publication of the results of the election. An impressive installation ceremony is held in our auditorium.

The purpose and aims of our Student Council here at Washington are many. To name a few:

1. To develop attitudes of and practices in good citizenship by having:
 - a. knowledge of how a democracy works;
 - b. respect for authority;
 - c. training as both leader and follower.
2. To promote better relations throughout the school by:
 - a. improving teacher-pupil relationships;
 - b. being of help to the faculty at all times by wholeheartedly cooperating during the entire year and participating in activities.
3. To improve school morale by:
 - a. sponsoring "Appreciation Day";
 - b. encouraging good conduct at games, in assemblies, at all activities;
 - c. urging all students to participate in school activities;
 - d. sponsoring "Keep-Washington-Clean" campaigns;
 - e. having charge of and carrying out in a democratic way all elections in school: Miss Becker T. Washington, Queen of Spring, etc.
4. To provide an opportunity for student expression by having open student council meetings, suggestion boxes, panel discussions.
5. To create a respect and ambition for higher scholastic attainments by encouraging and

working with the scholarship committees in the homerooms.

6. To help perpetuate school traditions and customs, particularly in our code of behavior, mode of accepted attire for girls and boys at Washington School. (Note that all boys wear ties, and girls wear socks or stockings. Neatness is a must).

Members of the Student Council meet once a month for business and special reasons with the approval of their advisor. Members actively participate in school service as door monitors, Christmas tree decorators, assistants in distribution of Thanksgiving baskets. Members are ready to serve whenever called upon, even to assist new pupils to adjust themselves to the school family, to act as guides for visitors; to usher at various assembly programs; to guide freshmen about the building on Orientation Day.

The five standing committees are: legislative, executive, finance, program, and duty. These committee chairmen and the elected officers make up the steering committee which acts as a liaison group between the student body and the faculty. This committee is forever on the alert to stimulate healthy school spirit, loyalty and pride, and to encourage students to accept and discharge responsibilities to teachers, school, and community.

The Student Council sponsors a budget and a magazine drive. Fees of 50c for budget and 30c for magazines are paid in the homeroom and money is reported to Student Council and credited to the homeroom record. A record by homeroom

of dues paid is made to the principal at the end of the school year.

A faculty advisor, appointed by the principal, advises and gives guidance to the Student Council. The advisor is present at all meetings with all committees.

The Student Council sponsors an annual dance usually in the Spring.

Our Student Council is a member of the National Student Association and a charter member of the Second District Council Association (New Orleans).

THE COOPERATIVE CLUB

The Cooperative Club is an organization similar to the P.T.A. Its membership includes, in addition to parents and teachers, any persons in the community interested in educational and school improvement.

THRIFT PROGRAM

Washington School participates in a school savings plan which provides an opportunity for every child to save and to learn banking procedures by dealing with a bank in the community.

As little as five cents will open an account.

SCHOOL ETIQUETTE

Booker T. Washington is a miniature world in which the student has a chance to find out how he will fit into a larger world later. For this reason, whether he is school bound, on the school campus, inside the school, or at a game, his behavior should reflect an understanding of citizenship in a larger world.

QUEEN OF SPRING

The Queen of Spring is always a member of the Junior Class and is elected by popular vote of the student body. Her Court consists of four maids—two seniors, one junior, and one sophomore. The King of this court is selected from the Queen's homeroom class. These royal leaders reign over the Operetta in their royal regalia.

OPERETTA

The Operetta is the most spectacular event of the school year, and is under the direction of the Music Department. However, every department in the school cooperates in making this activity a success.

MUSIC FESTIVAL

During the 1967-1968 school session, the Booker T. Washington Music Festival was introduced. The aim of this program is to develop in young people a love and an appreciation for good music. This is sponsored by the departments of Music, Physical Education, and Speech.

HOLIDAYS

October (date not fixed)—Business Education Day.
November 1—All Saints Day.
November 11—Veterans Day.
November (Last Thursday and following Friday)—Thanksgiving Day.
December 24-January 1—Christmas Vacation.
*March ——— Holy Thursday and Good Friday.
First Friday of May (half day)—Founders Day.
June (date not fixed)—Summer Vacation Begins.

*Easter is celebrated on the first Sunday after

the full moon which occurs on or next after March 21 and is therefore celebrated between March 21 and April 25, inclusive.

AMERICAN EDUCATION WEEK

American Education Week is observed during the week in which Veterans Day, November 11, falls. Originating in 1939, it is introduced annually by proclamation of the President of the United States and governors of the states. The week of activities sponsored by the National Education Association in cooperation with the United States Office of Education and other groups, provides an opportunity for the public to get better acquainted with the program of our school.

LOCKERS

Lockers for your convenience are located in the corridors on each floor of the school. These lockers are assigned to pupils near their homerooms.

A donation of \$2.50 to pay for the combination lock is asked of each pupil desiring a locker. Upon payment of this fee the student is entitled to use of the locker until graduation.

Schedule for use of locker:

- During homeroom period.
- Lunch periods.
- Dismissal from last period class before close of school.
- After school.

PART III — DEPARTMENTS

AGRICULTURE

The Department of Agriculture includes landscape gardening, green house management and operation, plant propagation, nursery operation, and soil study. This is a three-year course of two hours each day of the session, for which twenty points per year are gained. During the last semester, the senior boys go to the local nurseries for practice for which they receive a minimum wage and their school credits at the same time.

