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# A study by upper and lower quartile groups of the 1940 graduates of John Marshall High School

Elmira Coalter Maurice

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A STUDY BY UPPER AND LOWER QUARTILE GROUPS OF THE  
1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

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A Thesis  
Presented to  
the Graduate Faculty of  
The University of Richmond

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by

Elmira Coalter Maurice

June 1950

*Approved  
April 22, 1950  
E. F. Overton*

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## CHAPTER I

### INTRODUCTION

To what extent was the program offered by John Marshall High School adequate in meeting the life-preparation needs of its students, as revealed by a follow-up study of the upper and lower quartile groups of the graduating classes of February and June, 1940? Information for the study was drawn from data dealing with the past and present status of the group in personal, academic, professional and business life; from their own opinions; from those of their employers and from the personnel of the schools which they have attended since graduation.

The investigation was made at the suggestion of the principal and the placement counselor of John Marshall High School. It was believed to be a needed study in that it would (1) have weight in evaluating the effectiveness of the past program of the school, (2) indicate possible needs for change, and (3) direct attention to means of broadening the scope of educational opportunities to be offered future students. Special interest was evidenced in having the study show a break-down of data by upper and lower quartile groups of the graduating class. It was felt that in this way a truer picture of the effectiveness of the program would be revealed.

These two groups were considered to be representative of the extremes in measurement of success in high school achievement, according to the rank they received at graduation. The one group received high grades and honors, its members having been among the leaders in the

school. The other group was graduated with low grades and some repetition of classes. A comparison of their various achievements after high school was revealing in evaluating the high school program in that it indicated to what degree these widely separated groups of people had developed abilities and skills to meet the problems of everyday life.

Throughout the study, reference has been made to the four quartile groups as follows:  $F_1$  indicates the Upper Quartile Group of the February graduating class;  $F_2$  the Lower Quartile of the February graduating class;  $J_1$  the Upper Quartile of the June graduating class; and  $J_2$  the Lower Quartile Group of the June graduating class. This code, rather than the longer titles, was used to facilitate the reading of tables by bringing comparable columns closer together under shorter headings. In analysis of tables, the same abbreviated form has been used.

In 1949, the State Board of Education of the Commonwealth of Virginia inaugurated a follow-up study of all of the high school graduates for the year 1940 and the drop-outs for the years 1938-1940 for the purpose of evaluating the work of the educational system of the state. Each school was furnished with printed questionnaires (See Appendices A, B, and C, pp. 127, 128, and 129) and delegated the work of contacting its former students.

It was partly through the information secured from the above mentioned questionnaires, sent out for this study, that data were collected for the present paper. These were supplemented by interviews with the graduates and information gathered from their relatives, friends and acquaintances. Information as to school records, classes attended,

courses of study pursued, class standing and school activities were taken from records found in the school files, including lists of graduates according to rank, permanent record cards, term standing sheets, and the school handbooks and yearbook. Very little information could be found on standardized test data, inventories of pupil achievement, physical condition or home background. Grades were listed numerically.

Further information concerning the school was obtained from the superintendent's annual reports to the school board for the years 1937-1940,<sup>1</sup> a report on a survey of the Richmond Public Schools made in 1942,<sup>2</sup> a history of the Cadet Corps,<sup>3</sup> and the catalogue of the school issued in 1912.<sup>4</sup>

There were 205 graduates in the February class, making each quartile contain 51.2 people. Thirty persons in the Upper Quartile

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<sup>1</sup>Sixty-Ninth Annual Report of the Superintendent of the Public Schools of the City of Richmond, Virginia for the Scholastic Year Ending June 30, 1939, Clyde W. Saunders & Sons, Inc., Richmond, Va., 1939. Seventieth Annual Report of the Superintendent of the Public Schools of the City of Richmond, Virginia, for the Scholastic Year Ending June 30, 1939, Baughman Stationery Co., Richmond, 1940. Seventy-First Annual Report of the Superintendent of the Public Schools of the City of Richmond for the Scholastic Year Ending June 30, 1940, Richmond Press, Richmond, 1941.

<sup>2</sup>Richmond City Public Schools, a Report by the Survey Commission Appointed by the State Superintendent of Public Instruction, Richmond, Va., 1942.

<sup>3</sup>John Marshall High School Competitive Drill and History of Corps, compiled by Captain James C. Anthony, Cadet Lieut. B. M. Dabney, Jr., and Cadet Lieut. B.G. Stultz, Capitol Service Press, Richmond, Va., 1933.

<sup>4</sup>Richmond Public Schools Circular No. 5, Catalogue of the John Marshall High School, 1912-1913, City School Board, Richmond, Va., September, 1912.

Group (or 58.8 per cent) and twenty-three (or 45.1 per cent) in the Lower Quartile Group returned the questionnaires. There were 419 graduates in the June class, making each quartile contain 104.7 people. Seventy persons in the Upper Quartile Group (or 66.7 per cent) and forty-eight (or 45.7 per cent) in the Lower Quartile Group returned the questionnaires. A higher percentage of each upper quartile group returned the questionnaires than either of the lower quartile groups. There was a total return of 54.8 per cent for all groups in the study.<sup>5</sup> In addition to these returns, it was learned that three boys in the Upper and two in the Lower Quartile Groups of the June graduates had been killed in action during World War II.

The percentage of returns was not discouraging to the writer considering the fact that ten years had elapsed since most of the persons in the study had been in contact with their school, World War II had intervened, some had died, some remained out of the United States after the war, many had moved out of town, leaving no known source of information concerning their present address, and many of the girls, by marrying had changed their names and addresses.

Returns from the employers were meager until personal contacts were made with them. Replies from the colleges were good in number but incomplete as to the information given. This may be explained by the

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<sup>5</sup>This study does not include the August graduates of the school. It was felt that the addition of this group would have little to add to the validity of the analysis since the number involved was so small (35 in all) and a total of only 12 returns were made to the questionnaire. Another factor in this consideration was that summer school graduates were not ranked according to grades and it was class standing from which this study was made.

possible lack of records on the desired data.

Considerable data on the history of the school are available. The John Marshall High School Catalogue for 1912-1913<sup>6</sup> states that the embryo for the present school was created by the establishment of the Advanced Grammar Grade in 1869 for the pupils who desired to continue their studies past the grades then organized. It offered a curriculum including science, Latin and algebra. In 1872, the Richmond High School was established by the Richmond School Board to fill the three needs in education felt at that time: "the demand for training teachers, the demand for training young men in at least one phase of business life and the demand for the training of those who would enter college".<sup>7</sup>

Vacancies in the Richmond teaching corps were filled almost entirely from the graduates of this school. By 1891, a one-year post graduate course for teachers had been added and in 1910 this was extended to two years. In 1911 the teachers' training course was moved to another school.

In 1909, the old school moved into the present quarters located in the block bounded by Eighth, Ninth, Marshall and Clay Streets. The name of the school was changed to John Marshall High School.<sup>8</sup> The school has since been enlarged by the acquisition of two other buildings and a drill and athletic field. The George Wythe building, located across from the school on Marshall Street, was built in 1921 to take care of the increased enrollment. In 1943, the Virginia Mechanics Institute, located at Eleventh and Marshall Streets, became a vocational school under the

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<sup>6</sup>Catalogue of John Marshall High School, op. cit., p. 11.

<sup>7</sup>Ibid., p. 12.

<sup>8</sup>The home of Chief Justice John Marshall is on the Ninth and Marshall Streets corner of the school grounds and has been made an historical shrine.

jurisdiction of the principal of John Marshall High School.

Through the years many changes have taken place in the curricula of the school. In 1872, with a faculty of a principal and two teachers, it was proposed that the school offer the following courses:

Mathematics, including arithmetic, algebra, geometry, and trigonometry; Natural Science, including physical geography, physiology, natural philosophy, descriptive astronomy, chemistry, geology, and botany; Languages, including Latin, French, and German; English, including grammar, composition, rhetoric, reading and elocution, literature, and orthography; under miscellaneous we find ancient and modern history, review of studies of grammar grades, mental science, civil government, political economy, and bookkeeping.<sup>9</sup>

A further statement was made, however, to the effect that the full course of studies was never achieved. Since that time, many revisions have been made in the curriculum, many courses have been withdrawn and many new ones added. During the 1939-1940 session, the year that the pupils in the present study graduated, the following subjects were offered: English, public speaking, mathematics, Latin, French, Spanish, German, history, science, bookkeeping, shorthand, typewriting, art, mechanical drawing, home economics, industrial arts (including electricity, metalwork, auto essentials), diversified occupations, distributive education, music, physical education<sup>10</sup> and military training.

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<sup>9</sup>Catalogue, John Marshall High School, op. cit., p. 11 and 12.

<sup>10</sup>Only 151 pupils in the entire school were enrolled in physical education at this time.



The school enrollment for the 1939-1940 session was 3,710 and the teaching staff numbered 115. Guidance and counselling in the school was handled by a trained social worker who spent half of her time, or about four periods a day in the work. Her own analysis of her work follows:<sup>11</sup>

A job analysis of the work of the person now functioning as the school counselor of John Marshall reveals three main divisions of activities:

1. Actual teaching for half of each school day, much of which is experimental teaching of special groups, such as those with poor reading ability. Along with this naturally comes any service which can be rendered in sponsoring needed courses, interpreting school records and objective tests, and guiding choices of study.
2. Study of and assistance to individual children who because of exaggerated problems of scholarship, behavior, personality, or living conditions are referred to the counselor by the administration, faculty, parents, or social agencies. Many school and community resources are available for service to these young people and can be utilized when their needs are understood. Social agencies rendering psychiatric, health, recreational, employment, and family service and relief care are constantly used. School services are also brought into play as the school comes to know the individual. Perhaps the greatest of these school services is the high quality of understanding and interest manifested by the faculty when a given child's situation is known.
3. Administration of the School Aid of the National Youth Administration, which has become at John Marshall a service involving educational and vocational guidance, vocational education and intensive social case work. . . . This phase of the work is now occupying at least a third of the

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<sup>11</sup>Seventieth Annual Report, op. cit., p. 55 and 56.

counselor's time. It requires the same perspective, technique and resources which are required for her other work, and the boys and girls represent about the same problems.

The Cadet Corps, organized in 1915, provided training in military disciplines for boys. It ranked high among other corps of its kind throughout the country.

Among the co-curricular activities offered in the 1939-1940 school year were competitive sports, school publications, plays, operettas, musical programs, and clubs. In sports, there were a varsity and "B" team in football and in basketball, a baseball team and a track team for boys. For girls, there was a hockey and a basketball team. The records of all were considered good.<sup>12</sup>

The school publications, edited by the students under teacher sponsorship, consisted of a weekly paper, a monthly magazine, a foreign language paper, and a year book. All had won honors in competition.

Among the clubs were found two honor societies, The National Honor Society and the Quill and Scroll Society. In 1938, at the request of a committee of students, the John Marshall Student Association was organized. Records of forty-three other clubs or organizations, fostering sports, military, hobbies or academic interests, can be found in the yearbook as well as a Hi-Y Club, a Girls' Reserve Club and the John Marshall Christian Youth Association. No mention was made of purely social or secret societies. Sixteen scholarships and ten awards were

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<sup>12</sup>This information was obtained from the school yearbook, The Marshallite. If there were other sports activities, no record was found concerning them.

presented to outstanding students on graduation.

Before beginning the study of the class, cognizance should be taken of the fact that, since their commencement exercises in 1940, these students had been through a period of war. They had served in the armed forces; they had been sent to all parts of the world; they had been through terrifying experiences; they had been called on to use initiative, self-reliance and leadership where lives were at stake, their own and those of their comrades; they had been given training and opportunities for study during and since the war; they had been given tests to determine their abilities, interests, and skills; some had achieved promotions in industry because of the opportunities offered in an emergency; many left home influences earlier than they would have under other conditions; some married younger than they would otherwise have done because of the war; others had not married at all for the same reason; some came home with honors; others came home maimed, sick or with war-torn nerves; five did not return.

High school was not the only molding factor in these lives; war and circumstances of war, as well as environmental factors, have necessarily played a large part in making these people what they were at the time the investigation was being made. This study is concerned with the high school, not the war, but the probable influence of war experiences must be recognized in interpreting all information concerning these former students.

## CHAPTER II

### THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL AS CITIZENS

In evaluating the success of the high school program, it was important to find out what these people had done during the ten years since they left high school and what they were doing at the time the study was being made. In this part of the inquiry, investigation was made into their marital status, further educational pursuits, service with the armed forces, employment status, participation in community organizations and home ownership. Analysis of these subjects was revealing in that it indicated not only the extent to which these people had become useful, successful citizens, but also to what degree their high school education had met their needs.

The replies to a question concerning their marital status have been compiled in Table I.<sup>1</sup> There appeared to be a high rate of stability in the marriages of the group. In the reported answers, there were only two divorces,<sup>2</sup> no separations and one widow. The number of divorces (1.2 per cent) appeared to be quite low in comparison with statistics given for the nation which show that 1.7 per cent of the men from 25-29 years of age and 1.9 per cent of the men 30-34 years of age were divorced; 2.3 per cent of the women 25-29 years of age and 3.2 per cent of the

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<sup>1</sup>Questionnaire to Former Students, Appendix A, Item 1, p. 27.

<sup>2</sup>One divorce was reported by a boy in the J<sub>2</sub> Group, but according to a statement made on his questionnaire, he has since made a successful marriage. The other divorce was in the J<sub>1</sub> Group.

women 30-34 years of age were divorced.<sup>3</sup> Since the people in the present study fall within these age groups, it was considered that they were showing a degree of stability above that of the nation. Comparable figures for the State of Virginia could not be found, but according to the United States Bureau of Census, the divorce rate in Virginia rose from 2.0 divorces per thousand population in 1940 to 3.2 divorces per thousand in 1946.<sup>4</sup> These figures are herewith presented only to show the upward trend in the state, since it is recognized that any attempt to bring the figures in the present study to a per thousand basis would give a distorted view and have no validity in a scientific study.

As was to be expected, many individuals contacted personally reported marriages which had taken place during the war, but since the questionnaire contained no query to this effect, data in this field are not complete and so are not presented. Approximately one-third of those reporting were still single. The latest national figures available for comparison was for the year 1946 and showed 28.0 per cent of the men 25-29 years of age and 15.8 per cent of the men 30-34 years of age were not married; 15.4 per cent of the women 25-29 years of age and 11.5 per cent of the women 30-34 years of age were not married.<sup>5</sup> It would appear from these figures that these John Marshall graduates were not marrying and establishing homes as early as the average for

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<sup>3</sup>U.S. Bureau of the Census, Statistical Abstract of the United States: 1948 (Sixty-ninth Edition), Washington, D.C., 1948, p. 42.

<sup>4</sup>Ibid., p. 89-90.

<sup>5</sup>U.S. Bureau of the Census, op. cit., p. 42.

TABLE I

## MARITAL STATUS OF THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL\*

	$F_1^{**}$		$F_2^{**}$		$J_1^{**}$		$J_2^{**}$		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	1	3.3	0	0.0	0	0.0	0	0.0	1	0.6
Single	8	26.7	6	26.1	27	38.6	11	22.9	52	30.4
Married	21	70.0	17	73.9	41	58.6	36	75.0	115	67.3
Divorced	0	0.0	0	0.0	1	1.4	1	2.1	2	1.2
Separated	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Widow	0	0.0	0	0.0	1	1.4	0	0.0	1	0.6
Total	30	100.0	23	100.0	70	100.0	48	100.0	171	100.0

\*The five who were killed in action during the last war are not included in the report.

\*\*In all tables and in parts of the manuscript,  $F_1$  will represent the Upper Quartile Group for February,  $F_2$  the Lower Quartile Group for February,  $J_1$  the Upper Quartile Group for June and  $J_2$  the Lower Quartile Group for June.

the nation.

In analysis by quartile groups, it was found that more people in the lower quartile groups ( $F_2$  73.9 per cent and  $J_2$  75.0 per cent) than in the upper quartile groups ( $F_1$  70.0 per cent and  $J_1$  58.6 per cent) reported that they had married. This may have been because more people in the upper quartile groups had deferred employment until they had finished further study. (See Table II, p. 14 and Table III, p. 20).

Conclusion: Figures seem to indicate that the 1940 graduates of John Marshall High School have learned to adjust themselves to and get along fairly well with other people as shown by the high rate of marital stability found in the group. It would have been more revealing had it been possible to ascertain the length of the marital unions and the number of children in the home because it is felt that these are significant factors in marital stability.

To what extent did these high school graduates feel that their education was adequate when they finished the high school? To what extent did they seek further training and education? Answers to the request, "If you have attended, or are attending, another school or college, or have taken any training since you left our school, check type of institution below and write name of institution,"<sup>6</sup> are shown in Tables II, p. 14,<sup>and</sup> III, p. 20). These returns indicated that 77.2 per cent of the graduates had sought further schooling.<sup>6</sup> No answer was

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<sup>6</sup>Questionnaire to Former Students, Appendix A, Item 5.

<sup>7</sup>This is exclusive of post graduate work at the high school, but inclusive of vocational schools, correspondence schools, business colleges, army and navy service training courses, night school and colleges.

TABLE II

## POST-SECONDARY EDUCATION OF THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

Number of Different Types of Institu- tions Indicated	F 1		F 2		J 1		J 2		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	2	6.7	8	34.8	15	21.4	14	29.2	39	22.8
Post Graduate* (High School)	5	16.7	1	4.3	1	1.4	1	2.1	8	4.7
One Institution	15	50.0	13	56.5	33	47.1	25	52.1	86	50.3
Two Institutions	9	30.0	2	8.7	12	17.1	7	14.6	30	17.5
Three Institutions	2	6.7	0	0.0	9	12.9	1	2.1	12	7.0
Four Institutions	2	6.7	0	0.0	1	1.4	1	2.1	4	2.3
Total Seeking Further Education	28	93.3	15	65.2	55	78.6	34	70.8	132	77.2

\*Some who indicated enrollment in post graduate courses in high school are also found among the number seeking post-secondary education in other institutions.



given by 22.8 per cent of the group but, since no provision was made for a negative answer, their answers were assumed to include both those who failed to answer and those who have sought no further schooling. Eight people had pursued post graduate work at the high school. Whether or not this was to fulfill college entrance requirements, desire for further schooling or to fill in the period of time until they could find work, enroll in other institutions, or go into the armed service was not indicated. A little over half of the group (50.3 per cent) reported that they had sought further education in one institution; 17.5 per cent in two institutions; 7.0 per cent in three different institutions; and 2.3 per cent in as many as four types of institutions.

Analysis by quartile groups showed heavier weight in the upper quartile groups ( $F_1$  93.3 per cent and  $J_1$  78.6 per cent) seeking further education as compared with the lower quartile groups ( $F_2$  65.2 per cent and  $J_2$  71.8 per cent). Only two people (6.7 per cent) of the Upper Quartile Group for February did not indicate that they had taken any further schooling. The  $F_1$  Group exceeded all the other groups in seeking post graduate work (five or 16.7 per cent), each of the other groups showing only one in this classification. The lower quartile groups showed a lead over the upper quartile groups in the number of those taking further instruction in one type of institution, the weight resting in the  $F_2$  Group, ( $F_2$  56.5 per cent and  $J_2$  52.1 per cent as compared with  $F_1$  50.0 per cent and  $J_1$  47.1 per cent). This may indicate that those in the lower quartile groups were less ambitious for further education, had better preparation for the work in which they were employed, were given desired

training as a part of the on-the-job training program of the employer or that they were doing less "shopping around" or sampling of job possibilities than the upper quartile groups due to more fixed plans. Further study on the subject would be enlightening but without further data, no conclusions may be drawn.

Among those taking further schooling in two types of institutions, the upper quartile groups led ( $F_1$  30.0 per cent and  $J_1$  17.1 per cent), the  $F_1$  Group being ahead by a wide margin. The Lower Quartile Group for June closely followed that for the Upper Quartile for June ( $J_2$  14.6 per cent) while the  $F_2$  Group dropped sharply to 8.8 per cent. All four groups showed lower percentage in the number of those taking three types of further schooling, the upper quartile groups still leading ( $F_1$  6.7 per cent and  $J_1$  12.9 per cent), the Lower Quartile Group for February dropping out completely and that of June showing one member only. Two people (6.7 per cent) in the February Upper Quartile Group took as many as four types of further training, as did one in each of the June quartiles. Information as to whether these were successive or successful types of training was not available but would be necessary in drawing further conclusions.

Conclusion: From the data examined, it appears that about three-fourths (slightly more in the upper quartile groups and slightly less in the lower quartile groups) of all the graduates either found themselves inadequately trained to fill positions in the economic world or were ambitious for further schooling that would fit them for positions they could not achieve or activities they could not pursue with their high

school education only. However, in considering these figures, it must be remembered that during and since World War II the United States government and industry have made available education not ordinarily given, both in vocational work and in higher institutions of learning. It is evident, on the other hand, that given an opportunity, many of these high school graduates have sought further instruction.

