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# A survey of the graduating classes of Varina High School (1954-1958) to determine their reactions to certain phases of the school program

Jerome Michael Adams

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**A SURVEY OF THE GRADUATING CLASSES OF VARINA HIGH  
SCHOOL (1954-1958) TO DETERMINE THEIR REACTIONS  
TO CERTAIN PHASES OF THE SCHOOL PROGRAM**

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

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

---

**by  
Jerome Michael Adams**

**August 1959**

APPROVAL SHEET

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## CHAPTER I

### INTRODUCTION

How important is a follow-up study? Richard D. Allen quotes a prominent businessman as having said:

I do not know how a school can measure its success without following up its graduates. It should know of their successes and failures in educational institutions and in employment, and should know how success can be assured and failure prevented. It should know the demands for workers of different kinds and the types of training they need in order to be successful. How can these facts be known without systematic and continuous follow-up studies? Industry must know the distribution of its product and must see that the user is satisfied. The school must satisfy both the employer and the pupil, because its product is human and much more valuable and important.<sup>1</sup>

Every school should follow up its graduates. The additional cost for paper, typing, postage, and mimeographing is small. The returns for the work are fruitful. Counseling, orientation, curriculum study, and placement are just some of the many ways in which the results can be used.

Since guidance programs, for the most part, leave much to be desired as far as this phase of the school program is concerned, schools should devote more attention to follow-up work. One may well question

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<sup>1</sup>Richard D. Allen, Organization and Supervision of Guidance in Public Education (New York: Inor Publishing Company, 1937), p. 304.

whether a school has discharged its full guidance responsibilities if it gives a pupil careful attention while he is in school, but abruptly terminates its interest in him when he is graduated. Rather, it would seem that the school should help the pupil to become adjusted to his post-school environment and that guidance activities should be "tapered off" gradually.<sup>2</sup>

## THE PROBLEM

### Statement of the Problem

The problem of this thesis is to survey a cross section of Varina High School graduates of the past five years (1954-1958) for the purpose of determining the extent to which the school program has proven effective in preparing them for their respective places in life.

### Significance of the Study

The purpose of the study is (1) to evaluate the effectiveness of the total school program in preparing students to live worthwhile and successful lives after graduation; (2) to determine the extent to which these graduate students were aided by the guidance facilities of the school; and,

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<sup>2</sup>Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 318.

(3) to utilize this information in effecting changes and additions which will be valuable to future graduates.

#### DEFINITIONS OF TERMS USED

##### Guidance

A wide variety of definitions of guidance have appeared during the past few years and with quite a range in meanings. This can be attributed to the newness of guidance and to the lack of concise thinking among the activities that should take place within its framework. During its first few years guidance was fighting for recognition, but now the problem is to find the more exact role and place of guidance in the school program. Erickson and Happ suggest the following definition of guidance:

Guidance is the process of acquainting the individual with various ways in which he may discover and use his natural endowment in addition to special training available from any source, so that he may live, and make a living, to the best advantage to himself and to society.<sup>3</sup>

##### Curriculum

Traditionally the curriculum has meant the subjects taught in school. In recent years there has been a tendency to use the term in a broader

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<sup>3</sup>Clifford B. Erickson and Marion C. Happ, Guidance Practices at Work (New York: McGraw-Hill Book Company, Inc., 1946), p. 2.

sense to refer to the whole life and program of the school. Rivlin suggests the more modern definition of curriculum: "The curriculum includes all of the planned experiences which students have in school or because of school."<sup>4</sup> Varina being a traditional, subject-centered high school, the general usage of the term, curriculum, in this paper will be in accordance with the first of the above definitions, the traditional. Where other usage occurs, an alternative definition will be referred to specifically.

### Course of Study

Reeder defines course of study as "that part of the curriculum which is organized for classroom use."<sup>5</sup>

### Sub-curriculum

Sub-curriculum, for this paper's purpose, is defined as all the planned experiences related to specifiable preparations, namely college preparatory, business, and general.

## SOURCES OF INFORMATION

### Varina High School Permanent Records

Cumulative records of the graduates were checked for pertinent information.

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<sup>4</sup> Harry N. Rivlin, Teaching Adolescents in Secondary Schools (New York: Appleton-Century-Crofts, Inc., 1948), p. 31.

<sup>5</sup> Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1958), p. 475.

### Questionnaire

A questionnaire was sent to the 249 graduates of 1954-1958. A total of 169 (67.9 per cent) of the distributed questionnaires were returned, 78 (70.3 per cent) of all the male graduates and 91 (65.9 per cent) of all female graduates. For an analysis of the questionnaires returned by the separate graduating classes consult Table I. A copy of the questionnaire sent to the graduates is included in Appendix A.<sup>6</sup>

### Personal Interviews

In collecting the questionnaires approximately forty-five personal interviews were held with the graduates, and these were invaluable to the writer in gaining an overall perspective of their opinions.

