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A follow-up study of the 1942 graduates and the 1947 graduates of Jefferson High School

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A FOLLOW-UP STUDY OF THE 1942 GRADUATES
AND THE 1947 GRADUATES OF JEFFERSON HIGH SCHOOL

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

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

by
William Lorenzo Green
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*Approved
7/22/53
E. H. Overton*

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CHAPTER I

INTRODUCTION

It has long been an established fact that one of the most neglected factors in our program of secondary education is the lack of an effective follow-up program of the student after he leaves school. Such a program, carefully carried out and studied by those concerned with secondary education, can contribute much to determining the effectiveness of our high school program.

THE PROBLEM

Statement of the Problem

It was the purpose of this study (1) To compare in 1953 the 1947 graduates of Jefferson High School with the graduates of 1942 in order to observe the effectiveness of the school program in preparing students to live a worthwhile and satisfying occupational and social life; (2) To show the relationships that exist between a lapse of ten years since graduation from high school in the lives of the graduates and, on the other hand, a lapse of five years; (3) To show the part played in the lives of the graduates by guidance services while in high school and by differences in the school programs; and, (4) To present the attitudes and opinions of the graduates with regard to the effectiveness

of the school program, as revealed through a questionnaire study.

Importance of the Study

After a youth leaves school, he will be expected to build for himself a place in the community as a citizen for the future years to come. His recreational habits will undergo changes, as will his social and cultural interests. These are factors that are believed to influence his success. Good follow-up service is regarded as a very important factor in helping him to find a full, rich life in the community.

One of the important factors in the guidance of the youth is an accurate, complete and up-to-date continuing follow-up of graduates. This is a factor too often overlooked, but after all, it seems logical to assume that the success of the school may be determined by examining its product. A follow-up study gives the school a chance to examine its successes and its failures and to ascertain their cause by evaluating its curriculum, instructional service, and guidance practices in the light of findings revealed by the records of school leavers and affords an opportunity to make necessary changes and modifications.

Follow-up results can serve as a valuable aid in research in determining the offerings of guidance services

and serve as a guide to the schools in policy making.¹

In this study an attempt was made to employ techniques designed to show the part played by the school curriculum, the guidance services, and by other factors in assisting the graduates to become established in their occupational and community lives.

DEFINITIONS OF TERMS USED

Guidance

The educational term "guidance" is an extremely difficult one to define. Lefever, Terrell and Weitzel² suggest the following:

Guidance is that systematic, organized phase of the educational process which helps one grow in his power to give point and direction to his own life, to the end that he may gain richer personal experiences while making his own unique contribution to our democratic society.

Jones has stated that guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve

¹ United States Office of Education. Life Adjustment "Education for Every Youth," p. 60.

² Lefever, Terrell, and Weitzel, Principles and Techniques of Guidance, p. 3.

problems that arise in his life.³ The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self-direction and may be given to an individual or to a group. Throughout this report, the term "guidance" will be interpreted as combining the ideas and purposes given above.

Occupational Information and Assistance

The term "occupational information and assistance" shall be interpreted throughout this report as meaning the information made available to teachers and students emphasizing the facts concerning all types of occupations available to them and the methods used in assisting them to study occupations and to become established in an occupation. Occupational information is one of the tools of counseling in the same way that interviews and tests are tools.⁴

The term "occupational assistance" as used at Jefferson High School is extended to include placement activities.

Curriculum

Alexander and Saylor have noted that the term curriculum has several different meanings. To some it may mean the content of only a specific subject, as in the case

³ Jones, Arthur J., Principles of Guidance, pp. 60-61.

⁴ Commonwealth of Virginia, State Board of Education, Occupational Information: A Manual, p. 23.

of an "English curriculum," or a "Science curriculum." The term has still another meaning for some people who interpret it to include all activities engaged in by the student under the direction of the school.⁵ For the purpose of this study the term "curriculum" is interpreted to mean all of the activities offered to the student by the school and includes clubs, assemblies, sports, and similar activities in addition to the specific subjects and courses offered by Jefferson High School.

SOURCES OF INFORMATION

Consultations With School Officials

In planning and carrying out this study numerous consultations were held with various members of the staff of the city schools. Among the persons consulted were: the principal of Jefferson High School, the assistant principal who serves in the capacity of chairman of the Guidance Committee of Jefferson High School, the guidance counselors for both male and female students, the director of vocational training for Jefferson High School, members of the clerical staff of the school, and officials of the office of the city superintendent of schools.

⁵ Alexander and Saylor, Secondary Education, pp. 255-256.

Interviews

Graduates of the classes studied were personally interviewed by the writer and much valuable information for the study was obtained in this manner. A total of 46 graduates were interviewed in person. Of this number, 12 were 1942 graduates; 10 were 1943 graduates; 10 were 1946 graduates; and 14 were graduates of 1947.

Permanent Records of the School

The school's permanent records concerning the graduates studied were reviewed by the writer. Their courses pursued in high school, their general standing in their classes, their interests while in school, and their home addresses were obtained from the school records.

Questionnaire

Each student included in the study was furnished a questionnaire which provided a large part of the information included in this study.

Other Sources

Other sources that provided helpful information were opinions of graduates of classes other than those studied, the Chamber of Commerce of Roanoke, Virginia, and the city directory of the city of Roanoke, Virginia.

BACKGROUND DATA ABOUT JEFFERSON HIGH SCHOOL

The City of Roanoke

A brief history of the city of Roanoke, Virginia and pertinent facts containing data about the city are included in Appendix A.⁶

History of Jefferson High School

Roanoke High School was organized in 1891 with a beginning enrollment of twenty-three pupils, all of whom were girls. There were many changes in both the locations and the offerings of the high school during its evolution. The first courses offered were: Mathematics, Latin, German, French, History, English, and Science.

Some notable milestones in the development of the high school were: The establishment of the first school library in 1900; the organization of the Chemistry Department in 1901; the introduction of Bible Study into the regular curriculum; the establishment of the first Junior High School and the changing of the name from Roanoke High School to Jefferson High School, all occurring in 1919; and, the completion of the present high school building in 1924. The year 1924 also brought the real expansion of vocational education into the school curriculum due to the facilities offered by the new building. In 1944 distributive education was introduced into

6 Infra, p.100

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the school curriculum, and in 1949 a separate building was constructed for vocational education. An additional building was acquired in 1951 and the commercial department was moved to the new building. With the annexation of portions of Roanoke County in 1949 came the acquisition of William Fleming High School with an enrollment of 550 for the session 1952-1953. At the present time plans are underway for the construction of a new high school building to replace the one now occupied by Jefferson High School and a suitable site has been acquired. It is expected that construction will begin on the new school building within two years.

The present enrollment of Jefferson High School is 1335 pupils with a faculty numbering 78.

A complete history of the evolution of the high school up to the occupancy of the present building in 1924 is included in Appendix B.⁷

The Development of the Guidance Services of Jefferson High School and the Present Program of Guidance

In tracing the development of the guidance services of Jefferson High School, it is difficult to determine any definite point which may be called the beginning of guidance services. Since the beginning of the high school in 1892 a certain amount of help has always been given to students by

the school staff, and from the early beginnings of the school, this need for some type of guidance service has been felt.

In the school year 1923-1924 an early record shows that the school secretary was assigned the title of "supervisor of guidance activities." Interviews with persons connected with the school at that time reveal that the school secretary assisted the teachers in helping set up programs of classes for the student and was concerned with attendance problems. This system continued in operation until about 1933. At that time the guidance program of Jefferson High School had its formal beginnings. During the years preceding 1933, a definite need had been demonstrated for a more highly developed method of guiding and advising the students in their academic and student life. During the years prior to 1933 and continuing after that date, vocational information had been largely provided through social studies classes to groups of students.

In 1933 all guidance was placed under the direction of one person and this person was largely concerned with assisting the students in setting up their classes and programs. This system was modified by the addition of assistance from classroom teachers in all types of guidance activities. About 1946 this system was changed and two people were appointed as directors of guidance, one for male students

and one for female students. For the next four years all activities in guidance were directed into the offices of these two people and the classroom and homeroom teachers had practically no part in the work. This arrangement appeared to be an unsatisfactory one, and the work of the planning was returned to the homeroom teacher with the assistance of four counsellors. A guidance committee of three teachers with the assistant principal as chairman was appointed to direct this work. At the present time the school is gradually building its guidance program and has on its staff two people who do the testing and four others who do counseling, with the assistance of the homeroom teachers.

Placement activities are currently being conducted with the assistance of the Department of Vocational Education of Jefferson High School and is largely confined to members of the graduating class.

It is interesting to note an entry in the Annual Report of the Superintendent of Public Instruction for the School Year 1938-1939. This report mentions the employment by the City of Roanoke, beginning September 1, 1938, of a man to serve as guidance counselor for out-of-school youths and maladjusted adults. This employee contacted each pupil who dropped out of school and attempted to help him readjust by either getting him back into some school where he could

secure a suitable program or into employment. There was a very close relationship between this man and the State Employment Service.⁸ This activity was discontinued in 1942 and there has been little evidence since that time of any organized work with out-of-school graduates.

Courses Offered by the School

The present requirements for graduation from Jefferson High School are as follows:

English	4 units
Mathematics	2 units
Social Studies (American History and Civics)	1.5 units
Sciences (Biology or Chemistry or Physics)	1 unit
Electives	7.5 units
Total	<u>16.0 units</u>

Physical Education -- 3 years

A unit is interpreted to mean one full year of two semesters.

Diplomas awarded by Jefferson High School to successful graduates are of three types. They may be Academic Diplomas, General Diplomas, or Commercial Diplomas.⁹

Complete listings of requirements for each type of diploma and courses available to each of the classes studied,

⁸ Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia School Year 1938-1939, pp. 100-101.

⁹ Roanoke City School Board, Guidance and Reference Materials for the Jefferson High School Faculty, p. 5.

namely the classes of 1942 and 1947, as well as the present requirements and offerings of the school, are presented in Appendix D.

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CHAPTER II

THE SELECTION OF GROUPS TO STUDY AND THE DEVELOPMENT OF THE QUESTIONNAIRE

The selection of appropriate groups for the study was an important one. There were a number of factors to be considered in the selection of the groups and the more important ones are discussed in this chapter. Similarly, developing a questionnaire that would be complete and at the same time clear, understandable, and relatively simple for the graduate to complete and return was an important factor. This chapter will describe in detail how the selection of the groups was made and the questionnaire developed.

Economic and World Conditions as a Factor in the Selection of Groups

The part played by economic and world conditions in the selection was an important one. Since the first induction of selectees into the Armed Forces in 1940, every able bodied male student in high school has had at least some degree of expectation of serving in the uniform of his country. The graduates of 1942 and the graduates of 1947 were well represented in the services. If one takes into consideration the fact that the United States of America was becoming totally mobilized for World War II in late 1942 and the fact that unsettled world conditions in 1947 necessitated

maintenance of a reasonably large Armed Force at that time, a degree of similarity may be seen to exist with respect to probability of service in the Armed Forces. It is well to note the later entrance of the forces of the United States of America into the United Nations police action in Korea. This action involved still further increase in the rate of conscription into the Armed Forces. Both groups of students have had to lay aside, to some extent, their plans for the future in favor of military service, and both groups were faced with the problems of readjustment upon discharge from the service.

In addition to considering the factor of military service, it is well to note that our civilian economy has been one in which educated, trained young people have had relatively an easy time in securing gainful employment. Both groups appear to have had somewhat equal opportunities in this respect.

The Guidance Program as a Factor

From information and opinions gathered from both the school staff and the graduates, the guidance program was developed and expanded further during the years that the graduates of 1947 attended Jefferson High School than it had been in the case of the 1942 graduates. More emphasis was placed on assisting the student.

The Opinion of School Authorities as a Factor

Conferences with members of the staff of Jefferson

High School revealed some of the areas in which information was needed on its graduates. It was felt that the graduates of 1947 would supply a group that would have been out of school long enough to have completed a large part of their post-graduate education and training and have begun their lives as citizens, and at the same time, they would be relatively recent graduates of the school. The class of 1942 would also serve as a suitable one for comparison since the graduates would have had a period of five years longer in which to become established.

Sampling Techniques

A random selection of ten graduates from each of the classes of 1942, 1943, 1946, and 1947 was made. An attempt was made to locate as many of these as possible in the Roanoke, Virginia area for personal interviews. During the period of sampling, other members of the same classes were substituted as their availability became established.

Tentative and revised questionnaires were submitted to each of these groups and their observations recorded. Early information concerning the selection of groups and the development of the questionnaire were determined from these sample groups.

The Opinions of the Graduates as a Factor in the Development of the Questionnaire

Each member of the sample groups was personally interviewed and encouraged to express his opinions and

criticisms of the tentative and revised questionnaires. Many constructive suggestions, deletions, and additions resulted in further revisions of the questionnaire to the end that it would be clear and understandable to all graduates and would contain information of the greatest value to the school and to the graduates themselves. All graduates interviewed were extremely cooperative and all expressed a keen interest in the study and requested to be informed when it was completed. Each interview consumed an average of approximately one hour and it was possible to interview two or more graduates in a few cases. These interviews of two or more graduates produced a lively discussion and were especially productive in obtaining constructive criticism and suggestions for the final questionnaires.

Methods Employed and Problems Encountered in Collecting Information

With the final selection of the groups to study and the emergence of the questionnaire in its final draft, came the problem of collecting information concerning the groups studied. It was decided to send questionnaires to each of the graduates of 1947 and to a group consisting of 150 graduates of 1942, selected at random. The random selection from the class of 1942 was made by selecting every third name on a roster of the graduates of that year. The final number of 150 represented one-third of the numbers of that particular

graduating class. A later random sampling of fifty additional subjects was made from this class by selecting from an alphabetical roster the first fifty students who had not been mailed questionnaires.