The high incidence of the pursuit of further education on the part of these graduates may imply the need for establishing a junior college level in the Richmond Public Schools, whereby schooling would be extended further for two grades beyond the present level. This seems to be in line, also, with the demand on the part of some of these graduates for classes on a beginning-college level (See Table XX - Subject Desired if the 1940 Graduates of John Marshall High School Had Opportunity to Repeat Their High School Experience, p. 74) which would include academic as well as vocational subjects. That this would coincide with the present trend of extending the high school curricula is evident.<sup>8</sup> Leading authorities in education in the United States are advocating the idea of the Junior College as an extension of the Senior High School. In Education for All American Youth,<sup>9</sup> can be found numerous proposals whereby this can be accomplished. The American Youth Commission in Youth and

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<sup>8</sup>An excellent survey of the movement of extending the senior high school curricula to the junior college level can be found in the book by Leonard V. Koos, Integrating the High School and College, Harper & Brothers, N.Y., 1946. A brief treatment of the subject can be found in the book by Edwards, Newton and Herman O. Richey, The School in the American Social Order, Houghton Mifflin Co., Boston, 1947, p. 830-833.

<sup>9</sup>Educational Policies Commission, Education for All American Youth, Washington: Education Policies Commission of the National Education Association and the American Association of School Administrators, 1944.

the Future expressed the need and values of such a plan to the youth of our country in the following statement:

. . . The Commission believes, however, that in looking to the future we should think in terms of a unified public school system, beginning with such provision for nursery schools and kindergartens as may be possible, and continuing without special break through the fourteenth grade. Within the fourteen grades, there should be a developing educational program which at each grade level contains subject matter of appropriate difficulty and diversity to meet the individual needs of all youth.

At present for most American youth who wish to continue their schooling through the complete secondary period, it is necessary to leave home after the completion of grade twelve in a four-year high school and to attend a lower division of some college or university. This is financially prohibitive for many capable young people and, furthermore, constitutes an indefensible break in the organization of secondary education.

For the purpose of making the final years of secondary education accessible to all youth who want them and whose records promise that they will put them to good use for individual and social benefit, the Commission recommends that public junior colleges and technical institutes be added to the local school systems in every state. These to be accessible to all qualified youth, so far as possible without the necessity of incurring the financial burdens attendant upon moving their residence from their parental home.

The provision of these facilities as rapidly as possible is amply justified by the promise of enhanced economic and cultural well-being for the nation and its communities. It will be financially feasible and can readily come about with the adoption of the national, state, and local governments of appropriate roles in the financing and organization of public education.<sup>10</sup>

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<sup>10</sup>The American Youth Commission, Youth and the Future, American Council on Education, Washington, D.C., 1942.

It is believed by the writer that the extension of the curricula at John Marshall to include two years of classes on a college level would fill many needs suggested by the above study.<sup>11</sup>

Table III is a summary of the types of further education sought by the 1940 graduates in the study. Nearly half (85 or 49.7 per cent) stated that they had gone to college. The colleges have made returns on 70 of these (40.9 per cent of the group being studied), to this extent verifying statement of college attendance. Only one person (0.6 per cent) reported taking a nurse's training course; 3.5 per cent reported that they had taken correspondence courses; 1.2 per cent had taken apprentice training, and 3.5 per cent had studied in a trade school. Study in business college was reported by 15.2 per cent; in night school classes by 20.5 per cent, and post graduate work at high school was reported by 4.7 per cent of the group.

Analysis by quartile groups showed no distinct group pattern except in college attendance. More people in the upper quartile groups (70.0 per cent in  $F_1$  and 55.7 per cent in  $J_1$ ) than in the lower quartile groups (47.8 per cent and 16.7 per cent for  $F_2$  and  $J_2$  respectively) reported college attendance. The  $F_1$  Group showed the heaviest weight in this category and the  $J_2$  Group the lightest weight.

The  $J_1$  Group had more than any other in attendance at business college and fewer in vocational (apprentice and trade schools),

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<sup>11</sup>Supra, p. 17.

TABLE III

## TYPES OF SCHOOLS ATTENDED BY THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	2	6.7	8	34.8	15	21.4	14	29.2	39	22.8
Post Graduate	5	16.7	1	4.3	1	1.4	1	2.1	8	4.7
College*	21	70.0	11	47.8	39	55.7	14	29.2	85	49.7
College**	18	60.0	10	43.5	34	48.6	8	16.7	70	40.9
Correspond- ence School	2	6.7	2	8.7	0	0.0	2	4.2	6	3.5
Apprentice Training	0	0.0	1	4.3	1	1.4	0	0.0	2	1.2
Business College	3	10.0	1	4.3	15	21.4	7	14.6	26	15.2
Evening School	11	36.7	4	17.4	6	8.6	14	29.2	35	20.5
Nurses' Training	1	3.3	0	0.0	0	0.0	0	0.0	1	0.6
Trade School	3	10.0	1	4.3	0	0.0	2	4.2	6	3.5
Other***	2	6.7	1	4.3	5	7.1	4	8.3	12	7.0

\*Number stating that they have attended college.

\*\*Number of those attending college as verified by the various institutions.

\*\*\*These are miscellaneous classifications including aeronautics, radio signal, design, dietetics, home nursing, the Dale Carnegie course, ceramics and comptometer classes.

correspondence and evening schools. The  $F_1$  Group had higher percentages in post graduate work, vocation school and evening school than any of the other groups, as well as the only representative in the nursing school. The  $F_2$  Group was represented in every classification except the nurses' training school and the  $J_2$  in all except the apprentice training and nurses' training.

Conclusion: All four groups have shown decided interest in further education and training. The upper quartile groups appear to be more academic-minded when college attendance is considered. However, outside of this one phase of education, no conclusion can be drawn as to the direction of interest of either of the combined quartile groups. By classes (both quartiles for February and both quartiles for June) there is a more distinct pattern: the February class led in correspondence schools, vocational training, evening school and post graduate work; the June group led in business college attendance. Further study on the question would be interesting but is not applicable to this study since it was limited to quartile group analysis.

To the question, "Did you serve in the Armed Forces during World War II?"<sup>12</sup> two of the total of 171 students in the study failed to give an answer, seventy-five (43.9 per cent) gave a negative answer and ninety-four (54.9 per cent) answered in the affirmative. Since only one girl<sup>13</sup> reported service in the Armed Forces, it was felt that

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<sup>12</sup> Questionnaire to Former Students, Appendix A, Item 2, p. 127.

<sup>13</sup> Reported by a girl in  $J_2$  in service in the WAC.

it would be more revealing if the analysis were made from the reports from the male members only. A summary of the answers to this item of the questionnaire is made in Table IV, page 23. Only eight male members of the group were not in service during World War II. Statistics show that 90.3 per cent of the boys had some type of war experience. Analysis by quartile groups revealed that all except one person in the  $J_2$  Group were in service. The  $F_1$  and  $J_1$  Groups showed similar percentages ( $F_1$  88.2 per cent and  $J_1$  87.4 per cent) and the  $F_2$  Group was lowest with 81.3 per cent.

Further information on service in World War II reveals the branches of the armed forces in which these people have had experience. These data are compiled in Table V, page 24.

While all four groups were represented in the Army and Navy, the  $F_1$  Group indicated no one in the Marine Corps and the  $F_2$  and  $J_1$  Groups no one in the volunteer services (listed in Table V under Other).

Conclusion: The group as a whole was well represented in the late war, nine out of ten having been in service. Data are lacking concerning such items as the number who enlisted, the number who selected the branch of service in which they would serve, the number who were drafted or the reasons for deferment such as physical and mental condition, students, or the holding of key positions. Further interpretation of the facts presented herewith will not be made other than to point out that it was to be expected that war experiences had been a factor in molding the lives of the majority of the boys in the study.



TABLE IV

MALE GRADUATES OF JOHN MARSHALL HIGH SCHOOL SERVING IN THE ARMED FORCES  
(Class of 1940)

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	0	0.0	0	0.0	2	6.3	0	0.0	2	1.9
None	2	11.8	3	18.7	2	6.3	1	2.6	8	7.8
In Armed Forces	15	88.2	13	81.3	28	87.4	37	97.4	93	90.3
<b>Total</b>	<b>17</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>32</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>103</b>	<b>100.0</b>

TABLE V

BRANCH OF THE ARMED SERVICE IN WHICH THE 1940 GRADUATES OF  
JOHN MARSHALL HIGH SCHOOL WERE ENGAGED

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	0	0.0	0	0.0	2	6.3	0	0.0	2	1.9
None	2	11.8	3	18.7	2	6.3	1	2.6	8	7.8
Army	11	88.2	4	25.0	15	46.8	23	60.5	53	51.4
Navy	2	11.8	2	12.5	12	37.5	2	5.3	18	17.5
Marine Corps	0	0.0	7	43.8	1	3.1	9	23.7	17	16.5
Other*	2	11.8	0	0.0	0	0.0	3	7.9	5	4.9
Total	17	100.0	16	100.0	32	100.0	38	100.0	103	100.0

\*Under Other is included service with the Coast Guard, Red Cross Ambulance Service, and Red Cross Volunteer Service.

As a factor in determining the economic success of the group, statistics on the employment status of the group have been compiled. Table VI is a compilation of the answers given to the question, "What is your present employment status?"<sup>14</sup> Only one person in the entire group of 171 former students reported that she was unemployed. In a period when reports in newspapers and magazines were showing increased numbers of articles concerning rising figures in the number of people without employment, it appears that the status for this group was satisfactory.<sup>15</sup> Part-time employment was given as the employment status by seven of the group, all of these indicating that they were either students or girls whose last job before their marriage had been in the part-time category. Full-time employment was claimed by 63.1 per cent of the group, 17.5 per cent listed themselves as "Housewife (not seeking employment)" and 13.5 per cent stated that they were still in school. Five of the group owned their own businesses, all of which were of the smaller types (restaurant, small loan company, and gasoline filling stations). Due to the fact that all of the questionnaires were not returned, little significance can be placed on the fact that no one listed armed services as

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<sup>14</sup>Questionnaire to Former Students, Appendix A, Item 7.

<sup>15</sup>An estimate by a statistician of the State Unemployment Compensation Commission for Virginia at the request of the writer placed employment in the state for the week of July 11-16, 1949, at around 1,225,000 and unemployment at between 70,000 and 75,000. This would be an estimated 5.4%-5.7% unemployment. These figures are unverifiable and are treated as interesting observation only. A bulletin, Annual Report on the Labor Force, 1948, Department of Commerce, Bureau of the Census, Current Population Reports, Labor Force, Series P-5-, No. 13, Washington, D.C., February 16, 1949, states that the percent white unemployment for the week of June 5-11, 1949, was 5.7% (p.11, Table 11).

TABLE VI

## EMPLOYMENT STATUS OF THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	1	3.3	0	0.0	3	4.2	2	4.1	6	3.5
Full-time Employment	19	63.4	15	65.2	38	51.4	36	75.0	108	63.1
Part-time Employment	1	3.3	0	0.0	5	7.1	1	2.1	7	4.1
Unemployed	0	0.0	0	0.0	1	1.4	0	0.0	1	0.6
Going to School	5	16.5*	3	13.0*	9	12.8*	6	12.5*	23	13.5*
Housewife	4	13.3	4	17.4	18	25.7	4	8.3	30	17.5
Have own Business	1	3.3	1	4.4	1	1.4	2	4.2	5	2.9

\*Some of these students indicated that they were working on a part-time basis, therefore, they may have been included under Part-time Employment above. This accounts for a discrepancy in totals and total percentages.

their employment. It is possible that questionnaires did not reach those in this category or were too late in return to be included in the study.

Analysis by quartile groups showed that the only unemployed person in the  $J_1$  Group was a girl and no explanation was made as to whether or not this unemployment was from choice. A fairly even distribution was found among all four groups in percentage of those still in school, the heaviest weight lying in the  $F_1$  Group (16.6 per cent). There was a wide variation among the quartile groups in the number of those listing housewife (desiring no employment). Over one-fourth (25.7 per cent) of those in the  $J_1$  Group were to be found in this category and less than one-tenth (8.3 per cent) in the  $J_2$  Group. The  $F_1$  and  $F_2$  Groups showed only slight differences in percentage for those giving this as their occupation ( $F_1$  13.3 per cent and  $F_2$  17.3 per cent).<sup>16</sup> Taking into consideration the large number of those in school and in the housewife group, it was not surprising to find that the  $J_1$  Group had the smallest percentage of those indicating full-time employment. The largest percentages in this category were to be found in the lower quartile groups ( $F_2$  65.2 per cent and  $J_2$  75.0 per cent) but the  $F_1$  and  $F_2$  Groups were fairly close in this matter ( $F_1$  63.4 per cent).

Conclusion: The employment<sup>status</sup> of the group as a whole appeared

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<sup>16</sup> Further break-down of the figures (not shown on Table VI) shows a fairly even distribution of married girls who are working full-time, the weight in the  $J_1$  Group. It is found that there are four in the  $F_1$  Group, one in the  $F_2$  Group, five in the  $J_1$  Group and two in the  $J_2$  Group. It may be significant that four in this category are in the teaching profession.

good, unemployment existing in only one case. Comparison with available national figures was interesting in that it showed that these people appeared to be more fully employed than the employable people of the nation as a whole.<sup>17</sup>

It may be interesting to those planning future revision of the curriculum to note that a large number of these students were still seeking further education on a full-time basis. Since this was more than likely conditioned in many cases by services extended to veterans of World War II, and education interrupted by service in the armed forces, the implications to the school should be viewed in that light. It is evident, however, that given opportunity people in all four quartile groups had taken or were taking advantage of receiving a college education. (See Table II, p. 14, and Table III, p. 25).

There are implications for those planning changes in curriculum, too, in the comparison of the number of those stating that they were keeping house and the demand for more classes which deal with home-making, marriage and family relations. (See Table XXII, p. 80 and 81)

What kinds of employment have these 1940 graduates pursued? Table VII is a compilation of the answers to a request for information as to the title of job or kind of work engaged in by these people.<sup>18</sup>

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<sup>17</sup>Questionnaire to Former Students, Appendix A, Item 7, p. 128.

<sup>18</sup>Ibid., Item 8, p. 128.

TABLE VII

## TYPES OF WORK IN WHICH THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL ARE ENGAGED

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	0	0.0	0	0.0	1	1.4	0	0.0	1	0.6
Professional*	6	20.0	2	8.7	14	20.0	3	6.3	25	14.5
Semiprofes- sional*	3	10.0	3	13.1	7	10.0	15	31.3	28	16.4
Clerical- Sales*	10	33.3	13	56.5	38	54.3	21	43.8	82	48.0
Service*	1	3.3	1	4.3	0	0.0	0	0.0	2	1.2
Skilled Workers*	2	6.7	1	4.3	4	5.7	5	10.4	12	7.0
Semiskilled Workers*	0	0.0	0	0.0	0	0.0	2	4.3	2	1.2
Unskilled Workers*	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Housewife or Student**	8	26.7	3	13.1	6	8.6	2	4.3	19	11.1
Total	30	100.0	23	100.0	70	100.0	48	100.0	171	100.0

\*These classifications are taken from U.S. Employment Service, Dictionary of Occupational Titles, 2nd ed. Prepared by Division of Occupational Analysis, U. S. Employment Service, Washington, D.C., U.S. Government Printing Office, 1949.

\*\*This category is treated as two separate units in Table VI, but was combined in this instance to facilitate treatment.

It was found that twenty-five, or 14.6 per cent of all the group were in the professional status, twenty-eight, or 16.5 per cent in a semi-professional classification, and eighty-two, or 48.0 per cent, in the commercial-sales category. This includes nearly half of the entire group. There was one policeman and one train hostess, accounting for two people, or 1.2 per cent of the group in the service category. In the skilled worker group, twelve, or 7.0 per cent are listed and 2 (1.2 per cent) were semiskilled workers. There were no unskilled workers in the group.

Analyzing by quartile groups, it was found that 20 per cent of each of the upper quartile groups were in the professional fields. In the lower quartile groups,  $F_2$  had two in the professional field, both civil engineers, and  $J_2$  had three, a first-vice president, an auditor, and the only clergyman listed in the entire class report studied. In addition, this last group also contained two graduate students, one receiving his Ph. D. degree in Psychiatry from a large university. These are mentioned here due to the fact that, while at the time of the writing they were listed in the student category, more than likely both will be members of the professional group on completion of their studies.

In the semiprofessional-managerial group, the heaviest weight was within the lower quartile groups ( $F_2$  13.0 per cent and  $J_2$  31.3 per cent as compared with 10.0 per cent each for  $F_1$  and  $J_1$ ). Probably the most significant fact to be found in the clerical-sales group was that



it was in this category that all four groups showed heaviest weight. The only people who placed themselves in the service groups were to be found in the February class, both quartiles reporting one. More skilled workers were to be found in the J<sub>2</sub> Group (10.4 per cent) but no group reported many people to be placed in this category. There were only two semiskilled workers, both found in the J<sub>2</sub> Group, and no unskilled workers in the entire group studied.

Conclusion: In Youth Tell Their Story,<sup>19</sup> it is pointed out that as the educational level rises to high school graduation and further study, the number of those in the professional, semiprofessional and managerial categories tend to rise, and those in the service, skilled, semiskilled and unskilled diminish, the greatest weight falling in the commercial-sales category. The findings in the present study seem to prove this trend holds true for the 1940 graduates of John Marshall High School. The small number listed in the skilled field opens the question as to whether or not many of those in the commercial sales fields<sup>20</sup> at low salaries would not have profited by vocational training which would have fitted them for higher salaries in a skilled trade. The prestige of the "white collar job" over the "overall job" probably has much to do with choice of the one over the other, but if a different attitude could be fostered toward this type of work, it is the belief of the writer that more people would find

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<sup>19</sup>Howard M. Bell, Youth Tell Their Story, American Council on Education, Washington, D.C., 1939, p. 123-124.

<sup>20</sup>Listed with Commercial-Sales, above; see also Table X, Salaries Earned, p.

security, satisfaction and a higher standard of living in industry and the skilled trades. Increased technology in sanitation, radio, refrigeration, etc., calls for skill and intelligence. A study of the success of the high school graduate in skilled occupations as compared with those of less school experience would be interesting.

That the attitude toward glorifying the white collar worker holds true in other areas is indicated in Youth Tell Their Story, where it was found that almost two-thirds of all youth wanted jobs in the white collar class.

Each youth was asked this question: Regardless of available opportunities, what kind of work would you most like to do? When the responses of all the youth are considered, more than four out of ten (43.1 percent) expressed a desire to work in one of the professional-technical occupations, and two out of ten (20.8 percent) wanted work in the office and sales field. This means that almost two-thirds of all youth, including the students, wanted jobs in these limited fields.<sup>21</sup>

Findings in the comparison of the quartile groups showed that (1) every group had contributed to the professional and semiprofessional fields, the weight lying with the upper quartile in the former and in the lower quartile in the latter; (2) all four groups were heavily represented in the commercial-sales group, no definite weight resting with either the upper or lower quartile;<sup>22</sup> and (3) all four groups were found but

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<sup>21</sup>Bell, op.cit., p. 131.

<sup>22</sup>It was interesting to note here the large number who sought further education in the business colleges (See Table III, p. 20) in spite of the fact that a course in commercial education was offered in the school.

slightly employed in the skilled trades, a little weight resting with the lower quartile group for June; no one in the group studied was employed as an unskilled worker.

To what extent have these graduates shown stability in occupational pursuits. The answers to the question, "How many full-time jobs have you had since you left school?"<sup>23</sup> have been tabulated in Table VIII, on the following page. Statistics showed that there has been an average of 2.1 jobs per person held by the total group. This covered a range from zero jobs (involving fifteen people who had never been employed) to twelve jobs (held by a boy who was a concert musician).

Analysis by quartile groups showed that more people in the upper quartile groups had held only one job than in the lower groups ( $F_1$  36.7 per cent and  $J_1$  37.1 per cent as compared with  $F_2$  30.4 per cent and  $J_2$  25.0 per cent), whereas the reverse was true in those having held two jobs ( $F_2$  26.1 per cent and  $J_2$  20.0 per cent as compared with  $F_1$  13.3 per cent and  $J_1$  20.0 per cent). All four groups had two people indicating five or more positions. Distribution of the average number of jobs was fairly even, 0.5 jobs separating the lowest ( $J_1$  1.9) and highest figures ( $F_1$  2.4). Nothing of significance in quartile returns could be found in these figures, except to note that both groups showed the same stability in holding jobs.

Conclusion: The group as a whole may be considered more stable

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<sup>23</sup> Questionnaire to Former Students, Appendix A, Item 9, p. 127.

TABLE VIII

NUMBER OF JOBS HELD BY THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

Number of Jobs	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	1	3.3	0	0.0	0	0.0	0	0.0	1	0.6
Never Employed	2	6.7	3	13.0	7	10.0	3	6.3	15	8.8
One Job	11	36.7	7	30.4	26	37.1	12	25.0	56	32.7
Two Jobs	4	13.3	6	26.1	14	20.0	14	19.1	38	22.2
Three Jobs	5	16.7	4	17.4	13	18.6	9	18.7	31	18.1
Four Jobs	5	16.7	1	4.3	8	11.4	8	16.7	22	12.9
Five or More Jobs	2	6.7	2	8.7	2	2.9	2	4.2	8	4.7
Total Number of Jobs	71	---	46	---	135	---	109	---	361	---
Average Number of Jobs	2.4	---	2.0	---	1.9	---	2.3	---	2.1	---

in employment than was to be expected in a time of high labor turnover. Nearly one-third of these graduates (32.7 per cent) had had only one position since they completed high school. One-fifth of the group (22.2 per cent) had held only two positions. This accounted for nearly half of the employed group. More frequent change of jobs might have been expected to be found among the group in light of the following extracts from a bulletin from the Unemployment Compensation Commission of Virginia:

Employment level changes were at their highest for the seven-year period in 1942 [1942-1948], when the expansion of war production and progressive reductions in many peace-time industries resulted in a weighted average rate for the entire group of industries of 6.8%. The rate was much lower in 1943 and 1944, presumably because the greater amount of conversion to war-type activity had already been completed. The end of the war in 1945 saw a moderate increase in employment level changes, with somewhat lower rates in 1946 and 1947. Trends for the manufacturing and non-manufacturing groups are given below. All industries have been weighted by approximate relative size in terms of employment:

Table VI-Weighted Average of Quarterly  
Employment Change Rates by Years

	<u>1942</u>	<u>1943</u>	<u>1944</u>	<u>1945</u>	<u>1946</u>	<u>1947</u>	<u>1948</u>
All Industries*	6.8	4.7	3.5	5.3	4.7	3.5	3.9
Manufacturing	3.9	3.5	3.3	5.4	3.9	3.4	3.9
Non-manufacturing	9.1	5.4	3.7	5.3	5.4	3.6	4.0

\*Excluding agriculture, forestry, fishing, interstate railways, domestic service; most employers of less than eight persons, and most employers operating less than twenty weeks per year.