### School Officials

Mr. Paul Watson, principal of Varina High School, was most generous in his help in preparing the questionnaire for this study. Mrs. Harriet Smith Powell, guidance director of the school, was also very co-operative. The writer is indeed indebted to their generous help.

### Miller's Study

Dr. Leonard M. Miller in 1948-1949 conducted a statewide follow-up study of 1939-1940 graduates and drop-outs in Virginia. Some of his findings will be compared with those in this study.<sup>7</sup>

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<sup>6</sup>Infra, p. 74.

<sup>7</sup>Leonard M. Miller, "Graduates and Drop-outs in Virginia," School Life, XXXIV (March, 1952), pp. 87, 93, 95.

TABLE I

QUESTIONNAIRES RETURNED BY GRADUATES

CLASS	Number of Graduates			Number Returned			Per Cent Returned		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
1954	14	28	42	10	16	26	71.4	57.1	61.9
1955	26	23	49	14	16	30	53.8	69.6	61.2
1956	25	27	52	20	15	35	80.0	55.5	67.3
1957	24	24	48	18	14	32	75.0	58.3	66.6
1958	22	36	58	16	30	46	72.7	83.3	79.3
TOTALS	111	138	249	78	91	169	70.3	65.9	67.9

## CHAPTER II

### BACKGROUND OF COMMUNITY AND SCHOOL

#### Henrico County School Organization

Varina High School is located on the Virginia State Highway, Route 5, east of Richmond approximately half way between the William Byrd Airport and the James River and about eight miles from the Richmond city limits in the eastern part of Henrico County. Henrico County, which borders the city of Richmond on the west, north, and east, comprises approximately two-thirds of the Richmond metropolitan area.<sup>8</sup> The county itself is divided into four magisterial districts: Varina, Fairfield, Tuckahoe, and Brookland. Each district is served by a senior high school, the Varina school being the smallest of the four.

For this past school year (1958-1959) Hermitage High School in the Brookland district had an enrollment of 1422 students; Highland Springs High School in the Fairfield district had an enrollment of 1396 students; Douglas Freeman High School in the Tuckahoe district had an enrollment of 1222 students; and Varina High School for the same year had an enrollment

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<sup>8</sup>Henrico County Pamphlet, "While in Virginia See Henrico County," (Unpublished).

of 477 students. There is one colored high school in the county, the Virginia Randolph School, and its enrollment for the past year was 438 students.<sup>9</sup>

### The Growth of Henrico County's Schools

The growth of Henrico County since World War II is reflected in its growing school system. The county's school population has increased from 6,064<sup>10</sup> in 1946 to 21,257<sup>11</sup> in 1959. From 1951 to 1956 the school membership in the county almost doubled and by 1960 the school membership figure is expected to be nearly three times what it was six years ago.<sup>12</sup>

Since World War II three new senior high school buildings have been constructed in the county, three new junior high schools, and six elementary schools.<sup>13</sup> Since most of the growth has been in the other sections of the county, Varina school has not been affected very much by this expansion.

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<sup>9</sup>Principal's Report to the Superintendent, May 1, 1959.  
(Manuscript).

<sup>10</sup>Superintendent's Annual Report, June 30, 1946.

<sup>11</sup>Principal's Annual Report to Superintendent, May 1, 1946.

<sup>12</sup>Henrico County Pamphlet, "Facts You Should Know About the School Bond Issue Election" (Unpublished).

<sup>13</sup>Henrico County School Plant Inventory, 1946-1949.

### Historical Significance of the Area

Varina community is rich in history. Not only does it contain the sites of famous Civil War battles, but its history can be traced even further back to early colonial days. Probably most significant is the fact that the first institution of learning in America was begun here, the University of Henrico, designed to educate the Indians and first headed by George Thorpe in 1620.<sup>14</sup>

John Rolfe, coming to Varina in 1610, settled at Varina and established the first commercial plantation in the English colonies. Here in 1614 he brought his bride, Pocahontas, who had first been baptized "Rebecca," the first convert to the Church of England among the Indians. For several years they lived at Varina, in a house near the present mansion, and here their son Thomas was born in 1615.<sup>15</sup>

The present Varina farmhouse which was built about one hundred years ago served as headquarters for General Butler in the Civil War.<sup>16</sup>

Approximately one mile from the school is the site of Fort Harrison which was captured by the Yankees on September 29, 1864.<sup>17</sup>

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<sup>14</sup>Robert R. Marks, "Secondary Education in Henrico County, 1607-1945" (unpublished Master's thesis, The University of Virginia, 1946), p. 37.