All questionnaires were reproduced commercially by a multilith process and were accompanied by a cover letter stating the purpose of the study. Each communication consisted of a cover letter, a questionnaire, and an addressed, stamped envelope for the purpose of returning the questionnaire. All communications were mailed first class, contained a return address, and a notation requesting that they be forwarded in the event of a change of address.

Addresses of the graduates were obtained from the permanent records of the school and were checked against addresses given in the city telephone directory and the city directory. A considerable number of correct addresses was obtained through personal contact with other members of the classes.

The most difficult problem encountered in contacting all of the subjects of the study resulted from changes of addresses of the graduates. Despite efforts made to insure the most accurate addressing of the communications, approximately one-fourth of all questionnaires were returned undeliverable. A check with the post office department revealed that sometime during the year 1950 the names and

numbers of the streets in the residential areas of Roanoke were redesignated and there was no master plan available showing the new designations as compared with the addresses shown on the permanent records of the school. Additional efforts to secure the correct addresses were successful only to a very small degree.

A comparison of addresses given by graduates returning questionnaires with addresses given on the lists used to mail them showed that more than fifty per cent of the addresses of the graduates had changed. Many of the graduates, particularly the female graduates of the 1942 class, had moved from the area and no forwarding address was available. In the case of marriage of the female graduates, many were unable to be reached due to a change of name.

A considerable number of the graduates of the 1947 class were presently serving in the Armed Forces, and were difficult to contact. It is interesting to note that several questionnaires were returned from foreign countries and areas outside the United States.

A breakdown of figures and percentages of returns reveals the following information: A total of 439 questionnaires was mailed to graduates of the class of 1947. Of the number mailed, a total of 132 was returned, which was computed to be a percentage of return of 36.9%. A further breakdown reveals that the per cent of return for male graduates was

36.1%, and for female graduates 37.7%.

In the case of the graduates of the year 1942, a total of 200 communications was mailed; of this number 62 were returned and the percentage of return was computed to be 31%. A further breakdown of this figure reveals the per cent of return for male graduates to be 47.2% and for female graduates 27%. An overall per cent of return for both groups of graduates was calculated to be 37.2%.

Returned questionnaires were tabulated and identified as they were received. They were carefully studied and interpreted and data were recorded for eventual summarization. From this data collected, conclusions were drawn and recommendations were made on the basis of the study.

CHAPTER III

SOCIOLOGICAL ASPECTS OF JEFFERSON HIGH SCHOOL GRADUATES

It is important in a study of this type to consider the sociological aspects of the graduates as two separate groups of citizens. It should be determined how well they are taking up their duties as worthwhile citizens, how they are living their daily occupational lives and how well they are adjusting to the community as citizens. It is important to note what further training after high school they pursued and to determine the part the high school played in helping them to become established as gainfully employed citizens.

Marital Status of the Graduates

From the questionnaire returns it was revealed that a considerably higher percentage of the graduates of the class of 1942 were married than were those of the class of 1947. This is a result to be expected due to the fact that the 1942 graduates are generally five years older chronologically and have had a greater period of time in which to become established in their lives. The mean age of the 1942 group at the time of the study was 28½ years as compared with a mean age of 25 years for the 1947 graduates. A further breakdown of the figure reveals that the female members of both classes show a much higher percentage of marriage than do the male members of both groups. In the case of the 1947

graduates, the ratio of married female members to single female members was 1.8 to 1, while the ratio for male graduates of the same class was 1 to 1.5. In the case of the 1942 graduates, the ratio of married female members to single female members was approximately 8.5 to 1, while the ratio for male graduates of the same class was approximately 2.1 to 1.

The fact that returns received reveal only one of the graduates responding as being divorced appears to indicate a very high rate of stability of marriage among the members responding to the questionnaire. However, consideration must be made of the fact that most graduates' marriages are recent ones. Table I reveals the numbers and percentages relating to the marital status of the graduates.

Mobility of the General Population and of the Graduates of Jefferson High School

Census figures¹¹ for the city of Roanoke in 1950 reveal a population increase of approximately 20,000 people over the 1940 census. A corresponding increase was noted for the towns of Salem and Vinton. This would tend to indicate a movement into the city. It is extremely difficult to determine accurately the number of people who move from a particular city to another place of residence and are in turn

11 Roanoke Chamber of Commerce, The City of Roanoke, p. 3:

TABLE I
MARITAL STATUS OF THE GRADUATES

	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Married	67	58.2	44	73.3
Single	60	47.2	15	25.0
Divorced	0	0.0	1	1.7
Totals	127*	100.0	60**	100.0

*A total of 130 questionnaires were returned by the graduates of 1947. Of this number, one was returned marked "deceased" and two were blank except for the names of the graduates.

**A total of 62 questionnaires were returned by the graduates of 1942. Of this number, two were returned marked "deceased."

replaced in the census figures by a similar change of residence on the part of some other person.

This study reveals the numbers and percentages of graduates, according to their replies to the questionnaire, who presently reside in the Roanoke community, who reside in other sections of the state of Virginia, and those who reside outside of the state of Virginia. From information received from the graduates, one item stands out as being particularly significant. The replies reveal that a considerably higher percentage of the graduates of 1942 actually reside in the community at the present time than do the graduates of 1947. A further breakdown of this figure reveals that this statement holds true for the female graduates as well as for the male graduates. This fact would tend to indicate that the high school graduate is prone to leave the area upon completion of high school and further training and is likely, as more time elapses to return to his home community. This information also tends to raise the following question: "Does the high school adequately inform the graduates of the opportunities available within the community?"

Table II presents information relative to the present residence of the graduates by classes.

Membership in Community and Social Organizations

Figures showing the memberships in community

TABLE II
PRESENT RESIDENCE OF THE GRADUATES

	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Graduates residing in the Roanoke community	73	57.5	42	70.0
Graduates residing in Virginia but not in the Roanoke community	15	11.8	9	15.0
Graduates residing outside of the State of Virginia	39	30.7	9	15.0
Totals	127	100.0	60	100.0

NOTE: For the purpose of this study the Roanoke community includes the City of Roanoke, the Towns of Vinton and Salem, and Roanoke County.

organizations of both groups of graduates are presented in Table III. These figures tend to continue the trend noted earlier that the graduates of 1942 have become somewhat better established as citizens due largely to the fact of being somewhat older chronologically and of being out of school for a longer period of time. Of the graduates responding to this question, only 13.3% of the graduates of 1942 state that they are not members of any organization as compared with a percentage of 23.6% for the graduates of 1947. Fifty-seven percent of the graduates of 1942 reveal membership in one or two organizations, while in the case of the 1947 graduates, 53% of the number of respondents reveal membership in one or no organizations.

It is believed that the percentages of individuals of both groups not belonging to any organization are relatively low, indicating that individuals of both groups of graduates would appear to be taking their places as citizens in the communities in which they reside.

Most graduates revealed membership in church organizations.

Education and Training Pursued by the Graduates After Leaving High School

The amounts and kinds of training pursued by the graduates after graduation from high school are essential items of information if we are to study all of the factors

TABLE III

MEMBERSHIPS OF THE GRADUATES IN COMMUNITY ORGANIZATIONS

Number of organizations	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
None	30	23.6	8	13.3
One	37	29.1	17	28.3
Two	21	16.5	17	28.3
Three	21	16.5	11	18.3
Four	5	3.9	5	8.3
Five	0	0.0	0	0.0
Six	2	1.6	0	0.0
Ten	1	0.8	0	0.0
Respondents not answering this question	10	7.9	2	3.3
Totals	127	100.0	60	100.0

that affect the graduate in his life as a gainfully employed citizen of a community. Table IV presents a picture of both the numbers and percentages of the graduates who pursued education or training beyond that provided by the high school. This table reveals all types of training or education pursued by the graduates in cases when more than one type was pursued. Of the graduates responding to the questionnaire, only 21.3% of the graduates of 1947 and 15% of the 1942 graduates expressed themselves as having no education or training beyond the high school level. This would tend to indicate that the greater percentage of our high school graduates in the past ten years go on to further education or training. More than one-half of each group of graduates attended a college or university within the state of Virginia. A large number of both groups attended Roanoke College, a four year institution located in Salem, Virginia, within easy daily commuting distance of Roanoke. Twenty-one per cent of the combined total of both groups of responding graduates attended business school, three such schools being located within the city of Roanoke.

Yet another item of significance is the finding that 39% of the combined total actually pursued more than one type of education or training, or a combination of both. There appears to be little difference in an overall comparison of the two groups with respect to education and training pursued

TABLE IV

EDUCATION AND TRAINING PURSUED AFTER GRADUATION FROM HIGH SCHOOL

Type of school or training pursued	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
College or University in Virginia	74	58.3	37	61.7
College or University outside the State of Virginia	23	18.1	17	28.3
Junior College or Preparatory School	9	7.1	2	3.3
Business school	27	21.3	12	20.0
Nurses' training school	4	3.2	2	3.3
Correspondence courses	8	6.3	1	1.7
Evening classes	8	6.3	4	6.7
High school post graduate	2	1.6	1	1.7
Trade schools	7	5.5	4	6.7
Apprentice training	8	6.3	1	1.7
Other	1*	0.8	2**	3.3
No training after graduation	27	21.3	9	15.0
Participation in more than one type	48	37.8	24	40.0

*Attendance at a school of advertising design.

**One respondent attended a school of mortuary science, a second trained as a dietetic intern.

NOTE: No totals are given for this table due to the graduates' participation in more than one type of training or attendance at more than one school, or a combination of both school and training.

after graduation from high school.

Armed Services

With respect to service in the armed forces of the United States, a marked difference is apparent in a comparison of the two groups. In considering only male members of each group of graduates, results indicate that 91% of the 1942 graduates served in the armed forces, while the class of 1947 showed a percentage of 64%. It may be said that of the factors influencing these figures, two of the most influential are: (1) upon graduation from high school in 1942 the male graduates were emerging into a period of total mobilization during World War II and (2) many of the graduates of 1947 were deferred from military service for a time and some will yet enter the service.

Disregarding those members of each group of graduates who plan to make a career of military service, findings reveal an average number of months service in the armed forces to be a period of 28 months by the graduates of 1947 as compared with an average of 36 months service by the 1942 graduates. Periods of service varied from a low of 14 months to a high of 28 months for the graduates of 1947, and from a low of 24 months to an upper limit of 61 months for the 1942 graduates.

Economic Status of the Graduates

Table V represents the economic status of the two groups of graduates expressed in terms of average weekly

TABLE V
ECONOMIC STATUS OF THE GRADUATES

Range of weekly salary in dollars	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
0-20	6	4.7	1	1.7
21-40	25	19.7	5	8.3
41-60	40	31.5	10	16.7
61-80	35	27.6	19	31.7
Over 80	10	7.9	22	36.6
Respondents not answering this question	11	8.7	3	5.0
Totals	127	100.0	60	100.0

wages. Findings in this area indicate support of the generally accepted economic theory that the earning capacity of the graduate increases with an increase in the number of years following graduation. Sixty-nine per cent of the graduates of 1942 reported average weekly earnings in the "61-80 dollar" bracket and in the over "80 dollar" bracket. In the case of the graduates of 1947, 64% of the group fall into the "41-60 dollar" bracket and in the "61-80 dollar" bracket, with the greater proportion falling into the former bracket.

Findings indicate that the per cent of 1947 graduates coming within the "21-40 dollar" bracket is two and one-half times that of the graduates of 1942. Brackets of twenty dollar intervals are used due to the unavailability of exact weekly salaries.

In addition to findings revealed by Table IV, personal interviews of the graduates indicated a higher percentage of home owners among the graduates of 1942 than among the 1947 graduates.

CHAPTER IV

PRESENT OCCUPATIONAL STATUS OF THE GRADUATES

In order to determine how well the graduates of Jefferson High School are becoming established as citizens, the writer has considered their occupational status in an attempt to determine some pertinent facts relative to their occupational lives. It was considered important to investigate their stability of employment, their methods of obtaining employment, the responsibilities that they have assumed in connection with their occupational life, various contributing factors to their selection of, and continuance in, their particular occupations, and the reasons expressed by the graduates themselves for following their present occupations.

A study of the occupational status of the two groups of graduates will give further information concerning how much the school has contributed to each group of graduates as revealed by their particular reasons for following their present occupations.

Employment Status and Supervisory Responsibilities of the Graduates

Table VI presents an analysis of the types of employment presently engaged in by each of the two groups of graduates, with supervisory responsibilities characteristic with their occupations. In each group of graduates only one

TABLE VI

EMPLOYMENT STATUS AND SUPERVISORY RESPONSIBILITIES OF THE GRADUATES

Type of employment	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Full time	69	54.3	41	68.2
Part time	3	2.3	1	1.7
Housewife	23	18.1	10	16.7
Student	12	9.4	1	1.7
Self-employed	1	0.8	3	5.0
Armed services	18	14.2	3	5.0
Unemployed	1	0.8	1	1.7
Totals	127	100.0	60	100.0
Graduates supervising other employees	25	19.7	27	45.0
Graduates not supervising other employees	89	70.1	25	41.7
Respondents not answering this question	13	10.2	8	13.3
Totals	127	100.0	60	100.0

respondent reported in the category "unemployed." This finding would tend to indicate that unemployment among the respondents of each group is at a very low level. Further corroboration of this indication is the finding that the one graduate of the class of 1942 reporting as unemployed had only recently been released from the Armed Service and holds a degree of Bachelor of Science in Electrical Engineering. He is presently engaged in considering several offers of employment.