.....  
the effect of the shift of workers from peace-time into war-type activities during 1942 and 1943 being especially striking, together with the reverse movement of the working population in the post-war period, particularly in 1945 and 1946. The year 1947

appears to have been the most stable point in total employment, with an increase in 1948 resulting from the expansions in the early part of that year.<sup>24</sup>

In the evaluation of the figures in the present study, however, cognizance must be taken of the factors of time spent in further education and in war service. (See Tables III, p. 20, and IV, p. 23). This would limit the employable time to less than the ten years since graduation for many of the people in the study.

To what extent did these people use their own initiative and to what extent did they seek aid in finding employment?<sup>25</sup> The answers to a question to this effect are summarized in Table IX on the following page. A large percentage of those reporting considered that they had obtained their jobs by their own efforts (41.5 per cent) or through the efforts of their family or friends (29.7 per cent). The school was given credit for procuring only ten positions (5.8 per cent) for these graduates. However, it is possible that many of these people had, unknowingly, received recommendations from the institution which had weight in their being employed. The same statement may be applied to the other institutions of learning which they had attended. It was very revealing to note the slight use made of employment agencies, both United States employment agencies (2.0 per cent) and private employment agencies (1.2 percent), and newspapers (1.2 per cent). It would appear that these

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<sup>24</sup>Labor Turnover Rates, by Industry, for Virginia, 1942-1948, Division of Research, Statistics and Information, Unemployment Compensation Commission of Virginia, June, 1949.

<sup>25</sup>Questionnaire to Former Students, Appendix A, Item 10, p. 127.

TABLE IX

## MEANS EMPLOYED BY THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL IN SECURING JOBS

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	1	3.3	3	13.0	3	4.3	1	2.1	8	4.7
Never Employed	2	6.7	3	13.0	7	10.0	3	6.3	15	8.8
Through Family or Friends	3	10.0	6	26.1	19	27.2	23	47.9	51	29.7
Private Employ- ment Agency	1	3.3	0	0.0	1	1.4	0	0.0	2	1.2
Self	18	60.0	9	39.1	24	34.3	20	41.6	71	41.6
U.S. Employ- ment Agency	1	3.3	1	4.4	3	4.3	0	0.0	5	2.9
School Officials*	2	6.7	0	0.0	7	10.0	1	2.1	10	5.8
Newspaper	1	3.3	0	0.0	1	1.4	0	0.0	2	1.2
Other**	1	3.3	1	4.4	5	7.1	0	0.0	7	4.1
Total	30	100.0***	23	100.0	70	100.0	43	100.0	171	100.0

\*Interpreted as referring to high school officials only.

\*\* Includes college and business college officials, company representatives, and some unlisted agencies.

\*\*\* A correction of 0.1 per cent has been made here to make up for the loss of this percentage in bringing figures to their nearest tenth.

were negligible factors in providing employer-employee contacts as far as these students are concerned. However, it may be that they would have more weight in securing types of employment other than those in which these former students were engaged, such as semiskilled, unskilled and domestic work. Without data on these items, however, no conclusions can be drawn.

In analysis by quartile groups, it was obvious that a larger percentage of those in the lower quartile groups ( $F_2$  26.1 per cent and  $J_2$  47.9 per cent) than in the upper quartile groups ( $F_1$  10.0 per cent and  $J_1$  27.1 per cent) obtained their present work through the influence of family or friends. Only people in the upper quartile (one each in  $F_1$  and  $J_1$ ) received their positions through a private employment agency or newspaper. There was nothing significant in the distribution of those whose report showed their job was obtained on their own initiative, except for the heavy weight found in the  $F_1$  Group on this item (60.0 per cent). Even if the use of private employment or U. S. employment agencies were to be considered as implying use of initiative on the part of the student in seeking jobs, the weight would still rest with the  $F_1$  Group.

Conclusion: It would appear that people in the lower quartile groups were less likely to secure positions without personal favor than those in the upper quartile groups and they were less apt to use such aids as private or public employment agencies or newspapers in securing jobs. The number using these aids in all groups, however, was very low.



A youth placement center, working in conjunction with the guidance counselors of the school is suggested as a service which should be made available to all high school graduates (and to drop-outs as well). Many of these people showed that they had secured their jobs themselves or through family or friends and thirty indicated that they have made frequent moves from one job to another (an average among them of 4.5 jobs per person). (See Table VIII, p. 34). It is felt that they should have scientific help if it can be made available. A youth placement center, working with the guidance counselors, knowing the aptitudes, skills and interests of these people, informed of the requirements and availability of jobs, more than likely could have placed them more satisfactorily than they have been placed on their own, a friend's, or their family's judgment.

The American Youth Commission strongly advocates such a placement center and proposes two possible ways in which it may be organized:

The responsibility of the school for educational and vocational guidance for pupils in school is clear and undisputed, although frequently much neglected. When young people begin to seek employment, however, they need something much more specific than vocational guidance. They need counseling in terms of the available employment opportunities. To be effective, employment counseling must be carried on in connection with placement service.

Public employment offices are required to provide placement service for all who apply. All of the offices provide a minimum amount of service for juniors and a growing number provide special services of employment counseling. On the other hand, a number of large city school systems have organized junior placement services and many secondary schools provide some assistance for graduates seeking work.

In an effort to determine the most workable plan of relationships between schools and employment offices, the Commission has carefully studied several different patterns of organization. Notwithstanding the legal and other responsibilities of each agency, in actual practice it appears to be possible to centralize the major operating responsibility for junior placement in either agency, at least in large cities. If the central placement office for juniors is located in the school system, the public employment service can fulfill its legal obligations by entering into an agreement with the school system and referring juniors, including those trained in other school systems, to the school placement office for service. Likewise, if an adequate service is centralized in the public employment office, the school system can discharge its responsibility to graduates and withdrawals by referring them to the public employment office and by transferring vocationally significant information concerning them for use in employment counseling.<sup>26</sup>

What salaries are the 1940 graduates of John Marshall High School earning? Table X on the following page is a compilation of their answers to the question as stated on the questionnaire.<sup>27</sup> The median wage for the group was found in the bracket \$41-60 a week. Of the group, 34.5 per cent reported receiving this amount; 23.9 per cent reported receiving less and 35.2 per cent more than this amount; 7.6 per cent reported making \$20.00 a week or less and 11.1 per cent reported weekly earnings of over \$80.00.

Analysis by quartile groups was interesting in that it was found that 36.0 per cent of those who were in the upper quartile group reported being in the median salary bracket and 32.9 per cent of those in the

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<sup>26</sup>American Youth Commission, Youth and the Future, American Council on Education, 1942, Washington, D.C., p. 139-140.

<sup>27</sup>Questionnaire to Former Students, Appendix A, Part 4, Item 8, p. 127.

TABLE X

## SALARIES EARNED BY THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

Salary Bracket per Week	F 1		F 2		J 1		J 2		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	1	3.3	0	0.0	5	7.1	3	6.3	9	5.3
\$ 0-20*	3	10.0	2	8.7	6	8.6	2	4.2	13	7.6
\$21-40	4	13.3	5	21.7	15	21.4	4	8.3	28	16.4
\$41-60	10	33.3	7	30.4	26	37.1	16	33.3	59	34.5
\$61-80	10	33.3	7	30.4	10	14.3	16	33.3	43	25.1
Over \$80	2	6.7	2	8.7	8	11.4	7	14.6	19	11.1
Total	30	100.0**	23	100.00**	70	100.0**	48	100.0	171	100.0

\*Some of these are salaries from part-time jobs held by students.

\*\*A correction of 0.1 has been made to take care of fractional parts omitted in bringing numbers to their nearest tenths.

lower quartile group were in this group. Further study reveals that 30.0 per cent of those in the upper quartile group reported salaries above the median bracket while 45.1 per cent of those in the lower quartile group reported salaries above the median bracket.

The highest median weekly wage (\$61-80 a week) was found in the Lower Quartile Group for June while the other three quartiles were in the same median as that for the entire group, \$41-60. The Lower Quartile for June also reported the smallest number in the two lowest brackets, 4.2 per cent in the \$0-20 bracket and 8.3 per cent in the \$21-40 a week category. It was second highest, along with the  $F_1$  Group (33.3 per cent) among those earning \$41-60 a week, in first place (with the  $F_1$  Group -- 33.3 per cent) among those earning \$61-80 a week, and was highest of all quartiles among those making over \$30.00 a week (14.6 per cent).

Conclusion: The lower quartile groups in this study appeared to be slightly more successful, economically, than upper quartile groups. This may have been due to the fact that a large number of the former started work soon after completing high school while many in the latter went to college before becoming employed and were beginning professional careers at the time the study was being made. The fact that many of the people in the lower quartile groups were placed in employment through the influence of parents or friends may have had some bearing on the higher salaries these groups were making. Another possible explanation for the seemingly higher financial success on the

part of the lower quartile groups may be that some of these people had high innate ability but were achieving below their maximum capacity while in high school. Several factors may have entered into the reasons for this: curricula pursued not meeting interests or needs; methods used not making subjects a vital part of the child's life; or outside interests, such as social activities or part-time work, claiming a good deal of the student's time. In regard to the latter, it is possible that some of these people, while still in high school, were earning a good part of or their entire living expenses, thus getting valuable work experience but at the expense of high school grades.

Verifiable studies have not been found for salary comparisons. However, the Director of Research for the Richmond Chamber of Commerce has issued a statement, as of May, 1949, to the effect that the average office worker in the City of Richmond was receiving \$40.73, exclusive of benefits, bonuses, insurance, etc.<sup>28</sup> Data as to these extra imbursements in the groups being studied were omitted in the questionnaire. To that extent and to the extent that derivation of figures presented by the Chamber of Commerce bulletin is unknown, figures in the two studies are not strictly comparable. In the present study, a breakdown of figures showed that the median wage

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<sup>28</sup> Richmond Chamber of Commerce, Memo for Management, Research Bulletin 98, May, 1949, p. 3. These figures were compiled for statistics furnished by the United States Bureau of Labor, Washington, D.C. How the averages were obtained, to what degree the figures have been weighted, etc., is not known to the writer.

for office workers placed them in the \$41-60 category, a figure slightly above that given for the city.

In view of the fact that the high school graduates who reported their salaries may have received some of the benefits, bonuses and insurance premiums, excluded from results reported by the Chamber of Commerce, it seems reasonable to draw the conclusion that this group (office workers) was averaging about the same as that for the city as a whole.

To what extent are the 1940 graduates of John Marshall High School establishing homes of their own? Table XI on the following page is a summary of the answers to the question, "Do you own or are you buying your own home?"<sup>29</sup>

Over one-third (36.5 per cent) of all those in this study who were married gave an affirmative answer to the question. A negative answer was given by 63.5 per cent of the group.

Analysis by quartile groups showed that home ownership varied with all four groups, the  $J_1$  Group showing heaviest weight (41.5 per cent), the  $F_1$  and  $J_2$  Groups fairly closely following ( $F_1$  33.3 per cent and  $J_2$  38.9 per cent) and the  $F_2$  Group trailing with only four or 23.5 per cent indicating home ownership.

Conclusion: Over one-third of those in the group studied who were married owned their own homes. Quartile rank in the graduating class appeared to have no weight as a factor in home ownership.

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<sup>29</sup>Questionnaire to Former Students, Appendix A, Item 18, p. 127.

TABLE XI

THE EXTENT OF HOME OWNERSHIP BY THE MARRIED 1940  
GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Married Graduates	21	---	17	---	41	---	36	---	115	---
Own or Buying Home	7	33.3	4	23.5	17	41.5	14	38.9	42	36.5
Neither Own nor Buying Home	14	66.6	13	76.5	24	58.5	22	61.1	73	63.5
Total		100.0		100.0		100.0		100.0		100.0

To what extent were the 1940 graduates of John Marshall High School interested in and taking part in the affairs of the community? Answers to the question: "To what community organizations do you belong?"<sup>30</sup> have been broken down into three tables, Table XII, showing the number of former students who indicated membership in some community organization; Table XIII, the number of community organizations with which the members of the group are affiliated; and Table XIV, the types of organizations to which they belong.

Over half (52.1 per cent) of the returns showed affiliation in some group of community interest, 29.7 per cent made no claim to such membership, and 18.1 per cent did not answer the question. Analysis by quartile groups showed that while the percentages of those in the upper quartile groups (February 60.0 per cent and June 51.4 per cent) were slightly above those of the lower quartile groups (February 47.8 per cent and June 50.0 per cent), the distribution was close enough not to have too much significance. The only conclusion to be drawn from these figures was that the upper quartile groups were slightly more active in community affairs than the lower quartile groups, the upper group for February being the most active of the four. Had the weight also been with the lower group for February, it might be concluded that this factor was due to the smaller number in the class giving more opportunity for participation in school activities. Since no figures to support the assumption were present,

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<sup>30</sup>Questionnaire to Former Students, Appendix A, Item 17, p. 127.



TABLE XII

NUMBER OF 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL INDICATING  
MEMBERSHIP IN SOME COMMUNITY ORGANIZATION

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	3	10.0	3	13.1	15	21.5	10	20.8	31	18.1
Members of Community Organiza- tions	18	60.0	11	47.8	36	51.4	24	50.0	89	52.1
Not Members of Community Organiza- tions	9	30.0	9	39.1	19	27.1	14	29.2	51	29.7
Total	30	100.0	23	100.0	70	100.0	48	100.0	171	100.0*

\*A correction of 0.1 per cent has been made here to make up for fractional parts dropped.

the conclusion is not valid.

As in other cases of failure to answer a question, the omission of answers to the query on the part of 18.1 per cent of the students may appear to be significant. It may have shown possible indifference to this phase of the questionnaire, or it may have been unintentionally omitted. If it may be assumed that the greater part of this number failed to answer because of indifference, one might be inclined to conclude that they were equally indifferent to participation in community life.

In comparing the average number of organizations to which each group belonged, (See Table XIII on the following page), similar weighting was found in the upper quartile groups ( $F_1$  .94 and  $J_1$  .89) over the lower quartile groups ( $F_2$  .83 and  $J_2$  .79). It was interesting to note that the highest average was again in the Upper Quartile Group for February and the lowest in the Lower Quartile for June, and that the Lower Quartile for February was higher than the Lower Quartile for June. Although forty of these people had membership in more than one organization, the average in each percentile group was less than one membership per person (an average of 0.86). It appears, from the above statistics, that these former students were not fully participating in the affairs of their communities. It would have been interesting to compare the number of activities in which they participated in high school with the number in which these people were engaged at the time of the study, ten years after graduation. However, complete records on high school activities are lacking and the comparison cannot be made.

TABLE XIII

NUMBER OF COMMUNITY AFFILIATIONS WHICH THE 1940 GRADUATES OF  
JOHN MARSHALL HIGH SCHOOL HAVE MADE

Number of Affiliations	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	5	10.0	3	13.0	15	21.4	9	18.7	30	17.5
No Membership	9	30.0	9	39.1	19	27.2	14	29.1	51	29.8
One Membership	11	36.6	5	21.7	20	28.6	16	33.3	61	35.7
Two Memberships	5	16.7	4	17.4	9	12.8	7	14.6	26	15.2
Three Memberships	1	3.3	2	8.7	6	8.6	3	6.3	12	7.0
Four Memberships	1	3.3	0	0.0	0	0.0	0	0.0	1	0.6
Five Memberships	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Six Memberships	0	0.0	0	0.0	1	1.4	0	0.0	1	0.6
Average Number of Affiliations	.94	---	.83	---	.89	---	.79	---	.86	---

TABLE XIV

TYPE OF COMMUNITY ORGANIZATIONS IN WHICH THE AFFILIATIONS OF THE 1940  
GRADUATES OF JOHN MARSHALL HIGH SCHOOL WERE MADE

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	3	10.0	3	13.0	15	21.4	9	18.7	30	17.5
None	9	30.0	9	39.1	19	27.2	14	29.2	51	29.8
Fraternal	2	6.7	5	21.7	6	8.6	10	20.8	23	13.5
Civic	4	13.3	2	8.7	3	4.3	3	6.3	12	7.0
Religious	6	20.0	5	21.7	21	30.0	10	20.8	42	24.6
Vocational	1	3.3	3	13.0	5	7.1	2	4.2	11	6.4
Educational	1	3.3	1	4.3	3	4.3	0	0.0	5	2.9
Cultural	8	26.7	0	0.0	15	21.4	0	0.0	23	13.5
Social	2	6.7	0	0.0	1	1.4	4	8.3	7	4.1
Y.W.C.A.	1	3.3	0	0.0	3	4.3	1	2.1	3	1.8
Y.M.C.A.	0	0.0	0	0.0	0	0.0	2	4.2	2	1.2
Volunteer (Red Cross, etc.)	1	3.3	0	0.0	1	1.4	1	2.1	3	1.8
P.T.A.	1	3.3	1	4.3	3	4.3	0	0.0	5	2.9
Military	1	3.3	2	8.7	1	1.4	5	10.4	9	5.3

Analysis of Table XIV showed several other interesting facts about the organized activities of these people. While the heaviest weight in fraternal membership was in the lower quartile group in both the February and June classes, all four groups were represented in these organizations. The number of those belonging to civic and religious groups is not significant when considered by quartile distribution, but the total number was very low. Only 12, or 7.0 per cent in the entire group showed affiliation with a civic association and 42, or 24.6 per cent with any religious organization. (It is possible that some of those who were members of church organizations, however, may have overlooked the listing of these). The most significant figures indicating a difference in the two quartile groups are those showing membership in cultural organizations, such as opera groups, art study groups, women's clubs and scientific groups. There was a total absence of such membership by the lower quartile groups of both February and June, while this category showed the second heaviest weight for the upper groups of both February and June, that of religion only outweighing it.

Only nine people in all four groups listed membership in military organizations, (veterans' associations, National Guards, etc.) in spite of the fact that 90.3 per cent listed previous military service (See Table IV, p. 23) and the fact that there were many inducements to join these services, especially to those who held commissions or were non-commissioned officers in the last war.

Table XVIII, p. 66, and Table XIX, p. 69, indicate that these students felt their high school experiences had given them very little help in

civic and world affairs, use of leisure time, religious activities, or in social activities. The apparent lack of interest in these phases of life on the part of almost half of the group would seem to substantiate their statements.

Conclusion: Nearly half of the group indicated no interest in community activities. The picture as a whole showed very little difference between the attitudes of the upper and lower quartile groups in these affairs, with two exceptions (i.e., membership in fraternal and cultural societies). It might appear evident from the survey that the school had been weak in building within its students a consciousness of the need for accepting civic responsibility, or an interest and desire for active participation in democratic practices. (See Table XVIII, p. 66, and Table XIX, p. 69).

Boys and girls who have experienced democracy in a class-room or in and out of class activity, who have worked actively with the community in sharing responsibility as youth, who know and have had experience with the problems of democracy, may be expected to carry these attitudes over into their adult life. The value of the wise use of leisure time to the citizens and to the country is aptly stated in Youth and the Future:

The quality of an individual or a civilization becomes most starkly apparent in the use of leisure time. When people can do what they please, we find out what they please to do.

If they are eager to use their time in the development and use of creative skill, in active sports and games, in social activities that can unite a whole community, and in all the various forms of mutual assistance, we can be moderately certain that their civilization will have a tone of vigorous optimism even under conditions of adversity. On the

other hand, if there is a disposition to decline the toil necessary to bring any skill to perfection, to prefer the passive participation of a spectator, to withdraw from neighborhood types of social activity, and to consult personal convenience when others need help, the tendency to become soft, selfish, and lazy may become so general in a civilization that only a rotten shell remains.<sup>31</sup>

In Education for All American Youth, the Educational Policies

Commission emphasizes training for citizenship and leisure-time activities among the goals set up for education today:

Schools should be dedicated to the proposition that every youth in the United States -- regardless of sex, economic status, geographic location, or race -- should experience a broad and balanced education which will: (1) equip him to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness; (2) prepare him to assume the full responsibilities of American citizenship; (3) give him a fair chance to exercise his right to the pursuit of happiness; (4) stimulate intellectual curiosity, engender satisfaction in intellectual achievement, and cultivate the ability to think rationally; and (5) help him to develop an appreciation of ethical values which should undergird all life in a democratic society. It is the duty of a democratic society to provide opportunities for such education through its schools. It is the obligation of every youth, as a citizen, to make full use of these opportunities.<sup>32</sup>

This same Commission suggests use of the book, Learning the Ways of Democracy,<sup>33</sup> as one which points out possible means by which the school may achieve the goal of teaching the ways of citizenship in a democracy.