Scholarships to such colleges as Southern, Grambling, and Tuskegee are available for the best all-round students.

ART

Down through the ages man has attempted to satisfy his innermost feelings through artistic expression. Art is increasingly becoming a part of everyday living rather than an aesthetic matter reserved for a few. The art program at our school provides for the interests of three types of pupils: the pupil who is interested in art or crafts as a creative and enjoyable hobby; the pupil who wishes to satisfy his curiosity about art as a cultural heritage; and the pupil who desires to explore the field of art in order to determine whether he has sufficient talent to seriously consider art as a vocation. The activities of the art department include most of the school's activities throughout the year.

COMMERCE

Commercial education is a type of training which

helps to achieve all the aims of education at any level of learning. Here at Washington High School, it has for its primary objective: personal use. It also attempts to lay a foundation which students may wisely choose—a field for concentration as a preparation for a college business education curriculum.

In our commerce department, emphasis is primarily directed to work which will develop skill in shorthand, typewriting, bookkeeping, and clerical practice.

In the shorthand course, emphasis is placed on a thorough study of fundamental principles and techniques of Gregg Shorthand. Attention is given to reading and writing shorthand. This course comprises intensive practice in taking dictation and transcribing at a reasonable rate of speed at the typewriter.

The primary aim of the typewriting course is to acquaint students with the function and operation of every part of the typewriter in order to produce skill in the use of the machine. The work covers keyboard practice, writing simple letters, and continuity of writing with emphasis focused upon the development of accuracy and speed.

In bookkeeping, you are given a knowledge of the subject as it applies to ordinary business services. An understanding of business and its operation is developed through the actual handling of business papers, business records, and business reports. It also includes the maintenance of household or personal accounts.

Clerical Practice is given to help the student to build production skills. This course is composed

of general office practice and household or personal accounts. This course is given to help build production skills. It is composed of general office practices such as filing, duplicating, and other office procedures. A working knowledge of the basic office machines is given. Much attention is given to helping develop an understanding of the type of relationships that should exist within and among offices of a firm or institution.

ENGLISH

The Department of English, or language arts, consists of four full courses in English (including reading, writing, spelling, speaking, and listening), Speech, and Journalism.

Through these courses you are encouraged to develop self-expression as a result of effective thinking, convincing speaking, and attentive listening. To make your lessons more farciful, your instructors will employ such teaching aids as moving pictures, slides, radio, television, pictorials, maps and charts; auditorium assemblies; textbooks and libraries; research; oral and written assignments; trips and excursions; debates and forums; various activities pertinent to your educational growth.

In this work you will find that the best literary models are used, but the work is practical. Oral composition and creative work occupy an important place in the language arts curriculum.

SPEECH

The course in Speech gives fundamentals in oral communication by teaching when, how, and why not to speak. It includes freedom of expression and it assigns pupils prepared speeches; a study

of the world's great speeches; some pantomiming and mimicking, and all sorts of facial exercises and tongue twisters. This course aims at thinking, reasoning, then speaking in the choicest diction.

JOURNALISM

The course in Journalism is a beginning journalism course which gives an insight into the problems involved in newspaper writing. To this end, pupils study the meanings of newspaper terms, the parts of a newspaper and its contents; make comparisons between local newspapers and other from various parts of the country; study the meaning of "freedom of the press"; publishing a school newspaper.

"The Washingtonian" to which this student body subscribes is the school's newspaper.

FOREIGN LANGUAGES

Becker T. Washington High School offers for your education and culture courses I and II in French and in Spanish. The courses in French are organized to enable students to express their ideas freely and naturally in simple conversational French. Phonograph records in both French and Spanish are used to help pupils hear the stressed pronunciation and to encourage pupils in vocabulary building.

Inasmuch as New Orleans is a center for French and Spanish culture, and inasmuch as the Vieux Carré, with its interesting landmarks, perpetuates the history, background, and customs of New Orleans, restaurants, streets, and buildings bear markings of tradition under French and Spanish influences. These facts offer an interest in your learning to speak, to read, and to understand a

foreign language.

So also do the Spanish courses have great appeal to pupils who would like to be able to talk with their counterpart in Spain or Spanish-America. Practice in everyday phrases used by the Spanish teenage boy or girl is stressed. This school provides you with some idea about the culture and customs of our Spanish-speaking neighbors and brings you in contact with some of the finest examples of pure lyric beauty in the literature of any tongue.

Washington School foreign language department tries to help you communicate ideas, wants, needs, and sentiments befitting your environment; to prepare you to go into the world with assurance and self-confidence and with respect for international interests and relations; it shows you the influence of certain foreign cultures upon the development of our local viewpoints, ideals, and aspirations. Pupils going to college from Washington need two units in one foreign language.

GUIDANCE

Pupils, you will find that our guidance services are a series of organized activities designed to give you systematic aid in solving your many problems and in making adjustments to various situations which you must meet. These activities assist you in knowing yourself as an individual and as a member of society; in making the most of your strengths and in correcting and making up for weaknesses that retard you; in learning about occupations so that you may intelligently plan and prepare, in whole or in part, for a career; in learn-

ing about available educational opportunities; and in discovering and developing creative and leisure interests.

