

George,

It has
been fun this
year. I'm glad
that I had
some classes
with you. Good
luck in the
future.

Kay

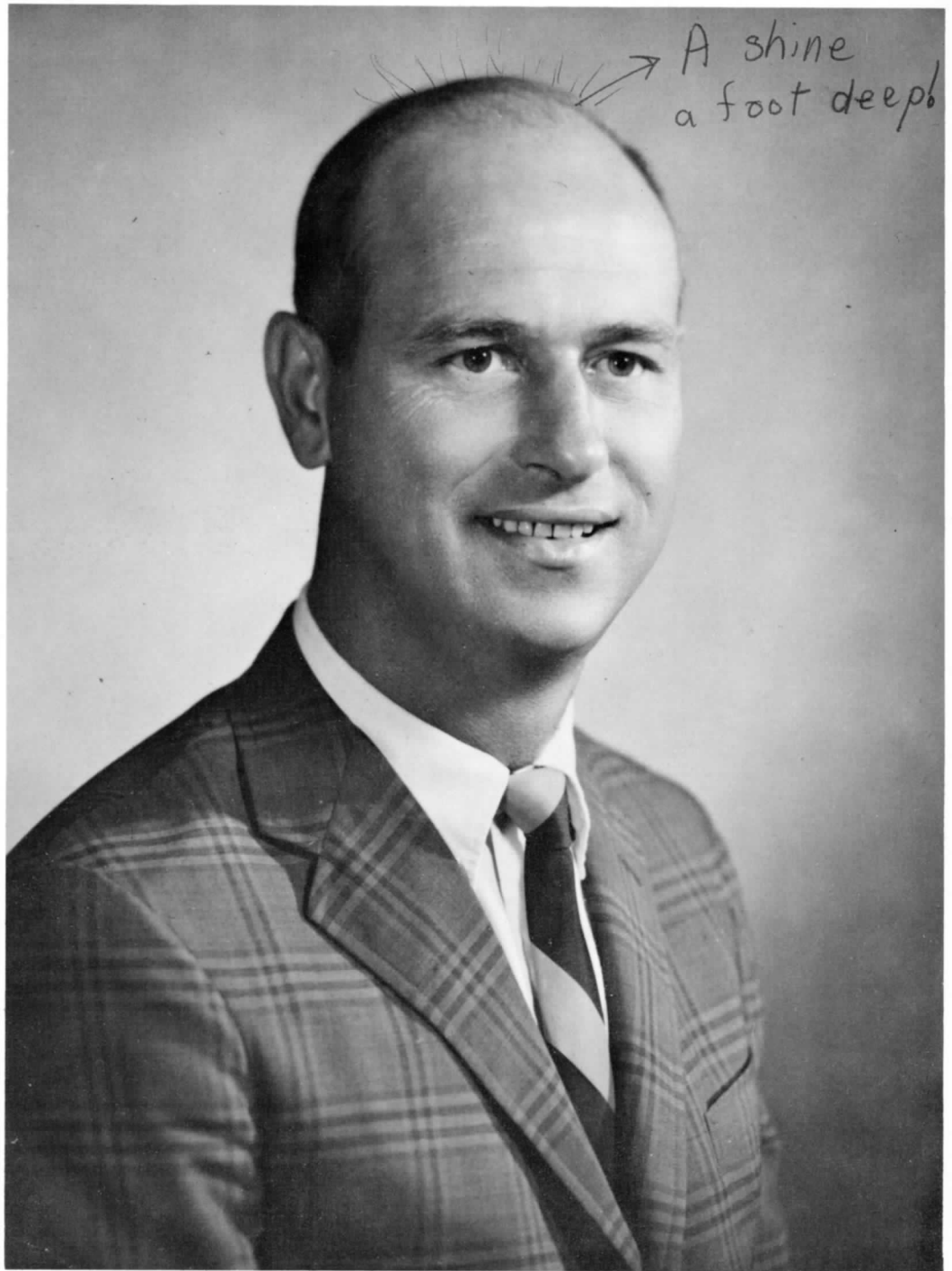


Academics

*they are called teachers . . .
without them, the race
would be rugged;
the goal, impossible to reach . . .*



*with them,
obstacles disappear,
and the race
is all but won.*



DESPITE THE EVER-DEMANDING responsibilities which faced Mr. Tom Fann as principal of Jackson High School, he headed the administrative department with efficiency and determination. Mr. Fann possessed the rare combination of discipline and friendliness toward the students, accomplished by his judgement and an active interest in "student-centered" school activities.

Mr. Fann received his B.S. from Tennessee Polytechnic Institute and his M.A. from George Peabody College.

Thirty-Seven Administrators

Inspired Student Body

MR. FRED STANDLEY, Superintendent of City Schools and MR. KENNETH WATLINGTON, Assistant Superintendent, discussed plans for the new Andrew Jackson Elementary School. Prior to their present positions, each held the office of principal at Jackson High School, and were therefore fully aware of the problems which faced both students and faculty. Mr. Standley received his B.A. from Lambuth College, his M.A. and his M.E. from George Peabody College, and Mr. Watlington received his M.A. from George Peabody College after receiving his A.B. from Lambuth College.



*I almost forgot about
DR ROOSTER NOSE.
Brown*



MR. JOHN RUKAVINA, serving as assistant principal, kept things running smoothly while Mr. Fann tended to business which took him away from school. Mr. Rukavina taught senior math, geometry, and two classes of driver's education. He graduated from Hibbings Junior College and Union University, from which he received his B.S. degree. His M.A. was granted by Memphis State University.

MRS. VIRGINIA BURK-HEAD and her staff had an enormous job satisfying the ever-hungry multitudes at JHS.

MRS. KARL JOHNSON not only carried out her assigned functions at JHS but assisted faculty members as well.

MRS. PAT KYLE, assistant secretary, kept up with the school's clerical and financial records as well as performing other secretarial duties.

MISS FRANCES CROSSON, guidance counselor, advised students in making important decisions concerning college and many other problems which faced them. She received her B.A. from Union University and her M.A. from George Peabody College.



*Best wishes
— 15 —
Frances Crosson*

Textbooks,



CRAIG RALLS discovered that waiting until the night before the deadline to write his term paper proved less rewarding than his wildest expectations.

*Good Luck,
Mrs. G. Adams*

MRS. HELEN MAHAFFY, B.A., Harding College. Democracy, Sociology, English II; Future Teachers of America.

MRS. PAT LITTLE, B.A., Lambuth College. English III; Speech; National Thespian Society.

MRS. MARIE G. ADAMS, Associate in Arts, Sullins College; A.B., University of Kentucky. English III; Annual Tatler Literary Staff.

MRS. CRYSTAL BYNUM, A.B., Union University. English II, Latin I; Student Council, Latin Club.



MISS BETTY EDWARDS, B.A., Lambuth College. English II, English IV; National Honor Society.

MRS. FRANCES CAGLE, B.A., Lambuth College; M.A., Peabody College. English IV; Monthly Tatler Literary Staff; Literary Anthology.