Another finding is the information revealed by a comparison of the female members of both groups employed full time with the figures presented in Table I relative to their marital status. With respect to the graduates of 1947 Table I reveals 42 female members of the class of 1947 as married and Table VI reveals that only 23 of this number are full time housewives. Similarly, with respect to the female graduates of 1942, seventeen members are revealed as married and ten members express themselves as full time housewives. These figures indicate that slightly more than 45% of the female graduates of 1947 are engaging in dual roles as housewives and full time worker and slightly more than 41% of the 1942 female graduates are engaged in a like role. This appears as a high percentage of families with both husband and wife employed.

An additional finding revealed by a study of the

graduates' employment status is demonstrated in the information that 5% of the 1942 graduates are self-employed in their own business as compared with .8% in the case of the graduates of 1947. The factor of service in the Armed Forces is revealed by the findings that 14.2% of the 1947 graduates are presently in the service as compared with the figure of 5% in the case of the graduates of 1942.

In considering supervisory responsibilities of each group of graduates, a comparison reveals that a much higher percentage of the 1942 graduates have supervisory responsibility in connection with their occupations than do the graduates of 1947. In addition to this higher percentage of the number of 1942 graduates having supervisory responsibilities, they also reveal a higher figure in the number of employees supervised. It would be extremely difficult to determine an average figure of employees supervised for either group since the number of employees varies from one to one hundred eighty-six.

Stability of Employment

In studying the occupational status of the graduates, the factor "stability of employment" must come in for serious consideration. It is important to know how well the graduates are adapting to their occupational life expressed as by the number of jobs held by them. Table VII presents a view of the number of different full-time jobs that the graduates

TABLE VII

EMPLOYMENT CHANGES MADE BY THE GRADUATES SINCE LEAVING HIGH SCHOOL

Number of different jobs held	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
None	7	5.5	1	1.7
1	45	35.4	18	30.0
2	49	38.6	15	25.0
3	17	13.4	16	26.7
4	5	3.9	4	6.7
5	3	2.3	2	3.3
6	0	0.0	0	0.0
7	0	0.0	0	0.0
8	0	0.0	2	3.3
9	1	0.8	0	0.0
Respondents not answering this question	0	0.0	2	3.3
Totals	127	100.0	60	100.0

have held.

Findings reveal that 74% of the graduates of 1947 have held only one or two full-time jobs, with the number about equal in each case. Similarly, in the case of the 1942 graduates, 81.7% of the total number have held either one, two, or three different full-time jobs, with the greatest per cent (30%) indicating that they have held only one full-time job. In both groups of graduates there is only a total of three graduates indicating more than five different full-time jobs held; one member of the class of 1947 indicating nine different jobs and two members of the 1942 class indicating eight jobs. Both of these members of the 1942 class are presently operating their own businesses and in both cases their progression of jobs has been one that would give them a background for operating their own business. In the case of the 1947 graduate referred to, the subject has shown no definite progression of jobs, but he has been changing places of residence more frequently than in the case of most of the graduates.

In both groups of graduates, the female members tended to show a somewhat lesser degree of stability of employment than did the male members, but it is believed that both groups show a high degree of stability of employment as reflected by the number of different full-time jobs held since graduation.

The greater number of different jobs held appears to occur more frequently among those graduates indicating commercial training in high school and in business school than among those trained for a specific profession.

Methods of Obtaining Employment

The methods indicated by the graduates for obtaining employment in their present occupations are discussed in this section. Trends indicated here may be of great value to the schools and to employment agencies in general in analyzing and modifying their present thoughts and methods with regard to placement. Table VIII presents the findings as expressed by the graduates relative to their methods of securing full-time positions.

In both groups of graduates the greatest number of full-time jobs appear to have been obtained by the efforts of the graduates themselves. The next greatest number in both groups appear to have been obtained through the assistance of the families or friends of the graduates. In the case of the graduates of 1947, these two leading categories accounted for the obtaining of 57.6% of the total jobs obtained, while in the case of the 1942 graduates, these two leading categories accounted for 80% of all jobs obtained. The graduates of 1947 appear to have made more use of private, state, and federal employment agencies, of newspaper advertisements, and of the assistance of school officials than did the

TABLE VIII

METHODS USED IN OBTAINING FULL-TIME POSITIONS

Method responsible	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Assistance of family or friend	27	21.3	18	30.0
Private Employment Agency	6	4.7	1	1.7
U. S. or State Employment Agency	6	4.7	1	1.7
School officials	15	11.8	5	8.2
Newspaper	6	4.7	1	1.7
Found it themselves	46	36.3	30	50.0
Armed Services call	18	14.2	3	5.0
Sought by employer	3	2.3	1	1.7
Totals	127	100.0	60	100.0

1942 graduates. This finding would tend to indicate that the 1947 graduates have had more varied and helpful assistance in obtaining full-time employment and have been aided more by the services of the school, than have the graduates of 1942.

Contributions of the Armed Services to the Present Occupations of the Graduates

In considering all of the factors that make up the selection of an occupation and the successful pursuit of a vocation, it is important to consider what contributions, if any, have been made by service in the armed forces on the part of the graduates. When a person enlists or is conscripted into the armed services, he may expect to spend a period of from two to four years of his early life away from his normal, civilian pursuits in most instances. His immediate plans for the future must be held in abeyance until the day he returns to normal civilian life. During his period of service he will doubtless be exposed to many new experiences and will acquire new skills and knowledge that may be of value to him when he returns to civilian life. His entire plan for his future may be changed as a result of his new experiences. The armed forces provide many excellent schools and train a large number of specialists in many different vocational fields, a large proportion of which are applicable to civilian life and to civilian industry. It is natural to assume that some graduates will

TABLE IX

CONTRIBUTIONS OF THE ARMED SERVICES TO THE
PRESENT OCCUPATIONS OF THE GRADUATES

	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Graduates who served in the Armed Forces	41	32.3	38	63.3
Graduates who state service contributed to their occupations	20	48.8	11	28.9
Graduates who state service did not contribute to their occupations	21	51.2	27	71.1
Totals of graduates who served in the Armed Forces	41	100.0	38	100.0
Graduates who did not serve in the Armed Forces	86	67.7	22	36.7
Totals for all graduates	127	100.0	60	100.0

use this newly acquired knowledge and their newly acquired skills to plan their educational futures in civilian life.

Table IX presents a view of the number and percentage of each group of graduates who served in the armed forces and their responses as to whether or not their service made a definite occupational contribution to their lives. A comparison of both groups of graduates shows a higher percentage of the 1942 graduates reflecting service in the armed forces than of the graduates of 1947. On the other hand findings reveal a considerably higher percentage of the 1947 graduates expressing themselves as having been helped by some definite contribution from their period of service than do the graduates of 1942 who reflect service in the armed services. Comparative percentages in this case are 48.8% for 1947 and 28.9% for 1942. This may be in part accounted for by the fact that generally the 1942 graduates were serving during a period when more emphasis was placed on acquiring knowledge and skills aimed directly at winning World War II than were the majority of the graduates of 1947.

Graduates' Reasons for Following Present Occupations

In determining and analyzing the occupational status of the graduates as two separate groups, the writer has attempted to obtain expressions from the graduates themselves as to their reasons for pursuing their present occupations. Table X represents the thinking of the graduates relative to

TABLE X

THE EXPLANATIONS OF THE GRADUATES FOR
FOLLOWING THEIR PRESENT OCCUPATIONS

Reasons given	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Aptitude	2	1.6	0	0.0
Armed Services	12	9.4	0	0.0
Best available job	4	3.1	0	0.0
Best future opportunities	8	6.3	6	10.0
Default	0	0.0	1	1.7
Educated for the work	5	3.9	10	16.7
Excellent wages and working conditions	11	8.7	5	8.3
Family influence	7	5.5	7	11.7
Former employment	1	0.8	2	3.3
Guidance from the school	16	12.6	0	0.0
Handicapped	1	0.8	2	3.3
Interesting work	34	26.8	9	15.0
Lack of guidance	1	0.8	0	0.0
Life-long desire	1	0.8	4	6.7
Liking for people	6	4.7	1	1.7
Liking for the community	0	0.0	1	1.7
Marriage	7	5.5	3	5.0
Needs of the people	3	2.3	0	0.0
No particular reason	0	0.0	1	1.7
Religious calling	1	0.8	0	0.0
Scholarship grant	1	0.8	0	0.0
Service influence	0	0.0	3	5.0
Sought by employer	2	1.6	0	0.0
Respondents not answering this question	4	3.1	5	8.3
Totals	127	100.0	60	100.0

their reasons for the selection of their particular occupations.

The most popular reason given from the standpoint of most frequent mention by the graduates of both groups was the fact that their occupations presented interesting work and they had a definite liking for the type of work that they were now engaged in doing. This reason was ranked number one in frequency of mention by the graduates of 1947 and ranked a very close second in frequency of mention by the 1942 graduates. The most frequent reason mentioned by the 1942 graduates was specific education or training for their work, a reason which is closely related to an interest in their particular occupation.

A further investigation into the reasons for the rank of choice by both groups indicated a close relationship between the reasons of interesting work and the reasons of having been educated for the work. Graduates of both groups expressed themselves as feeling that they were educated for the work because they felt it was interesting work. Although there appears to be a considerable difference in the percentages of both groups selecting either particular reason, the combined percentages of both groups for both of the two reasons is practically the same, namely: 30.7% for the 1947 group and 31.7% for the 1942 group.

It is interesting to note that in the case of the

graduates of 1947, the second most frequent reason given was that of guidance received from the school, while in the case of the 1942 graduates this reason received no mention. This would appear to indicate a more effective use of the guidance services with the 1947 group than with the 1942 group.

Both groups of graduates indicated a relatively high rank for excellent wages, working conditions, and future opportunities as a reason for their selections of occupations, although the replies of the 1942 graduates showed a higher percentage of selection of this particular reason than did the graduates of 1947. The factors of family influence and of influence by the armed services both reflected a higher percentage of selection in the class of 1942 than in the class of 1947.

CHAPTER V

THE VALUE OF HIGH SCHOOL TRAINING AS EXPRESSED BY THE GRADUATES

Expressions concerning the value of their high school training by the graduates themselves are important if we are to gain a complete overall picture of the effectiveness of the school program. These expressions will enable the school to review its program in the light of findings after a period of years following graduation and to consider changes that will be practical ones in making the school's program more effective and better able to meet the needs of the students. A comparison of the value of high school courses and extra-curricular activities in similar areas will be useful. Information concerning the value of a particular type of course offered by the school, and that information relative to the value in both occupational and personal and social life of specific subjects offered by the school will render assistance to the school in evaluating its program. This chapter will attempt to present the opinions of the two groups of graduates concerning the values of their high school training.

Value of High School Courses in Various Areas

In considering the graduates' opinions of the value of their high school courses in generalized areas, it is

TABLE XI

OPINIONS OF THE GRADUATES OF THE VALUE OF HIGH SCHOOL COURSES
IN VARIOUS AREAS - EXPRESSED IN PERCENTAGES

Area	High School Courses							
	Graduates of 1947				Graduates of 1942			
	Little	Some	Much	No Answer	Little	Some	Much	No Answer
Civic and world affairs	15.7	59.4	21.5	3.4	18.3	55.0	23.4	3.3
College preparation	13.7	13.7	48.0	24.6	21.7	25.2	35.1	18.0
Employer-employee relationships	45.7	31.4	14.3	8.6	43.3	37.1	15.0	4.7
Getting along with people	15.0	36.3	45.2	3.5	27.1	37.1	30.0	5.8
Health	30.0	44.1	21.1	4.8	33.3	43.3	20.0	3.3
How to secure and hold a job	48.0	20.5	23.6	7.9	47.1	30.0	20.0	2.9
Job opportunities	48.9	25.2	16.1	9.8	53.3	27.1	13.3	6.4
Marriage and family life	37.8	35.4	11.0	15.8	48.3	27.1	15.0	9.6
Music and Art	53.1	23.1	14.2	9.6	51.7	25.0	15.0	8.3
Religious activities	50.4	30.1	10.2	9.3	50.0	30.0	13.3	6.7
Social activities	24.4	51.2	20.5	3.9	27.0	41.7	27.0	4.3
Use of leisure time	33.1	45.7	17.0	4.2	45.0	31.7	17.3	6.0

important to consider the courses as an overall group. That is to say that the graduates were asked to look back over their entire high school program of courses and subjects and to consider them as a whole in determining their value in the areas represented. There were three degrees of the amount of help rendered offered for selection in the questionnaire. These three degrees were designated as little help, some help, and much help. The graduates were asked to select that degree which seemed best suited to their opinions in each area.

The areas selected in alphabetical order were: civics and world affairs, college preparation, employer-employee relationships, getting along with people, health, how to secure and hold a job, job opportunities, marriage and family life, music and art, religious activities, social activities, and use of leisure time. It was felt that these twelve areas were important areas in which the school should have prepared the graduate.

With regard to civic and world affairs, both groups of graduates indicate a preference for the degree of some in about the same proportion. Similarly, both groups of graduates indicate a preference for the degree of much in the area of college preparation. Both groups indicate little value in employer-employee relationships as first preference, but almost as many indicate some help in the same area.

Both groups of graduates indicate they were helped much in the area of getting along with people and to the degree of some in health. The two groups of graduates showed a preference for the little help category with reference to how to secure and hold a job and in the area of job opportunities in approximately the same percentage.

Figures revealed in Table XI indicate that a greater percentage of the 1947 graduates were helped by their high school courses in the area of marriage and family life than were the graduates of 1942. In the areas of music and art and religious activities, both groups showed little help in both areas in approximately the same percentages. In the area of social activities, both groups showed a preference for the some help category in about the same proportion but with regard to use of leisure time, the graduates of 1947 appear to have been helped to a greater degree than were the 1942 graduates. In general, the graduates of 1947 appear to have considered their high school courses of somewhat more value than did the 1942 graduates.