Occupational guidance is designed as a guide to the attainment of successful and satisfying careers. Because such careers are attained through wise planning, adequate preparation, and sustained effort, your task is to match opportunities for work and service with individual interests and abilities. Information is given on how to get and keep a job, and on anything else pertinent to your occupational interests.

Finally, the guidance department aims at providing you with many opportunities for good mental, physical, and spiritual health; developing interests and hobbies, and, in a word, assisting you boys and girls in solving your problems in a manner most satisfying to you.

CAREER DAY

Career Day, as planned by the Counselors, offers each student an opportunity to question an expert in the various fields about any and all special requirements as well as to obtain general factual information about a particular vocation, about the working conditions under which a person must live, the chances for advancement and in-service training and innumerable other items of importance to a possible new entrant.

As the emphasis changes from year to year, new fields of endeavor may open up in response to student need and student requests so that current student interest is always a strong factor in setting up the groups for consultation.

Because each student, in the course of his three years, has an opportunity to study the possibilities of three fields, it is strongly urged that he choose a different field each year just to make sure that he does not want another field, as well as to convince himself that he has chosen the right one for himself.

On this annual occasion, specialists in many fields, both those requiring college or other training after high school days and the so-called non-professional activities that either require no additional training or short-term training, spend the afternoon in clinics counseling students about their chances for success in the vocation of their choice.

HOMEMAKING

Homemaking is a live subject, for it touches every phase of daily living, the problems and joys of both the present and the future.

The great and all-embracing objectives of this study are: to impart an awareness of the tremendous value of a good home in the life of an individual; to develop good habits in work and orderliness; to create a desire for attractive personal appearance and good grooming; to cultivate the ability to plan, select, and make simple, fancy, and tailored garments. The materials used come within the experience of young people in accordance with their interest and responsibilities both at school and at home in matters pertaining to good manners and courtesy; the wise selection of food; marketing; preparing and serving meals; and planning for special occasions.

—An interest, appreciation, and skill in every bit of know-how and progress in getting along with others, are steps toward achievement of the great goal in homemaking.

Boys as well as girls need homemaking education, for homemaking is the business of all members of the family.

THE LIBRARY

Washingtonians:

Greetings from the Library Staff! We extend to you an invitation to make full use of the library services.

The library schedule is as follows: Monday thru Friday, 8:00 a.m. to 4:00 p.m., including both lunch periods.

Location: The library is located on the third floor, Rooms 301-303. The entrance and exit are through door 302.

Arrangement: Non-fiction books are classified according to the Dewey Decimal System and are arranged in clockwise order. Fiction books are arranged in alphabetical order according to the author's surname.

Decorum: The library is a storehouse of information. "It is a service agency, a book center and a reading center." For this reason, students are expected to use the library to gather information, to do research, and to explore their interest through books and related materials. All personal belongings are to be stored on the trays under the chairs so that the surroundings will always be neat and conducive to good study habits. When it becomes

necessary to converse with your neighbor, please speak in a quiet voice.

Loan Services: Books may be borrowed for a seven day period, except reference books which are used in the library and reserved books which may be borrowed at the end of the school day for overnight use only.

Vertical File Services: Vertical file materials include pamphlets, clippings, and pictures. These materials are restricted to library use with exceptions made for classroom use and exhibitions.

Reference Books: Reference books are noted with an "R" above the call number. They consist of encyclopedias, year books, handbooks, and documents on a specific subject or on many subjects. These books are restricted to library use.

Reserve Service: Reserve service is organized so that the maximum number of students may have access to a minimum number of books. Placed on reserve at the request of a teacher, these books are to be used in the library during the school day, or in the classroom upon the teacher's request.

Delinquent Loans: A fine of two (2) cents per day is charged on overdue books. Students will be notified three times, after which it will be assumed that the book is lost. Lost books should be reported immediately to the library staff. The borrower will be charged with the cost of the book and an additional fee of twenty-five cents for postage and processing.

Readers' Guidance: Librarians are available to assist the students in locating materials, to give individual instructions in the use of the card catalog,

and to help the students make full and appropriate use of the library services.

MATHEMATICS

Pupils, you are living in an age of mathematics to such an extent that, without mathematics, modern life would be incomplete. To meet your ever-increasing needs of mathematics, the following courses are offered in Booker T. Washington Senior High School: General Mathematics, Algebra, Plane Geometry, Trigonometry, Solid Geometry, and Senior Arithmetic. The general mathematics course develops your ability to solve everyday problems accurately and speedily. The courses in algebra develop ability to understand reading in current literature containing algebraic statements, facts, graphs and tables.

In plane geometry pupils develop an appreciation and an understanding of the environment in relation to geometry.

In solid geometry you develop an appreciation of the use of solid geometry in industry, nature, and art.

Trigonometry equips you for the practical utility of trigonometry as found in many fields such as engineering and surveying. The course in senior arithmetic assists you in preparation for the problems of living and it develops ability to recognize, analyze, and solve problems in life situations.

The major objectives of these courses are:

1. to give you a mastery of those phases of mathematics which are necessary for living in your environment and for your vocation;

2. to enable you to recognize mathematical situations so that you may refer them to a specialist if you are unable to solve them.
3. to give you knowledge of the elements of mathematics which will serve as a basis for more advanced courses in mathematics;
4. to develop your appreciation of the mathematical nature of the universe and the value of mathematics as a tool for solving the problems of our environment;
5. to show the place of mathematics in the lives of mankind, past and present.