MRS. BEVERLY R. HALL, B.A., Lambuth College. English IV, Business English; National Honor Society.

MRS. MARJORIE HUNT, B.S., Union University. English II, III; Annual Tatler Business Staff.

*Best wishes,
Beverly Hall*

Themes, Term Papers Torment English Students

Beaming with fresh interpretations of literary works and a growing knowledge of grammar, English students completed another year with a well-rounded foundation for future studies. This was accomplished in part by the welcomed arrival of the new books for the English department.

Sophomores were taught the proper development and usage of the many aspects of grammar, and then entered the "wonderful world of Shakespeare" as they read and analyzed JULIUS CAESAR.

Composing themes gave the juniors the opportunity to express themselves and even at times to "let their imaginations run wild." Then it was back to reality with a change from preceding years as HAMLET replaced MACBETH in the new literature books. Never fear, though, for MACBETH was required as outside reading. Also helping fill the agenda for the junior English classes were plays such as Oliver Goldsmith's SHE STOOPS TO CONQUER and PYGMALION by George Bernard Shaw.

Seniors combined knowledge previously stored with the logic and information of noted authorities to complete their term papers in order to meet the deadline. Extensive studies were made of the literary accomplishments of various American authors and the development of American literature from the Colonial Period through the Twentieth Century.

American literature was also a major factor in a course of business English which was not offered at JHS in previous years. This course helped students learn effective usage of the English language in the business world.

Speech students were compelled to probe into the creative faculty of the mind in order to write and present effective speeches. Skill in logical reasoning, gathering evidence, and persuasiveness were all evaluated by the manner in which several debates were conducted. Speech students who were especially interested in debate and showed an outstanding ability in this field did research on the current national high school debate

MRS. LITTLE spent a portion of her first year at J.H.S. enjoying the fellowship of other members of the faculty at



THE ARRIVAL of the new literature books assured Barbara Beasley, Anneita Cunningham, Mona Boren, and Betsy Black an intriguing year of English III.

topic and were involved in various debate tournaments. In addition to regular classroom activities, students from the speech classes made regularly intervaled reports on activities concerning Jackson High School as announced on the local radio station.

the lunch table, where the teachers search for a noon-time "Shangri-la."



Increased Lab Study and Expanded Classroom Space



MISS SARAH ELSTON, A.B., Union University; M.A., Memphis State University. Latin II, French I, II; Latin Club, French Club.



MRS. FRANCES BOONE, A.B., University of North Carolina; B.S., Louisiana State University. Librarian; Library Club.

*Best wishes
F. Boone*



MRS. KATE ALGEA, B.A., Bethel College. Spanish I, English II, Typing; Spanish Club.



MISS BETSY KING, B.A., Lambuth College. Spanish I, II, III; Spanish Club.

Increased enrollment in the language department at JHS this year necessitated Miss King's Spanish classes' demanding a larger room. The added space in this new classroom was filled with a table and chairs, thus making it an ideal place to do research for term papers.

Spanish I and II students found the language lab beneficial to learning. Extra practice time was allotted in the mornings before regular classes began for those students who wished to improve their foreign enunciation. Students emphasized sentence construction in grammar and spent long hours deciphering literature. The third year Spanish students had lectures entirely in Spanish and found taking notes was necessary to insure

accurate understanding. To broaden their knowledge of the culture of Spain, they studied the works of famous authors.

French students learned that perfection was almost impossible to attain although hours of practice helped considerably.

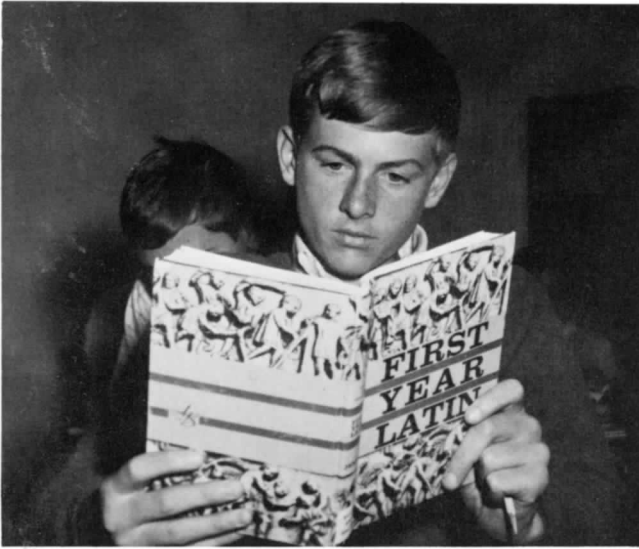
The JHS curriculum was forced this year to annex another Latin class because of the intensified demand of students. Latin I students, under the enthusiastic leadership of Mrs. Bynum, were happy to find that new textbooks had replaced the worn ones of previous years. These books gave the students a stimulating insight to the majestic civilization of Rome.

"IT'S A TURN-DOWN DAY" for many students as they

obeyed Miss Elston's "Asseyez-vous!" in French II.



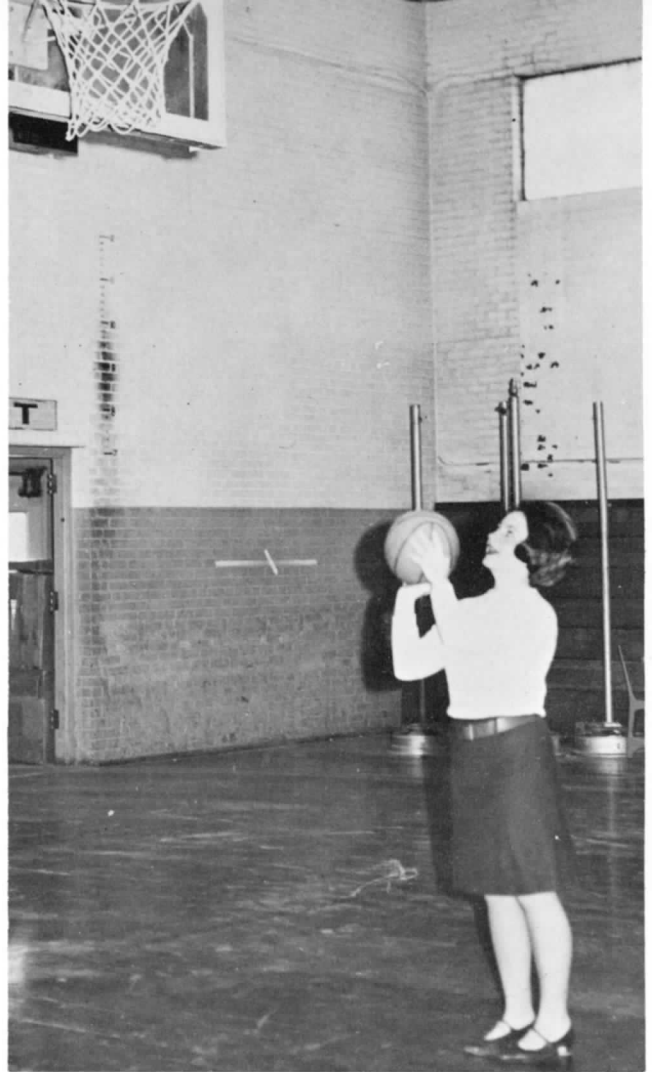
Aided Language Students



INQUISITIVELY, Doug Easley absorbed himself in his new Latin textbook.