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<sup>31</sup>Youth and the Future, op. cit., p. 152.

<sup>32</sup>Education for All American Youth, Educational Policies Commission, Washington, D.C., 1944, p. 21.

<sup>33</sup>Alexander J. Stoddard, Chairman, Educational Policies Commission, Learning the Ways of Democracy, Educational Policies Commission, 1940, Washington, D.C.

After examining the book, the writer wholeheartedly endorses their suggestions.

The 1940 graduates of John Marshall High School have indicated a desire for more training in the fields of civic affairs and cultural pursuits, (See Table XXII, pp. 80 and 81) indicating a feeling of deficiency in these areas. It behooves those who are planning the high school curriculum to take these felt needs into consideration.



### CHAPTER III

#### THE GRADUATES' ESTIMATE OF THEIR HIGH SCHOOL EDUCATION

In an attempt to determine the value put on their high school education by the pupils, effort was made to learn to what extent they felt their high school experiences had helped them in their social and economic lives, and to what extent the school had offered courses which they felt had met their needs. To this end answers to questions concerning vocational guidance, value of subjects taken, and further subjects desired were analyzed. Chapter III of the paper deals with findings on these subjects.

To what extent were the pupils in this study doing work for which plans and preparations were made while they were in high school? The pupils were asked the question, "To what extent is your present job like the work you thought you would follow when you left high school?"<sup>1</sup> Table XV, on the following page, is a summary of the answers given on the questionnaire.

Over one-fifth (20.5 per cent) of these former students had no definite ideas about what their work would be while still in school. Another one-fifth (21.1 per cent) were in jobs totally unrelated to what they thought they would do. Nearly one-fifth more (19.3 per cent) were working in a job that was somewhat related to their ideas of what their work would be while in high school. About one in ten (8.8 per cent) were doing work which was closely related to the job they thought they would do,

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<sup>1</sup>Questionnaire to Former Students, Appendix A, Item 11, p. 127.

TABLE XV

SIMILARITY BETWEEN PRESENT JOB AND TYPE OF WORK PLANNED BY  
THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	1	3.3	0	0.0	3	4.2	0	0.0	4	2.3
No Definite Idea About Work While in School	5	16.7	6	26.1	12	17.2	12	25.0	35	20.5
Not Related at All	4	13.3	5	21.7	11	15.7	16	33.3	36	21.1
Is Somewhat Related	6	20.0	3	13.0	17	24.3	7	14.6	33	19.3
Closely Related but not what was Expected	1	3.3	3	13.0	5	7.1	6	12.5	15	8.8
Exactly the Kind of Job Planned	10	33.3	2	8.7	16	22.8	4	8.3	32	18.7
Other*	3	10.0	4	17.4	6	8.6	3	6.3	16	9.4
<b>Total</b>	<b>30</b>	<b>100.0**</b>	<b>23</b>	<b>100.0**</b>	<b>70</b>	<b>100.0**</b>	<b>48</b>	<b>100.0</b>	<b>171</b>	<b>100.0**</b>

\*These are people in the student or housewife categories who felt the question to be inapplicable in their cases.

\*\*A correction of 0.1 per cent has been made in these cases.

but was not what they expected it to be. Only 18.8 per cent were doing exactly what they thought they would be doing. In other words, three-fifths (60.9 per cent) of those answering the question were not following a career planned and prepared for while attending John Marshall High School.

Analyzing by quartile groups, it was found that of those who had no definite ideas about their future work while in high school, the greatest weight was found in the lower quartile groups ( $F_2$  26.1 per cent and  $J_2$  25.0 per cent) as compared with the upper quartile groups ( $F_1$  16.7 per cent and  $J_1$  17.2 per cent). It appeared to the writer that even the latter figures were higher than was desirable. It was interesting, moreover, to note the close correlation in the two upper and two lower quartile groups (upper 1.1 per cent and lower 0.5 per cent). In the category which listed the number of pupils whose jobs were not related to what they had planned to do, the weight was again found in the lower quartile groups ( $F_2$  21.7 per cent and  $J_2$  40.0 per cent) as compared with those in the upper quartile groups ( $F_1$  13.3 per cent and  $J_1$  15.7 per cent). The percentages in all four groups were high, too, in the listing of those whose jobs were somewhat related to the work they were doing, the heaviest weight to be found in the upper quartile groups ( $F_1$  20.0 per cent and  $J_1$  24.3 per cent;  $F_2$  13.0 per cent and  $J_2$  14.5 per cent). More people in the lower quartiles than in the upper quartiles found their work closely related to the type of work they thought they would be doing, but not what they expected, ( $F_2$  13.3 per cent and  $J_2$  12.5 per cent;

$F_1$  3.3 per cent and  $J_1$  7.1 per cent). The correlation here seemed noticeably close in the lower groups. It appeared that more of the upper quartile group of the February and June graduates ( $F_1$  33.3 per cent and  $J_1$  22.8 per cent) were doing work they had planned to do. Only 8.6 per cent of the  $F_2$  graduates and 8.3 per cent of the  $J_2$  graduates listed their work in this category, showing a correlation of 0.3 per cent.

Conclusion: The study appeared to indicate that relatively few of these people carried through plans made during high school for work in the business world. If this was one of the purposes of the high school, it would seem that the problem had not been adequately met. If vocational guidance is the answer to the problem, it is indicated that the lower quartile groups were in greater need of these services than the upper quartile groups, but that all four groups of these former students could have profited by this type of aid. The definite pattern found in this phase of the study was significant, the correlation in the upper quartile groups and in the lower quartile groups being very close in many instances.

Further information concerning the correlation of high school training and present employment can be found on the following page in Table XVI, which contains a summary of the answers to the question, "In what way did your high school training help you in your present job?"<sup>2</sup> One out of ten (10.5 per cent) reported that they received no help from high school in preparation for their present jobs. Over two

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<sup>2</sup>Questionnaire to Former Students, Appendix A, Item 12, p. 127.

TABLE XVI

EXTENT TO WHICH HIGH SCHOOL TRAINING WAS HELPFUL IN PRESENT JOB OF THE  
1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	4	13.3	3	13.0	6	8.6	1	2.1	14	8.2
No Help	1	3.3	3	13.0	5	7.1	9	18.8	18	10.5
Gave General Background	20	66.7	17	73.9	45	64.3	36	75.0	118	69.0
Gave Specific Preparation	5	16.7	0	0.0	14	20.0	2	4.2	21	12.3
Total	30	100.0	23	100.0*	70	100.0	48	100.0*	171	100.0

\*A correction of .1 per cent has been made in these cases to compensate for fractional parts.

out of three indicated that their high school education had given them a general background for their jobs. Around one in eight (12.3 per cent) evidently received what they considered specific preparation for the work they were doing at the time the study was made.

Analyzing by quartile groups, it was found that more people in the lower quartile groups ( $F_2$  13.0 per cent and  $J_2$  18.8 per cent) than in the upper quartile groups ( $F_1$  3.3 per cent and  $J_1$  7.1 per cent) felt they had received no help from their high school work. More in the upper quartiles ( $F_1$  16.7 per cent and  $J_1$  20.0 per cent) than in the lower quartiles ( $F_2$  0.0 per cent and  $J_2$  4.2 per cent) had received specific job training. Most of these were taking the college preparatory or commercial courses, followed by entrance into college on the one hand and into the business world on the other. A large percentage of each group felt that their high school work had given them a general background, those in the lower quartile showing a higher percentage ( $F_2$  73.9 per cent and  $J_2$  75.0 per cent) than those in the upper quartile ( $F_1$  66.7 per cent and  $J_1$  64.3 per cent). The correlation within each group was noticeably close (lower quartile 1.9 per cent and upper quartile 2.4 per cent).

According to the figures compiled from the answers to the question, "To What extent has the job information and assistance you received in high school been helpful to you?"<sup>3</sup> there seemed to be general agreement that there was very little help given them in this field in their high school careers. (See Table XVII, next page). Over half of the group

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<sup>3</sup>Questionnaire to Former Students, Appendix A, Item 13, p. 127.

TABLE XVII

VALUE OF THE JOB INFORMATION AND ASSISTANCE RECEIVED IN HIGH SCHOOL  
BY THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	2	6.7	1	4.3	4	5.7	3	6.3	10	5.8
Didn't Have Any in School	23	76.7	13	56.6	34	48.6	26	54.2	96	56.1
Wasn't Helpful at All	0	0.0	1	4.3	1	1.4	1	2.1	3	1.8
Very Little Help	2	6.7	1	4.3	3	4.3	2	4.2	8	4.7
Some Help	3	10.0	4	17.4	18	25.7	10	20.8	35	20.5
Extremely Helpful	0	0.0	3	13.0	10	14.3	6	12.5	19	11.1
Total	30	100.0*	23	100.0*	70	100.0	48	100.0*	171	100.0

\*A correction of 0.1 per cent has been made to compensate for fractional parts added or omitted, in bringing number to the nearest tenth.

(56.1 per cent) answered that they had received none in school, 1.8 per cent that what information they had received had not been helpful at all, 4.7 per cent that whey they had received had been of very little help, 20.5 per cent that they had received some help, and only 11.1 per cent that the information and assistance received had been very helpful.

Analysis by quartile groups was not revealing as to which quartile benefited most or least by job information given, since there was no weighting in figures of one group over the other. The picture, broken down into groups remained substantially the same. However, the Upper Quartile Group for June showed a slight advantage over the other three groups in having had more profitable experiences along this line than the others.

Conclusion: Interpretation of the data obtained from Tables XV, XVI, and XVII seemed to indicate that one of the needs of the group was vocational guidance and job information. It appeared from the study that the school had offered little along these lines and the group as a whole was conscious of this omission in their high school experiences.

If the findings in this study are compared with those of the American Youth Commission in Youth Tell Their Story,<sup>4</sup> a fairly close correlation is found. For all youth interviewed, it was found in the aforementioned study that 22.7 per cent had received guidance and 77.3 per cent reported that they had received none. In the present study 31.1 per cent had received some or much guidance and 69.9 per cent had

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<sup>4</sup>Youth Tell Their Story, op. cit., p. 74.



received none or very little. Furthermore, the following facts are sighted by the Commission:

. . . of the youth who had left school, more than two-thirds of the high school graduates, and almost two-thirds of those who had obtained some college education, had never received any vocational guidance from any source.<sup>5</sup>

That the guidance facilities offered by the school at this time were felt to be inadequate was pointed out by the guidance counselor. (See report of guidance counselor, Chapter 1, page 7 ). This is one of the weaknesses found by the Survey Commission in the senior high schools of the city as a whole. They state:

In the senior high schools the guidance program lacks emphasis as well as proper organization and administration. In only one of the high schools is a guidance counselor found. From the study, it is evident that too large a percentage of the pupils take the college preparatory curricula. Serious consideration should be given to the guidance of those pupils, who will never go to institutions of higher learning, into functional curricula that will fit them to live honorable, worthy and useful lives. The vocational offerings of these schools, therefore, should be enriched, based upon a most careful study of the needs, interests and aptitudes of the pupils to be served, and the opportunities for their future employment. A guidance organization should be set up within each senior high school and so administered that each pupil, in so far as possible, could be guided into that program for which he is best suited.<sup>6</sup>

It appeared that more people in the upper quartile groups were able to make and carry out plans for their future work without help

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<sup>5</sup>Ibid., p. 75.

<sup>6</sup>Survey, op. cit., p. 222-223.

from the school and that the lower quartile group as a whole needed more guidance along this line. However, to the extent that the better pupils were encouraged to follow a college preparatory course, to that extent they might have been considered to have received a type of vocational guidance. It might also be concluded that more of these people (upper quartile groups) have found their high school experiences helpful in preparing them for the business world than have those in the lower quartile group.

It has been emphasized by the American Youth Commission that vocational guidance and job information should be vital parts of any school program.

The school reaches more children than any other agency and is in a position to give constructive guidance in connection with occupations, training, and placement. Unfortunately much less is accomplished than is desirable, mainly because of deficiencies in the curriculum.

As already noted in this report, the curriculum of most secondary schools should be drastically reorganized. Among other changes, the amount of occupational information and training which is included should be greatly enlarged. In some cases this may be done by organizing special courses, but in all cases the occupational implications of the regular courses of instruction in social science, geography, and history should be fully developed. If this is done, there is no valid financial reason why material dealing with occupations, of great practical interest to youth, could not be offered even in small schools.<sup>7</sup>

A quotation from Youth Tell Their Story may be used in summary:

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<sup>7</sup> Youth and the Future, op. cit., p. 136.

Guidance is one of youth's most pressing necessities. Under present conditions only a small minority of youth are receiving anything that could be called adequate vocational guidance. The increasing complexity and tempo of modern life demands a more effective system for the induction of youth into appropriate channels of employment than now exist.

This study also reveals the lack of appropriate and adequate vocational training. At the present time there is too little relationship between the types of jobs which youth enter and the training which they have received.<sup>8</sup>

To what extent have these former students found their high school experiences in the classroom of value in meeting their daily needs? In order to estimate their evaluation, their reaction to the following question was asked, "To what extent did your high school experiences give you useful information in the following fields:"<sup>9</sup>. Experiences in everyday living were listed and the student was asked to rate the courses as to those of little value, some value, much value. Table XVIII on the following page is a compilation of the data received.

Blank spaces were left in 26 per cent of the categories, probably including some which indicated a negative answer as well as those about which the person was uncertain or simply failed to answer. Negative answers were supplied by 2.4 per cent of the group, indicating that, to this extent, the students felt education received at high school had been of no value in the field indicated. It was interesting to note here that the negative response was not indicated on the questionnaire, but was inserted on the initiative of the ones who wished to indicate this

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<sup>8</sup>Youth Tell Their Story, op. cit., p. 3 of Foreword.

<sup>9</sup>Questionnaire to Former Students, Appendix A, Item 15, p. 127.

TABLE XVIII

## EVALUATION OF INFORMATION FROM HIGH SCHOOL COURSES BY THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>					F <sub>2</sub>					J <sub>1</sub>					J <sub>2</sub>					Total				
	No Answer	None	Little Help	Some Help	Much Help	No Answer	None	Little Help	Some Help	Much Help	No Answer	None	Little Help	Some Help	Much Help	No Answer	None	Little Help	Some Help	Much Help	No Answer	None	Little Help	Some Help	Much Help
Civic and World Affairs	13.3	3.3	20.0	43.3	20.0	30.4	0.0	13.0	39.1	17.4	12.9	0.0	24.3	45.7	17.1	25.0	0.0	16.7	43.8	14.6	18.7	0.6	19.9	43.9	17.0
Preparation for College	10.0	3.3	6.7	23.3	56.6	39.1	0.0	13.0	30.4	17.4	20.0	1.4	7.1	20.0	51.4	35.4	0.0	31.3	18.8	14.6	25.1	1.2	14.6	21.6	37.4
Use of Libraries	6.7	3.3	13.3	50.0	26.7	17.4	0.0	13.0	39.1	30.4	15.7	0.0	17.1	40.0	27.1	18.8	0.0	12.5	37.5	31.3	15.2	0.6	14.6	40.9	28.7
Music	13.3	3.3	60.0	6.7	16.7	34.8	0.0	43.5	4.3	17.4	18.6	1.4	50.0	14.3	15.7	31.3	2.1	41.7	14.6	10.4	23.4	1.8	48.5	11.7	14.6
Art	13.3	3.3	63.4	10.0	10.0	30.4	0.0	39.1	21.7	8.7	27.1	2.9	50.0	15.7	4.3	33.3	2.1	43.8	10.4	10.4	26.9	2.3	49.1	14.0	7.6
Use of Leisure Time	13.3	3.3	43.3	30.0	10.0	39.1	0.0	8.7	36.8	17.4	27.1	1.4	20.0	28.6	22.9	27.1	2.1	22.9	27.1	20.8	26.3	1.8	23.4	29.2	19.4
Religious Activities	13.3	3.3	76.7	6.7	0.0	43.5	0.0	26.1	26.1	4.3	28.6	4.3	48.6	18.6	0.0	35.4	6.3	35.4	18.8	4.2	29.8	4.1	46.8	17.5	1.8
Family and Marriage Relations	16.7	3.3	63.4	16.7	0.0	39.1	4.3	34.8	17.4	4.3	32.9	2.9	50.0	14.3	0.0	29.2	6.3	43.8	6.3	14.6	29.8	4.1	46.8	12.9	4.7
How to Secure and Hold a Job	16.7	3.3	20.0	23.3	6.7	43.5	4.3	34.8	8.7	8.7	27.1	4.3	34.3	22.9	11.4	27.1	0.0	35.4	22.9	14.6	27.3	2.9	37.4	21.1	11.1
Job Opportunities	26.7	3.3	50.0	16.7	3.3	34.8	4.3	43.5	13.0	4.3	30.0	5.7	30.0	22.9	11.4	27.1	0.0	43.8	18.8	10.4	29.2	2.8	39.2	19.3	8.8
Health	23.3	3.3	33.3	33.3	6.7	43.5	4.3	13.0	34.8	4.3	23.7	2.9	23.7	32.9	12.9	20.8	0.0	27.1	39.6	12.5	24.3	2.3	23.7	35.1	10.5
Social Activities	20.0	3.3	30.0	40.0	6.7	39.1	4.3	4.3	34.8	17.4	30.0	1.4	30.0	22.9	15.7	29.2	4.2	12.5	39.6	14.6	29.2	2.9	21.6	32.2	14.0
Employer-Employee Relations	33.3	3.3	20.0	16.7	6.7	43.5	4.3	26.1	13.0	13.0	31.4	4.3	28.6	31.4	4.3	27.1	0.0	35.4	22.9	14.6	30.4	2.9	33.9	24.0	8.8

answer. About one-third (33.0 per cent) of the answers indicated that their high school classes had been of little value, or, in other words, almost one out of every three felt that he had gained very little from his high school classroom experiences. A rating of some value was given by 24.9 per cent and only 14.2 per cent gave indication that they felt they had gained much of value.

The most useful experiences in high school, to these people, would seem to have been those which prepared students for college, (37.4 per cent) and those which gave them information in the use of libraries (23.7 per cent). Considering the fact that 25.1 per cent took the college preparatory course, this estimate appears high. Some success was accorded information on civic and world affairs (17.0 per cent), music (14.6 per cent), use of leisure time (19.4 per cent), and social activities (14.0 per cent). Little value was placed on information received concerning religious activities (1.8 per cent) or marriage and family life (4.7 per cent).

Analyzing by quartile groups, it is found that both of the groups for June ( $J_1$  14.9 per cent and  $J_2$  14.5 per cent) appear to have profited slightly more than the February groups ( $F_1$  13.1 per cent and  $F_2$  12.7 per cent) by their high school courses. However, the value that all four groups placed on the classes they took at high school is very low.

Preparation for college was given the highest rating by the upper quartile groups. However, more people taking college preparatory courses were to be found in these categories. Use of libraries was given a comparatively high rating by all four groups. Further analysis indicates

that the J<sub>2</sub> Group profited more in the remainder of the categories, but even here the favorable estimates were low.

Examination of Table XIX (See next page) indicated that out-of-class activities for the most part gave even less of value to these people in meeting practical problems in everyday living. Since 4.6 per cent of the categories were not rated, this was again interpreted as either a negative rating or one upon which the student expressed no opinion. The word none was inserted for 1.9 per cent of the categories in question. More than one-fourth (26.8 per cent) of the answers indicated that the activities were of little value. About one-fifth (19.4 per cent) of the activities were given a rating of some and only 10.3 per cent of all the categories received a rating as being of much value.

Analysis by quartile groups, showed that, while the June graduates gave a slightly higher rating to the value of out of school activities (J<sub>1</sub> 10.3 per cent and J<sub>2</sub> 14.2 per cent) than did the February graduates (F<sub>1</sub> 7.2 per cent and F<sub>2</sub> 6.7 per cent), in every case the rating was even lower than that given the courses pursued in high school, that of J<sub>2</sub> alone closely approaching it. It was in keeping with the tone of the question to note that leisure time activities and social activities, in most cases, received the highest rating (with the exception of the low rating given leisure time activities by the F<sub>2</sub> Group).

Conclusion: It appeared that these graduates, on the whole, felt that their high school classes or out-of-school activities had given them very little of real value in meeting their day-to-day-living needs.