The mathematics requirement for high school graduation is two units. Most colleges and universities require that college freshmen bring with them one unit in algebra and one unit in plane geometry.

MECHANICAL DRAWING

Mechanical drawing is the universal language of industry. It consists of a method of expressing thoughts in a graphic form by a series of views arranged according to a definite system, with figures added to tell the sizes. While mechanical drawing is a necessary part of the education of the engineer and the scientist, it is also an important part of the language of every well-informed person.

MUSIC DEPARTMENT

Through its course in general music, mixed choir, and the operetta series, the music department serves as a cultural center of our school. The course in general music is designed to orientate you to the whole subject of music, to give you a

clear picture of the language of music, and to present some rudimentary lessons in the understanding of musical elements, thus stimulating the appreciation of music.

The Mixed Choir affords you an opportunity to develop and to use your voice in order to make it an instrument of beauty and vocal flexibility. You learn good stage poise, sensitive interpretation of a song, fundamentals of good directing, and thus you are prepared for a possible career in music.

In its operetta series, our high school performers have been praised highly and compared, upon occasions, with professionals.

INSTRUMENTAL MUSIC

Instrumental music is always a pleasure to both the musician and the listener. Our band is justly a great source of school pride because of the high calibre maintained through the years in both training and musicianship. The marching and concert bands provide an outlet for those pupils who are interested in playing a musical instrument. Through participation in the band a pupil learns the meaning of discipline and cooperation. He enjoys the fellowship of others sharing his interest. He enjoys the thrill of familiarity with great music and musicians. Last but not least, he is provided with the opportunity to discover his own musical talent, whatever it might be, and possibly give thought to a career in music. The band participates annually in the Music Festival, the Band Concert, the City-Wide Band Festival, performs at football games and many civic activities throughout the state.

PHYSICAL EDUCATION, HEALTH, AND SAFETY

Physical Education and Health must be elected by everyone. A student who fails a course in physical education is required to repeat that course in the first term following the failure. All students are required to wear gym suits during physical activity periods. Girls are to wear the tumbler-type gym suit, white in color. Boys will wear shirts of uniform at all times. Definite classrooms are assigned for the teaching of health, first aid, and driver education. At the time of the enrollment each student will be responsible for declaring any physical handicap for which he wishes consideration in his physical education program.

Community Hygiene—A prescribed course for seniors. Students learn how to understand themselves and their problems; to present a good personal appearance; to keep their bodies functioning in a healthful manner; to plan for themselves an adequate and satisfying diet; to share in the community's work of preventing communicable and organic diseases; to develop healthy personalities.

First Aid—For Juniors. First Aid instruction continues to grow in importance. Accidents have come to be a leading cause of death in the United States. In this course students are taught to prevent accidents; to prevent added injury or danger; to provide proper transportation if necessary; to administer artificial respiration, and to treat wounds.

Sportsmanlike Driving—For Sophomores. This course deals with the individual, both as a driver and as a pedestrian. It shows that knowledge of traffic laws is essential. The course includes a

step by step procedure for driving a car and finally applies the basic principle of doing each step correctly from the first.

PHYSICAL EDUCATION AND HEALTH (GIRLS)

The Physical Education and Health Department for girls is not just hard work, but also loads of fun. The senior high courses are composed of the following:

Driver Education, First Aid, Community and Mental Hygiene, Body Mechanics, Stunts and Tumbling, Dancng, Basketball, Soccer, Volleyball, Softball, Table Tennis, Shuffleboard, and Sportsmanship for all.

SOCIAL ACTIVITIES

Social activities here at Booker T. Washington are varied in order to meet the social needs of each student.

These activities consist of various sports in football, softball, and track events. There are dances such as the Homecoming Hop, the Spring Formal, and the Senior-Junior Prom. Various club meetings and other social gatherings occur during the session to provide social satisfaction for all.

HOMECOMING

Homecoming is celebrated annually on the Fourth Friday of October. This celebration gives the alumni an opportunity to reunite and pay tribute to their Alma Mater.

To add festivity to the occasion, a senior girl is elected by the student body to reign as "Miss Booker T. Washington" at the football game. Miss Booker T. Washington has four attendants—one

senior, two juniors, and one sophomore. These young ladies are introduced during half-time activities at the football game. "Miss Booker T. Washington" is crowned by "Miss Booker T. Washington" of the previous year.

Both student body and alumni join, after the game, and have a gay time at the "hog" which is held in the school cafeteria.

PRACTICAL NURSING PROGRAM

The Orleans Parish School Board conducts a Practical Nurse Training Program at Booker T. Washington Senior High School. These classes are begun twice a year, in the fall and in the spring. The student who completes the year's course is eligible to take the State Board Examination for Licensed Practical Nurses.

As a licensed practical nurse, many fields of nursing are open to the new graduate: private duty nursing, institutional nursing, clinic nursing, nursing in the doctor's office, and, in some areas, public health nursing.

Applicants must be eighteen years of age or over. If under twenty-five years of age, the applicant must have completed two years of high school, having earned eight high school credits. If over twenty-five years of age, the applicant must furnish proof of graduation from grammar school. The applicant must be a citizen of the United States of America or must have first papers and must furnish proof of citizenship.