Value of Extra-Curricular Activities in Various Areas

In considering the graduates' opinions of the value of extra-curricular activities, the same twelve areas were used and the same three degrees of value or assistance were set up as for the expressions of the values of high school courses. In this particular section, the emphasis was placed

TABLE XII

OPINIONS OF THE GRADUATES OF THE VALUE OF EXTRA-CURRICULAR ACTIVITIES
IN VARIOUS AREAS - EXPRESSED IN PERCENTAGES

	Extra-Curricular Activities							
	Graduates of 1947				Graduates of 1942			
	Little	Some	Much	No Answer	Little	Some	Much	No Answer
Civic and world affairs	31.5	37.0	15.0	16.5	31.7	33.3	21.7	13.3
College preparation	27.6	22.8	24.4	25.2	31.7	25.0	21.7	20.0
Employer-employee relationships	41.7	22.8	18.9	16.6	36.7	26.7	23.3	13.3
Getting along with people	11.8	25.2	46.5	16.5	13.3	26.7	51.7	8.3
Health	27.6	34.7	18.9	18.8	23.3	40.0	21.7	15.0
How to secure and hold a job	44.9	22.8	15.0	17.3	36.7	31.7	15.0	16.6
Job opportunities	48.8	18.9	12.6	19.7	38.3	28.3	16.3	16.1
Marriage and family life	33.1	27.6	12.6	26.7	28.3	41.6	11.7	18.4
Music and Art	30.0	27.6	23.6	18.8	38.3	28.3	18.3	15.1
Religious activities	30.0	33.1	18.9	18.0	38.3	28.3	20.0	13.4
Social activities	15.0	30.0	39.4	15.6	15.0	35.0	38.3	11.7
Use of leisure time	21.3	35.4	29.3	14.0	26.0	26.0	38.3	9.3

on their out-of-class activities to include: athletics, clubs, assemblies, parties, dances, social gatherings, and relationships formed as a result of associations with the school and other students. The results of this finding are tabulated in Table XII.

In the area of civic and world affairs, both groups showed a preference for the degree of some help and both were about equally divided between all three categories in the area of college preparation. Both groups indicated a preference for the degree of little help in the area of employer-employee relationships but indicated that they received more help in this particular area from extra-curricular activities than they did from high school courses. The graduates of both groups indicated they received much help in getting along with people and some help in the area of health. A preference of both groups was indicated for the category of little help with respect to both the area of how to secure and hold a job and the area of job opportunities. The graduates of 1942 indicated that they received more help from their extra-curricular activities in the area of marriage and family life than they did from their high school courses, while the 1947 graduates indicated about the same proportion for both high school courses and extra-curricular activities in this particular area.

In both groups there was indicated a similar increase

in the amount of help given by extra-curricular activities in the areas of music and art and in religious activities as compared with the help given by high school courses. Both groups of graduates indicated a degree of much help in the area of social activities, but the 1942 graduates showed a higher percentage of preference for the degree of much help in use of leisure time than did the graduates of 1947. In general it appeared that the graduates of 1942 felt that they received more help in the selected areas from their extra-curricular activities than did the 1947 graduates.

Relationships of Present Occupations of the Graduates to Their Job Expectations While in High School

In considering the graduates' opinions of the value of their high school training, the graduates were asked to express themselves concerning the relationship of their present occupations to what type of occupation they thought that they would follow while still in high school. Their expressions on this matter are indicated in Table XIII.

Although the graduates of 1947 are rather evenly divided on their opinions of the relationship of their occupations to their expectations, they do indicate that the greatest number of this particular group find that their present occupations are exactly the kind of job they expected to follow while in high school. Thirty-nine per cent of this group indicate that their present occupations are either

TABLE XIII

RELATIONSHIPS OF PRESENT OCCUPATIONS OF THE GRADUATES TO THEIR JOB EXPECTATIONS
WHILE IN HIGH SCHOOL

Relationship	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Exactly the kind of job expected	28	22.0	10	16.7
Closely related to expectations	23	17.3	6	10.0
Somewhat related to expectations	19	15.0	9	15.0
Not related at all to expectations	23	18.1	16	26.7
No definite idea while in school	24	18.9	17	28.3
Respondents not answering this question	11	8.7	2	3.3
Totals	127	100.0	60	100.0

exactly what they expected or are closely related to their job expectations. A further analysis of this group of graduates tends to indicate that the female members had more definite ideas of their job expectations than did the male members of the group.

On the other hand, the graduates of 1942 indicate that 55% of the total members replying to this particular question had no definite ideas on job expectations while in school, or that their present occupations are not related at all to their job expectations while in school. These particular findings would tend to indicate that the graduates of 1947 were more definite in their ideas of job expectations while in school and were somewhat more successful in locating the type of job they expected to follow than were the graduates of 1942.

Value of High School Training to the Present Employment of the Graduates

After considering the relationships of the present occupations of the graduates to their job expectations while in high school, it is important to consider their opinions of the value of their high school training to their present occupations. The graduates were asked to reply in one of three responses to the question of the value of their high school training to their present occupations. The responses offered to them were: (1) no help, (2) gave general

TABLE XIV

THE GRADUATES' OPINIONS OF THE VALUE OF HIGH SCHOOL TRAINING
TO THEIR PRESENT OCCUPATIONS

Value	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Gave specific preparation	23	18.1	9	15.0
Gave general background	81	63.8	44	73.3
Gave little or no help	12	9.4	6	10.0
Respondents not answering this question	11	8.7	1	1.7
Totals	127	100.0	60	100.0

background, and (3) gave specific preparation. Table XIV presents their responses in terms of numbers and percentages.

One significant fact stands out in the responses of the graduates to this question. Both groups generally agree in a majority of cases that their high school training gave them a general background in relationship to their present occupations. Seventy-three per cent of the graduates of 1942 responded in this category and 64% of the 1947 graduates chose the same category. A somewhat greater percentage of the 1947 graduates expressed themselves as feeling their high school training gave them specific preparation for their occupations than did the graduates of 1942. This finding was particularly true in the case of the female members of the 1947 group, especially among those members who received diplomas in the commercial course. Both groups were relatively low in their responses to the statement that their high school training was no help. In the case of the 1942 graduates, only one of the male members of the group expressed himself as feeling his high school training was of no value in his present occupation. In general it may be said that the 1947 graduates felt their high school training gave them somewhat more specific preparation, particularly in the commercial field, than did the graduates of the 1942 group, but both groups expressed a majority opinion that their high school training gave them a general background in their

present occupations.

The Influence of a Particular Class or Member of the School Staff on Occupational Choices

In determining the value of the graduates' high school training, it is important to note what effect a particular class or member of the school staff had on their occupational choices. This can be of special value to the school in evaluating its overall program and in revising its present curriculum. Table XV presents the findings in this particular area in terms of the numbers and percentages of each group of graduates. It was important to make a distinction here between those particular classes that influenced the choice of a graduate as compared with those classes that were helpful to the graduates in their occupations.

In considering the influence of a particular class on the graduates, the members of the 1947 group appear to have been somewhat more influenced than were the members of the 1942 group, in that 31.5% of the former group indicated influence by a particular class as compared with 23.3% of the latter group. The male members of both groups indicated a higher percentage of influence by a particular class than did the female members. Their selections of a particular class shows a tendency for vocational classes such as electricity and especially mechanical drawing to influence them in their occupational choices. Among the female members,

TABLE XV

THE INFLUENCE OF ANY PARTICULAR CLASS OR MEMBER OF THE SCHOOL STAFF
ON THE OCCUPATIONAL CHOICES OF THE GRADUATES

	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Graduates influenced by a particular class	40	31.5	14	23.3
Graduates not influenced by any particular class	87	68.5	46	76.7
Graduates influenced by a member of the school staff	25	19.7	10	16.7
Graduates not influenced by a member of the school staff	102	80.3	50	83.3
Totals	127	100.0	60	100.0

the predominant classes mentioned were in the commercial field, particularly a typing class.

With respect to the influence of a particular member of the school staff, both groups show a somewhat lower figure than for the influence of a particular class. In this category also the male members of both groups apparently were influenced to a greater degree than were the female members. The principal, the teacher of English, and the mechanical drawing teacher came in for the most frequent mention. Another finding in this area was the mention of teachers sponsoring such out-of-class activities as the Hi-Y Club and athletic teams. In general both groups showed about the same degree of influence by a member of the school staff.

High School Subjects Rendering the Greatest Assistance in Occupational and Personal and Social Life

In looking back over his high school training, the graduate is prone to think in terms of one or more particular class or classes that have helped him to a variable degree in his occupational life and in his personal and social life. Although these particular classes may not have actually determined his selection of an occupation, they are unquestionably of value to him in his every-day relations with people and his occupational life. Table XVI represents a complete tabulation of these courses arranged in broad

TABLE XVI

THE GRADUATES' OPINIONS OF THE SUBJECTS OF MOST VALUE IN
THEIR OCCUPATIONAL AND IN THEIR PERSONAL AND SOCIAL LIFE

Subjects	Occupational Life				Personal and Social Life			
	Graduates of 1947		Graduates of 1942		Graduates of 1947		Graduates of 1942	
	Male	Female	Male	Female	Male	Female	Male	Female
All Subjects	1	0	0	0	3	2	1	0
Commercial								
Bookkeeping	1	6	2	0	0	0	0	0
Commercial Arithmetic	0	0	0	0	0	0	1	0
Commercial Law	2	0	0	0	1	2	1	0
Shorthand	0	18	0	3	0	0	0	0
Typing	3	40	6	9	0	2	2	0
Commercial not specified	0	4	5	0	0	0	0	0
Total Commercial	6	68	13	12	1	4	4	0
Distributive Education	1	1	0	3	1	1	0	0
Fine Arts								
Music	1	1	0	0	3	3	0	1
Art	0	2	0	0	0	4	0	0
Total Fine Arts	1	3	0	0	3	7	0	1
Home Economics	2	4	0	0	0	15	2	9
Industrial Arts								
Electricity	2	0	2	0	0	0	1	0
Mechanical Drawing	7	0	2	0	0	0	1	0
Mechanics	2	0	3	0	0	0	1	0
Printing	1	0	0	0	0	0	0	0
Woodwork	1	0	2	0	1	0	1	0
Industrial Arts not specified	2	0	0	0	0	0	0	0
Total Industrial Arts	15	0	9	0	1	0	4	0
Language and Language Arts								
Drama	0	0	0	0	1	1	2	0
English	31	35	18	10	38	37	19	15
French	0	0	0	1	0	1	0	0
Journalism	1	3	1	0	2	3	0	1
Latin	1	0	0	3	3	2	0	1
Public Speaking	0	0	1	1	1	1	1	0
Spanish	0	0	0	0	0	1	0	0
Spelling	1	2	0	0	0	0	0	0
Languages not specified	0	0	0	0	0	1	0	0
Total Language	34	40	20	15	45	47	22	17
Mathematics								
Algebra	4	2	2	0	1	0	0	0
Geometry	2	0	1	0	1	0	0	0
Mathematics not specified	34	16	21	4	4	2	1	1
Total Mathematics	40	18	24	4	6	2	1	1
Physical Education	0	3	1	0	5	0	4	0
Science								
Biology	4	5	3	0	2	3	1	0
Chemistry	5	5	0	1	0	0	0	0
General Science	3	1	6	0	1	1	1	0
Physics	11	1	2	0	0	0	0	0
Zoology	1	0	0	0	0	0	0	0
Total Science	24	12	11	1	3	4	2	0
Social Studies								
Bible	1	0	0	0	0	2	2	0
Civics	0	1	2	0	6	8	4	3
Economics	1	1	0	1	2	0	1	0
History	3	2	3	0	13	6	11	3
Social Studies not specified	1	1	0	0	0	0	0	0
Total Social Studies	6	5	5	1	21	16	18	6
No helpful Subjects	5	1	1	1	5	3	5	0
Respondents who did not answer this question	3	2	1	3	8	15	8	0

overall subject areas and further broken down into specific subjects. In analyzing findings in this section of the study it was felt that tabulations should show the subjects expressed as most helpful in terms of both the male and female members of both groups of graduates in order to be more meaningful to individuals concerned with curriculum planning.

In terms of the graduates' opinions of the subjects helping them most in their occupational lives, it is important to note that among the 1947 graduates, the ranking field is the commercial field, largely due to the preference shown by the female members of the group, while among the 1942 class the ranking field appears to be the field of language and language arts. Among the male members of both groups the field of mathematics appears to have been of most value in their occupations, closely followed by the field of languages, chiefly English. Other strong preferences among the male members of both groups appear to be for physics, industrial arts, chiefly mechanical drawing, general science, and in the case of the 1942 graduates, commercial subjects. A greater preference for home economics is shown by the female members of the 1942 group than by the 1947 female members and the 1947 female graduates show a more distinctive preference for typing and shorthand than do their comparable members of the other group. Language and language arts as a category and particularly English rank high in both female

groups. The 1942 female graduates also show more preference for social studies as a group than do the 1947 female graduates.

With respect to subjects most helpful in their personal and social lives, both groups proportionally show about the same preference for language and language arts, chiefly English, social studies, chiefly history and civics; and among the female members of both groups, home economics and fine arts. In general the graduates of 1947 appear to feel that commercial subjects have been more helpful to them in their occupational lives than do the 1942 graduates; both groups feel that language arts and mathematics occupy a higher ranking in the same area; and their selections of language and language arts, social studies and in the case of the female members, home economics, are similar in the areas of their personal and social lives.