TABLE XIX

## EVALUATION OF INFORMATION FROM OUT-OF-CLASS ACTIVITIES BY THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>					F <sub>2</sub>					J <sub>1</sub>					J <sub>2</sub>					Total				
	No Answer		Little Help	Some Help	Much Help	No Answer		Little Help	Some Help	Much Help	No Answer		Little Help	Some Help	Much Help	No Answer		Little Help	Some Help	Much Help	No Answer		Little Help	Some Help	Much Help
Civic and World Affairs	43.3	0.0	26.7	26.7	3.3	47.8	4.3	17.4	26.1	4.3	37.1	0.0	24.3	30.0	8.6	41.7	0.0	16.7	35.4	6.3	40.9	0.6	21.6	30.4	6.4
Preparation for College	50.0	0.0	20.0	16.7	13.3	56.5	4.3	13.0	21.7	4.3	37.1	1.4	18.6	25.7	17.1	41.7	2.1	31.3	16.7	8.3	43.3	1.8	21.6	21.1	12.3
Use of Libraries	50.0	0.0	20.0	23.3	6.7	47.8	4.3	14.3	26.1	17.4	30.0	0.0	24.3	31.4	14.3	41.7	0.0	20.8	27.1	10.4	39.2	0.6	19.9	28.1	12.3
Music	43.3	0.0	43.3	6.7	6.7	52.2	4.3	20.4	4.3	8.7	35.7	0.0	37.1	14.3	12.9	41.7	0.0	33.3	16.7	8.3	20.9	0.6	36.3	12.3	9.9
Art	43.3	0.0	46.7	6.7	3.3	43.5	4.3	34.8	13.0	4.3	41.4	1.4	37.1	15.7	4.3	50.0	0.0	35.4	8.3	6.3	44.4	1.2	38.0	11.2	4.7
Use of Leisure Time	46.7	0.0	20.0	20.0	13.3	52.2	4.3	13.0	26.1	4.3	31.4	1.4	18.6	18.6	30.0	25.4	0.0	20.8	18.8	25.0	38.0	1.2	18.7	19.9	22.2
Religious Activities	46.7	0.0	43.3	10.0	0.0	47.8	4.3	34.8	8.7	4.3	40.0	2.9	32.9	24.3	0.0	37.5	4.2	27.1	20.8	10.4	41.5	2.9	33.3	18.7	3.5
Family and Marriage Relations	50.0	0.0	46.7	3.3	0.0	56.5	8.7	17.4	17.4	0.0	41.4	2.9	24.0	12.9	2.9	41.7	4.2	31.3	8.3	14.6	45.0	3.5	35.7	10.5	5.3
How to Secure and Hold a Job	50.0	0.0	40.0	6.7	3.3	56.5	8.7	13.0	17.4	4.3	38.6	2.9	32.9	18.6	7.1	41.7	0.0	22.9	23.9	12.5	43.9	2.3	28.7	17.5	7.6
Job Opportunities	50.0	0.0	43.3	3.3	3.3	47.8	8.7	23.7	37.4	4.3	41.4	2.9	37.1	17.1	1.4	42.7	0.0	31.3	14.6	12.5	43.9	2.3	34.5	14.0	5.3
Health	56.7	0.0	26.7	20.0	6.7	52.2	8.7	17.4	21.7	0.0	38.6	2.9	28.6	17.1	12.9	37.5	0.0	14.6	25.0	22.9	41.5	2.3	22.8	20.5	12.9
Social Activities	43.3	0.0	13.3	20.0	23.3	43.5	8.7	4.3	21.7	21.7	31.4	2.9	11.4	37.1	17.1	35.4	2.1	6.3	31.3	25.0	36.3	2.9	9.4	30.4	21.1
Employer-Employee Relations	46.7	0.0	36.7	6.7	10.0	56.5	8.7	13.0	18.0	8.7	37.1	4.3	28.6	24.3	5.7	37.5	0.0	27.1	14.6	20.8	41.5	2.9	27.5	17.0	11.1

The greatest value received appeared to have been felt by those who were seeking further education on the college level. Cultural subjects (music and art), those concerning home life (marriage and family life) and job information (job opportunities, how to secure and hold a job, and employer-employee relationships) received a very poor rating. In no field did any group give a satisfactory rating, in the opinion of the writer. Very little of significance was found in a breakdown by quartile rank, except in the higher rating given college preparation by the upper quartile groups.

A study of a somewhat comparable nature is found in Youth Tell Their Story, a survey conducted for the American Youth Commission. The youth in question were asked to rate the economic value of their school experiences. Answers for all youth indicated the following appraisal:

Three out of every ten youth (30.7 percent) who had permanently left school were found to have the feeling that the schooling they had received had been or would be of little or no economic value to them. . . .

All youth. Stated in other terms, these data disclose that, for every thirty young people, both in and out of school,

Three considered their education of no economic value,  
Five consider their education of little economic value,  
Six consider their education of some economic value,  
Six consider their education of considerable economic value, while  
Ten consider their education of great economic value.

In short, twice as many young people made the two highest appraisals as the two lowest.<sup>10</sup>

Asked for an appraisal of the cultural value of their schooling, more

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<sup>10</sup>Bell, op. cit., p. 81, 82, 86, 87, 88.



favorable replies were made, or as summarized by the authors:

Had his school experience made the business of living a richer and pleasanter thing?

The answer was quite generally "yes". Youth seem to take the cultural value of an education as a matter of course. . . .

. . . It is quite clear that the great majority feel that without their school experiences living would have been decidedly more meaningless and drab.

The returns in this work show a more favorable attitude toward values received from school than do those in the present study. However, the statement is made by Bell, in the same survey, that age appeared to be a factor in the downward trend in evaluation put on the work of the school:

Age. The older and more experienced the group, the less favorable their judgments. For example, the proportion of 24-year-olds who consider their schooling of little or no economic value was one and a half times the proportion of the 16-year-olds.<sup>11</sup>

Since the pupils in the group being studied in the present report were from three to seven years older than those in the above mentioned study, it would follow that their evaluation would be lower. This might have been a factor in accounting for the lower estimates indicated in Table XVIII, page 66, and Table XIX, page 69.

The implication here for the high school appears to be that

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<sup>11</sup>Bell, *ibid.*, p. 82. This study is made of a more varied group than the present one, including white and Negro, graduates and non-graduates, students and non-students, in age-groups from 16-24 years. The graduates in the present study range from 25 to 32 years of age.

classes should be made more realistic and more fitted to the students' present and future needs in day-to-day living experiences. This is borne out by the following statement by Bell in the aforementioned study:

. . . The dissatisfaction that grows out of a youth's belief that the schools have failed to prepare him to cope with bewildering complexities of his out-of-school world can be faced only by so changing the quality of our educational offerings as to adapt them to his interests and needs.

This means that provisions should be made that will result in larger number of youth staying in school for longer periods of time. Besides thus increasing the quantity of education a youth received, steps should also be taken to so adjust educational programs to the youth's interests and needs that larger numbers will derive deeper satisfaction from their school experiences.<sup>12</sup>

Evidence can be found in the report of the Survey Commission<sup>13</sup> that this group felt that, while the courses presented were, for the most part, "basically sound", they were not sufficiently fitted to the needs and interests of the pupils; allowed too little opportunity for pupil initiative and participation in planning, organizing and evaluation; and stressed the academic rather than the practical side of education.

In Reorganizing the High School Curriculum, the following statement tends to show that these practices were considered to be general rather than the exception throughout the nation, but are unsound educational formulae in the making of citizens in a democracy:

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<sup>12</sup>Bell, ibid., p. 88.

<sup>13</sup>Survey, op. cit., p. 96, Social Studies; p. 69-70, Art, p. 73, English; p. 74, Co-curricula; p. 75, Spelling; p. 78, Foreign Language; p. 81, Home Economics; p. 86, Mathematics; p. 88, Music; p. 90-91, Science; also p. 147, (need to fit classes to pupils abilities and interests).

Daily assigned lessons from textbooks is without a doubt the most common practice in the high schools today. Particularly is this true in the so-called academic fields. The fact that this method has long been repudiated by psychologists and educators seems to have little effect upon actual classroom practice. The daily assignment technique has the advantage of definiteness and is admirably adapted to the conception of education that prizes the acquisition of knowledge as the chief end. The recitation period provides an easy and obvious way of determining whether or not the student has completed the assigned tasks. However, it is contrary to the modern psychology of learning, and does not facilitate the acquisition of such learning products as thinking, creativeness, initiative, and self-direction, which are significant in a democracy.<sup>14</sup>

Which of the subjects that they studied in high school have these graduates found to be of most value in their occupational life? A summary of the answers given to a question to this effect<sup>15</sup> has been made in Table XX, on the following page.

An average of 1.9 classes was listed by the group as a whole. Mathematics was named by 45.6 per cent of the group, 43.9 per cent listed subjects which had to do with commercial training (such as typewriting, shorthand, bookkeeping and office practice), 43.3 per cent named English and 19.3 per cent science. No other subject was rated by as many as 10 per cent of the students answering the question, and 4.7 per cent answered none.

Analysis by quartile groups indicates a high rating of mathematics by all, the F<sub>2</sub> Group leading with 65.2 per cent and the J<sub>1</sub> Group lowest with 38.6 per cent. In the three subjects rated next in value (commercial

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<sup>14</sup>Harold Alberty, Reorganizing the High-School Curriculum, The Macmillan Co., New York, 1948, p. 10.

<sup>15</sup>Questionnaire to Former Students, Appendix A, Item 14, p. 127.

TABLE XX

HIGH SCHOOL SUBJECTS OF MOST VALUE IN OCCUPATIONAL LIFE TO THE 1940 GRADUATES  
OF JOHN MARSHALL HIGH SCHOOL

	P <sub>1</sub>		P <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	2	6.6	0	0.0	5	7.1	3	6.3	10	5.8
Mathematics	14	46.7	15	65.2	27	38.6	22	45.8	78	45.6
Commercial										
Classes	15	50.0	8	34.8	36	51.4	16	33.3	75	43.9
English	15	50.0	9	39.1	33	47.1	17	35.4	74	43.3
Science	5	16.7	2	8.7	20	28.6	6	12.5	33	19.3
Mechanical										
Drawing	1	3.3	3	13.0	2	2.8	8	16.7	14	8.2
Public										
Speaking	1	3.3	4	8.7	3	4.3	3	6.3	11	6.4
Vocational										
Classes	1	3.3	1	4.3	2	2.8	6	12.5	10	5.8
Latin	0	0.0	0	0.0	6	8.5	1	2.1	7	4.1
Cadet Corps	3	10.0	0	0.0	1	1.4	1	2.1	5	2.9
Modern										
Languages	2	6.6	0	0.0	1	1.4	0	0.0	3	1.8
Music	2	6.6	0	0.0	0	0.0	1	2.1	3	1.8
Art	2	6.6	0	0.0	0	0.0	1	2.1	3	1.8
Home										
Economics	0	0.0	1	4.3	2	2.8	0	0.0	3	1.8
History	0	0.0	1	4.3	0	0.0	1	2.1	2	1.2
Dramatics	0	0.0	0	0.0	1	1.4	1	2.1	2	1.2
Geography	0	0.0	0	0.0	1	1.4	0	0.0	2	1.2
Government	0	0.0	1	4.3	0	0.0	0	0.0	1	0.6
Penmanship	0	0.0	0	0.0	0	0.0	1	2.1	1	0.6
College Prepara-										
tory Course	0	0.0	0	0.0	2	2.8	0	0.0	2	1.2
All Subjects	1	3.3	0	0.0	0	0.0	1	2.1	2	1.2
No Subject	1	3.3	1	4.3	3	4.3	3	6.3	8	4.7

classes, English and science) more people in the two upper quartile groups listed the subjects than did those in the lower quartile groups (commercial classes,  $F_1$  50.0 per cent and  $J_1$  51.4 per cent as compared with  $F_2$  34.8 per cent and  $J_2$  33.3 per cent; English,  $F_1$  50.0 per cent and  $J_1$  47.1 per cent as compared with  $F_2$  39.1 per cent and  $J_2$  35.4 per cent; science,  $F_1$  8.7 per cent and  $J_2$  12.5 per cent). It was interesting to note that while mechanical drawing received a listing of 8.2 per cent for the group as a whole, over 10 per cent of both lower quartile groups referred to it as being of value in their occupations ( $F_2$  13.0 per cent and  $J_2$  16.7 per cent). Only three people in the two upper quartile groups listed this subject ( $F_1$  3.3 per cent and  $J_1$  2.8 per cent) Only three people in the upper quartile groups ( $F_1$  6.6 per cent and  $J_1$  1.4 per cent) and none in the lower quartile groups listed modern languages. The June graduates, alone, listed Latin ( $J_1$  8.5 per cent and  $J_2$  2.1 per cent).

Conclusion: Of all the subjects taken by these persons while in high school, only three were listed as being of economic value by twenty-five per cent or more of the entire group. These were commercial subjects, English, and mathematics. Less than five per cent had found no subjects to be useful, economically, in their high school work. It was recognized that the relative value placed on the respective subjects would be affected by the different vocations pursued by those answering the questionnaires. For example, it was to be expected that a person employed as an accountant or engineer would have more need for mathematics than would a person doing secretarial work. Since information as to correlation

between work pursued and subject value is lacking, no further conclusions will be drawn on this phase of the study.

Vocational work and mechanical drawing appeared to have been of more value to the lower quartile groups than to the upper quartile groups, while the latter seem to have profitted more by English, commercial subjects and science than did the former. Very little value was placed on social studies (history, geography and government), fine arts (music and art), languages or the Cadet Corps in the economic field. Each group reported an average of two classes which were believed to have been of value.

Had all of these subjects been taken by the graduates during their entire high school careers, it would appear that two-fifths of their high school courses had been of value to them economically (on the basis of five classes a day per pupil). On the other hand, if these subjects were of one semester duration only, the implication would be that these graduates had been able to use very few of these high school experiences in making a living. Since information as to the length of courses is lacking, no further conclusions can be drawn from these data.

To what extent has their high school education been of value to these people in their social lives? A summary of information on the subject is found on the next page in Table XXI.<sup>16</sup>

An average of 1.5 classes were noted as having been of value in the social lives of these people. Nearly half of the returns stated that

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<sup>16</sup>Questionnaire to Former Students, Appendix A, Item 14, p. 127.

HIGH SCHOOL SUBJECTS OF MOST VALUE IN SOCIAL LIFE TO THE 1940 GRADUATES  
OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	5	16.7	5	21.7	8	11.4	5	10.4	23	13.5
English	14	46.7	9	39.1	36	51.4	23	47.9	82	43.0
History	9	30.0	1	4.3	15	21.4	13	27.1	38	22.2
Home Economics	3	10.0	2	8.7	13	18.6	7	14.6	25	14.6
Public										
Speaking	3	10.0	2	8.7	5	7.1	7	14.6	17	9.9
Music	3	10.0	1	4.3	9	12.8	1	2.1	14	8.2
Cadet Corps	3	10.0	3	13.0	3	4.3	4	8.3	13	7.6
Mathematics	3	10.0	1	4.3	3	4.3	5	10.4	12	7.0
Modern										
Languages	1	3.3	0	0.0	9	12.8	0	0.0	10	5.8
Science	1	3.3	2	8.7	3	4.3	1	2.1	7	4.1
Modern Problems	0	0.0	2	8.7	4	5.7	1	2.1	7	4.1
Commercial										
Classes	0	0.0	2	8.7	2	2.8	3	6.3	7	4.1
Dramatics	1	3.3	0	0.0	3	4.3	2	4.2	6	3.5
Art	3	10.0	0	0.0	2	2.8	1	2.1	6	3.5
Geography	2	6.7	0	0.0	1	1.4	2	4.2	5	2.9
Government	1	3.3	0	0.0	2	2.8	1	2.1	4	2.3
Latin	0	0.0	0	0.0	2	2.8	0	0.0	2	1.2
Physical										
Education	0	0.0	0	0.0	0	0.0	2	4.2	2	1.2
Mechanical										
Drawing	1	3.3	0	0.0	0	0.0	1	2.1	2	1.2
College Prepara-										
tory Courses	0	0.0	0	0.0	1	1.4	0	0.0	1	0.6
All Subjects	2	6.7	0	0.0	4	5.7	1	2.1	7	4.1
No Subject	2	6.7	3	13.0	2	2.8	4	8.3	11	6.4

English had been of value (48.0 per cent). Twenty-two and two-tenths per cent listed history in this category and 14.6 per cent listed home economics. No other subject was named by as many as ten per cent of the group. A little over five per cent (6.4 per cent) had found no classes of value, and not quite five per cent (4.1 per cent) had found all of them of value.

Analysis by quartile groups shows that in every group English received a higher rating than any other subject,  $J_1$  listing it most frequently (51.4 per cent) and  $F_2$  least frequently (39.1 per cent), with  $F_1$  and  $J_2$  approaching the higher listing ( $F_1$  46.7 per cent and  $J_2$  47.9 per cent). History was named second in frequency by all except the  $F_2$  Group (4.3 per cent as compared with  $F_1$  30.0 per cent,  $J_1$  21.4 per cent, and  $J_2$  27.1 per cent). It appears that their experiences in the Cadet Corps was of later social value to less in the  $J_1$  Group (4.3 per cent) than to any other group ( $F_1$  10.0 per cent,  $F_2$  13.0 per cent, and  $J_2$  8.3 per cent). Music had been found of more value to the upper quartile groups ( $F_1$  10.0 per cent and  $J_1$  12.8 per cent) than to the lower quartile groups ( $F_2$  4.3 per cent and  $J_2$  2.1 per cent), as had modern languages ( $F_1$  3.3 per cent and  $J_1$  12.8 per cent as compared with  $F_2$  0.0 per cent and  $J_2$  0.0 per cent). More people in the lower quartile groups had found no subjects of value in social life than did those in the upper quartile groups ( $F_2$  13.0 per cent and  $J_2$  8.3 per cent as compared with  $F_1$  6.7 per cent and  $J_1$  2.8 per cent), and fewer in the former ( $F_2$  0.0 per cent and  $J_2$  2.1 per cent) felt that all of their work in high school had been of value than in the latter ( $F_1$  6.7 per cent and  $J_1$  5.7 per cent).



The implications in this section of the study appear to be that apparently the students felt that there had been little carry-over from their high school studies into their social lives. The Lower Quartile Group for February seemed to have found less of value (average 1.0 classes) than any of the other groups, the other groups having listed at least 1.5 classes as being of value in this phase of their lives, (F<sub>1</sub> 1.7 classes, J<sub>1</sub> 1.6 classes, and J<sub>2</sub> 1.6 classes). While English and history received a comparatively high rating, little agreement was shown among the groups as to value of other classes. Expression, on the whole, by the upper quartile groups was slightly more favorable than by the lower quartile groups and it would appear from this that, to this extent, the former felt their school experiences had been more satisfactory in fitting them for the more social phases of their lives.

For what studies have these graduates felt the need or which ones did they later desire? In what ways did they feel their high school background was inadequate? Table XXII is a summary of the answers to the request, "If you could repeat your high school education today and be free to choose any kind of courses or subjects, list what you would like to study."<sup>17</sup> (See Table XXII, next page).

Of those desired by ten per cent or more, the following are listed in order of the frequency of their appearance: business courses (23.1 per cent), science (26.3 per cent), mathematics (19.3 per cent), English grammar, composition and literature (18.7 per cent), home economics

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<sup>17</sup>Questionnaire to Former Students, Appendix A, Item 16, p. 127.

TABLE XXII

SUBJECTS DESIRED IF THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL  
HAD OPPORTUNITY TO REPEAT THEIR HIGH SCHOOL EXPERIENCE

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	5	16.7	2	8.7	8	11.4	9	18.8	24	14.0
Business										
Courses	9	30.0	8	34.8	27	38.6	4	8.3	48	28.1
Science	10	33.3	6	26.1	16	22.9	13	27.1	45	26.3
Mathematics	10	33.3	4	17.4	6	8.6	13	27.1	33	19.3
English*	9	30.0	5	21.7	11	15.7	7	14.6	32	18.7
Modern										
Language	7	23.3	2	8.7	8	11.4	6	12.5	23	13.5
Home										
Economics	0	0.0	1	4.3	5	7.1	17	35.4	23	13.5
History	7	23.3	3	13.0	5	7.1	6	12.5	21	12.3
Vocational										
Classes**	2	6.7	5	21.7	5	7.1	7	14.6	19	11.1
Music***	4	13.3	2	8.7	10	14.3	3	6.3	19	11.1
Marriage and										
Family										
Relations	1	3.3	0	0.0	6	8.5	5	10.4	12	7.0
Modern										
Problems****	5	16.7	3	13.0	3	4.3	1	2.1	12	7.0
Public Speaking	0	0.0	3	13.0	4	5.7	3	6.3	10	5.8
Art*****	5	16.7	1	4.3	1	1.4	2	4.2	9	5.3
Sex Hygiene	0	0.0	1	4.3	5	7.1	2	4.2	8	4.7
Mechanical										
Drawing	0	0.0	2	8.7	1	1.4	4	8.3	7	4.1
Psychology	2	6.7	0	0.0	5	7.1	0	0.0	7	4.1
Latin	4	13.3	0	0.0	2	2.8	0	0.0	6	3.5

(Continued on next page)

TABLE XXII (Continued)

SUBJECTS DESIRED IF THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL  
HAD OPPORTUNITY TO REPEAT THEIR HIGH SCHOOL EXPERIENCE

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Physical										
Education	1	3.3	0	0.0	3	2.3	3	6.3	6	3.5
Government	1	3.3	0	0.0	3	4.3	1	2.1	5	2.9
Personal										
Problems*****	0	0.0	1	4.3	2	2.8	1	2.1	4	2.3
Public										
Relations	1	3.3	1	4.3	1	1.4	1	2.1	4	2.3
Geography	0	0.0	3	13.0	0	0.0	0	0.0	3	1.8
Dramatics	0	0.0	0	0.0	2	2.8	1	2.1	3	1.8
Philosophy	0	0.0	1	4.3	1	1.4	0	0.0	2	1.2
Bible	2	6.7	0	0.0	0	0.0	0	0.0	2	1.2
Sociology	1	3.3	0	0.0	0	0.0	0	0.0	1	0.6
Driving	0	0.0	0	0.0	1	1.4	0	0.0	1	0.6
Job										
Information	0	0.0	0	0.0	0	0.0	1	2.1	1	0.6
College Prepara-										
tory Course	2	6.7	1	4.3	8	11.4	2	4.2	13	7.6
Same Classes	2	6.7	1	4.3	13	18.6	7	14.6	23	13.5

\*Includes English Grammar, Composition and Literature.