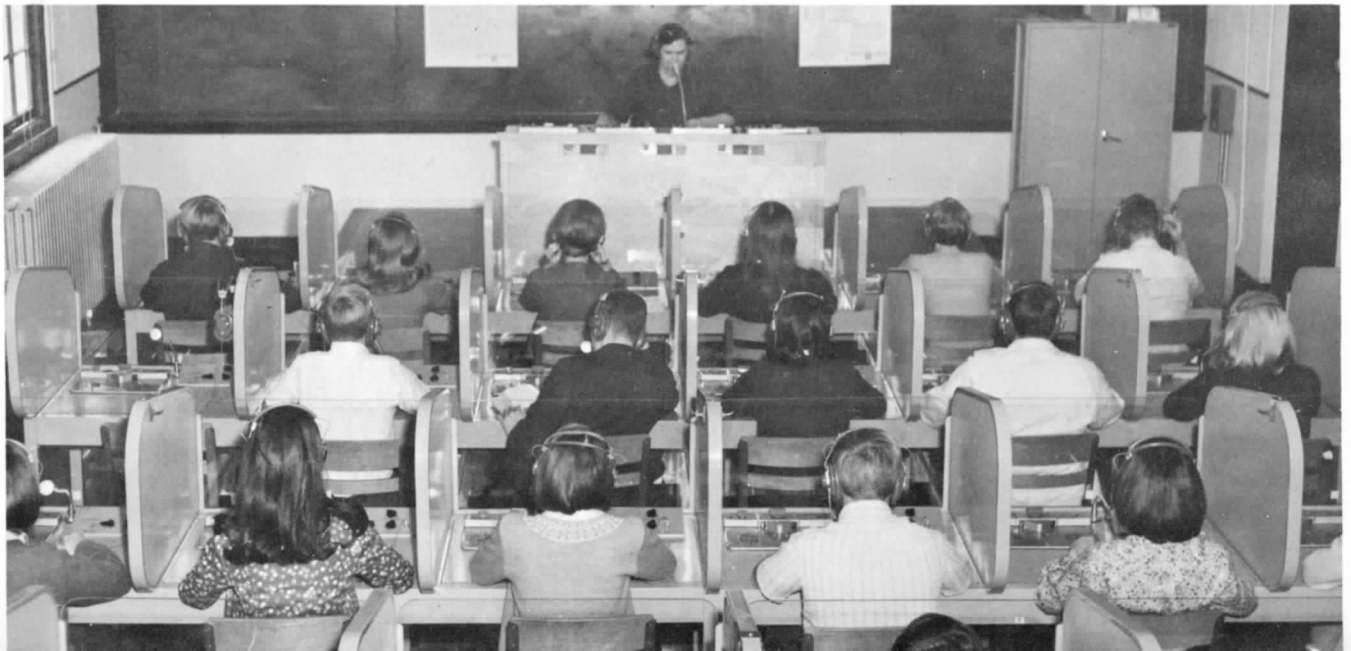
This summer, as an extension to their language and culture studies, sixteen students will accompany Miss Betsy King and her mother on a month-long tour of Europe. Exploring the landmarks of England, France, Italy, and Austria, the students will receive four college credits. On June 22 the Jackson students will meet other youth from all over the United States in New York City. A lecture program will acquaint the students with the education aspects of the sites to be visited. After arriving in Europe, the young people will investigate these landmarks and make many side-trips as well. Several Jackson High students in other years have attended this tour, but this year is the first time such an active interest has been shown.

"REPITAN USTEDES en espanol por favor," was the message received by Mrs. Algea's Spanish students as they listened to



AFTER SAYING "ADIOS" to her "estudiantes," Miss King delighted in the swish of the basketball.

sentence construction on tape in the ultra-modern language laboratory in the east wing.



Inquiry, Exploration, Discovery, and Analysis



TRIP STEGALL and Earline Kitchens found precision instruments, nimble fingers, and strong stomachs are necessary tools for dissecting.

Discovering the unknown was the task of all students in the JHS science department this year.

In the biology department the proper procedure for dissecting was stressed. Students were shown that knowledge of necessary tools was needed as well as careful planning before making the first incision.

Through experiment, observation, and many computations, chemistry and physics students learned how to prove many laws. The overhead projector furnished students with enough information to make these proofs in the laboratory.

These students, working with scientific tools, broadened their minds to cope with new discoveries.

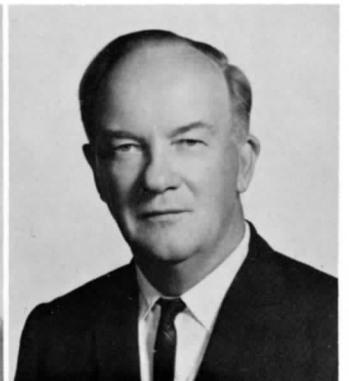
Jr. L. Jones

MR. LAWRENCE JONES, B.S., University of Notre Dame; M.S., University of Tennessee. Biology; Biology Club.