CHAPTER VI

THE GRADUATES' OPINIONS ON GUIDANCE SERVICES IN THE HIGH SCHOOL

In order to form a complete picture of the follow-up study of the graduates, their occupational lives, their lives as worthwhile contributing citizens of their respective communities, and their views and opinions of their high school training relative to their occupational and personal and social lives, it is important to ascertain and record their opinions relative to the guidance services provided them while in high school. It is important also to consider their recommendations for future planning of the curriculum in general and the guidance services in particular of the school, for they are in a position to look back on their experiences in high school and to note both the strong and weak points of the school's program in the light of their present successes or lack of success. It is important to ascertain their opinions on the extent of help provided them by occupational information and assistance, by assistance in their curriculum planning, and by assistance in the personal and social problems they encounter in every day living, both during their high school period and after they leave school. It is important to note the courses they pursued while in school and their reasons for pursuing these

courses; the courses or subjects they would select in the light of their present experiences if they were able to repeat high school today; and their reasons for not taking these desired courses or subjects at that time. The graduates' opinions concerning what future assistance the school can provide them is an important factor in an overall view.

The Opinions of the Graduates on the Extension of Guidance Services in the High School

Do the graduates of both groups feel that additional emphasis should be placed on vocational guidance in the high school? Do they believe that there was sufficient importance placed on the guidance of the student in his personal and social life while he was under the direction of the school? Table XVII represents the opinions of the two groups of graduates relative to both of these questions.

With regard to guidance in relation to job information and the selection of an occupation, both groups of graduates show a very decided opinion to the effect that more vocational guidance is needed in the high school program. More than 80% of each group answered in the affirmative to this particular question. A slightly greater percentage of the 1942 graduates expressed a desire for more emphasis on vocational guidance than did the graduates of 1947. This fact can be partly accounted for, however, in the revelation of the finding that the guidance services were extended more

TABLE XVII

THE OPINIONS OF THE GRADUATES ON THE EXTENSION
OF GUIDANCE SERVICES IN THE HIGH SCHOOL

	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Additional emphasis needed on vocational guidance	106	83.5	52	88.4
No additional emphasis needed on vocational guidance	17	13.4	8	11.6
Additional guidance needed in personal and social problems	97	76.4	50	83.3
No additional guidance needed in personal and social problems	26	20.5	10	16.7
Respondents not answering this question	4	3.1	0	0.0
Totals	127	100.0	60	100.0

during the years spent in high school by the 1947 group than by the 1942 group. A further breakdown of the figures in the two groups studied show that both male and female graduates were in approximately the same degree of accord on this question.

Relative to the graduates' opinions on the need for additional emphasis in personal and social problems, a somewhat smaller percentage of both groups expressed a need for additional emphasis in this area than in the area of vocational guidance. However, more than three-fourths of each group (76.4% of the 1947 group and 83.3% of the 1942 group) demonstrated a need for more help in the area of personal and social guidance. A further breakdown of these figures shows a similar proportion of male and female members of each group in their affirmative answers to this particular question. Interviews and written comments on this question revealed numerous opinions to the effect that the counselors selected to give assistance in personal and social problems should be carefully chosen in order to insure that the best possible help be given. In general, both groups clearly express themselves on the need for additional emphasis in all types of guidance.

The Extent of Help of Occupational Information and Assistance to the Graduates

In an overall view of the effectiveness of the guidance

TABLE XVIII

THE GRADUATES' OPINIONS OF THE VALUE OF OCCUPATIONAL
INFORMATION AND OTHER OCCUPATIONAL ASSISTANCE

Extent of help	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Extremely helpful	17	13.4	4	6.7
Some help	47	37.0	18	30.0
Very little help	18	14.2	14	23.3
Was not helpful	6	4.7	5	8.3
Had no occupational information or assistance	39	30.7	19	31.7
Totals	127	100.0	60	100.0

services of the school, one should consider the graduates' opinions relative to the extent of help they received from occupational information and assistance. The graduates were asked to select the category that most nearly described the extent of help they received. They were given a choice of the following: (1) extremely helpful, (2) some help, (3) very little help, (4) was not helpful, and (5) had no occupational information or assistance. Table XVIII describes their replies in terms of these five categories. Both groups of graduates replied in almost identical percentages for the category "had no occupational information or assistance in school." A significant finding in the remainder of the replies by both groups show considerably higher figures for the 1947 group in expressing themselves to the extent of greater help received from occupational information and assistance than for the 1942 group. Approximately one-half (50.4%) of the 1947 graduates appeared to feel that information and assistance in this area was of some help or extremely helpful as compared with approximately one-third (36.7%) of the graduates of 1942 for the same category. Similarly a much higher percentage (31.6%) of the 1942 group indicated that their assistance and information received was of little help or no help than did the graduates of 1947 (28.9%). Another finding was the indication that the female members of the two groups

expressed themselves as feeling that their assistance and information was more helpful than did the male members of both groups. In general, it may be said that the graduates of 1947 appeared to have been helped to a greater degree by occupational information and assistance received in high school than did the 1942 graduates in terms of their own expressions.

Types of Courses Pursued

A comparison of the types of courses pursued by the graduates appears in Table XIX. Approximately the same percentages of graduates in each group elected to follow the general course as offered by Jefferson High School. This type of course proved to be the most popular one offered by the school to both groups. Approximately 52% of each group of graduates expressed themselves as having taken the general course while in school.

An analysis of the findings in this area indicates that by comparison the males of the 1947 group selected the general course in a ratio of almost two to one as compared with the female members, while in the case of the 1942 graduates, the ratio is slightly less than one to one, with the female graduates showing a greater degree of preference for the general course than do the male members of the 1942 group.

An additional finding revealed by responses to this

TABLE XIX**TYPES OF COURSES PURSUED BY THE
GRADUATES WHILE IN HIGH SCHOOL**

	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Academic course	41	32.3	25	41.7
Commercial course	20	15.7	4	6.7
General course	66	52.0	31	51.6
Totals	127	100.0	60	100.0

particular question is the decided preference of the 1947 graduates in selecting a commercial course as compared with the selections of the graduates of 1942. The latter group of graduates appeared to demonstrate a preference for the academic course as compared with the former group. In general it may be said that the greatest number of both groups of graduates followed the general course than either of the other two courses offered, with the 1947 graduates showing a greater choice of the commercial course as compared with the selection of the commercial course on the part of the 1942 graduates, and the graduates of 1942 exhibiting a greater preference for the academic course than did the 1947 graduates. It is important to note that the general course offered more electives than did either the academic or the commercial courses.

Reasons for Selecting Courses Pursued

In order to continue the study of the courses taken by the graduates while in high school, it is important to investigate the reasons given by the graduates for making their particular choices. A tabulation by groups of these reasons is presented in Table XX. Both groups of the graduates indicated their principal reason for the selection of their type of course to be for college preparation. When compared with the high percentage of both groups who attended college, as revealed in Table IV, it is not surprising that

TABLE XX

REASONS OFFERED BY THE GRADUATES FOR THEIR SELECTIONS
OF TYPES OF COURSES IN HIGH SCHOOL

Reasons offered by the graduates	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Advantages offered by the course	1	0.8	0	0.0
Background	5	3.9	1	1.7
Best job training offered	23	18.1	11	18.3
Best suited to needs	3	2.3	0	0.0
College preparation	44	34.7	26	43.3
Definite need felt	2	1.6	0	0.0
Desired course	10	7.8	2	3.3
Did not realize value of others	1	0.8	0	0.0
Do not know	1	0.8	1	1.7
Easiest course	11	8.7	7	11.7
Family influence	3	2.3	1	1.7
General offering	0	0.0	1	1.7
Guidance	8	6.3	1	1.7
Impulse	0	0.0	1	1.7
Life-long desire	1	0.8	1	1.7
Most desired subjects offered	2	1.6	2	3.3
Most interesting course	0	0.0	1	1.7
No college plans	2	1.6	0	0.0
No guidance offered	0	0.0	1	1.7
Principal's influence	0	0.0	1	1.7
Quickest course to complete	1	0.8	0	0.0
Working part-time	2	1.6	0	0.0
Undecided	2	1.6	0	0.0
Respondents not answering the question	5	3.9	2	3.3
Totals	127	100.0	60	100.0

this would be the first ranking reason for the selection of a particular course in high school. The graduates of 1942 demonstrated a somewhat greater preference for this reason than did the 1947 graduates. The second most popular reason given for both groups appeared to be the fact that their chosen course offered them the best job training of the three courses offered by the school. In this category the per cent of selection by each group was almost identical. It is significant that more than one-half of the total number of each group of graduates indicated that they selected their high school courses on the basis of college preparation or the fact that it offered the best job training. A further comparison of the group indicates that the selection of a course on the basis of college preparation was equally proportionate among the male and female members of each group but that while a similar per cent of male and female members of the graduates of 1942 indicated a choice on the basis of job training offered, no male members of the 1947 group indicated this reason as a choice, compared with a figure of twenty-three female members of the same group selecting this particular reason. Other reasons ranking relatively high for selection of a particular course by both groups were the findings that the course selected was the easiest one, and that a selected course was the one that offered the most subjects desired by the graduates. A much

higher percentage of the 1947 graduates felt their choice of a course was determined through guidance than did the graduates of 1942, 6.3% as compared to 1.7%. In general it may be said that the greater numbers of graduates in each group selected their high school courses on the basis of college preparation and job training offered and that the choices of the 1947 graduates appeared to have been influenced more by guidance than were the choices of the 1942 graduates.

Subjects or Courses Desired by the Graduates

The graduates of both groups were asked to list the subjects or courses they would select if they could repeat high school today. Table XXI represents findings in this area in terms of groupings of subject matter classes or activities under broad headings. A detailed listing of these desired subjects, in order of their frequency of mention, can be found in Appendix E. Graduates were not restricted in their choices to any specific number of subjects, but rather were encouraged to express all subjects they felt would be of most help to them.

Both groups of graduates indicated a strong preference for the choices of language and language arts, chiefly English, and for commercial subjects, principally typing. The proportion of male and female members of each group were similar in that their choices appeared about equal in both cases. Other areas given a relatively high place of rank

TABLE XXI

SUBJECTS OR COURSES DESIRED BY THE GRADUATES IF THEY
WERE ABLE TO REPEAT HIGH SCHOOL TODAY

Subject or course	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
College preparation	6	4.5	5	8.3
Commercial	59	46.4	24	40.0
Fine Arts	2	1.6	0	0.0
Health and Physical Education	1	0.8	0	0.0
Home Economics	6	4.5	1	1.7
Industrial Arts	7	5.5	8	13.3
Language and Language Arts	64	50.4	24	40.0
Mathematics	30	23.6	18	30.0
Military	0	0.0	1	1.7
Science	38	29.9	9	15.0
Social Studies	54	42.5	15	25.0
Same subjects not defined	11	8.7	10	16.7
Respondents not answering this question	1	0.8	2	3.3

NOTE: A detailed breakdown on specific subjects may be found in the Appendix.

were the selections of social studies, mathematics, and in the case of the 1947 graduates, science courses. Male members of both groups showed a decided preference for math courses as compared with the female members. It is significant to point out that members of both groups expressed themselves quite strongly on the advantages of taking commercial subjects in high school. This fact was brought out in comments written on the questionnaires, and by observations made in personal interviews. Both groups of graduates and equal proportions of male and female members in each group were in accord on this question.

Graduates felt that in the event of continuance of education in colleges, commercial subjects, particularly typing, would prove extremely valuable to them; that for those graduates not planning to continue their education beyond high school, commercial subjects offered an excellent means of securing pleasant and gainful employment; and that for both groups commercial subjects would be helpful to them in their every day living outside of their occupations. In some cases graduates stated that after having completed a course in a college or university, they relied on their commercial work taken while in high school to secure their present occupations. Significant also is the fact that while only 15.7% and 6.7% of the 1947 graduates and the 1942 graduates respectively pursued a commercial course in high school,

as revealed by figures in Table XIX, 40% or more of each group of graduates expressed a desire to take some commercial subjects if they were able to repeat high school today.

Frequent mention was made of subjects that would tend to help the student in the area of every day living. Typical of this group of subjects were those such as automobile driving, marriage and family life, international relations, economics, industrial arts, sociology, Bible and similar subjects. In general, it may be said that both groups of graduates expressed a desire for a curriculum to include the so-called traditional subjects and with a wide latitude for the inclusion of vocational subjects and subjects related to the problems of every day living.

Availability of Desired Courses

In tabulating, analyzing, and considering the subjects or courses desired by the graduates of 1947 and 1942, it appears logical to attempt to determine whether or not the desired courses were available to the graduates during the period of their high school training. Were all of the desired subjects offered by the school? Did the school offer some but not all of the subjects desired? In how many cases were all of the desired subjects unavailable to the graduates during their years of high school? Did the offerings of the school vary in the case of each group of graduates, and if so, to what degree did they vary? Table XXII presents the

TABLE XXII

AVAILABILITY OF SUBJECTS DESIRED BY THE GRADUATES

	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
School offered all desired subjects	93	73.2	43	71.7
School offered some desired subjects	30	23.6	12	20.0
School offered no desired subjects	2	1.6	3	5.0
Respondents not answering this question	2	1.6	2	3.3
Totals	127	100.0	60	100.0

opinions of each group of graduates concerning whether or not some or all of their desired courses were available to them. Appendix D presents a complete, detailed listing of all courses available to the graduates of 1947, the 1942 graduates, and to the present students of Jefferson High School, and includes the requirements for all types of diplomas offered by the school. In considering the expressions of the graduates concerning the availability of desired courses, it appears that more than two-thirds of each group (73.2% of 1947 and 71.7% of 1942 graduates) felt that the school offered all of their desired subjects. A slightly higher percentage of the 1947 graduates felt that this was the case than did the graduates of 1942. Both groups were approximately equal in the expressed opinions of male and female members. The 1947 group showed a somewhat higher percentage of graduates feeling that the school offered some of the desired courses, while the 1942 graduates exhibited a similarly higher percentage of members feeling that the school offered none of the desired subjects. In general, it appears that in considering the availability of those subjects desired by the graduates, the subjects were available to them in most cases and were somewhat more available to the 1947 graduates than to the graduates of 1942.