\*\*Includes beginning engineering.

\*\*\*Includes classes in appreciation, technique and history.

\*\*\*\*Includes Problems of Democracy and World Problems.

\*\*\*\*\*Includes classes in design, appreciation and ceramics.

\*\*\*\*\*Includes classes in grooming, personality development, and etiquette.

(13.5 per cent), modern languages (13.5 per cent), history (12.3 per cent), vocational courses, leading to various skilled trades (11.1 per cent), and music, courses in appreciation, history and techniques (11.1 per cent). Many courses new to the curriculum were listed: vocational education\*, expanded courses in music and art, world literature, "How to Study", work with business machines\*, office courtesy\*, public relations, psychology, job information\*, personal problems, sex hygiene\*, family and marriage relations, psychology, sociology, philosophy, beginning engineering, business law, salesmanship\*, Bible, humanities, and driving\*. <sup>18</sup>

Thirteen and five-tenths per cent of the graduates were satisfied with the courses they had taken and would repeat them if they had a chance to return to high school. Seven and six-tenths per cent of those who did not take the college preparatory course expressed a desire for this course if they could repeat the time they were in high school.

Analysis by quartile groups showed a large percentage of all groups desiring business training (with the exception of the J<sub>2</sub> Group, with only 8.3 per cent), science, mathematics (with the exception of J<sub>1</sub> with 8.6 per cent) and English. A larger percentage of the lower quartile groups than the upper quartile groups desired vocational training, mechanical drawing, both of which subjects lead to occupational ends. More people in the upper quartile groups than in the lower quartile groups desired music, Latin, psychology, and experience in the Cadet Corps, all

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<sup>18</sup>The starred courses have been added to the curriculum since this class graduated.

of which are cultural or social rather than vocational in nature.

The  $F_1$  Group lead all others in expressing a desire for mathematics, science, English, modern languages, history, Latin, art and modern problems. The  $J_1$  Group lead all others in desire for business training;  $F_2$  lead in desire for vocational training; and  $J_2$  for classes in home economics.

The members of all four groups of this class expressed a desire for an expanded curriculum with courses leading to vocational efficiency, cultural and further educational pursuits, establishing a home and family life, participation in civic affairs and the understanding of national and world events. That many of them apparently felt that the curriculum they pursued had been too narrow or inadequate was indicated in the evaluation they made of the subjects they have studied (See Table XVIII, p. 66, and Table XIX, p. 69). More of those in the upper quartile groups than in the lower quartile groups appeared to be interested in developing higher standards in cultural life while in the lower quartile there was apparently slightly more interest in economic security.

That education to meet the needs of the citizens in a democracy, in light of constant technological advancement, must be ever-changing in its curriculum and broader in scope is well stated in the following quotation from The School in the American Social Order:

Men are quick to adopt and use mechanical inventions once they are made; they are slow to change their social institutions and their modes of thought and feeling to make them conform to the changes in the physical environment. This cultural lag may be so great as to prove disastrous.

Certain it is that social technology is no less important than technology in the area of production; it is just as essential that men cultivate the spirit of invention and contrivance in the world of social relations as it is that they build new machines or discover new processes of production. The requirements of social inventiveness lay a new and enlarged obligation on American education. To define the proper functions of government, to direct the economy in ways that will make it operate effectively and equitable, to meet the problems of a changing population to give direction to community and family -- in short, to formulate and put into operation a sound public and social policy requires knowledge, broad and exact. Schools and colleges alike will need to cultivate in youth, and in their elders as well, the knowledge, the attitudes, and the sensitivities required to adjust social institutions to the changes wrought in the physical environment by science and invention -- by the ever-broadening sweep of technology.<sup>19</sup>

The same tone was voiced by Leonard Kocs in 1925 in Trends in American Secondary Education,<sup>20</sup> and quoted in the aforementioned book.

The following statements from the annual report made to the School Board by the superintendent reveal that school authorities were cognizant of the need for revision and expansion of the curriculum and teaching methods and that plans were being made to extend them:

In order for our secondary schools to become schools for all pupils, we must seriously study our program, the materials used, and the methods of work. This will involve a careful study of the work now being done in view of the life plans of the pupil; a testing and checking of materials for their usability; and an impartial analysis of teaching methods.

.....

Along with our addition and revision of courses, special attention must be given to methods of teaching and of

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<sup>19</sup>Edwards, Newton and Herman G. Richey, The School in The American Social Order, Houghton Mifflin Co., Boston, 1947, p. 458.

<sup>20</sup>Ibid., p. 714-715, and footnote, p. 715.

learning. The old question and answer type of recitation is still widely used, and regularly.

There are still some secondary teachers who by direction or indirection glorify the academic fields at the expense of the others. They have not yet reached the point where pupil aims and needs are more important than subject matter units.

Perhaps the greatest weakness and most challenging problem which our secondary schools face is the lack in our students of what the Carnegie Foundations calls a desire for "Responsible Learning". Pupils and parents, and perhaps teachers, place too much stress on marks and diplomas. Little attention is paid to any real growth or development that may take place within. This presents a very real challenge not only to our schools but to all American Education.

Our pupil-personnel program needs to be enriched and expanded. The day is here when we not only must advise and guide the pupil in daily matters of living and study, but we must help bridge the gap between graduation and employment.<sup>21</sup>

Further recognition of the need for an expanded program in vocational education may be found in the following statements from the same report:<sup>22</sup>

There is an increasing demand among school patrons for an enlarged vocational school for students of high school age. The present Richmond Vocational School, located in a remodeled school building at Broad and Twenty-second Streets, has been running successfully for two years, and now has an enrollment of 227 students.

During the session a special committee of the school board studied this question, calling in for consultation many citizens. As a result this committee has recommended as Richmond's greatest need the establishment of a vocational school on the high school level. It is earnestly hoped that this school may soon become a reality.<sup>23</sup>

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<sup>21</sup>Annual Report, 1940, op. cit., p. 43-44.

<sup>22</sup>Ibid., p. 24.

<sup>23</sup>The establishment of Virginia Mechanics' Institute as a part of the school system in 1945 was the outcome of this proposal. (See Chap. I, p. 5-6.)

To what extent did the school offer the classes for which these graduates expressed a desire? To the question, "Did the school offer the courses?"<sup>24</sup> nearly half (49.1 per cent) indicated an affirmative reply; approximately one-fourth (25.1 per cent) replied that the school offered some of the courses, and a little over one-tenth (11.7 per cent) replied that the desired courses were not offered. (See Table XXIII, on the following page).

Analysis by quartile groups brings out the fact that in the partially affirmative answers, the upper quartile groups showed heaviest weight ( $F_1$  26.7 per cent and  $J_1$  34.3 per cent as compared with  $F_2$  8.7 per cent and  $J_2$  18.8 per cent). In the negative answers, the lower quartile groups showed the highest percentages ( $F_2$  13.0 per cent and  $J_2$  14.6 per cent as compared with  $F_1$  6.7 per cent and  $J_1$  11.4 per cent), but all four groups gave fairly close returns. There was wider variation in the positive answers, but no general agreement within quartile groups.

Table XXIV offers some explanations as to the reasons for the failure on the part of the students to take those classes offered by summarizing the answers to the question, "If offered, why didn't you take them?"<sup>25</sup> (See Table XXIV, p. 88). The large number who did not answer this question can be accounted for partially by the fact that only those who gave affirmative or partially affirmative answers to the question preceding this one (See Table XXIII) were asked to fill in the blank;

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<sup>24</sup>Questionnaire to Former Students, Appendix A, Item 16, p. 127.

<sup>25</sup>Ibid.



TABLE XXIII

DID THE SCHOOL OFFER THE DESIRED COURSES TO THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	4	13.3	6	26.1	8	11.4	6	12.5	24	14.1
No	2	6.7	3	13.0	8	11.4	7	14.6	20	11.7
Some of Them	8	26.7	2	8.7	24	34.3	9	18.8	43	25.1
Yes	16	53.3	12	52.2	30	42.9	26	54.1	84	49.1
Total	30	100.0	23	100.0	70	100.0	48	100.0	171	100.0

TABLE XXIV

## REASONS GIVEN BY THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL FOR NOT TAKING CERTAIN COURSES

	F 1		F 2		J 1		J 2		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Answer	11	36.7	11	47.8	23	32.9	25	52.1	70	40.9
No Room on Schedule	7	23.3	0	0.0	17	24.3	1	2.1	25	14.6
Didn't Realize the Value	8	26.7	6	26.1	15	21.4	16	33.3	45	26.3
Classes too Full	0	0.0	0	0.0	1	1.4	1	2.1	2	1.2
Took Those Offered	3	10.0	3	13.0	12	17.2	5	10.4	23	13.5
Other*	1	3.3	3	13.0	2	2.8	0	0.0	6	3.5
Total	30	100.0	23	100.0**	70	100.0	48	100.0	171	100.0

\*Some of these answers were not further qualified; some indicated that a later change in occupational plans made the class desirable.

\*\*A correction of 0.1 per cent has been made here to compensate for fractions dropped in bringing number to the nearest tenth.

these added to those who omitted an answer to said question would make the number quite large. Others may have been at a loss, after the lapse of ten years, to remember their reasons for not having taken the classes while in school, or they may have intended filling out the blank later and then forgotten to do so.

Fourteen and six-tenth per cent indicated that a full schedule prevented their taking the desired courses; 26.3 per cent failed to realize their need or value; 1.2 per cent could not take them because the classes were filled; 13.5 per cent took those classes which were offered; and 3.5 per cent indicated other reasons such as a later change in occupation which would have made the taking of the classes desirable.

Analyzing by quartile groups, it is found that nearly one-fourth of the pupils in both upper quartile groups ( $F_1$  23.3 per cent and  $J_1$  24.3 per cent) gave "no room in schedule" as their reason for not taking the classes. A majority of these people were taking college preparatory or commercial courses, and indicated that in order to fulfill the requirements for graduation they were unable to take courses which they would have found useful or advantageous in their later vocational, educational, cultural, social or family life. It is interesting to note the low percentage of those in the lower percentile groups who gave this as their answer, ( $F_2$  0.0 per cent and  $J_2$  2.1 per cent). It is probable that many people in these groups were taking elective or general courses where there was more flexibility in schedules. Approximately one-fourth or more in every group indicated that they would have taken the courses had they known their value, and ten per cent or more in every group took those

courses which were offered.

Conclusion: The large group answering the question in such a way as to indicate that they did not realize the need for or value of the courses is significant, indicating a lack of guidance in making out choice of subjects to be taken. Those who point out that they took those courses which were offered and would have taken others had they been available implied that the curriculum in high school was not broad enough to meet their needs. Of probable significance in the field of guidance is the answer on the part of some of the group that they were not employed at the work for which they were preparing in high school. Change of interest and availability of jobs may be considered as factors in explaining the reason for the change on the part of these people, but often effective counseling can aid a pupil in making definite plans for the future in keeping with his abilities and interests. The large number of those who finished in the higher brackets of their class but could not take desired courses because of crowded schedules that must be followed to meet requirements of set courses should be of interest to those who are planning curriculum revisions.

Three definite needs for the school are indicated in the answers to these questions:

1. Flexibility of courses
2. Broadened curriculum
3. Expanded guidance program

The static college preparatory and commercial curricula of the school, giving little choice of subjects, have evidently not met individual

needs and interests of these people. The feeling they expressed may be found echoed in the studies of many eminent educators today, among them Harold Alberty, Professor of Education at the Ohio State University, who says:

The time-honored well-established academic fields representing accepted logical organizations of knowledge are still a very powerful influence in the curriculum and consume a large part of the student's time. Very frequently they crowd out the more practical subjects simply because they have greater prestige with parents, teachers, and particularly with the colleges. And present-day demands for "toughness," rigorous mental discipline, and the like are tending to intrench these subjects even more deeply. True, vocational curriculums, often in specialized schools, abound; but the vocational education is frequently quite divorced from general culture and citizenship training. In many of the smaller schools, and some of the larger ones, the students must choose between classical or modern languages, and home economics or industrial arts. The absurdity of such a program is self-evident. In spite of the more practical emphasis discussed above, schools have not, by and large, given much attention to personal living, including health education, face-to-face relationships of adolescents, or to the participation of the student in the socio-economic life of the community.<sup>26</sup>

It is evident that these people did not find in the curriculum many of those subjects which would fit them to fill their places successfully in an adult world. It is true that certain standards have been set by colleges for entrance to their institutions and preparation for business careers demand specific preparation, but provision should also be made for fitting people to become functioning, happy citizens of a democracy. The curriculum should be broadened to include those courses for which the students have expressed a need.

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<sup>26</sup>Harold Alberty, op. cit., p. 8.

In Youth and the Future the following statement is made in line with these thoughts:

The schools must reconsider the fundamentals of education in terms of the objectives that have become appropriate. These objectives must include the effective preparation of young people for life in all its aspects -- for work, for health, for use of leisure time, for home membership, and above all for the obligations of citizenship in a democracy.

The American Youth Commission recommends that American secondary schools adopt these comprehensive and varied objectives, and make such continuing revisions of their curricula and methods as the attainment of these objectives may require.<sup>27</sup>

A similar statement in The School in the American Social Order also justifies the feeling shown by the youth in this study:

The requirements of social technology -- the necessity of social policy in community, nation, and world -- are making it essential that education be given a new orientation, a new center of interest. In the future, school and college alike will have to give more attention to the education of the citizen, to the cultivation in him of that breadth and precision of knowledge of the workings of political, economic, and social arrangements essential for intelligent participation in policy formation.<sup>28</sup>

A school in which there is an organized guidance program can do much to help high school students realize more benefits from their program of studies. One of its chief purposes should be to help the student know himself, his strengths, weaknesses, abilities, interests and needs

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<sup>27</sup>American Youth Commission, op. cit., p. 116.

<sup>28</sup>Edwards and Richey, op. cit., p. 857.

and, in light of these, to find that curriculum which will best suit his purposes. Too few children have had the benefit of such a program. The American Youth Commission in Youth Tell Their Story show the extent to which this was true in Maryland during the same period that the students in this study were in school:

When all the youth including those now in school are considered, one still finds that only sixteen out of every hundred have received what they consider helpful vocational guidance from their schools.<sup>29</sup>

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<sup>29</sup> Bell, op. cit., p. 78.

## CHAPTER IV

### THE EXTENT TO WHICH THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL HAVE SUCCEEDED IN EDUCATION ON AN ADVANCED LEVEL

It was felt that the records of those students who sought education on an advanced level would throw light not only on the extent to which these graduates were prepared by the high school for college work, but also indicate, to some measure, how many were successful in furthering their education in this manner.

Table XXV, on the next page, shows the extent of the returns from questionnaires sent to the colleges regarding attendance and records of the 1940 graduates of John Marshall High School at the various institutions.<sup>1</sup> Eighty-five people in the study indicated college attendance. Information was received concerning the college records of seventy or 82.4 per cent of these graduates. No data could be found at the colleges for nine of the students. This may be accounted for by the fact that some of those claiming college attendance mistakenly thought that training in institutions of higher learning under the auspices of the armed forces would be classed in this category. Many colleges, however, have not kept records of this work. Another explanation given for failure on the part of colleges to make some of the returns is that some of the people involved attended the institution named less than one semester. The records of

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<sup>1</sup>College Success Questionnaire, Appendix B, p. 128.



TABLE XXV

EXTENT OF RETURNS TO COLLEGE SUCCESS QUESTIONNAIRE

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Graduates Indicating College Attendance	21	70.0*	11	47.8*	39	55.7*	14	29.1*	85	49.7*
College Success Questionnaires Returned	18	85.7	10	90.9	34	87.2	8	57.1	70	82.4
College Success Questionnaires Returned Without Student's Record	2	9.5	0	0.0	4	10.3	3	21.5	9	10.6
College Success Questionnaires Not Returned	1	4.8	1	9.1	1	2.5	3	21.4	6	7.0
Total	21	100.0	11	100.0	39	100.0	14	100.0	85	100.0

\*These numbers indicate the percentage of the total number of graduates in the study who have indicated college attendance.

these first-year drop-outs are not kept by all colleges. No returns were made by the colleges to six questionnaires and no explanation given for failure to comply with the request. There is the possibility that the questionnaires were returned later, but, in that case, they were too late to be included in the statistics. With the exception of records of college activities outside of classes taken, and honors received, the returns were fairly complete. It would have been desirable to have had information on these activities and achievements in order that a more complete analysis could have been made. The question arises as to whether the college records were incomplete or the questionnaires incompletely filled out.

To what extent were these former students of John Marshall High School prepared for pursuing higher education? Table XXVI, on the next page, summarizes data which appear pertinent to the question in that they show the success achieved by the groups in their first year of college and whether or not improvement was shown in later work. Since guidance may be a factor in the adjustment of students, the number of schools offering counseling service is also listed.<sup>2</sup>

In the freshman year of college, an average of 11.2 classes were passed by these students and 0.7 classes were failed. The range in the number of classes taken varied with the type of college attended. Technical schools offered twenty-five or thirty classes to freshmen in

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<sup>2</sup>College Success Questionnaire, Appendix B, p. 128.

TABLE XXVI

FIRST YEAR COLLEGE RECORDS AND PARTIAL FOLLOW-UP OF THE 1940 GRADUATES OF  
JOHN MARSHALL HIGH SCHOOL

	F 1		F 2		J 1		J 2		Total	
	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average
Classes Passed Freshman Year	144	8.0	113	11.3	452	13.3	75	9.4	784	11.2
Classes Failed Freshman Year	3	0.1	13	1.3	17	0.5	17	2.1	50	0.7
Participation in College Activities	14	1.4	7	0.7	23	0.8	7	0.9	68	0.97
Students Whose Grades Improved Second Year of College	6	33.3%	5	50.0%	8	23.5%	2	25.0%	21	30.0%
Students Receiv- ing Counseling Services	14	77.8%	9	90.0%	31	91.2%	5	62.5%	59	84.1%
Number of Students in Study	18	---	10	---	34	---	8	---	70	---

comparison with liberal arts colleges which offered ten or twelve. During the second or subsequent years, 30.0 per cent of the students improved in their grades. As a whole, they participated in 0.97 activities. College records, however, were incomplete on this issue and, therefore, no conclusions can be drawn from these data. Eighty-four and one-tenth per cent of the group received counseling and guidance during their freshman year.

Analysis by quartile groups shows more failures in the lower quartile groups ( $F_2$  an average of 1.3 classes and  $J_2$  an average of 2.1 classes failed) than in the upper quartile groups ( $F_1$  an average of 0.1 classes and  $J_1$  an average of 0.5 classes failed). Improvement during the second year or subsequent year ranged from the highest in  $F_2$  (50.0 per cent) to the lowest in  $J_1$  (23.5 per cent). From the incomplete returns on activity participation, it would appear that the  $F_1$  Group participated more frequently in school-community organizations than the other three groups. About six out of every ten pupils enrolled in college had the benefit of guidance and counseling, ranging from assigned counselors to "counsel from a dean when necessary".<sup>3</sup> The  $J_1$  Group shows the highest percentage in this field (91.2 per cent) and the  $J_2$  Group the lowest (52.5 per cent). The  $J_2$  Group, it is noted, also showed the largest number of failures. It will be shown further that this group also had the largest percentage of dismissals for failure.<sup>4</sup>

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<sup>3</sup>A quotation from one of the College Success Questionnaires.

<sup>4</sup>Infra, p.101.

Considering their low rank in the 1940 graduating classes in high school, it may be surprising to find as many people in the lower quartile groups showing apparent success in college as data indicate. It is enlightening, further, to note that only one person in this entire lower quartile group took the college preparatory course in high school, the rest following the elective course. Yet these people were not only acceptable to the colleges, but showed a fairly high degree of ability in their work.

The fact that 50.0 per cent of the  $F_2$  Group and 25.0 per cent of the  $J_2$  group showed improvement in their second year or subsequent years of college may possibly be attributed to adjustment to college life, stimulation to succeed in a chosen field, maturity of the student or the guidance received in the institution. Notation was made by the registrar on several questionnaires of the  $F_1$  and  $J_1$  Groups that there was "little room for improvement" or "grades remained about the same -- Good".

Conclusion: It seems evident, from the data obtained, that many persons in the lower quartile groups were not working up to capacity during their high school life. It would appear that an organized system of guidance, with a good testing program, would have enabled the pupils and teachers to evaluate the capacities and abilities of these students to a greater extent. Ambition for college work appears to have been present then or to have developed at a later date. The question arises as to whether or not these people would have fared better in their college careers had their strengths and weaknesses been

analyzed on entrance to and during the high school period so that their education could have been more fitted to their interests and needs.

Judging from the success shown during their freshman year at college, the upper quartile groups appear to have been well prepared for further education on a college level. Since the majority of these people took the college preparatory course, and sixteen entered college on scholarships awarded for outstanding work in high school, it would appear that they not only received a good preparation for higher education, but were excellent students, of marked ability, as well.

That the Richmond secondary schools as a whole were strongly inclined toward the scholastic side of education, pointing toward college, is indicated by the following statements from the survey made in 1942:

1. Instruction in the secondary schools for the children who go to college is unusually effective.<sup>3</sup>

The courses of study in secondary English are centered largely around preparation for college. Graduates of the high schools make excellent grades on English in college. Careful records, kept over a period of time at both John Marshall and Thomas Jefferson, show that approximately 95% of the graduates of these two schools passed their college courses in English.<sup>4</sup>

To what extent have these graduates been successful in obtaining a college education? Table XXVI, on the following page, gives a summary

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<sup>3</sup>Survey, *op. cit.*, p. 99.