During the training year, approximately one-third of the time is spent in the practical nursing classroom at Booker T. Washington. This is called

the Foundation Period. The last two-thirds of the year is spent at one of the affiliating hospitals for supervised practical experience of the skills taught during the Foundation Period. This is called the Clinical Practice Period.

There is no tuition for the course. Uniforms, books, and personal maintenance are at the expense of the student practical nurse.

For those students interested in further information about the program, please write or telephone the Practical Nursing Program office at 4211 So. Mire Street, New Orleans 25, Louisiana. Telephone TWInbrook 5-4696.

SCIENCE

General Science: General Science, serving as an exploratory course among the sciences, reveals to the students the possibilities in the major branches of science so that they may intelligently participate in determining their future about the sciences.

Chemistry: Chemistry is the study of the composition and changes in composition of matter. Chemists are engaged in creating new and better materials for our use, such as nylon, penicillin, foam rubber, and countless other products. It is essential to the study of medicine, pharmacy, nursing, or any of the sciences.

Biology: Biology is the study of plant life, animal life, and the life of human beings. The study of biology will lead you into complex societies, where plants and animals live in vital relationship with one another. You will study the life of the forest and field and the ocean depth. You will explore miniature worlds where animals no larger than a

pinhead feed on still smaller forms of life.

Physics: Physics is the science which deals with mechanical energy, electricity, magnetism, light, heat, sound, and with the effects of these forms of energy on the position, motion, and state of matter.

This science makes it possible for us to ride in automobiles, to listen to radio broadcasts originating thousands of miles away, to enjoy television shows, to enjoy the pleasures of talking movies, telephone conversations with friends many miles away, lighting our rooms by merely flickering a switch, to keep our foods fresh in automatic refrigerators, and to use hundreds of other conveniences which are looked upon by us as everyday parts of our modern life. No subject in the curriculum does more than physics in helping pupils to realize the vocational, social, and hygienic aims of education. Thousands of hobbies will be demonstrated to enable one to profitably and enjoyably use leisure time.

Those who take physics should have a good foundation in fundamentals of the several branches of mathematics inasmuch as the course involves numbers and a great use of numerical ideas and very exact calculations; an unwillingness to be satisfied with "guess work" or that which cannot be proved; skill in experimenting and manipulating tools; and a desire to live an efficient life in this new atomic age. Those who are hard working would do well to elect this science which will help them to become productive, efficient citizens during this "outer-space age."

SOCIAL STUDIES

Civics, General History, United States History,

Economics, and Sociology are courses included in the social studies curriculum.

Civics and United States History are required courses for graduation, civics for all ninth graders and United States History for all eleventh graders.

General History may be taken by any pupil.

Economics and Sociology are electives for twelfth grade pupils only.

The authors, Cole and Montgomery, have said that, "a major function of the social studies is to enable us to better appreciate our developing social institutions and to guide us in making individual and social adjustments to meet changing needs."

The division of instruction has issued several bulletins with specific objectives, scope and sequence, and suggested activities.

The major purposes of the social studies as listed by the division of instruction are:

"History is included in the secondary curriculum to aid the pupil in the formation of a perspective view of the origin, growth, and development of the institutional life of a people.

"Economics is included in the secondary curriculum to acquaint pupils with the knowledge and the understanding of human activities which are concerned with earning a living.

"Sociology is included in the secondary curriculum to acquaint pupils with the development, structure, activities, and problems of society."

The subject matter in the social studies area of learning is almost limitless in its scope and variety.

In order to understand the present, it is often necessary to understand the past. The age of the satellite is upon us. We must make the pupils aware of the many happenings going on in the world today. A knowledge of the social studies is most necessary to help accomplish this.

Pupils enrolled in the social studies courses are provided with a copy of the specific objectives and the minimum essentials. They are urged to familiarize themselves with these. In order to receive a passing grade, a pupil must at least make a grade of 70 percent covering the minimum essentials.

VOCATIONAL AND INDUSTRIAL EDUCATION

Pupils in Vocational Education courses have a variety of courses from which to choose.

MASONRY

The course in Masonry deals with brick, tile, concrete blocks, stone, concrete, marble, ceramic tile, glass blocks and glass products (pre-cast glass slabs and plastic products).

The masonry student is confined to practical application of skills involved in using the above for future training in apprenticeship courses.

Pupils are also taught estimating and blue-print reading, and job ethics in order to better qualify them to take their place in the field of industry.

COSMETOLOGY

Cosmetology is a two-year course offered you, our pupils, at the beginning of your junior year. This course teaches the scientific care of the skin, the hair, and the nails. Students learn the why

as well as the how. Students learn the proper techniques relative to their "personal grooming" problems. Aside from this, at the acquisition of 1000 hours of basic training they are eligible to practice "Beauty Culture" anywhere in the state of Louisiana, that is, if they successfully pass the State Board Examination.

GENERAL METALS

The metals shop is divided into the following areas: machine shop, sheet metal, welding, plating and ornamental metal work.

Pupils taking industrial arts are given experiences in designing projects, uses basic tools, materials, processes, and related information for specific steps in metal working, also consumer information about metal and metal products used in a modern industrial environment.

Industrial vocational metal working pupils are trained for specific jobs in industry. Skilled and precision work is emphasized. Technical information, shop theory, shop math and blue-print reading are also essentials for vocational pupils.