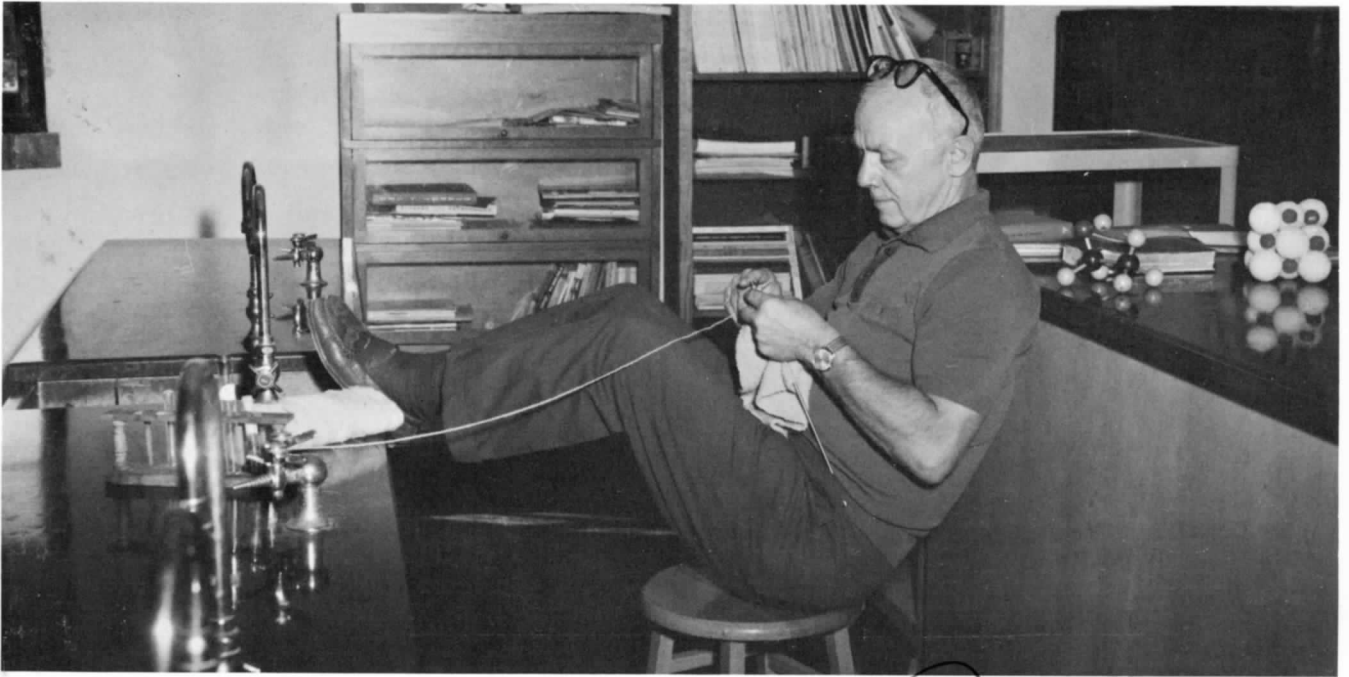
MR. RAYMOND GRADY, B.S., Austin Peay State University. Algebra I, Chemistry, Physics.

MR. JOHN PECHONICK, B.S., Union University; M.A., Peabody College; M.A., New Mexico Highlands University. Chemistry I, II, Physics; Coach, Science Club.

MR. TURY OMAN, B.S., University of Wisconsin. Biology, Mechanical Drawing; Coach, Biology Club.



Were Basic Components of Scientific Research



MR. PECHONICK obviously found a scientific way to pass a slip stitch over a knit stitch after yarning over without leaving

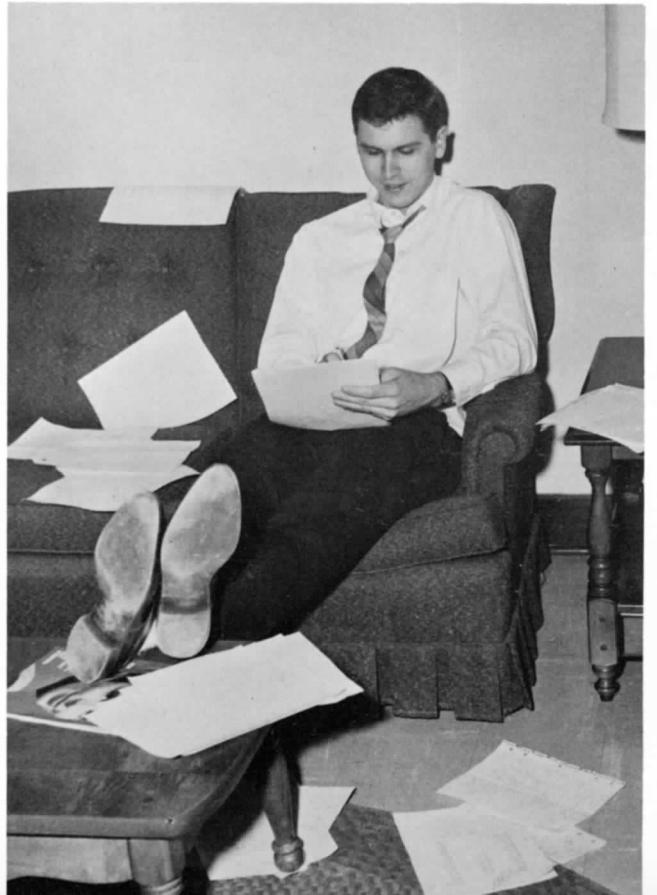
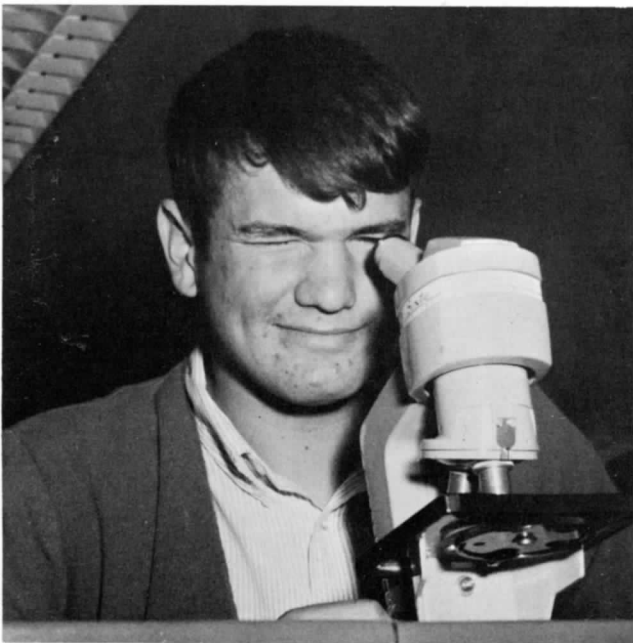
holes which were not included in the original directions.

*Bubba,
Maybe if we
could knit, we could
make A's in Physics
Good luck!
Eddie (Kin)
E*