The Graduates' Reasons for not Taking Their Desired Courses

In view of the apparent availability of those subjects

TABLE XXIII

REASONS OFFERED BY THE GRADUATES FOR NOT TAKING DESIRED COURSES

Reason offered	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Change of schools	2	1.6	0	0.0
Did not realize importance	16	12.6	5	8.3
Do not know why	7	5.5	4	6.6
Indecision	2	1.6	2	3.3
Lack of guidance	6	4.5	8	13.3
Lack of interest	6	4.5	4	6.6
Lack of self-confidence	2	1.6	0	0.0
Lazy	4	3.2	0	0.0
Limited offering	6	4.5	0	0.0
No planning beyond graduation	2	1.6	0	0.0
Not required	0	0.0	3	5.0
Other plans	3	2.4	1	1.6
Quality of instruction	1	0.8	0	0.0
Schedule difficulties	50	40.0	10	16.8
Took desired subjects	15	11.7	16	26.9
Respondents not answering this question	5	3.9	7	11.6
Totals	127	100.0	60	100.0

desired by the graduates, it is important to the study to attempt to determine the reasons offered by the graduates for not taking them. The graduates of both groups were asked to express themselves freely on this particular question and the results of their expressions are represented by the findings as shown in Table XXIII. In the case of the graduates of 1947, the reason occurring most frequently appears to be that of schedule difficulties in that 40% of the graduates offer this as their principal reason. The female members of this group proportionally outnumber the males of the same group three to one. By comparison, only 17% of the 1942 graduates offered schedule difficulties as their reasons for not taking their desired subjects and were proportionally divided equally on this particular reason. The greatest number of the 1942 graduates indicated they took the subjects they desired and placed schedule difficulties second in rank. The male members of the 1947 group indicated a lack of realization of the importance of those subjects desired as their principal reason for not taking them, while the female members of the 1942 group proportionally outnumbered the male members of this particular group in expressing this reason as their principal one. A significant finding in this area would appear to be the relatively high rank assigned to the lack of guidance as a reason offered by the graduates of 1942 as compared with the rank of this same reason among

the 1947 graduates. In general it appears that scheduling difficulties accounted for greater number of reasons offered by the graduates of both groups for not taking the courses they expressed a desire to take. Findings also indicate a greater degree of mention of the lack of guidance as a factor in not taking desired courses by the 1942 graduates than is indicated by the expressions of the graduates of 1947.

Future Assistance from the School Desired by the Graduates

In concluding the study of the opinions of the graduates relative to the guidance services provided by the school, it was important to determine what future assistance may be provided by the school to the graduates of the two groups at the present time. In the report by the Educational Policies Commission of the National Education Association titled, "Education for All American Youth" the idea is advanced that the responsibility of the school does not end when the graduates leave school.¹² This idea is also presented in the discussions of placements and follow-up work advocated by Jones.¹³ In determining how the school may best assist the graduates, their opinions of needed assistance are important in formulating practices and policies. Both groups

¹² Educational Policies Commission, Education for All American Youth, pp. 152-153.

¹³ Jones, Op. Cit., pp. 375-376.

TABLE XXIV

FUTURE ASSISTANCE FROM THE SCHOOL DESIRED BY THE GRADUATES

	Graduates of 1947		Graduates of 1942	
	number	per cent	number	per cent
Educate children for the future	16	12.6	5	8.3
Furnish employees	0	0.0	1	1.7
Improve school departments	3	2.3	1	1.7
Improve school instruction	3	2.3	2	3.3
Increase school offerings	3	2.3	1	1.7
Little assistance	1	0.8	1	1.7
Maintain school standards	0	0.0	4	6.7
Make job information and placement services available to graduates	1	0.8	1	1.7
None	45	35.5	27	45.0
Provide alumni with school bulletins	3	2.3	1	1.7
Provide night school instruction	10	7.9	5	8.3
Provide testing services	2	1.6	0	0.0
Records to be made available	5	3.9	1	1.7
References	10	7.9	4	6.7
Reunions of classes	0	0.0	1	1.7
Teach and provide guidance	5	3.9	2	3.3
No opinion	20	15.7	3	5.0
Total	127	100.0	60	100.0

of graduates studied offered a variety of opinions concerning the type of assistance they desired from the school. Findings relative to this particular subject are presented in Table XXIV. The expression occurring most frequently in the findings is to the effect that no future assistance from the school is desired on the part of both groups. The 1942 graduates show a greater percentage of its members replying in this manner than do the graduates of 1947, (45% compared with 35.5%). A rather sizeable number of the graduates expressing themselves as desiring no future assistance from the school qualified their statements with such expressions as: "none at present," "none in the immediate future," and similar expressions. The proportion of male and female members in the category of not desiring further assistance was approximately equal in both groups. The three expressions of both groups occurring most frequently after the initial one were, in order of rank of suggestion: educate children for the future; provide high school instruction; and, provide references. These opinions were shared about equally by both male and female members of the two groups of graduates. Both groups appear to indicate a request that the school teach and provide guidance to both its present students and to its recent graduates. In general the graduates of both groups appear to feel that there is some future assistance that the school may provide to its graduates, largely through

the education of children for the future, through night school instruction, and through the establishment and maintenance of a placement system to a varying degree. The graduates of 1947 appear to be more conscious of the need for good guidance practices and appear to have made somewhat better use of them than have the 1942 graduates.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It has been the purpose of this study to compare the present status and opinions of the two different groups of graduates of Jefferson High School in order to determine the effectiveness of the school program in general and of the guidance services in particular in preparing students to live worthwhile and satisfying occupational lives and lives as citizens of the community in terms of their own expressions.

Summary and Conclusions

Economic and world conditions appear to have played an important role in the lives of both groups of graduates studied. They have been graduating into and living in a world situation that has reflected a period of unrest and one that has seen a relatively high standard of living attained throughout the nation. The graduates appear to have been able to take advantage of the opportunities offered by this high standard of living to establish themselves in their occupational choices and as worthwhile citizens of the community in which they live. Both groups of graduates would appear to have been readily assuming the responsibilities of marriage and, according to the findings of this study, demonstrate a very high degree of stability of marriage.

There appeared to be a more general movement away from the community by the graduates of 1947 than was the case of the 1942 graduates, and this finding may tend to indicate that the high school graduate is prone to leave his home community soon after he graduates from school but will likely return after a lapse of from five to ten years.

Findings indicate that a high percentage (63.7) of Jefferson High School graduates pursue their education and training beyond that received in high school. Indications are that this further training is of many different and varied types and in a considerable number of cases consists of more than one type of education or training for a particular graduate. These findings would tend to indicate that more emphasis should have been placed on helping the student determine his occupational and educational interests while in high school. Both groups appear to have succeeded in securing jobs that afford them reasonably good salaries and working conditions with indications that those graduates trained in specific skills while in high school attained a higher economic status in terms of weekly wages at an earlier date than did those graduates entering the professions. This finding appears to confirm the general theory that it requires more time for those graduates entering the professions to become established in their occupations. The graduates of 1942 indicate higher weekly salaries and more

supervisory responsibility than do the 1947 graduates, largely due to the greater length of time they have had to advance in their occupations. Table V reveals that 69% of the 1942 graduates' average weekly earnings come within the "61-80 dollar" bracket and in the "over 80 dollar" bracket, with the greater proportion coming within the latter bracket, while the 1947 graduates indicate that 64% of their group come within the "41-60 dollar" and in the "61-80 dollar" bracket, with the greater proportion coming within the former bracket. Findings in this area further indicate a relatively high degree of job stability for both groups as expressed in terms of the number of different jobs held since graduation and demonstrate a high percentage of marriages in which both husband and wife are employed full-time. Findings further indicate a higher percentage of working housewives among the graduates of 1947 than among the 1942 graduates.

The two groups of graduates would seem to have relied heavily upon their own efforts in securing their jobs, but findings indicate that the 1947 graduates have made more use of the school's assistance and of the assistance of employment agencies, both private and public, in locating positions than have the graduates of 1942. This finding would tend to indicate a need for more placement activities on the part of the high school. The graduates of 1947 reflect an increased degree of guidance in listing their reasons for following

their present vocations and an increase in the interest in their work than do the 1942 graduates. The 1947 group also indicates a greater degree of contribution to their occupations from their armed service than does the comparable group of graduates.

Expressions of the 1947 graduates indicate that they were helped more by their high school courses in most areas than were the graduates of 1942, while the latter group indicated more help from extra-curricular activities in these same cases. The job expectations of the 1947 graduates appeared to be more definite and specific and the findings indicate that they were somewhat more successful in locating the types of jobs they desired than was the case with the graduates of 1942. Their high school training gave them more specific training or preparation for their occupations than was indicated by the latter group, although both groups expressed a majority opinion that their high school training gave them a general background for their present occupations. The 1947 group indicated more influence by a particular class or member of the school staff, with more assistance indicated from commercial and other vocational subjects than did the 1942 group. The two groups indicated a high degree of assistance in their occupational lives from subjects in the fields of language and mathematics. Social studies, language, and home economics (in the case of female members)

appeared to rank high with both groups in their contributions to the personal and social lives of the graduates.

Each of the two groups indicated that a majority of its members pursued a general course while in high school; however, a greater number of the members of the 1947 class was discovered to have followed the commercial course than was the case of the 1942 class. College preparation was given as the chief reason for the selection of a particular type of course by the members of both groups but the 1947 graduates indicated a much greater degree of assistance in their selections from the guidance services than did the 1942 graduates.

The graduates of 1947 indicated that they were helped more by the occupational information and assistance they received while in high school than did the 1942 graduates and both groups emphasized a need for additional guidance in their educational, vocational, personal, and social problems. The two groups indicated a desire for a course that would provide instruction in the basic areas of education, such as languages, mathematics and sciences, while at the same time they felt the schedule should be flexible enough to provide courses that would give them experiences in every day living and an understanding of world affairs, and would provide a sufficient number of elective courses in a vocational area to enable the student to select those particular ones that

would be of most value to him. In most cases the courses desired by the student were available from the standpoint of offerings by the school, but schedule difficulties appeared to be the major obstacle in preventing the graduates from taking these courses. In the case of the 1942 graduates, they indicated that in addition to scheduling difficulties, there was a greater lack of guidance in this area than was indicated by the graduates of 1947.

Both groups of graduates appear to feel a need for assistance from the school after graduation. Similarly the two groups expressed a desire for job references from the school and placement activities on its part following the graduation of the students. The graduates of 1947 in general appear more conscious of the advantages of good guidance services on the part of the high school and would seem to have made more and better use of these services than was the case with the 1942 graduates. This would tend to indicate that the guidance services of Jefferson High School have been expanded during the interval between the graduation of the two classes studied.

Recommendations

In view of the findings of the study, the following recommendations are offered for the consideration of the school in the regular evaluation and revision of its curriculum and guidance services.

The curriculum of the school should make provision for more emphasis on instruction in marriage and family life, international relations, and world problems, economics, and similar subjects that will be of assistance to the student; and to include a selection of vocational subjects in college preparation courses in order that the student may have the opportunity to select such courses as typing and shorthand that will be of particular value to the college-bound students.¹⁴

Adequate provision should be made for guidance in educational, vocational and personal and social problems confronting the student. Students should be assigned to counselors by mutual agreement of both in so far as possible and the student should be given an opportunity to consult with his counselor when the need arises. Various testing data and the maintenance of anecdotal records along with complete up-to-date permanent records can prove of great value in this area.¹⁵

The school should consider the possibilities offered in working with out-of-school youths, both those who have graduated and those who have dropped out prior to graduation from high school. Consideration can be given to the

14 Supra, p. 74

15 Supra, p. 64

re-establishment of a program, similar to the one inaugurated by the city in September 1938, designed to work with and provide guidance for young people dropping out of school and for adults. The future expansion of the present evening school program as shown by the need is worthy of consideration. Further consideration by the school for the expansion of its present program of placement is a possibility. These activities may include the summer and part-time placement of current high school students in jobs that will provide experience and training for them, and the placements of its graduates and drop-outs, both in terms of initial placements and later placements when needed.

Cognizance has been taken of the fact that since the graduation of the two classes studied, a number of changes have been made by the school in its curriculum and its guidance services. The offerings of the school have been increased and the guidance services have been expanded to include some of the recommendations made in this chapter. An example of additional training provided the student in expanding his knowledge of life experiences and communities other than his own is to be seen in the establishment during the school year 1952-1953 of a student exchange program in which selected students have an opportunity to visit students

in other states and in turn have them visit the Roanoke schools and community.

The recommendations made here should not be interpreted as a criticism of the school administration, the school, or its teachers, but are made as suggestions of changes that may prove valuable in light of the study and the opinions of its graduates.

Possibilities for Further Study

An analysis of this study may tend to suggest worthwhile possibilities for further study in this area. A repeat follow-up study of the 1947 graduates in five years would place them at the same level in reference to years following graduation as the level achieved by the 1942 graduates at the time of the present study. It would be interesting to compare their status and opinions at that time with those of the 1942 graduates at the present time.

Another possibility for further study would be the follow-up at a later period of a graduating class that emerged into different world conditions with regard to service in the armed forces and general economic conditions, and a comparison of their accomplishments and opinions with either of the two groups in the present study. An intensive study into the necessity for devising a good follow-up and placement program and the actual devising of an effective and practical program for the graduates of the high school would prove of value.