In all areas of the metal working shop, safety is stressed above all.

MOTOR MECHANICS

Booker T. Washington offers an extensive course in Auto Maintenance and Repair. Boys completing this course are eligible for jobs in industry. Many of the students open shops of their own and do very well. Scattered over the city and state are shops operated by boys who completed our course in auto mechanics. A breakdown of this course follows:

- I. **Chassis:** engine assembly, clutch, transmission, propeller shaft, universal joints, final drive, differential, frame, springs, front and rear axles, steering mechanism, brakes, tires and wheels, electrical system.
- II. **Body:** body shell, seats upholstery, ornamental molding, glass, doors, body hardware.

Each student is required to make an intensive study and application of each of the above units before graduation.

PRINTING

There is an urgent need in the printing industry for young craftsmen who are properly trained in the science of printing, and who are acquainted with the details of the basic operations of the trade.

In order to prepare these young craftsmen for the printing industry, Washington School offers courses in hand composition, machine composition (linotype), layout and design, plateset presswork, automatic presswork (galley and cylinder) and machine maintenance.

SHOE REPAIR

Washington High School has a completely equipped shoe repair shop with one instructor. In this shop you may learn shoe construction, consisting of the four types of techniques with four different types of shoes: how to prepare welt shoes, McKay shoes, and stitched-down shoes for whole soles, half soles, rubber heels and leather heels. You may learn also how to make wax ends, how to attach bristles, sew welt re-last shoes, repair leather haws for rubber and leather heels,

cut down high top shoes to low quarters, and to do heel work.

In this course you are taught also how to operate the full line of machine, maintain the stitcher, change awls, needles, thread, regulate and wax the lock, adjust the stitch size, clean and oil regularly. Different kinds of shoes and shoe work are studied—even shoes for the handicapped. This is a very relaxing course as well as a useful one.

WOODWORKING

The course in Industrial Arts and Woodworking is designed to explore the woodworking industry and American industrial civilization in terms of its organization, raw materials, processes and operation, products and occupations; also to develop a certain amount of skill in a number of basic industrial processes.

Woodworking provides for the development of specific skills and related information, cooperation, problem solving, the stimulating of leadership qualities and self reliance. It provides technical sketching, plan reading, basic fundamental operations with hand and machine tools for the student who desires to become a trained worker and a good citizen.

PART IV — CLUBS

Washington High School has clubs for your every interest and taste, thus providing an opportunity for wholesome fellowship as well as for educational and social development.

Among these clubs in which you might be interested are the following:

BETA IOTA BIOLOGICAL SOCIETY

"Beta Speaks" is the voice of the Beta Iota Biological Society, which brings the news of the club, helpful scientific tips, and brain teasers. The meetings of this society are filled with excitement from debates and discussions. The club bestows honors upon students who contribute most by using scientific methods and by being scientifically alert, by naming each the honorary "Biologist of the Month."

Beta often asks such questions as:

- How does magnesium help to keep false teeth in place?
- How can the hardest shave on earth be supplied?
- How long must you lie in one position to be a tranquil sleeper?
- How many stitches can a sewing machine make when working at its fastest speed?
- How many sparks does a spark plug make when a car is going fifty miles per hour?

The club invites you to be a member.

CAFETERIA HOST AND HOSTESS CLUB

This club contributes in making the cafeteria a most enjoyable place in which to eat meals daily, and it endeavors to assist all Washingtonians in acquiring better table manners and acceptable cafeteria behavior in preparation for life now and later.

The club's colors are steel gray and powder blue. The members of this group usually serve the Father-Son Banquet and the Mother-Daughter Banquet—our annual affairs. The club has as its plan to purchase new, attractive salt-and-pepper shakers as often as needed by the cafeteria.

CARVER SCIENCE CLUB

The Carver Science Club makes an effort to broaden members' knowledge in the field of science and to make pupils cognizant of scientific facts and happenings all around them.

During this age of possible and probable "outer-space travel," the club is opening its membership to all persons who are interested in doing research work along scientific lines.

DRAMATICS CLUB

The Dramatics Club is open to you who feel that you would like to improve your talent in speech and dramatics. It aims to eliminate shyness and to bring out your wonderful hidden talents.

On occasions, this club sponsors worthwhile programs for our auditorium assembly to be enjoyed by our student body.

Membership is open to all students who have an inclination in the direction of dramatics.

JUVENILES

The Juvies of Washington School believe that physical improvement. It has been found through experience that weight training is the most efficient and lasting method of achieving physical excellence.

The Juvies of Washington school believe that no boy exists who has not at some time to be strong and well developed. They believe also that the vast potentialities of the average man or boy as far as the physical side is concerned, are rarely ever developed to the extent that they could be. The Juvies are convinced that ignorance is behind the cause of the many undeveloped and weak bodies in our midst.

JUNIOR RED CROSS

The Junior Red Cross is an educational service program of the school. It offers many openings for you to assume leadership responsibilities within your school; to work cooperatively with boys and girls from other schools for the benefit of our community; to learn first hand, the importance of working together to do an effective community job. It helps you to develop a wholesome interest in the welfare of others.

THE LIBRARY CLUB

The Library Club is an organization of student library assistants, who, because of their interest in books and in related book materials and people, render at least one hour of service to the library each week under the direction of the library staff. The club's membership is open to those of you who express these interests and who show willingness to serve.