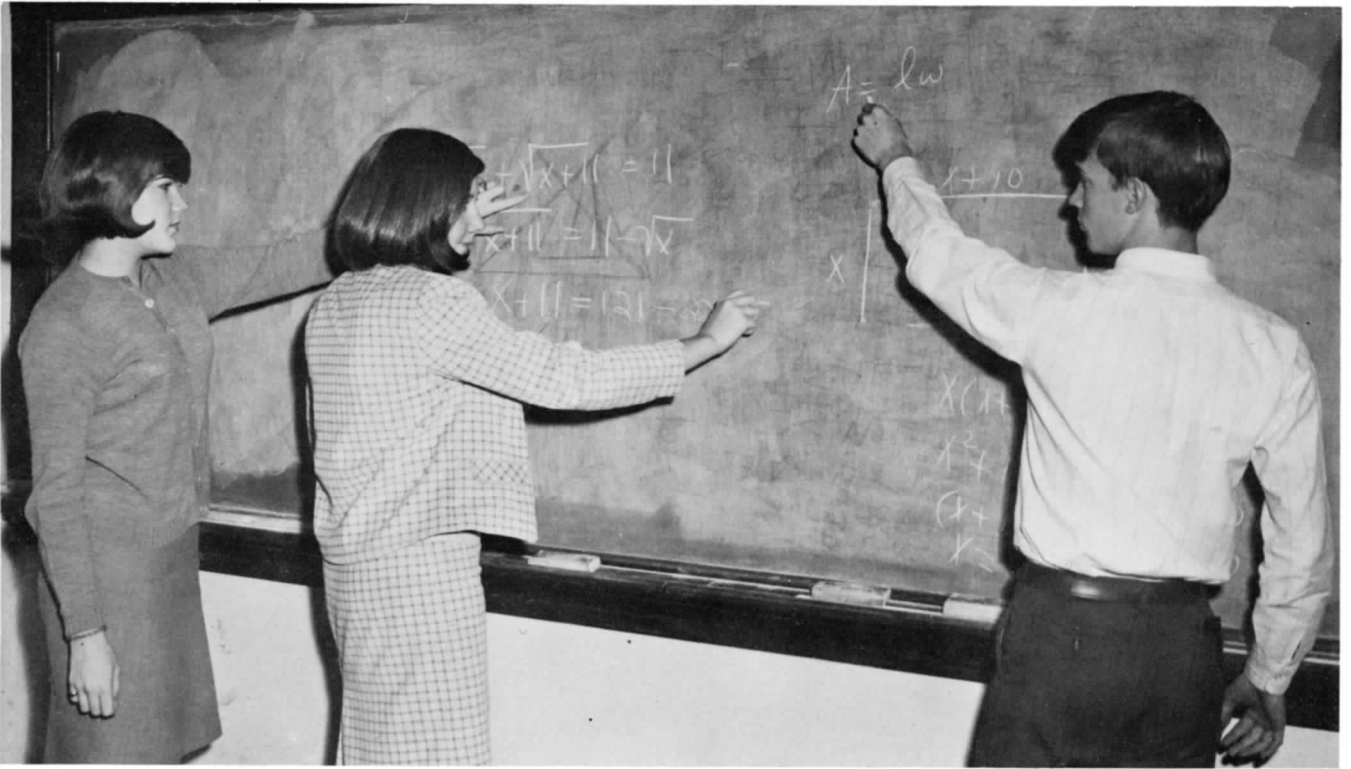
John Pechonick

HOME FROM AN exhausting day, Mr. Grady relaxed and pondered over pupils' perplexing papers.

PARADOXICALLY, Charles Patterson diminished one eye and consequently enlarged a microscopic biological world.



Equations and Proofs Were Included



HAVING A DIFFERENCE of opinion, Betty Michie, Kay Callahan, and Monte McAlexander each explained his own

procedure for solving one of the many perplexing problems in Algebra II.

MR. NEWMAN found great personal satisfaction in doing "odd jobs" around his home. The wrought-iron railing on his front porch received finishing touches from the "man of the house."

BOB GOODSON assisted Judy Barefoot in hanging models to be used by Mr. Galbraith in demonstrating geometric principles to his students.



In Stimulating Mathematics Curriculum

Students of the higher mathematics wondered if Browne's theory that "All things began in order, so shall they end, and so shall they begin again . . ." was completely infallible. Certainly, mathematical proofs seemed to follow no order at all! Eventually, however, the light was seen and once again a student was set aright on the road to the correct solution.

By use of the four fundamental functions, Algebra I students learned to find the correct value of as many as three unknowns. Experimentation with factoring, signed numbers, and basic algebraic theories rounded out the course.

Building on the background of Algebra I, classes of Algebra II tackled the more solving graphic equations and formulas concerning imaginary numbers.

Unified geometry produced numerous enigmatic proofs to be solved by logic and reason. Deciphering the hidden geometric theorems involved presented great challenge to the student taking this course. One did not emerge from a year of geometry without the full meaning of the Pythagorean Theorem.

For students serious in pursuing a career in mathematics, a Senior Math course was offered. The foundation of Algebra I and II and Geometry provided the knowledge necessary for understanding the more advanced theorems of trigonometry.

Continuous stress was placed on inducing the math student to think rather than mimic the teacher. Mathematics proved to be an unforgettable landmark in the minds of all students involved.

PYRAMIDS GREW from yardsticks held by senior math students Susan Merriweather, Duke Martin, and George Parr,



MRS. ALTA FREEMAN, B.S., Lambuth College; M.A., Memphis State University. Algebra II, Geometry; Junior Class, Mu Alpha Theta.

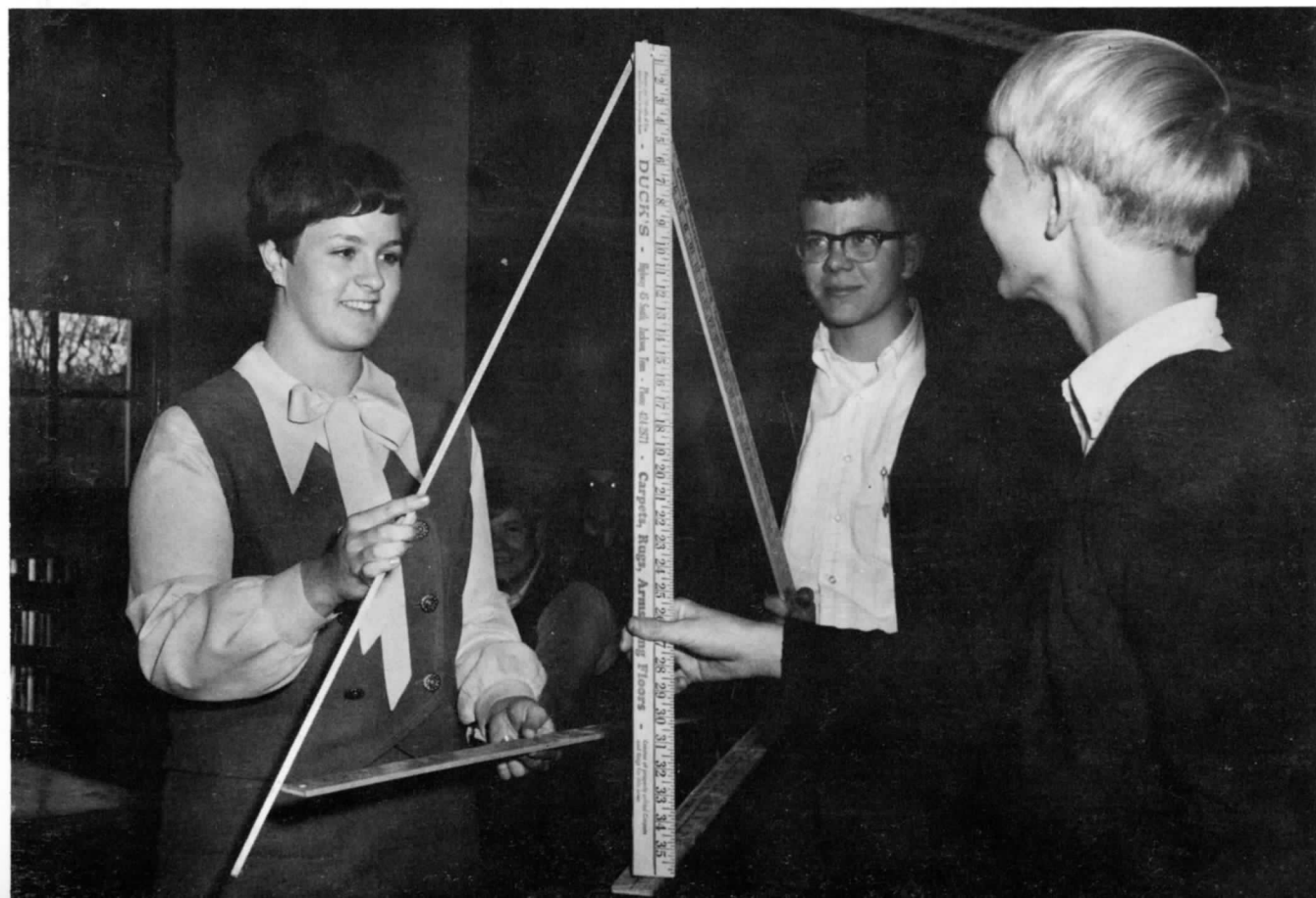
MR. JOE GALBRAITH, B.S., Union University; M.A., Memphis State University. Geometry; Mu Alpha Theta.