<sup>4</sup>*Ibid.*, p. 74.

TABLE XXVII

## COLLEGE STATUS OF THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL\*

	F <sub>1</sub>		F <sub>2</sub>		J <sub>1</sub>		J <sub>2</sub>		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
College Success Questionnaires Returned	18	----	10	----	34	----	8	----	70	----
Graduates Who Are Still in College	2	11.1	1	10.0	2	5.9	1	12.5	6	8.6
Graduates Who Have Received College Degrees	11	61.1	5	50.0	20	58.8	1	12.5	37	52.8
Graduates Who Withdrew from College	5	27.8	4	40.0	10	29.4	3	37.5	22	31.4
Graduates Who Were Dismissed from College	0	0.0	0	0.0	2	5.9	3	37.5	5	7.1
Total	18	100.0	10	100.0	34	100.0	8	100.0	70	100.0

\*These figures are incomplete since six questionnaires were not returned and no record was made of graduate work or work at any institution except the first one indicated on the student's questionnaire.

of the college status of those students on which returns were made by the various institutions.<sup>5</sup>

The questionnaires indicated that six (8.5 per cent) of the former students were still in school as undergraduates. More than likely these people are studying under the G.I. Bill of Rights, since they are all veterans of World War II. About half of the number (52.8 per cent of those entering college or 21.6 per cent of the people in the entire study) have been graduated from college. Nearly one-third (31.4 per cent) have withdrawn from school without receiving a degree. Many of these entered the armed services during the war and have not returned to finish their college education. Statistics on the extent to which this was reason for withdrawal are not complete. Other reasons for withdrawal were not listed on the questionnaires. Due to lack of information on this phase of the study, no conclusions will be drawn.

Seven and one-tenth per cent of those entering college were dismissed for failing to meet academic standards (failing classes during the first year of attendance).

Analysis by quartile groups shows representatives of each group still in college. Higher percentages of those in the upper quartile groups (61.1 per cent of the  $F_1$  and 58.8 per cent of the  $J_1$  Groups on whom returns were made by the colleges, or 36.7 per cent of the  $F_1$  and 28.6 per cent of the  $J_1$  Groups in the study) than of the lower quartile groups have been graduated from college. However, exactly

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<sup>5</sup>College Success Questionnaire, Appendix B, Items indicated, p. 128.



half of all the  $F_2$  Group, on which returns were made, are reported as having been graduated. This is 17.4 per cent of the  $F_2$  Group in the whole study. Only 12.5 per cent of the  $J_2$  Group reported by the colleges (2.1 per cent of  $J_2$  in the study) have been graduated. Over one-fourth of every group on which returns were made have withdrawn, the  $F_2$  Group and the  $J_2$  Group showing the heaviest weight ( $F_2$  40.0 per cent and  $J_2$  37.5 per cent as compared with  $F_1$  27.8 per cent and  $J_1$  29.4 per cent). The only pupils dismissed for poor grades are found in the  $J_1$  and  $J_2$  Groups ( $J_1$  5.9 per cent and  $J_2$  37.5 per cent). However, since several colleges report that they do not keep records for those who stay less than one semester, the data on these last two items (withdrawals and dismissals) must be considered incomplete.

Conclusion: It is apparent that, if the questionnaires not returned should follow the same trend as those on hand, the upper quartile groups have made a better showing than the lower quartile groups in pursuing higher education. However, the facts that there are college graduates in the lower quartile groups, that some of them are still in college, that they appear to have succeeded fairly well in their freshman year (see Table XXVI, p. 97, Classes Passed and Classes Failed) and that only a small number were dismissed for poor grades, would appear to indicate that they had been capable of making better grades in high school. There are several possible explanations: (1) that high school standards did not give attention to individual differences, (2) that these pupils lacked the stimulation of interest while in high school, (3) that maturity and experience have brought

forth ambitions and goals to achieve which were lacking before.<sup>6</sup> It is probable that many of those who have entered college, after having had experience in the armed services or in industry, have achieved more success than they would have if they had entered college directly from high school. It is felt that this would hold true, also, for those who have returned to finish educations interrupted by World War II.

The upper quartile groups have apparently been fairly successful in securing further education on a college level. Data on this phase of the study would appear to substantiate statements to the effect that the school was strongly academic and its better students well prepared for college.<sup>7</sup>

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<sup>6</sup>It was indicated in this phase of the study that numbers of the people in question revealed that they had made no plans for the future while in high school.

<sup>7</sup>supra, p. 100.

## CHAPTER V

### HIGH SCHOOL EDUCATION FROM THE EMPLOYERS' POINT OF VIEW

A questionnaire, designed to reflect the points of view of the employers of these graduates,<sup>1</sup> was delivered to the personnel department of the establishments in which the persons in the study were employed. It was found that, when questionnaires were received through the mail, some of the employers refused to fill them out or delayed returning them. For this reason an interview with a person in charge of personnel matters in the firms to be questioned was secured. This limited the field of inquiry to those employers who were within the city and with whom appointments could be secured.

The personal interviews were, for the most part, satisfactory. Most of the employers were cooperative, many indicating a feeling that the study was one that was needed and a definite step in the right direction for both the school and business. Some still refused to answer the questionnaires. On the other hand, most of those interviewed appeared pleased to indicate the qualities and skills they would like to find in the people who worked for them and to suggest ways in which the high school could meet the needs of the students and their future employers.

In most cases, where questions applied to a specific individual, the employer indicated a preference to impersonal replies. Therefore, the data contained in the following section is general, applying as a

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<sup>1</sup>Employer Interview Schedule, Appendix C, p. 129.

rule to employees and employers as a whole, rather than to individual cases, and for this reason will not be broken down into quartile group analysis. While it is recognized that the data thus presented will not serve the main purpose of the study, i.e., the comparative success of the upper and lower quartile groups of the 1940 graduating class, it is presented as being of possible value to those interested in curriculum revision and the vocational guidance aspects of education.

Which factors have greatest influence with an employer in the choice of the personnel for his business? Table XXVIII, on the next page, is a tabulation of the rank given by the employers to the factors listed as answers to the question, "What was more important in the employment of this person?"<sup>2</sup>

Over half of the returns (56.5 per cent) rated personal characteristics as being first in importance. Training is found in second place most often, with 32 (or 46.4 per cent) of the answers giving it this distinction. Heaviest weight in third place is found under previous work experience, in 33 instances (or 47.8 per cent) of the cases. Other reasons mentioned for employment were friendship and competitive examinations (governmental agencies). Whether or not the employer interpreted this to mean all employees, all high school graduates, or graduates of the school in the study is not known, but it is assumed that the employer was referring to the latter.

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<sup>2</sup>Employer Interview Schedule, Appendix C, Item 4, p. 129.

TABLE XXVIII

FACTORS WHICH HAD WEIGHT IN EMPLOYMENT OF THE 1940 GRADUATES OF  
JOHN MARSHALL HIGH SCHOOL  
(As Ranked by Employers)

	Rank of Importance										Total	
	1st Place		2nd Place		3rd Place		4th Place		No Rank Indicated			
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Personal Character- istics	39	56.5	10	14.5	4	5.8	1	1.5	15	21.7	69	100.0
Training	8	11.6	32	46.4	6	8.7	0	0.0	23	33.3	69	100.0
Previous Work Experience	4	5.8	8	11.6	33	47.8	1	1.5	23	33.3	69	100.0
Other	5	7.3	0	0.0	0	0.0	4	5.8	60	86.9	69	100.0

It is evident from the study that the majority of the employers rate habits, attitudes and good character as desirable attributes of an employee and to be desired above training and experience. There is the possibility that the fact that many of these employers offer in-service training has a bearing on the case. This is indicated by their answers to the question, "What in-service training does the employer provide to insure the success of employees?"<sup>3</sup> as tabulated in Table XXIX, below.

TABLE XXIX

EXTENT OF IN-SERVICE TRAINING OFFERED BY EMPLOYERS OF THE  
1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

	Number	Percent
On-the-Job Training*	55	79.7
Company School Rooms	7	10.1
Public Relations Meetings	2	2.8
Scholarships for Study in Field Work	1	1.4
None Offered	6	8.7

\*Some employers indicated that they offered this training in addition to other types of in-service training listed below.

<sup>3</sup>Employer Interview Schedule, Appendix C, Item 10, p. 129.

Only 8.7 per cent of the employers indicated that they gave no in-service training. The training offered appears to be specific to the job involved. This is a time-consuming and expensive service, and it is supposed that, while character training might be included in the program, the employer prefers to spend company time and money on people who have already established wholesome personality and character traits. The following statements by employers may throw light on the variety and extent of in-service training offered by various business establishments:

"Our business requires a long period of in-service training."

"Two to three months of office and plant training."

... "employee training program which is basically designed to familiarize all new employees with the overall purpose of our organization as well as his or her particular task," ...

"We do not expect to employ a finished product from the high schools. Rarely do we get a secretary for example who is technically qualified to handle a secretarial position adequately."

"Meetings, workshops, supervision, observations, visits, etc."

"A competent instructor and careful training for the first few months."

"Specific and thorough training both in ----- company schoolrooms and on the job."

It should be of interest to those who are planning revision of the high school curriculum to note that, for the most part, the employer puts character first in choosing his personnel. It should also be noted that the majority of employers indicate that provision is made for

general and specific instructions to the employee.

The employers were asked, "What characteristics do you desire in your employees?"<sup>4</sup> Table XXX, on next page, shows a summary of the relative importance the employers placed upon skills and character traits listed in the questionnaire.

Most employers appear to have agreed that good character traits and work habits are desirable above all else in their employees. Eighty-five and five-tenths per cent of the returns placed reliability in first place. Cooperation, punctuality and truthfulness also received high ratings. It is recognized that specific skills must necessarily vary with the job to be done. This probably accounts for the fact that the two skills listed, the ability to use figures accurately and rapidly and the ability to write plainly and correctly, received a comparatively low rating.

The conclusions drawn from these data appear to confirm the observations made from the preceding question,<sup>5</sup> since in both instances, personal characteristics were given higher ratings than skills.

What special skills and abilities are the employers seeking in the people who work for them? Table XXXI, page 112, summarizes the answers to the question, "What special abilities and/or skills should the pupil have to be an employee of yours?"<sup>6</sup>

The answers varied with the type of employment offered. The

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<sup>4</sup>Employer Interview Schedule, Appendix C, Item 5, p. 129.

<sup>5</sup>Supra, Table XXIX, p. 108.

<sup>6</sup>Employer Interview Schedule, Appendix C, Item 6, p. 129.



TABLE XXX  
 CHARACTERISTICS DESIRED IN EMPLOYEES  
 (AS RATED BY THE EMPLOYERS OF THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL)

Characteristic	Rating by the Employer																	
	1st Place		2nd Place		3rd Place		4th Place		5th Place		6th Place		7th Place		No Rank		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Reliability	59	85.5	7	10.0	0	0.0	1	1.5	0	0.0	1	1.5	0	0.0	1	1.5	69	100.0
Cooperation	16	23.2	19	27.5	23	33.3	1	1.5	9	13.1	1	1.5	0	0.0	0	0.0	69	100.0*
Ability to Use Figures Accurate- ly and Rapidly	8	11.5	19	27.5	0	0.0	7	10.2	5	7.2	3	4.4	17	24.6	10	14.5	69	100.0*
Punctuality	19	27.5	4	5.8	2	2.9	7	10.2	18	26.1	10	14.5	1	1.5	8	11.5	69	100.0
Truthfulness	26	37.7	5	7.2	20	28.9	9	13.1	0	0.0	2	2.9	0	0.0	7	10.2	69	100.0
Courtesy	7	10.2	1	1.5	8	11.5	32	46.4	6	8.7	2	2.9	4	5.8	9	13.1	69	100.0*
Ability to Write Plainly	2	2.9	1	1.5	3	4.4	0	0.0	19	27.5	23	33.3	8	11.5	13	18.8	69	100.0*
Other	1	1.5	2	2.9	0	0.0	0	0.0	0	0.0	0	0.0	3	4.3	63	91.2	69	100.0

\*A correction of 0.1 has been made in these percentages.

TABLE XXXI

SPECIAL SKILLS AND ABILITIES DESIRED IN EMPLOYEES BY THE EMPLOYERS  
OF THE 1940 GRADUATES OF JOHN MARSHALL HIGH SCHOOL

Skill or Ability	Number	Percent
Shorthand	17	24.7
Typewriting	17	24.7
Spelling	10	14.5
Ability to Use Figures	9	13.1
Good General Background	9	13.1
Technical Knowledge	8	11.5
Mental Alertness	7	10.2
Manual Skill	7	10.2
Ability to Write Legibly	6	8.7
Good Memory	6	8.7
Ability to Work Well Alone	6	8.7
Ability to Work Well with Others	6	8.7
Interest in Specific Type of Work	2	2.9
Office Courtesy	2	2.9
College Graduate	2	2.9
No Answer	10	14.5

ability to spell correctly, use figures accurately and write legibly, along with having a good general background of knowledge, were most frequently mentioned in the academic fields. Among special skills required for some positions were listed shorthand, typewriting, technical knowledge (of electricity, mechanics, tools) and manual dexterity. Mental alertness, a good memory and a real interest in the specific kind of work required were the requisites of some employers. Office courtesy, it was indicated, should be taught as a class in the commercial course.

In addition to the skills listed, emphasis was laid on such character traits as ability to get along well or work with others and the ability to work independently, without observation by a superior.

Conclusion: It appears obvious that, outside of specific training for such positions as stenographers, secretaries, draftsmen, and mechanics, the average employer contacted desired graduates with a good general background, well grounded in what are considered simple skill subjects (reading, spelling, arithmetic, and writing). Along with these, they desired what might be termed in educational circles, good work habits, combined with the abilities to observe, reason, recall, and draw conclusions.

It seems to the writer that all of these are requisites of a good education and are goals to be reached by any school system, beginning in the elementary grades and continuing through college.

It should be noted here that again the employers have

indicated the value of personal characteristics, bearing out the findings in the two preceding questions, analyzed in Table XXVIII, page 107, and Table XXX, page 111.

To what extent do the employers feel that these graduates are succeeding in the work they are doing? To the question, "How are our pupils in your employment getting along?"<sup>7</sup> the following data have been compiled:

TABLE XXXII

EMPLOYERS' ESTIMATE OF WORK DONE BY 1940 GRADUATES OF  
JOHN MARSHALL HIGH SCHOOL

Estimate of Work	Number	Percent
Doing Good to Outstanding Work	38	55.1
Doing Satisfactory Work	22	31.9
Doing or Have Done Unsatisfactory Work	2	2.9
No Answer	7	10.1
Total	69	100.0

<sup>7</sup>Employer Interview Schedule, Appendix C, Item 7, p. 129.

All except two employers reported favorable estimates of the graduates' work. One of these made a qualified statement to the effect that while some of the people in question were doing satisfactory work, "others don't quite make the grade".<sup>8</sup> Fifty-five and one-tenth per cent considered the graduates were doing "outstanding", "excellent", "fine", or "good" work. Thirty-one and nine-tenths per cent rated the employees as doing satisfactory work. It would appear from these statistics that, for the most part, the graduates were not only capable of doing the work at which they were employed, but were doing it to the satisfaction of the employers.

In what ways does the employer feel the school can be of assistance to him?<sup>9</sup> Since the question appears to have been interpreted differently by various employers, no table will be presented on the data.

Several employers appear to have interpreted the question to refer to their future employees, the pupils then in high school. Ten who appeared to see the question in this light suggested that more vocational guidance be given the pupils. Some of these would have liked to have seen the cumulative records, including records of summer employment, turned over to the personnel department of the business concern employing the person in question. Four recommended that the schools do a better job of giving a sound background to tool subjects,

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<sup>8</sup>Quotation from employer's reply.

<sup>9</sup>Employer Interview Schedule, Appendix C, Item 9, p. 129.

with emphasis on simple mathematics (fractions and percentage) and spelling in preference to higher mathematics (algebra, geometry, and trigonometry) except for those going to college. Three would have liked to see more boys trained in secretarial work. It was observed that these might be material from which to make future promotions into executive positions. Three expressed a feeling that the pupils should be made to realize that one starts at the bottom and works up in the business world or, as one personnel officer expressed himself, "A high school diploma does not mean that they are ready to start out as executives." Office courtesy and grooming was a further need of the present-day employee, in the opinion of eight employers. Two employers would have liked to have seen the high school extended two years so that work on a junior college level might be offered. They suggested business administration and engineering as being fields in which this would be profitable.

Seventeen of those who interpreted the question to refer to youth in their employment at the time of the interview, suggested night school refresher courses, or those courses which would aid in advancement in business. Five felt that school-employer contacts and follow-up work on the graduates by the guidance department would be valuable.

In summary, it appears that the employers feel that the schools should (1) emphasize the building of desirable character and personality traits; (2) expand the guidance services; (3) lay more stress on a sound basic education; (4) extend the offerings in adult

education; (5) broaden the curriculum to include employer-employee and employee-employee relationships; and (6) add classes on a junior college level to the curriculum.

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

It is apparent from the study of the 1940 graduates of John Marshall High School that their high school education has been of value in many areas in fitting them to become successful citizens, but it would seem that, with some reorganization and expansion, the program could have met the needs and interests of the group to a greater extent. The study was made by comparing the attitudes, achievements and activities of the upper and lower quartile groups of the 1940 February and June graduating classes, ten years after they had completed their high school education.

These graduates appear to have learned to adjust themselves to and get along well with other people as shown by the high rates of stability found in marriage and employment.

The group, as a whole, showed marked interest in further education, both of a cultural and vocational nature. More people in the upper than in the lower quartile groups appeared to be interested in developing higher standards in cultural life, while in the lower quartile there was apparently more interest in economic security. Two-fifths of the number who replied to questionnaires had attended college. Half of these were graduated and a few were still in college at the time the study was made. It is apparent that the upper quartile groups



were better prepared for college than the lower quartile groups, but the lower quartile groups had achieved some measure of success in seeking further education on a college level in spite of their low rank in the graduating class at high school.

Nine out of ten of the boys in the study served in the armed forces during World War II.

The employment status of all four groups was good, only one person indicating unemployment. Every group had contributed to the professional and semiprofessional fields, the weight lying with the upper quartile in the former and in the lower quartile in the latter. All four groups were heavily represented in the commercial-sales group, no definite weight resting with either the upper or lower quartile groups. Very few people in the study were to be found in the skilled trades, a little weight resting with the Lower Quartile Group for June.

It would appear that people in the lower quartile were less likely to secure positions without personal favor than those in the upper quartile and that very few in either group had made use of such aids as employment agencies and newspapers in securing jobs.

The lower quartile groups appear to have been slightly more successful, economically, than the upper quartile groups. This may be accounted for as follows: (1) a large number of the former started work soon after completing high school, while many in the latter went to college before becoming employed and were beginning professional careers at the time the study was being made; (2) many of the people in the

lower quartile groups were placed in employment through the influence of parents or friends; and (3) some of the people in the lower quartile groups may have had high innate ability, but were achieving below their maximum capacity while in high school. The weekly median wage for all those in the study was \$41-60, which compares favorably with available figures for the city in which the study was made.

Over one-third of the group who were married owned their own homes. Only half of the group indicated that they were participating in community activities. The upper quartile groups showed more interest in cultural organizations and the lower in fraternal organizations.

Relatively few of these people had carried through vocational plans made during high school, fewer in the lower quartile than in the upper. One in ten felt that his high school education had given him the specific training needed for his future work. A majority (two out of three) felt that it had given them a general background. One of the needs of the group which evidently was not adequately met by the school was vocational guidance, including job information. Only one in ten felt that the schools had been of value to him in this area and half of the group studied indicated that they had received no help of this nature.

That there is believed to be little carry-over from high school experiences, either from in-class or out-of-class activities, was indicated by the group. This conclusion was drawn from the low rating given these as being of value in either their present economic or

social lives. This was evident, too, from the expressed desire on the part of these people that the school, in the future, offer an expanded curriculum, more flexible courses of study and enlarged guidance services.

Contact with the employers of the group showed that these people were not only capable of doing the work at which they were employed, but were doing it in a satisfactory manner. The employers rated character traits above skill and training, and, for the most part, furnished on-the-job training at company time and expense. Besides special training for such positions as stenographers, secretaries, draftsmen and mechanics, these persons desired graduates with a good general background, combined with good work habits and reasoning ability.

One of the greatest needs of the graduates, as indicated by the study, was an enlarged guidance program. Records containing detailed and complete information on each pupil, his background, achievements, goals, interests, strengths and weaknesses should have been available for those who would teach and counsel him. A testing program designed to aid the child and the teacher in knowing and understanding his capacities and interests should have been one source of the information kept in these records. Data on class and out-of-class activities, interviews, anecdotal records and autobiographical material should have supplemented these.

An orientation program which would help the child know of the availability, value and purposes of courses or classes offered by the

school should have been inaugurated. Individual counseling time should have been provided, not only for those with recognized behavior or academic problems, but for every child in the school, in an effort to aid in achieving personality adjustment and mental health. Homeroom and classroom teachers should have supplemented the work of the guidance counselors in group guidance whenever opportunity was found.