In their bi-monthly meetings, the members seek ways and means to assist the library staff in providing library service to students, faculty and staff; to promote greater interest among the students in the use of books and library services and to discover opportunities for vocational exploration of librarianship as a career.

By performing such basic duties as marking, stamping, pasting, shelving, mending and paging books, the library assistants relieve the trained staff of essential routines in order that they may give more time to the demanded professional tasks of good library service.

The club's colors are brown and yellow. The creed is:

I believe in books, the power of books to teach, the gift of books to inspire, the efficiency of books to restore and give joy.

MEDULLA STUDY CLUB

The Medulla Study Club wishes you to become acquainted with its principal objectives; namely, to promote better intellectual, spiritual, and moral influence among students through intelligent leadership; to do extensive study on subjects of interest according to suggestions from members; to discuss intelligently current local, national, and international events; to go deeper into the various fields of subject matter that makes up our school curriculum.

The club meets weekly to help each member in academic subjects, and to broaden knowledge of other facts of life. It holds election of officers every month so as to give every member a chance to express his leadership qualities.

NATIONAL FARMERS OF AMERICA

The National Farmers of America (NFA) is a boys' organization whose objectives are to stimulate interest in finding occupations in the field of horticulture and to develop leadership abilities among the students.

This club is an outgrowth of the Agriculture Department.

NEW HOMEMAKERS OF AMERICA

The club known as the New Homemakers of America has as its purposes the promoting of in-

dividual growth by developing physical, social, and moral qualities; to promote better home living, and to provide wholesome recreational activities.

This club has many values. Among them are providing opportunities for social development thru wholesome and well-planned experiences; providing opportunities for developing leaders who are encouraged to practice the ideals of good citizenship and assisting youth to see family life as a real and lasting happiness.

PALETTE AND BRUSH ART CLUB

The Palette and Brush Art Club is an organization through which the Art Department attempts to make art activities available to you of the Washington School family, whether you take art as a course or not. Membership is for those of you who wish to enjoy the fellowship of others with a similar interest in art. Here it is hoped that through the commonness of interest and the sharing of art experiences mutual enjoyment will result because pupils may pursue their own interests rather than follow a well-defined classroom study plan. You may join this club today.

PORPHYRIUS HONOR SOCIETY

The purposes of this organization are to stimulate a desire to render service; to promote worthy leadership; and to encourage the development of character.

Membership in this club is restricted to interested pupils who maintain a general average of 90 or better.

Among the objectives set up by the Porphyrians

may be listed the following:

- To develop the power of speech.
- To render constructive work.
- To understand the viewpoints of others.
- To overcome fear in public speaking.
- To think.

SPANISH NATIONAL HONOR SOCIETY

The San Juan De La Cruz Chapter of the Spanish National Honor Society received its charter from the parent organization in April, 1954. This society has as its primary aim the recognition of high scholarship. It also serves to stimulate interest in the Spanish language, particularly in those phases of Spanish which are not treated intensively in the formal classroom organization, such as conversation, original composition, and aesthetic cultural appreciation. Membership is open to those pupils who have maintained a scholastic average of 80 or more for at least one year in the study of Spanish.

WASHINGTON SHUTTERBUGS

The object of the Washington Shutterbugs Club is to foster interest in photography among the students of Washington High School. In doing so, it hopes to provide students with a useful as well as an interesting extra-curricular activity; to promote exchange of ideas, and exhibition of photography; to help improve the photographic work of the individual members; and finally, to provide a means of keeping permanent records of student and faculty activities.

It might be profitable to you if you join this club.

YE MORRIS STANDS

In order to make the most of ourselves in short-hand and lip-synching, we have opportunities for more extended practice in these arts, particularly in the matter of speech work under the supervision of the teachers, and we have opportunities for the broadening of our general knowledge and usefulness in things pertaining to business practices.

The members of "Ye Morris Deems Club" have the following objectives:

1. To elevate the status of members and to advance their interests.
2. To investigate and study up-to-date office appliances and to become proficient in their use.
3. To increase the strength and efficiency of dictation, classes, and lectures by having our members become acquainted with leading books and periodicals of their future profession.
4. To provide social gatherings for the promotion of fellowship and good will among members.

The membership is composed of girls selected by consensus. Students who are interested in becoming members of the club are invited to do so. The managers club is operated on a business basis and it takes an active part in the course of training in business assignments.

Y-TEENS

The Ruden T. Washington Y-Teen Club is a part of the local TWCA; therefore, its goals are the same as the local and national organizations.

Our Y-Teen goals:

- To grow as a person.
 - To grow in friendship with people of all races, religions, and nationalities.
 - To grow in the knowledge and love of God.
- Our TWCA purposes:
- To build a friendship of women and girls devoted to the task of refining in our common life those ideals of personal and social living to which we are committed by our faith as Christians. In this endeavor we seek to understand Jesus, to share His love for all people, and to grow in the knowledge and love of God.

MISCELLANEOUS (7)

INTERSCHOLASTIC ATHLETICS

FOOTBALL

Football is an outstanding sport at Ruden T. Washington School. It is the policy to carry a large squad of players so more boys will receive the benefit of training given by the coaching staff.