MR. DONALD NEWMAN, B.S., Bethel College. Algebra I, II, Senior Math.

*Best of luck George
D Newman*

and thus demonstrated the construction of three-dimensional figures, proving that seeing is believing.



Understanding Landmarks of Our Past



UNDER WALTON MULLINS' careful surveillance of the screen, Mr. Hicks adjusted the machine to correct specifications.

Henry Ford once said, "History is bunk." Obviously he had never attended Jackson High School or any institution of secondary education comparable to it. History need not be dull; it can come alive in the mind of the industrious student.

American history, the making of a nation, was required of all senior students. Panel discussions, *American Observers*, outside reports and films are variations from the ordinary classroom lectures. World maps increased our knowledge of our country in relation to the rest of the world, while editorials and cartoons related the feelings of the people.

World history students tried to trace the history of the entire world and its peoples as they endured famine, strife, wars, and progress. Having only one year in which to recreate thousands of years made a relatively slow-moving world pulse with excitement and change.

By studying economics, a practical aspect of history, students became aware of its part in the culture of America. Learning the reasons for depressions, wars, and inflation is only a small part of the years' study. Tracing the evolution of this democratic system of economy yielded considerable challenge to all economics students.

A look into the sociology and democracy classes revealed a study in depth of the Constitution, its operation and enforcement, and the principles behind it. The discovery of the molding of a society melted together from the various established cultures of the Old World better enabled these students to face the world of American democracy and the masses therein.

World Geography was added this year to the social studies curriculum at Jackson High, in which a definite connection was shown between the outward development of the geography of the world and the inward progress of its history.

Historical landmarks are easy to find and hard to forget when they are so vividly pictured in the minds of any student eager to learn and ready to face the future—a future which becomes history for generations to follow.

John P. Petty

MISS EMMA INMAN WILLIAMS, A.B., Washington University; M.A., University of Chicago. American History; Annual Tatler Literary Staff.

MR. JAMES HICKS, B.S., University of Tennessee-Martin Branch; M.A., Memphis State. Economics, World History; "J" Club.

MR. JOHN PETTY, B.S., University of Tennessee-Martin Branch. American History, World Geography.

MRS. GLADYS ROBERTSON, B.S., Union University. World History; Junior Red Cross.



Gave Students Better Understanding of Today

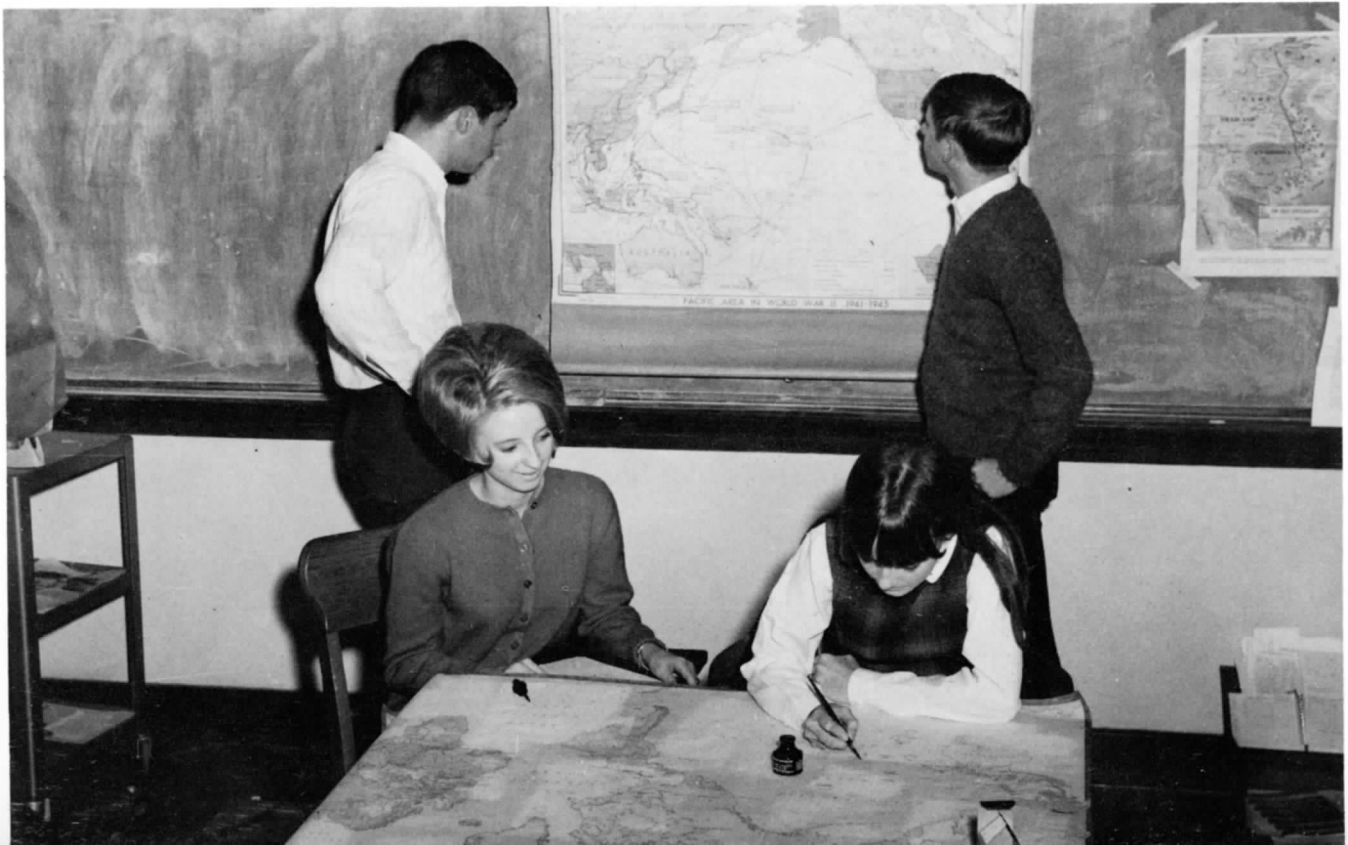


"IF WE PUSH with all our might, we may reach the game tonight," Mr. Petty, the dauntless chaperon, mumbled as he