Vocational guidance, directed toward vocational adjustment and economic security should have had a large place in the high school guidance program. This not only would have helped the child in planning his future in the light of his interests and capacities, but also would have been a source of information in matters concerning availability of work, working conditions, training needed, employer-employee relationship, and other job information. Vocational as well as cultural aspects of all class activities should have been made clear to the student.

In connection with this phase of the guidance program, it would seem that the establishment of a youth-placement center would have been of great advantage to both the pupil and the prospective employers. This work would have been concerned not only with the placement of graduates and drop-outs, but with summer work for sophomores and juniors. Records of this work would have been of inestimable value in future placement and job adjustment.

A program of the kind suggested could have been accomplished only through the services of a staff of well-trained guidance workers.

It is felt that the curriculum should have been broadened to

include experiences to develop higher standards of living in a democracy, and providing programs so flexible that desired classes could have been included as electives in chosen courses of study. Among these would have been such subjects as grooming, personality development, boy-girl relationships, sex-hygiene, family and marriage relationships, budgeting income, child care, and similar topics. These high school students should have had opportunity to become familiar with civic and national problems to the extent that they recognize their responsibilities as citizens in such activities as participation in civic and community affairs and as a part of the voting public.

More provision should have been made for classes leading to vocational efficiency, such as practice in use of business machines in the commercial courses and basic courses in drafting leading to an engineering career. It has been suggested by both these former students and their employers that the high school curriculum be extended two years to provide for a junior college level, with both vocational and cultural classes to be included.

In light of the fact that so many of the employers stressed the importance of character traits, it would have been well for all teachers to have been made cognizant of the importance of this phase of education and of their responsibility to teach the whole child. It is felt that classes organized on democratic principles, in which the child has a part in the planning as well as the activities, and in which he feels he is solving problems meaningful to him, are of more value

than those stressing the academic side only.

Healthy, profitable use of leisure-time should have been emphasized. Classes in appreciation of the beauty in art, music and world literature should have been included in the curriculum. Classes leading to hobbies such as ceramics, jewelry and photography should have had a place in the program. Of value in education for leisure-time would have been the establishment of a recreational camp in an outlying county. Activities in connection with the camp, all of which would have been planned and carried out by the pupils under the guidance of specially trained instructors, would have had the added advantage of providing experiences in democratic living.

It is recognized that since the 1940 class was graduated many changes have occurred in the curriculum, many of them fulfilling some of the recommendations made in this study. The guidance program has been expanded<sup>1</sup> and the curriculum broadened. The foregoing recommendations are not to be interpreted as an indictment of the school, its faculty or its administrators, but only as suggestions of changes which might have been made in light of the findings of the present study.

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<sup>1</sup>Appendix D, p. 130.

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**APPENDICES**

APPENDIX A - QUESTIONNAIRE TO FORMER STUDENTS

## State Board of Education

## STATE-WIDE HIGH SCHOOL FOLLOW-UP STUDY

## QUESTIONNAIRE TO FORMER STUDENTS

Dear Former Student:

We are very much interested in the progress you have made during the last few years, and we would like to use your suggestions in meeting better the needs of students still in school and who will come to this school in the future. With these purposes in mind, your school will appreciate it very much if you will check this questionnaire and return it at your earliest convenience.

If the school can be of any assistance to you please feel free to call on us at any time.

1. Name: \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_ Date \_\_\_\_\_  
(If married, write maiden name as well as married name.)

Check one: Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_

2. Mailing address: \_\_\_\_\_

3. Why did you leave school, check one: \_\_\_\_\_ Graduated \_\_\_\_\_ Transferred to another high school \_\_\_\_\_ Dropped out

4. Last grade completed in our school: (Circle one) 8 9 10 11 12 Post Graduate

5. If you have attended, or are attending, another school or college, or have taken any training since you left our school, check type of institution below and write name of institution:

\_\_\_\_\_ College or University \_\_\_\_\_ Business College \_\_\_\_\_ Nurses' Training School

\_\_\_\_\_ Correspondence School \_\_\_\_\_ Evening School \_\_\_\_\_ Trade School

\_\_\_\_\_ Apprentice training \_\_\_\_\_ Other (explain)

Name of Institution \_\_\_\_\_

6. Did you serve in the Armed Forces during World War II? If so, check branch.

\_\_\_\_\_ Army \_\_\_\_\_ Navy \_\_\_\_\_ Marine Corps \_\_\_\_\_ Coast Guard

Length of Service \_\_\_\_\_ Rank attained \_\_\_\_\_

7. What is your present employment status? Check one:

\_\_\_\_\_ Employed full-time (30 or more hours per week) \_\_\_\_\_ Doing housework at home and not seeking outside employment

\_\_\_\_\_ Employed part-time (less than 30 hours per week)

\_\_\_\_\_ Going to school full-time \_\_\_\_\_ Unemployed \_\_\_\_\_ Armed Forces \_\_\_\_\_ Other (explain) \_\_\_\_\_ Own business

8. Give the following information on your present or last full-time job.

Firm or employer: \_\_\_\_\_

Address of firm or employer: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Business or product: \_\_\_\_\_

Title of job or kind of work: \_\_\_\_\_

Average weekly wage (check one): \_\_\_\_\_ \$0-\$20 \_\_\_\_\_ \$21-\$40 \_\_\_\_\_ \$41-\$60 \_\_\_\_\_ \$61-\$80 \_\_\_\_\_ Over \$80

9. How many full-time jobs have you had since you left school? \_\_\_\_\_

10. In what way did you obtain your present position?

\_\_\_\_\_ Through family or friend

\_\_\_\_\_ U. S. Employment Agency

\_\_\_\_\_ Private employment agency

\_\_\_\_\_ School officials

\_\_\_\_\_ Found it yourself

\_\_\_\_\_ Other (explain)

\_\_\_\_\_ Newspaper

11. To what extent is your present job like the type of work you thought you would follow when you left high school?

\_\_\_\_\_ No definite ideas about work while in school \_\_\_\_\_ Is somewhat related

\_\_\_\_\_ Not related at all

\_\_\_\_\_ Exactly the kind of job I thought I would get

\_\_\_\_\_ Closely related, but not what I expected

( OVER )

12. In what way did your high school training help you in your present job:  
 \_\_\_\_\_ No help at all                      \_\_\_\_\_ Gave general background                      \_\_\_\_\_ Gave specific preparation
13. To what extent has the job information and assistance you received in high school been helpful to you?  
 \_\_\_\_\_ Extremely helpful                      \_\_\_\_\_ Some help                      \_\_\_\_\_ Very little help  
 \_\_\_\_\_ It wasn't helpful at all                      \_\_\_\_\_ Didn't have any in school
14. Which subject, or subjects, that you took in high school, has been of most value to you in the following area:

Occupational Life

Personal & Social Life

If no subject has helped you, write "none" here \_\_\_\_\_

15. To what extent did your high school experiences give you useful information in the following fields:

	COURSES (CHECK ONE)			OUT OF CLASS ACTIVITIES (CHECK ONE)		
	LITTLE	SOME	MUCH	LITTLE	SOME	MUCH
Civic and World Affairs .....						
Preparation for College .....						
Use of Libraries .....						
Music .....						
Art .....						
Use of Leisure Time .....						
Religious Activities .....						
Marriage and Family Life .....						
How to Secure and Hold a Job .....						
Job Opportunities .....						
Health .....						
Social Activities .....						
Employer-employee Relationships .....						

16. If you could repeat your high school education today and be free to choose any kinds of courses or subjects, list what you would like to study.

Did the school offer the courses? Yes \_\_\_\_\_ Some \_\_\_\_\_ No \_\_\_\_\_

If offered, why didn't you take them? \_\_\_\_\_

17. To what community organizations do you belong? \_\_\_\_\_
18. Do you own or are you buying your own home? Yes \_\_\_\_\_ No \_\_\_\_\_
19. In what way if any can the school be of assistance to you now? \_\_\_\_\_

Please return promptly to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX B - COLLEGE SUCCESS QUESTIONNAIRE**

COMMONWEALTH OF VIRGINIA

State Board of Education

STATE-WIDE HIGH SCHOOL FOLLOW-UP STUDY

COLLEGE SUCCESS QUESTIONNAIRE

Date \_\_\_\_\_

To the Registrar: This form is sent you in order to secure information about the development of one of our former students. This information will be helpful to me and my staff and will also enable us to cooperate with the State Department of Education in a follow-up study of high school graduates to determine their success or lack of success in college and some of the reasons therefor.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Address

Name of student \_\_\_\_\_ College \_\_\_\_\_

Academic Record for first year's work. \_\_\_\_\_ The college passing grade is \_\_\_\_\_?

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Did his grades improve during the second or succeeding years with you? \_\_\_\_\_

In what department enrolled? \_\_\_\_\_ Did he graduate? \_\_\_\_\_

How long did he attend your institution? \_\_\_\_\_ Was he dismissed? \_\_\_\_\_

Will you kindly give any reasons why this student withdrew, resigned or was dismissed prior to graduation? \_\_\_\_\_

Will you check out-of-class activities in which this student participated:

- \_\_\_\_\_ Music                      \_\_\_\_\_ Journalism                      \_\_\_\_\_ Class Officer
- \_\_\_\_\_ Athletics                      \_\_\_\_\_ Honor Societies                      \_\_\_\_\_ Fraternities and Social Clubs
- \_\_\_\_\_ Dramatics                      \_\_\_\_\_ Student Council                      \_\_\_\_\_ Other

Does your college make a student personnel effort to insure the success of first year students? Yes \_\_\_\_\_ No \_\_\_\_\_

Will you kindly have the Dean, a faculty counselor or the head of the student personnel department note what efforts were made to assist this student in his college adjustment; i.e., conferences, counseling, coaching, remedial or guidance work? \_\_\_\_\_

If you are able to draw any conclusions from this student's record or from the experiences with other students from our high school as to what improvement we should make in preparing students for your college, we will be especially grateful if you will make these comments, remarks and suggestions on the reverse side of this form.

**APPENDIX C - EMPLOYER INTERVIEW SCHEDULE**



COMMONWEALTH OF VIRGINIA

State Board of Education

STATE-WIDE HIGH SCHOOL FOLLOW-UP STUDY

EMPLOYER INTERVIEW SCHEDULE

(Confidential)

Name of Employee \_\_\_\_\_ Date \_\_\_\_\_ Interviewer \_\_\_\_\_

Name of Employer \_\_\_\_\_ Address \_\_\_\_\_

Person Interviewed \_\_\_\_\_ Position \_\_\_\_\_

Kind of Business \_\_\_\_\_ Approximate No. employees \_\_\_\_\_

1. Job title of employee \_\_\_\_\_ Length of employment \_\_\_\_\_

2. Work done by employee \_\_\_\_\_

3. Did the employee graduate from high school? \_\_\_\_\_. If not, indicate what year of high school was completed \_\_\_\_\_

4. Which was more important in the employment of this person? (Please rank 1, 2, 3, 4, in the order of their importance:)

\_\_\_\_\_ Personal Characteristics

\_\_\_\_\_ Training

\_\_\_\_\_ Previous Work Experience

\_\_\_\_\_ Other (please explain)

5. What characteristics do you desire in your employees? (Rank 1, 2, 3, 4, 5, 6 in order of importance:)

\_\_\_\_\_ Reliability

\_\_\_\_\_ Truthfulness

\_\_\_\_\_ Cooperativeness

\_\_\_\_\_ Courtesy

\_\_\_\_\_ Ability to use figures accurately and rapidly

\_\_\_\_\_ Ability to write plainly and correctly

\_\_\_\_\_ Punctuality

Others: \_\_\_\_\_

6. What special abilities and/or skills should the pupil have to be an employee of yours? \_\_\_\_\_

7. How are our pupils in your employment getting along? \_\_\_\_\_

8. What courses or training that you (employer) did not have in high school do you now wish you could have pursued? \_\_\_\_\_

9. In what ways can the school assist the employee? \_\_\_\_\_

10. What in-service training does the employer provide to insure the success of employees? \_\_\_\_\_

**APPENDIX D - GUIDANCE IN JOHN MARSHALL HIGH SCHOOL**

**GUIDANCE IN JOHN MARSHALL HIGH SCHOOL****1948-1949**

The guidance, counseling, and pupil adjustment program of the public schools of Richmond, Virginia, is based on the philosophy that it is the responsibility of the schools to bring to bear upon each individual student all its resources and agencies which will help the student develop to the limit of his capacity as an integrated personality and to help him carry his own weight in society.

The Director of Instruction serves as the director for the guidance program for the city schools. He holds regular monthly meetings of the guidance personnel of all the schools for the purpose of improving and coordinating the guidance services. Examples of the activities of this group for the past few years are:

(a) The study of cumulative records of schools through the country and the development of a system for such record keeping for Richmond.

(b) Touring various business organizations and industries in the Richmond area. Arrangements for these trips were made by a committee from the guidance group with the assistance of representatives of local business concerns and the Director of School-Community Relations.

(c) Bringing in speakers, showing newest films on guidance, discussing latest publications in the field, encouraging the attendance upon meetings which relate to guidance.

The John Marshall Senior High School is located in the heart of the business section of the city. Its student body of approximately 2,000 pupils comes from homes which represent a typical cross-section of the average large city of diversified business and industry.

The high school principal heads the guidance set-up for John Marshall. He holds regular monthly meetings with the three assistant principals, three class counselors, one visiting teacher, three work-training coordinators, and one placement counselor. The purpose of these meetings is two fold -- to coordinate the guidance services and to give in-service training.

Some of the topics for discussion for the current year are:

(a) Plans for the Coming Year. (b) Discussions of Eighth Grade Testing Program. (c) The Use of Recorded Interviews to Improve

Counseling. (d) Proposed Conditions for Meeting the Accrediting Standards for Satisfactory Programs of Guidance in High School. (e) Use of the John Marshall Occupational File. (f) Statistics for Counselors. (g) Test Interpretation. (h) Some Current Issues in Guidance -- A study of the suggestions made by Esther Lloyd-Jones. (i) The Memorial Guidance Clinic.

An advisory committee on guidance composed of representatives chosen from the teachers and counselors make a study of the problems of guidance as they relate to this school and make suggestions for improvements in organization and procedure. The personnel of this committee is changed from time to time.

Our program for organized guidance is built around the homeroom teacher. As nearly as administratively possible, students remain with the same homeroom teacher for one year. In addition to the daily nine-minute homeroom period for administrative purposes, the homeroom teacher has a fifty-six minute daily period which he spends with the majority of his group. This gives the homeroom teacher the opportunity to know his group fairly well. Specifically, he helps each pupil each semester determine his choice of studies; suggests to pupils, parents, and counselors plans for improvement and adjustment; makes contact with homes when it seems desirable; keeps cumulative records up-to-date. Many homeroom and subject teachers sponsor clubs and other activities that provide:

(a) Exploration by pupils of a wide variety of activities which may have avocational or vocational values.

(b) Assistance in developing discrimination in the choice of leisure activities.

(c) Encouragement of pupils to develop essential understanding, skills, and attitudes in a number of sports and games.

(d) Encouragement of pupils to develop understandings necessary for enjoyment of products of stage, screen, radio, and press.

(e) Encouragement of pupils to develop skills required in various creative activities -- literary, musical, scientific, and artistic.

(f) Encouragement by presenting opportunities for working with groups developing skills of leadership and of following, and to recognize the qualities required for each.

(g) Encouragement by presenting opportunities for developing interests in activities which give promise of value in life outside

of school.

(h) Encouragement in developing friendships based on mutual interests.

(i) Providing for opportunities for cooperation with civic, social, and religious agencies of the community to effect better adjustment to and improvement in civic and social situations.

Due to the transition from an eleven to a twelve-year system in our city schools we have housed at John Marshall this year freshman, junior, and senior groups of students. Each of these groups has an assigned counselor for one year, who maintains an office in which the schedules and cumulative records of her group are kept. The Freshman Counselor (who teaches two periods per day) is aided in her counseling work by an Assistant Principal and the Visiting Teacher. All three of these workers have offices in the same building in which the freshman group is housed. The Junior Counselor (who teaches one period per day and sponsors the Committee on Service Awards) is assisted by another Assistant Principal. The Senior Counselor (who is also Auditorium Program Coordinator and Director of the Verse Speaking Choir) is assisted by the Administrative Assistant Principal and Principal and Registrar in her counseling duties.

Referrals to these counselors are made from the homeroom teachers, subject teachers, administrative officers, and parents. Often students themselves come to their counselors for assistance.

The counselor recognizes the pupil as an individual and endeavors to assist him with his problems by helping him to get the proper perspective on them and to work out his plans for intelligent action. The counselor does not deprive him of the right of voluntary action. The counselor recognizes that adjustment is the result of slow and gradual change, rather than immediate change.

Some of the more important phases of guidance attempted by our class counselors are as follows:

1. Working with lower schools:
  - a. Supplying the lower schools with information about secondary school -- its objectives, curriculum, pupil activity program, guidance services, personnel and organization of staff, plant, and equipment.
  - b. Providing information for guiding pupils in such matters as: (1) The general aim and purpose of the schools. (2) Traditions and objectives of various codes of conduct. (3) Purposes and

objectives of various courses and curricula.

(4) The sequence and relationship of specific courses.

- c. Arranging orientation visit to high school and a special assembly for each junior high school group who expect to enter our high school the following semester.
- d. Understanding the factors which determine promotion from one school to the other and making proper adjustments for exceptional pupils.

2. With students in the high schools:

- a. Helping students referred to them plan a sequence of studies for the semester, year, and following years in the light of his interests, aptitudes, limitations, and vocational aims.
- b. Assisting in analyzing study difficulties and seeking their solution.
- c. Helping to develop an understanding of the privileges and responsibilities of citizenship in school and community.
- d. Assisting "transfer" students in adjusting to John Marshall.
- e. Providing information and arranging for conferences for those interested in college, nursing, military services, etc.
- f. Giving group interest and aptitude tests and recording results.
- g. Encouraging students of out-standing ability to continue post-secondary education.
- h. Making available information about scholarships, loans, etc.
- i. Assisting college-bound "students" in securing information and in the evaluation of various institutions. (The Senior Class Counselor keeps an up-to-date file of college catalogs.)

- j. Holding an "exit" conference (sometimes several) with each pupil planning to withdraw from school -- seeking a full understanding of the pupil's situation and plans
  - k. Acting as sponsor of social activities of class, such as dances, teas, parties, commencement exercises, etc.
3. With other interested persons:
- a. Holding conferences with teachers and parents.
  - b. Notifying parent of activities of applicants for graduation.
  - c. Holding conferences and passing on pertinent information about students to visiting teacher, placement counselor, nurse, school administrators, and outside agencies.

The school nurse assists teachers and counselors in coordinating all available information regarding the health status, health behavior, home environment and progress of the student so that it can be used to get practical results in the correction of poor health practices or poor environmental conditions. She cooperates with the school staff in helping to adjust the handicapped pupil -- those with defective hearing, impaired vision, heart trouble, or emotional disturbances.

The library is a necessary and vitally important part of our guidance organization. It maintains and keeps up-to-date an occupational file in which are placed the latest brochures, pamphlets, newspapers, and magazine articles which may have value for occupational study and guidance. Books, pamphlets, magazines, trade journals, and visual aids which are designed for the purpose of helping students learn more about the development of pleasing personalities, living with others, and choosing a career are made available to all students. It offers students the opportunity to read biographies of outstanding persons in various fields of work.

Our Visiting Teacher is a trained social worker. She gives approximately one-fourth of her time to counseling with the members of the freshman group. In addition, she supervises the work of a graduate student from the Richmond Professional Institute School of Social Work. The other seventy-five per cent of her time is given to studying referrals made to her by the class counselors and administrators. In addition, we have the part-time services of another visiting teacher

who is a member of the Attendance Department.

John Marshall has one counselor and three coordinators who devote part of their time to the placement and follow-up of its students. The coordinators -- diversified occupational training, office training, and distributive education -- give training, assist students in placement on job, supervise students on job, and follow-up former students. They work with the Placement Counselor in investigating and helping to fill job openings and assist her in supervising part-time working students who are not enrolled in a work-training program. The Distributive Education Coordinator plans and conducts regular pre-employment classes for all students interested in seasonal or work after high school graduation.

The Placement Counselor attempts: (a) To gather all information possible about the students which will be useful in helping to locate them effectively. (b) To establish contacts with employing business and industrial concerns which often result in opportunities for openings for the young people with whom she works. (c) To work with the State Employment Service in the placement of young workers. (d) To strive to continue contacts with young people after they are placed. (e) To make follow-up studies of withdrawals and graduates. (f) To plan and assist with group and individual testing.<sup>1</sup>

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<sup>1</sup>Mrs. Robie H. Lassiter, Placement Counselor, John Marshall High School, Richmond, Virginia.



## VITA

Elmira Coalter Maurice was born in Richmond, Virginia, on September 11, 1910. She was educated in the Richmond Public Schools, receiving her diploma from John Marshall High School in June, 1927. She was graduated from the Richmond Normal School in February, 1932, and began teaching in the elementary schools of Richmond in September, 1932. In June, 1938, she received the Bachelor of Arts Degree from the College of William and Mary, having been given a Sabbatical leave by the school board of the Richmond Public Schools. At this time, she was married to Henry Addington Maurice, Jr. She returned to her work as teacher in Richmond in September, 1938, transferring to the teaching of general science at Bainbridge Junior High School in February, 1943. The work on the program leading to a Master of Science Degree in Education was begun at the University of Richmond in the summer of 1947.