This school is a member of the New Orleans High School Athletic Association of the N.S.A.A., where it has established an excellent record.

BASKETBALL

Basketball has always been a popular sport in our school, and games in recent years have been well attended. Basketball practice usually begins just after the close of the football season. Washington always plays a strong team in the District 30 playoffs and has twice in recent years won the state championship.

TRACK AND FIELD

Various events such as running, hurdling, jumping, and throwing of weights make up the program of the Track and Field Team. This squad of boys competes in many such meets as the State Championship Meet, the Southwest Invitational Meet, and many others.

BASKETBALL

Basketball, along with track, shares the spring sports spotlight at Washington High School. The basketball team, known as the Lions, plays a strong schedule annually.

INTRAMURALS

Sponsored by the Physical Education Department, intramural sports are open to all students. The intramural program is completely administered by the students, who serve as coaches, managers, officials, etc.

Other intramural athletics are carried on in volleyball and basketball, while the boys take part in basketball and football. Matches and tournaments are awarded the winners.

JUNIOR-SENIOR PROM

The Junior-Senior Prom is a formal affair given annually at the close of school. This event is held in the cafeteria from 8:00 p.m. to 12:00 midnight. This is the "seniors' way of saying 'farewell' to the graduating seniors. Seniors are not invited unless they have paid their Junior fees during the previous year. Each Junior and Senior is given one invitation, which permits him to bring one guest.

SCHOLARSHIPS AND AWARDS

During the "Valedictory of the Seniors" on the day preceeding graduation, a number of Honors and Awards are presented to worthy students of the graduating class in the fields of mathematics, agriculture, art, commerce, cosmetology, English, foreign languages, homemaking, industrial education, auto mechanics, carpentry, general metals, masonry, mechanical drawing, printing, music, majoretting, cheerleading, intramural volleyball, intramural basketball, varsity football, biology, general science, chemistry, physics, social studies, school service, varsity track, and perfect attendance.

The Cooperative Club of Washington School gives the only scholarship awarded by the school. This club contributes \$400 a year in tuition scholarships for the highest ranking student (or for the third or fourth ranking student who is most in need of it).

Finally, the American Legion Award comes with certain stipulations:

1. **Character**—Strength and stability of character; high standards of conduct; keen sense of what is right; practice of clean speech and thoughts; adherence to truth, and devotion to duty.
2. **Bravery**—Bravery in the face of opposition and danger; determination and force to do the right without public applause and regardless of personal advantage.
3. **Scholarship**—Attainments in school studies; quality of school work reflecting the fine traits of industry, perseverance, efficiency, and intelligence.

4. **Leadership**—Ability to lead and accomplish through group action; ability to work in harmony and in unison with other leaders in accomplishing group results.

5. **Service**—Protection of the weak; promotion of the interests and welfare of associates; and constructive aid for the upbuilding of school and community. Distinction in unselfish service to the homeroom, clubs or activities; and especially to Washington School.

BOOKER T. WASHINGTON DAY

The New Orleans Chapter of the Tuskegee Institute Alumni has set aside a day annually to pay tribute to its founder, namely, Booker T. Washington. This celebration is one of the major activities of the chapter and is presented at the regular assembly hour in the auditorium.

Special recognition of this day was initiated by one of the Alumni's former presidents, the late J. L. Edinburgh.

A well-planned program is presented with appropriate renditions by the choir and band. The program is climaxed with an inspiring message by an outstanding speaker.

The platform guests, composed of alumni members, are introduced to the general assembly. At the conclusion of the assembly, there is the traditional singing of the Tuskegee song. This is indeed a memorable occasion.

SCHOOL SONGS

ALMA MATER

Booker Washington, We love thee so
And we pledge our loyalty.

Crimson and White, we raise our voices
In loud acclaim for thee.

To our Alma Mater tried and true,
May we prove our love to you.

Command our lives to lofty aims,
And we will follow through
As we raise our voices o'er the plains,
Our pledge of faith renew.

HAIL ALMA MATER

Hail Alma Mater, Booker Washington,
Our banners float on high,
High up in the sky.

Hail to our co-eds, valiant for thee;
Hail to the crimson and white varsity.

CODE OF CONDUCT

Adopted by the Presidents Council
in regular meeting, April 22, 1958

As a child of God, as an honest citizen of my country, as one who respects the rights, property, and opinion of my neighbors, and as a loyal Washingtonian, I accept the Commandments of God as my code of ethics and I shall do my utmost:

1. To abide by the "Golden Rule" . . . (Do unto others as you would have them do unto you).
2. To develop good character through the practice of honesty, kindness, cooperation, obedience.
3. To respect my parents, teachers, and all lawful authority.
4. To respect the rights and property of others at home, at school, and in the community.
5. To conduct myself in public in such a way as to be above reproach.
6. To show self-respect by being aware of my personal appearance.
7. To practice self-discipline at home, at school, at all times, and in all places.
8. To be true and loyal to my school and to cooperate in all the projects it undertakes.

9. To reveal my respect for an education by attending school regularly and by striving to improve the quality of my school work.
10. To manifest pride in my school by helping to keep it clean, by caring for the textbooks I receive, and by contributing in any way that I can to its maintenance.
11. To know and accept the responsibilities which I owe to myself, to others, to the society in which I live, and to strive earnestly to acquire an education that I might use my training in this effort.