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APPENDICES

APPENDIX A

**THE QUESTIONNAIRE SENT TO FORMER STUDENTS
OF JEFFERSON SENIOR HIGH SCHOOL**

Name _____ Sex _____ Date _____

Marital Status _____

Mailing Address _____

What was your reason for leaving school? Please check:
Graduated _____ Year 194 _____ Transferred _____ Dropped out _____

What type of course did you take?
Commercial _____ Academic _____ General _____ Other _____

Please check other type of training and give name of college or institution and course taken:

_____ College or University: _____

_____ Junior College: _____

_____ Military or Preparatory School: _____

_____ Business College: _____

_____ Nurses Training School: _____

_____ Correspondence School: _____

_____ Evening School: _____

_____ Apprentice Training: _____

_____ Trade School: _____

_____ Other: _____

Did you serve in the Armed Forces? Yes ___ No ___ Length of Service ___ Months

Type of duty or training while in service: _____

Did duty or training in service contribute to your present occupation? Yes ___ No ___

If yes, in what way did the training contribute? _____

Present employment status: Full-time _____ Part-Time _____ Housewife _____
School _____ Own business _____ Armed Forces _____ Unemployed _____

Other _____

Please give the following information on your present job or, if not now employed, on your last full-time job:

Firm or employer: _____

Type of business: _____

Title of job or kind of work: _____

Do you supervise other employee? Yes ___ No ___ Number supervised _____
Average weekly wage: Circle: 0-20 _____ 21-40 _____ 41-60 _____ 61-80 _____ over 80 _____

How many full-time jobs have you had since leaving high school? _____ Please list them in order if possible.

How was your present or last full-time position obtained? Check:
Family or friend _____ Private employment agency _____ U.S. or State
Employment Agency _____ School Officials _____ Newspaper _____ Found it yourself _____
Other _____

In what way is your present or last job like the work you thought you would follow when you left high school? Check:
No definite idea while in school _____ Is somewhat related _____ Closely related _____
Not related at all _____ Exactly the kind of job I thought _____

In what way did your high school training help you in your present job?
No help _____ Gave general background _____ Gave specific preparation _____

Do you feel that any particular class in high school influenced your choice of an occupation? Yes _____ No _____. If your answer is yes, please name the class

Do you feel that any particular teacher or member of the school staff influenced your choice of an occupation? Yes _____ No _____.

To what extent has the information about occupations or other assistance that you received in high school been helpful to you? Extremely helpful _____ Some help _____ Very little help _____ Was not helpful _____ Had no assistance or information in high school _____

What subject or subjects that you took in high school have been of most help to you in your occupational life?

What subject or subjects have been of most help in your personal and social life?

To what extent did your high school courses or subjects help you in the following topics? Please check: Little Some Much

	Little	Some	Much
College preparation			
Civic and world affairs			
Music or Art			
Marriage and family life			
Health			
Social Activities			
Use of leisure time			
How to secure and hold a job			
Job opportunities			
Employer-Employee relationships			
Getting along with people			
Religious Activities			

8. To what extent did your extra-curricular or out of class activities help you in the following? Please check: Little Some Much

	Little	Some	Much
College preparation			
Civic and world affairs			
Music or Art			
Marriage and family life			
Health			
Social Activities			
Use of leisure time			
How to secure and hold a job			
Job opportunities			
Employer-Employee relationships			
Getting along with people			
Religious Activities			

9. Do you feel that more emphasis should have been placed in high school on the following?

- a. Job information and selecting an occupation - Yes _____ No _____
- b. Guidance in personal and social problems - Yes _____ No _____

10. If you could repeat high school today what subjects or courses would you like to study?

Did the school offer these? Yes _____ Some _____ None _____
If offered, why didn't you take them?

11. Why did you take the type of course you did in high school?

12. To what community organizations do you belong? (Civic, Social, Religious, etc.)

13. What do you believe is the main reason or reasons that you are in your present kind of work?

14. In what way can the school be of assistance to you now?

Please return promptly to: Post Office Box 103
Roanoke, Virginia

APPENDIX B

A BRIEF DESCRIPTION OF THE ROANOKE COMMUNITY

THE ROANOKE COMMUNITY

Information obtained from the pamphlet: ROANOKE, VIRGINIA, published by the Roanoke City Chamber of Commerce.

The City of Roanoke was incorporated by the Legislature of Virginia on January 31, 1884. At that time the city had a population of approximately 5,000 and was an outgrowth of three small villages known as Prestonville, Gainsboro, and Big Lick. The building of the Shenandoah Valley Railroad in 1882 to a connection with the Norfolk and Western at Big Lick marks the real beginning of the city and in that year the name was changed to Roanoke; Roanoke is an Indian name meaning "money."

Roanoke covers 26,676 square miles and 339.5 miles of streets. The metropolitan population is 135,000. Within a three-hour driving radius of Roanoke there is a population of 2,343,085. Roanoke's population is 80.5% native white, 18.5% colored, and 1.0% foreign born.

Roanoke, in the great Valley of Virginia, is midway between New York and Atlanta. The average elevation is 945 feet. Within a night's rail travel are Washington, Baltimore, Philadelphia, New York, Richmond, Norfolk, Atlanta, Cincinnati, Columbus, and Chattanooga.

The large bituminous coal fields of Virginia and West Virginia and the hardwood forests of the Appalachian area are nearby.

The community lies in what is said to be one of the best sanitated counties in the country. A very low death rate of 8.6 per M. prevails with a birth rate of 23.2 per M. Roanoke is the medical center of Western Virginia and adjacent territory. There are six local hospitals; five for white people, one for colored; also, a large Veterans Administration Hospital.

The 264 industries and 15 utilities in Metropolitan Roanoke had an aggregate employment in 1951 of approximately 27,483 with an aggregate payroll of approximately \$89,090,413.10. The principal manufactured products are railroad locomotives and cars, rayon, fabricated steel, underwear, foundry products, furniture, flour and mill feed, printing, metal and concrete culvers, varnishes, lacquers, enamels, and other wood finishing materials, vinegar, baking products, beverages, automobile locks, and specialty hardware, flavoring extracts, cosmetics, house dresses, nurses' uniforms, cements and hosiery. The principal industry of the Roanoke Area is the railroad industry.

Roanoke is the home of three insurance companies. In 1951 they had an income of \$9,708,403.46 with assets of \$34,459,686.25. Five commercial banks and five building and loan associations in Metropolitan Roanoke had assets of \$164,155,561.00. There is a municipal market building and a good farmer's curb market. There are 208 wholesale and

distributing houses and 1,247 retail units in Metropolitan Roanoke.

The city manager form of government consists of five councilmen and a city manager. There is a well organized and equipped police department and an efficient motorized fire department.

Roanoke has 29 public schools--three high schools, five junior high schools; 21 elementary schools; one evening school; 2 parochial schools. There are 655 teachers and a total enrollment of 14,170 students in the public schools. Roanoke is the home of the Roanoke National Business College, the Virginia Southern College and the Cornett School of Business. Hollins College and Roanoke College are within the metropolitan district. The Roanoke Center of the University of Virginia Extension Division is located in the city. Roanoke has one main library with three branches and two stations.

The white population in Metropolitan Roanoke worships in 143 churches. The churches of the Negro population number 35.

Roanoke has seventeen parks for white people and one for Negroes, covering an area of 711.5 acres; nineteen playgrounds for white children and two for colored. Metropolitan Roanoke has nine theatres for white people and one for colored; there are seven drive-in theatres. There are three

golf clubs in Roanoke, namely, the Roanoke Country Club, Monterey Club, and the Hidden Valley Club. The City of Roanoke offers four local radio stations and two local television stations. Roanoke has 1,024 hotel rooms, 815 of which are in three prominent hostelryes.

Roanoke has two daily newspapers--The Roanoke Times (morning and Sunday) and the Roanoke World-News (afternoon). Combined daily circulation is 53,925; Sunday Roanoke Times 77,231. Metropolitan Roanoke also has two weekly newspapers, The Salem Times-Register and the Roanoke Tribune (colored).

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APPENDIX C

EVOLUTION OF JEFFERSON SENIOR HIGH SCHOOL

EVOLUTION OF HIGH SCHOOL

Information obtained from the Annual Report of the Public Schools of Roanoke, Virginia. School Year 1934-1935.

Roanoke High School was organized in 1891 with J. P. Mauzy as principal. The only teachers at that time were Mr. Mauzy and Miss Cora M. Board. The twenty-three pupils who were enrolled at the beginning were all girls. During the session 1891-92 the enrollment increased to forty-four.

At the beginning of the second session, 1892-93, a third instructor, Miss Zada K. Wyant, was added as teacher of English, and three rooms of the ten rooms in Commerce were used for High School. These rooms were on the second floor and pupils moved from room to room, taking different subjects in different rooms at various times. Mr. Mauzy taught Mathematics, Latin, and German, Miss Wyant, English and Science, and Miss Cora Board, History, French, and Mathematics.

The school enrollment increased so rapidly during this period that Commerce School was not large enough. The High School was moved to the "Carriage Factory," on the corner of Church Avenue and Henry Street. The building was fitted for school purposes, and here the third session opened. All the courses taught were required for graduation, including 4 years of English, 4 years of Latin, 3 years of German,

2 years of French, 4 years of History, and 4 years of Mathematics. The first diplomas were awarded to seven young ladies at the end of session 1893-94.

In September, 1894, just one day before school was to open, the building with all records of the school was entirely destroyed by fire. The School Board was so energetic that not one day was lost and school opened next day in the "Smith Building," corner Salem Avenue and Roanoke Street. The enrollment continued to grow. In 1897 a fourth instructor, E. M. Shank was added. On May 19, 1898, the Academy of Music was used for the first time for Commencement exercises.

In 1898 the "Smith Building" was sold and High School had to move back to Commerce School, its starting point. Miss Wyant resigned and Miss Dora Trent took her place. Harris Hart was added to the faculty.

In 1898 a new high school was erected at the corner of Roanoke Street and Church Avenue and was dedicated on February 22, 1899, by Junior Order United American Mechanics. This building is now the Public School Administration Building.

The session 1899-1900 opened in the new building and the Business Department was added with Thornton H. Lodge in charge. In 1900 Mr. Lodge resigned and Miss Jaynette Traynham became head of the Business Department. At this time, the School Board allowed the principal to establish Literary Societies to meet after school hours, and on

November 1, 1900, the principal requested the Board to give the school two bookcases for 100 books to be collected by the Literary Societies. Thus began the library.

The session 1900-01, Harris Hart was elected principal, succeeding Mr. Mauzy, and S. G. Anspach and Florence Williams were added to the faculty. In the second term the Chemistry Department was organized with George W. Russell in charge. Mr. Russell died February 1, 1902, and William O. Case took his place.

Session 1902-03, Mr. Anspach resigned and T. R. Lake was elected, also A. G. Williams was made head of the Modern Language Department. In September 1903, the Board issued a warrant for \$1,280 for improvements in High School. A room was added over the vestibule and the attic was remodeled. Miss Traynham resigned and Miss L. C. Griggs, Miss Irene VanKleeck, and D. W. Persinger were added to the faculty.

Session 1904-05, Miss Meta Glass and W. Clyde Locker were elected teachers to succeed Mr. Case and Miss VanKleeck, resigned.

The session 1905-06, D. W. Persinger was elected principal to succeed Mr. Hart, resigned, and W. E. Parsons was elected to teach Science, succeeding Mr. Persinger. In 1907, A. G. Williams resigned and Misses M. F. Stone and Mabel Nickols were elected, increasing the faculty to nine.

The session 1908-09, Misses Glass, Gregg, and Stone

resigned, and Misses Willie P. London, Alto Funkhouser, Sallie Lovelace, and Benjamin H. Turner were elected to the faculty. In January 1909, D. E. McQuilkin was added as a teacher of English.

Mr. Persinger continued as principal through the session 1909, when F. B. Fitzpatrick was named to succeed him. In 1909 the building was enlarged by seven classrooms and an assembly room. By 1912 the enrollment had increased to 480 and it was necessary to accommodate the major portion of the first-year pupils in the new Central Grammar School, later Lee Junior. In 1910, the first copy of "Acorns of Roanoke" was issued under the leadership and guidance of Mr. McQuilkin.

The session 1912, D. E. McQuilkin was elected principal. During this year Spanish was added to the regular High School course.

When Mr. McQuilkin was designated Assistant Superintendent January, 1918, W. E. Parsons was named acting principal to complete the session. Mr. McQuilkin succeeded Harris Hart as City Superintendent February 1, 1918, and Mr. Parsons continued as principal of the High School.

In 1919 Bible Study was put in the regular curriculum and the name was changed to Jefferson High School; also the Intermediate School became Lee Junior High and the idea of a Junior High School organization became dominant. The

enrollment at this time had grown to 888 and the faculty numbered 20.

In 1922 the board purchased the Vaughan, Thomas, and Alouf lots, extending from Sixth Street to Park Place, for \$147,000. Here a new High School was erected at a cost of \$550,000. Jefferson High moved into its new home September, 1924. The faculty had increased to 52 and the enrollment to 1,528.

APPENDIX D

Complete listings of the requirements of the school for each type of diploma awarded and the courses available to each of the classes studied, namely the classes of 1942 and 1947, as well as the present requirements and offerings of the school for 1952-1953.

GUIDANCE BULLETIN

JEFFERSON SENIOR HIGH SCHOOL, ROANOKE, VA.
 CURRICULAR OFFERINGS OF THE JEFFERSON SENIOR HIGH SCHOOL,
 AS REVISED FOR TERM BEGINNING FALL 1940 1940-1941

DIPLMA REQUIREMENTS:

ACADEMIC-A- Preparatory to Classical or Literary Course in College (B.A.)