<sup>15</sup>Vera P Morton, "Historic Significance of Henrico County" (Paper found in the Varina High School library, 1954), p. 3. (Mimeographed.)

<sup>16</sup>Pat Perkinson, "Richmond's Suburbs, Varina," The Richmond Times-Dispatch, (March 9, 1952), p. A 5.

<sup>17</sup>United States Department of the Interior, Self-guide Tour of Fort Harrison, (Washington: Government Printing Office, 1959), p. 3.

For a complete and interesting history of the community refer to Appendix B.<sup>18</sup>

### Varina High School Administration

Varina school was begun in 1909. Since its founding it has had seven principals, the first being Miss Rena Armstrong, who served four years. The following two years were filled by Mr. W. B. Sydnor and Mr. Collins respectively, and Mr. George F. Baker filled the position from 1915 to 1939, a period of twenty-four years. Mr. Baker was recently honored by having the new elementary school in Varina named for him. In 1940 Mr. W. H. Mears succeeded Mr. Baker, and he served until 1952 when he became principal of the new Douglas Southall Freeman High School. Mr. Robert R. Marks served for the next three years until he was named Director of Instruction in Henrico County. The present principal is Mr. Paul G. Watson, who came to Varina from the Lakeside Elementary School in 1957. Mr. Frank Solari is the assistant principal.<sup>19</sup>

### Varina High School Faculty

For the 1958-1959 session the faculty of Varina High School numbered twenty-seven.<sup>20</sup> From 1953 to 1958 there has been approximately a forty

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<sup>18</sup>Infra, p. 79.

<sup>19</sup>Vera P. Morton, "History of Varina High School" (Unpublished project, College of William and Mary, 1957), p. 48.

<sup>20</sup>The Varinian, Varina High School Annual, 1959.

per cent yearly turnover of teachers.<sup>21</sup> However, special tribute must be paid to Miss Maude B. Motley, teacher of social studies, who began teaching at Varina in 1927 and is now finishing her thirty-second consecutive year. Other than Miss Motley, Mrs. Mary Byrd Barlow (having served seventeen years), Mr. Ellett R. McGeorge (ten), and Mr. Harold E. Brown, the school custodian (twenty years), have given Varina long and distinguished service. It is evident, however, from these data that Varina High School, with but a few exceptions, is not holding its teachers. A roster of the faculty of Varina High School for 1958-1959 with courses taught may be found in Appendix C.<sup>22</sup>

#### Varina High School Plant

Five separate buildings comprise the high school plant. The main high school building was erected in 1939 and a new separate addition in 1953.<sup>23</sup> This new addition contains the principal's office, a modern cafeteria, and eight classrooms. In 1956 these two buildings were connected by a partition.<sup>24</sup> One of the two elementary buildings which accommodates

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<sup>21</sup>The Varinian, Varina High School Annuals, 1953-1958.

<sup>22</sup>Infra, p. 83.

<sup>23</sup>Morton, op. cit., p. 38.

<sup>24</sup>Ibid., p. 40.

four seventh and two sixth grades contains the auditorium which is used by the Varina High School students. Two other buildings which are separate from the main building are the shop, built in 1934, and the home economics cottage, constructed in 1939.<sup>25</sup> By converting an old cannery into a field house in 1953, dressing accommodations were provided for the athletic teams.<sup>26</sup>

### The Guidance Program at Varina High School

It was not until 1950 that a full-time guidance program was initiated at Varina under the direction of Miss Catherine Carter. She was succeeded in 1953 by Miss Jane Leitch, who also served for three years. Following Miss Leitch were Miss Dorothy Kost in the 1956-1957 session and Mrs. Harriet Powell, who is presently in charge.<sup>27</sup>

The objectives of the guidance program are:

- a. To aid the student in understanding himself and the situations in which he finds himself.
- b. To assist the student in becoming progressively more able to guide himself.
- c. To assist the student in making plans to achieve attainable goals in his vocational, educational, social, and personal life.
- d. To compile and interpret information concerning students for teachers, employers, parents, and for the students themselves.<sup>28</sup>

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<sup>25</sup>Ibid., p. 35.

<sup>26</sup>Ibid., p. 40.

<sup>27</sup>Ibid., p. 21.

<sup>28</sup>Varina High School Handbook, 1957-1958, p. 29.

The Curriculum of Varina High School

A student at Varina may choose the college preparatory curriculum, the general curriculum, or the business curriculum. The college preparatory curriculum is designed for students of average or above average ability who plan to enter college after graduation from high school. All students of above average ability are urged to take the college preparatory curriculum. The general curriculum is for those students who want a general education and do not plan to enter college. The business curriculum is for those students seeking preparation for an office job.