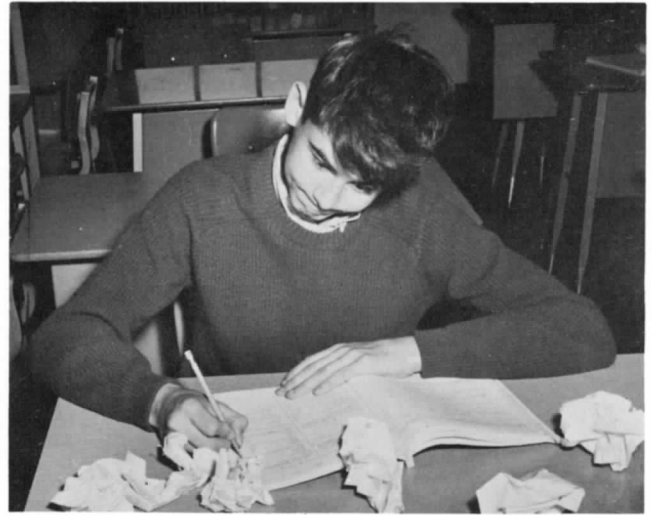
packed in the last football fan.

PAT EDWARDS and Rodney Puckett studied the intricate details of world geography and offered aid to Diane Perkins

and Cindy Walker in creating their own world map, a project in American History.



Intricate Skills Acquired



DETERMINED TO conquer the future business world, Steve Vantrees made one last effort to solve a somewhat complicated problem in his general business workbook.

MRS. MARGARET SHELTON demonstrates the "above and beyond" teaching concept while vacuuming the new carpet which was a welcomed addition to the typing room.



Margaret Shelton

MRS. MARGARET SHELTON, A.B., Lambuth College, Typing, Shorthand; Monthly Tatler Literary Staff.

An understanding of general business was gained by viewing the business world through the consumer's eyes, while experience in bookkeeping helped in qualifying students for future business occupations.

Whereas shorthand students previously shared a desk with a typewriter, this year's students were assigned new desks with ample space for developing accuracy in taking dictation. New carpeting and the new furniture enhanced the beauty of the room where typing students learned to use various typewriter parts and the proper techniques for improving typing skills.



MRS. LOUISE ROBERTSON, B.A., Blue Mountain College. Bookkeeping, General Business; Monthly Tatler Business Staff.

MRS. JENNIE LOU PHILLIPS, B.S., Union University; M.A., Memphis State University. Algebra I, General Business, Shorthand; Future Business Leaders of America.

In Business and Home Economics Classes



MISS MARY DOAK, B.S., Union University; M.S., University of Tennessee. Home Economics; Future Homemakers of America.



"A WATCHED POT never boils," surmised Mary Ann Medlin, but "all systems were go" for Brenda Horn, Jane Dickens, and Carol Harris concerning other meal preparations.

Step by step, home economics girls learned the proper way to create a dress as tantalizing as the meals they prepared in the kitchen. Being able to read both a pattern and a recipe correctly were necessities taught to all girls upon entering a first year home economics classroom. When this essential was made clear, the girls were then ready to cope with the actual mechanics of cooking and sewing.

Nutrition, just barely touched upon in first year classes, was studied in greater depth in second and third year courses. Being able to plan a well-balanced menu was just as important to the young homemaker as being able to execute the actual preparation of the meals. Child care and home nursing was also examined in the more advanced home economics.

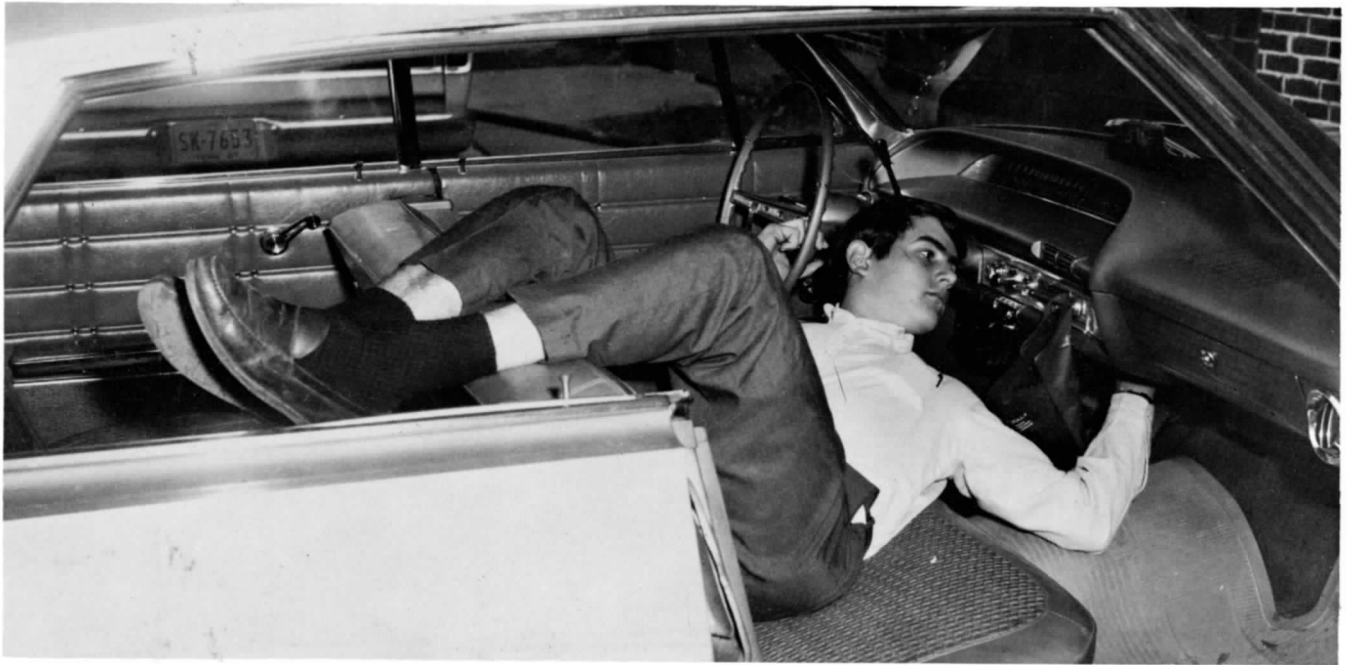
Since the first year girl was just beginning her education in the art of sewing, dresses, and skirts of workable materials were their main concern. Such was not the case of the advanced student. Her basic knowledge already in mind, the second and third year home economics students made suits and dresses of the cumbersome fabrics, such as wools and bonded knits. These girls rarely failed to achieve the goal of an attractive, well-fitted garment.