English: 1-2-3-4-5-6-7-8	4.
Math: Alg. 1-2, Geom. 5-6, Alg. 3-4	3.
Social Studies: 1-2 or 3-4, 5-6, & 7	2.5
Science: Lab. 3-4, 5-6, or 7-8	1.
Foreign Langs: (3 units same lang.)	3.
Electives:	<u>2.5</u>
Physical Education: 2.5 years	16.

ACADEMIC-B- Preparatory to Scientific Course in College (B.S.)

English: 1-2-3-4-5-6-7-8	4.
Math: Alg. 1-2, Geom. 5-6, Alg. 3-4	3.
Social Studies: 1-2, or 3-4, 5-6, & 7	2.5
Science: Lab. 3-4, 5-6, or 7-8	2.
Foreign Langs: (2 units same lang.)	2.
Electives:	<u>2.5</u>
Physical Education: 2.5 years	16.

GENERAL-A- Including Foreign Lang. College entrance possible if college Math. requirement is satisfied

English: 1-2-3-4-5-6-7-8	4.
Math: Gen. 1-2 or Alg. 1-2	1.
Social Studies: Amer. 5-6, Adv. Civ. 7	1.5
Science: Lab. 3-4, 5-6, or 7-8	1.
Foreign Langs: (2 units same lang.)	2.
Electives:	<u>6.5</u>
Physical Education: 2.5 years	16.

GENERAL-B- Without Foreign Language college entrance possible, if no foreign language required and electives chosen to meet admission requirements of a college

English: 1-2-3-4-5-6-7-8	4.
Math: Gen. 1-2 or Alg. 1-2	1.
Social Studies: Amer. 5-6, Adv. Civ. 7	1.5
Science: Gen. 1-2, Lab. 3-4, 5-6, or 7-8	1.
Shop or Home Econ: (2 units of same)	2.
Electives:	<u>6.5</u>
Physical Education: 2.5 years	16.

COMMERCIAL COURSE:

English: 1-2-3-4-5-6-7-8	4.
Math: Com. Arith. 1-2, etc.	2.
Social Studies: Amer. 5-6, Adv. Civ. 7	1.5
Science: Gen. 1-2, Lab. 3-4, 5-6, or 7-8	1.
Shorthand 2.) 4 units	
Typing 2.) of	4.
Bookkeeping 2.) TWO	
Commercial Law 1	.5
Electives:	<u>3.</u>
Physical Education 2.5 years	16.

COURSES OFFERED:

English: 1-8
 Bible: 1-2
 Journalism: 1-2
 Gen. Math. 1-2
 Math. 1-9, Arith. 3
 Social Studies: 1-8
 Science: 1-10
 Gen. Lang. 1
 Latin: 1-8
 Modern Languages: 1-6
 Home Econ. for boys: 1-2
 Home Econ. for girls: 1-8
 Industrial Arts: 1-10 (in unit multiples)
 Automobile Driving: 1
 Commercial Art
 Consumer Relations: 1-2
 Distributive Education: 1-6
 Diversified Occupation: 1-6
 Fine Arts (inc. drawing)
 Electricity
 Mechanical Drawing
 Metalworking
 Printing
 Woodworking
 Commercial Arithmetic: 1-2
 Typing: 1-2-3-4
 Shorthand: 1-2-3
 Office Practice: 1-2
 Bookkeeping: 1-2-3
 General Business: 1-2
 Commercial Law: 1
 Music Appreciation: 1-2
 Choir: 1-2
 Speech: (maximum only 1 unit for credit)
 Stagecraft: 1
 Play Production: 1-2

ACTIVITIES:

Speech
 Choric Verse
 Debating
 Public Speaking
 Reading
 Spelling
 Band
 Choral
 Orchestra
 Physical Education

1944-1945

JEFFERSON SENIOR HIGH SCHOOL, ROANOKE, VA.
GUIDANCE BULLETIN FOR STUDENTS WHO HAVE COMPLETED 9th GRADE
 CURRICULAR OFFERINGS OF THE JEFFERSON SENIOR HIGH SCHOOL, AS REVISED FOR TERM
 BEGINNING FALL 1944, SHOWING REQUIRED AND ELECTIVE COURSES.

ACADEMIC:

English: 3,4,5,6A,7A,8A	3.
Math: 3,4,5,6	2.
Hist: Amer. 5,6, Civ.7 (Jrs.&Srs. only)	1.5
Science: 3,4,5,6, or 7,8	2.
Foreign Lang: 3,4,5,6	2.
Electives:	1.5
*Physical Education:	
Total	12.

GENERAL:

English: 3,4,5,6,7,8 (A or B)	3.
Math: Alg. 1,2, Basic Math. 1,2	1.
Hist: Amer. 5,6, Civ. 7 (Jrs.&Srs. only)	1.5
Science: 3,4,5,6,7,8	1.
Complete a second unit of one of the following: Foreign Lang., Indus. Arts Vocational, Home Making, or Science	1.
Electives:	4.5
*Physical Education:	
Total	12.

COMMERCIAL:

English: 3,4,5,6,7 (A or B), 8C	3.
Math: Com. Arith. 1,2	1.
Hist: Amer. 5,6, Civ. 7 (Jrs.&Srs. only)	1.5
Science: 3,4,5,6,7,8	1.
Shd.) 4 (Juniors and)	
Type.) units (Seniors)	4.
Bkg.) in 2 (only)	
Business Ethics (Sophomores)	.5
Commercial Law	.5
Electives:	.5
*Physical Education:	
Total	12.

***PHYSICAL EDUCATION:**

Boys 3 yrs.
 Girls 2½ yrs.
 Girls' Advanced (Special permission)
 Girls' First Aid (Special permission)

Any student, who transfers credits in English, Mathematics, Languages, and Science from another school system to the Jefferson Senior High School, will be required to complete advanced work in these fields before receiving an Academic Diploma, or to complete advanced credit in the required subject or subjects for the General or Commercial Diploma.

Units

COURSES OFFERED FROM WHICH ELECTIVES MAY BE CHOSEN:

Bible:

1- New Testament
 2- Old Testament
 Journalism: (maximum credit 2 units)
 A-1, A-2 (Magazine)
 B-1, B-2 (Newspaper)

Mathematics:

Alg. 1,2,3,4,9, Trig.8, Geom. 5,6
 Solid 7, Com. Arith. 1,2, Basic Math. 1,2

History:

World 1,2, Eng. 3,4, Economics 8

Science:

Biology 3,4, Physics 5,6, Chem. 7,8

Latin: 1-8

Modern Language: 1-6
 French, Spanish, German

Home Economics:

Girls: 1-8, 9
 Boys: 1,2,9

Industrial Arts: (in unit multiples)

Commercial Art
 Mechanical Drawing
 Printing
 Woodworking

Vocational Education:

(Each semester's work is 1 unit cr.)

Airplane Mechanics
 Sheet Metal
 Electric Shop
 Machine Shop
 Welding
Distributive Education: 1-6 (1½ unit credit each semester)

COMMERCIAL:

Typewriting: 1-4
 Shorthand: 1,2,3
 Office Prac: 1,2
 Bookkeeping: 1-4
 Com. Law: 1
 Bus. Ethics: 1
 Con. Relation: 1,2

MUSIC: (maximum credit 2 units)

Band: 1-4
 Choir: 1-4
 Music Appreciation: 1-2
 Piano (private instructor)

SPEECH: (Maximum credit 2 units)

Play Production: 1-4
 Stagecraft: 1-2

JEFFERSON SENIOR HIGH SCHOOL
CURRICULAR OFFERINGS SHOWING REQUIRED AND ELECTIVE COURSES

JEFFERSON REQUIREMENTS FOR GRADUATION

English	4	Units
Mathematics	2	"
Social Studies (American 5,6- Civics 7)	1.5	"
Science (Biol. or Chem. or Phys.)	1	"
Electives	7.5	"
TOTAL	16.0	"
Physical Education - 3 Years		

ACADEMIC (Courses recommended for the college-bound student)

English 3,4,5,6A,7A 8A	3	Units
Mathematics 3,4,5,6	2	"
History Amer. 5,6; Civ. 7	1.5	"
Science (Biol. or Chem. or Phys.)	2	"
Foreign Language 3,4,5,6	2	"
Electives	1.5	"
TOTAL	12.0	"

BUSINESS EDUCATION (Courses preparing for business employment and further study in business education)

English 3,4,5,6,7,8C	3	Units
Mathematics Com. Arith. 1, 2	1	"
History Amer. 5,6; Civ. 7	1.5	"
Science (Biol. or Chem. or Phys.)	1	"
General Business 1,2	1	"
Business Law 1	.5	"
Shorthand 1,2,3, Off. Prac. 1	2	"
Typing 1,2,3, Off. Prac. 2	2	"
or		
Bookkeeping 1,2,3,4	2	"
Typing 1,2,3,4	2	"
(Advanced Bkg. students may elect Office Machines 1,2 in place of Bookkeeping 4 and Typing 4) (Office Practice is a double period)		
or		
Clerical Practice 1,2,3,4	2	"
Typing 1,2,3,4 (Typ. 1,2 required) (Typ. 3,4 recommended)	2	"
TOTAL	12.0	"

GENERAL COURSE

English 3,4,5,6,7,8 (A or B)	3	Units
Mathematics Alg. 1,2 or Basic Math 1,2 or Com. Arth. 1,2	1	"
History Amer. 5,6; Civ. 7	1.5	"
Science (Biol. or Chem. or Phys.)	1	"
Electives	5.5	"
TOTAL	12.0	"

Courses Offered from Which Electives May Be Chosen

BIBLE: New Testament 1; Old Test. 2
JOURNALISM: (Maximum credit 2 units)
A - 1-4 Magazine
B - 1-4 News Paper
MATHEMATICS:
Algebra 1,2,5,6,9; Geom. 3,4, Solid Geom. 7; Trig. 8; Com. Arth. 1,
HISTORY:
World 1, 2
Economics 8
SCIENCE:
Biol. 3,4; Chem. 7,8; Phys. 5,6
FOREIGN LANGUAGE:
Latin 1-8; Spanish 1-6; French 1-6
VOCATIONAL EDUCATION:
Art (Fine) 1-6
Home Economics 1,3,5,8 Foods 2,4,6,7 Clothing 9, 10 (Jr. & Sr. only)
Industrial Arts (In unit multiples)
Mechanical Drawing 1-6
(Each semester's work is 1 unit credit for 3 periods per day)
Printing 1-8
Wood Work 1 - 8
Airplane or Auto Mechanica 1 - 8
Sheet Metal 1 - 8
Electric Shop 1 - 8
Machine Shop 1 - 8
Welding 1 - 8
General Shop (3/4 unit for 2 periods per day)
Distributive Education - 2 Units (This credit includes class in D. E. and retail training in stores. No credit given for less than one year's work - Sept. - June).
Business Education
General Business 1, 2
Business Law 1
Typewriting 1 - 4
Shorthand 1 - 2
Clerical Practice 1 - 4
MUSIC: (Maximum credit 2 units)
Band 1 - 4
Choir 1 - 4
Choral 1 - 4
SPEECH: (Maximum credit 2 units)
Play Production 1 - 4
Stagecraft 1 - 4

APPENDIX E

**Detailed listing in order of frequency of occurrence
of subjects or courses desired by the graduates if they
could repeat high school.**

APPENDIX E

Subject	Graduates of 1947	Graduates of 1942	Totals
Mathematics - not defined	28	10	38
English	23	12	35
Typing	22	4	26
Commercial - not defined	15	10	25
History	18	3	21
Chemistry	15	1	16
Shorthand	10	6	16
Bookkeeping	12	1	13
Physics	9	4	13
Public Speaking	6	6	12
Science - not defined	9	3	12
Bible	8	3	11
College Preparation	6	5	11
French	10	1	11
Music	6	5	11
Art	7	2	9
Civics	8	1	9
Latin	7	1	8
Home Economics	6	1	7
Trade Courses	2	5	7
Algebra	1	4	5
Biology	5		5
Drafting	2	3	5
Foreign Languages - not defined	5		5
Spanish	4	1	5
Psychology	5		5
Economics	1	3	4
Geometry	1	3	4
Sociology	4		4
Business Law		3	3
Literature	3		3
Marriage and Family Life	3		3
Social Studies - not defined	2	1	3
Automobile Driving	2		2
Electricity	2		2
German	1	1	2
Greek	2		2
Logic	1	1	2
Voice	2		2
Decorating		1	1
Drama	1		1
First Aid		1	1
Geography		1	1
Hygiene	1		1

<u>Subject</u>	<u>Graduates of 1947</u>	<u>Graduates of 1942</u>	<u>Totals</u>
International Relations	1		1
Journalism	1		1
Military		1	1
Penmanship		1	1
Philosophy	1		1
Physiology		1	1
Printing	1		1
Public Relations		1	1
Reading	1		1
Salesmanship		1	1
Spelling		1	1
Trigonometry		1	1

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VITA

VITA

William Lorenzo Green was born in Washington, D. C. on January 14, 1922, the son of Eustace Claye and Mae (Reade) Green. He was educated in the public schools of Washington, D. C. and Northumberland County, Virginia, receiving his high school diploma from Callao High School, Callao, Virginia in 1937. The following year he entered Virginia Polytechnic Institute and graduated in 1941 with the degree of Bachelor of Science in Agricultural Education. He began his teaching career in the Schools of Princess Anne County, Virginia serving as instructor of Vocational Agriculture at Creeds High School. He left the school system to enter the military service of the U. S. Army in 1943 and returned to the School system in 1946. In 1944 he married the former Ruth Ritchie and a son, William Lohr, was born in 1945. In 1948 he accepted a position with the Veterans Administration and at present is Chief of the Manual Arts Therapy Section of the Physical Medicine Rehabilitation Service of the Veterans' Hospital, Roanoke, Virginia. 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 1951.