The concerted efforts of home economics students and Miss Doak created a background on which the girls could build for future happiness.

"SO I SAVED a dime using a new detergent, but I lost my senior ring!" wailed Jan Elam frantically searching for her most prized possession in a mountain of soap suds.



Future Salesmen Received Important Tips

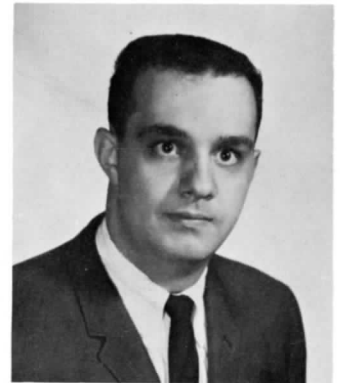


TRANSISTORS OR TUBES is the question Robert Spragins faces in his attempt to solve the mechanics of installing his

stereo-tape attachments to his car.



MR. STEVE DENTON, B.S., University of Tennessee. Distributive Education, General Business; Distributive Education Club.



MR. HARRY IVEY, Vocational Certificate in Trades and Industries, University of Tennessee. General Metal Trades; Trades and Industries Club.

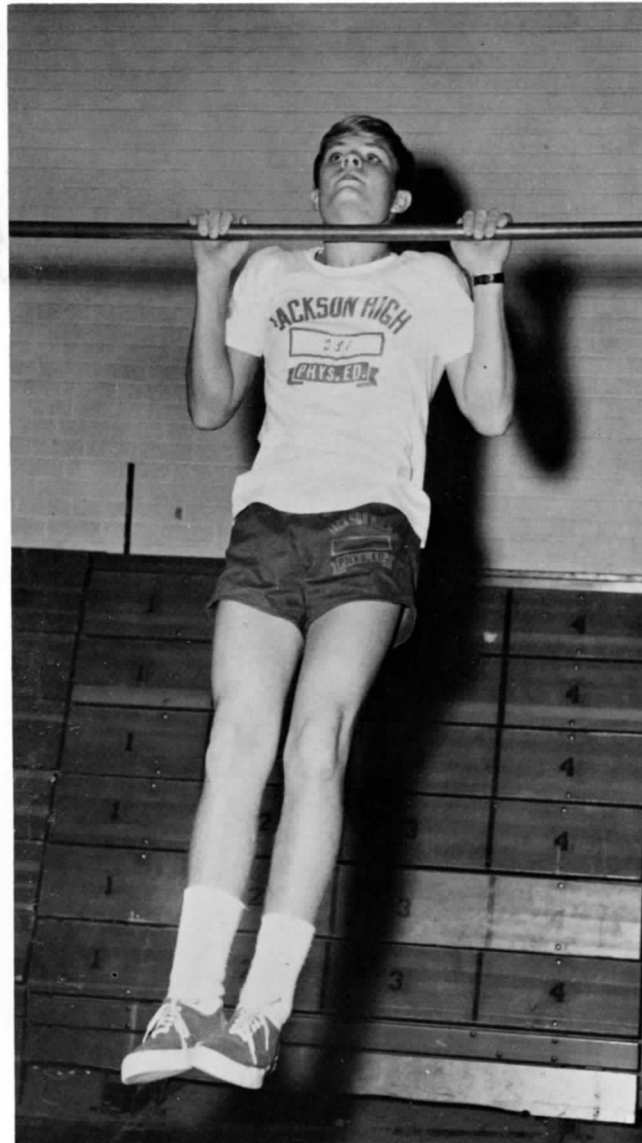
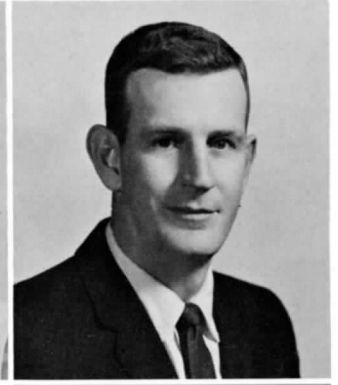


ARRANGING a sales display, Bonita Davis attempted to convince David Blackwell that a touch of femininity was essential in any worthwhile project.

"Ups and Downs" Brought On Aching Muscles

MISS EDYTH WORTHY, B.S., Tennessee Polytechnic Institute; M.A., George Peabody College. Physical Education; Senior Class, Cheerleaders.

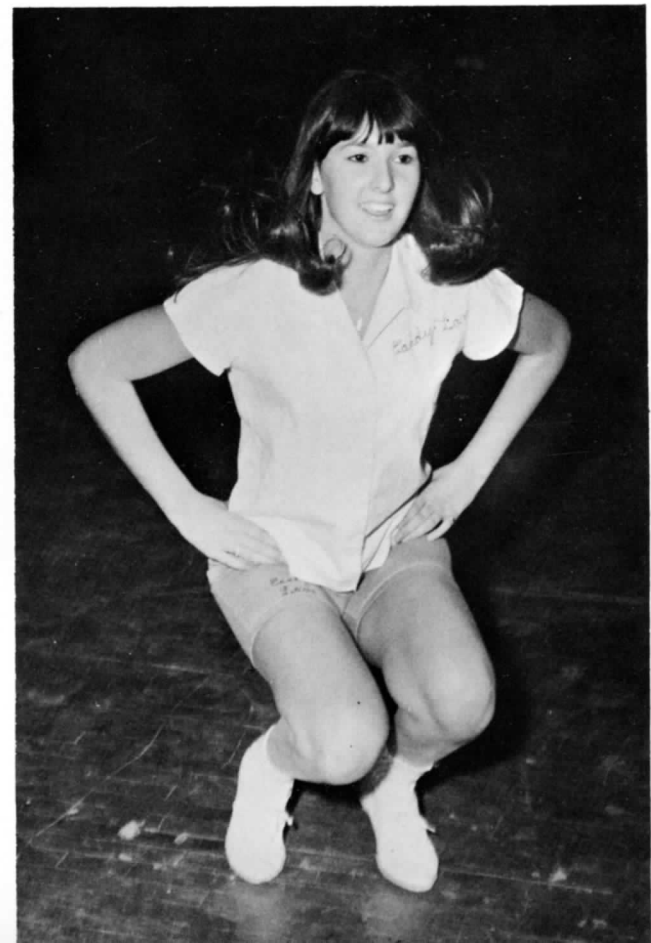
MR. RICHARD ROSS, B.S., Union University; M.A., Memphis State University. Physical Education; Coach, "J" Club.



MR. JAI FLYNT, B.S., Tennessee Polytechnic Institute. Band (Marching, Concert, and Stage); Pep Band.



ONE, TWO, UP, DOWN! Rhythm and balance insured Candy Lane of necessary exercise.



LIVING UP TO the J.H.S. Alma Mater of sounder bodies, Johnny Marshall exercised with "pull ups."