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

English	4 units
Mathematics	1 unit
Science	1 unit
American History	1 unit
U. S. Government	1 unit
Health and Physical Education	1 unit
Electives	<u>8 units</u>
TOTAL	17 units

A unit is interpreted to mean one full year of two semesters except in the case of health and physical education where one unit of credit is received for two years of work. Complete listings of requirements for types of courses now available and requirements for graduation with credits are presented in Appendix D.<sup>29</sup>

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<sup>29</sup> Infra, p. 84.

## CHAPTER III

### ANALYSIS OF THE GROUP IN TERMS OF SIGNIFICANT POST GRADUATE SOCIAL FACTORS

#### Marital Status of the Graduates

Table II illustrates that of the 169 respondents a total of 106 (62.7 per cent) report that they have not as yet married. More revealing is an analysis of present marital status by successive years of graduation: Of those in the class of 1954, 9 (34.6 per cent) are still unmarried; of the class of 1955, 12 (40.0 per cent); the class of 1956, 25 (71.4 per cent); the class of 1957, 20 (62.5 per cent); and the class of 1958, 40 (87.0 per cent). Summarily, slightly over one-third of the class of 1954 have not ventured into marriage after five years; almost one-half of the class of 1955 are still single; almost three-fourths of the class of 1956; exactly five-eighths of the class of 1957; and nearly nine-tenths of the class of 1958. Of the total group under study well over half are unmarried.

When it is further observed that of the 62 (36.7 per cent) of the total group who have married only one person representing .6 per cent is now divorced, a reasonably stable group attitude toward marriage seems in evidence. In final word, of those 62 who have married, it was revealed that 34 (54.8 per cent), married persons brought up in the Varina community.

TABLE II

## MARITAL STATUS OF THE GRADUATES

CLASS	Number Single				Number Married				Divorced			
	Male	Female	Total	Per cent	Male	Female	Total	Per cent	Male	Female	Total	Per cent
1954	5	4	9	34.6	5	12	17	65.4	0	0	0	0.0
1955	6	6	12	40.0	8	10	18	60.0	0	0	0	0.0
1956	17	8	25	71.4	3	6	9	25.7	0	1	1	.6
1957	10	10	20	62.5	8	4	12	37.5	0	0	0	0.0
1958	15	25	40	87.0	1	5	6	13.0	0	0	0	0.0
TOTALS	53	53	106	62.7	25	37	62	36.7	0	1	1	.6

### Places of Residence of the Graduates

These 169 graduates reveal an enlightening pattern of post graduate habitation, as will be observed from Table III. Sixty-one (36.1 per cent) still maintain residence within the Varina community. Sixty-seven (39.7 per cent) live in nearby Richmond. Thus a total of 128 (75.8 per cent) have either remained in the community proper or having left, have not dispersed beyond the metropolitan area of which Varina is a component. An additional 29 (17.2 per cent) still live in Virginia, while only 12 or very slightly more than 7 per cent now live out of state. The high percentage of graduates who stay in the Varina community or live in the Richmond area would indicate the importance of a good school community relationship.

### Employment Status of the Graduates

Of the total number of respondents, 105 (62.1 per cent) are now employed full time in gainful work, while 41 (24.3 per cent) are receiving advanced education or training, making a total of 146 (86.4 per cent) in both endeavors. Of the 7 (4.1 per cent) now employed part time, three are students and two are housewives. None owns a business. The armed forces account for an additional 5 (2.9 per cent) of the total group. Thirteen (7.7 per cent) are housewives. Only 3, representing 1.8 per cent are unemployed. The above facts are presented in Table IV.

TABLE III

PLACES OF RESIDENCE OF THE GRADUATES

PLACES OF RESIDENCE	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Varina Community	6	23.1	10	33.3	19	54.3	15	46.8	11	23.9	61	36.1
Richmond Area	14	53.8	18	60.0	7	20.0	13	40.6	15	32.6	67	39.7
Virginia	5	19.2	1	3.3	4	11.4	4	12.5	15	32.6	29	17.2
Colorado									1	2.2	1	.6
Connecticut	1	3.8									1	.6
Florida			1	3.3							1	.6
Kansas									1	2.2	1	.6
Louisiana									1	2.2	1	.6
Indiana					1	2.9			1	2.2	2	1.2
Tennessee					1	2.9					1	.6
Washington, D. C.					2	5.7			1	2.2	3	1.8
North Carolina					1	2.9					1	.6
TOTALS	26	100.0*	30	100.0*	35	100.0*	32	100.0*	46	100.0*	169	100.0

\*Corrected to 0.1 per cent.

TABLE IV

## EMPLOYMENT STATUS OF THE GRADUATES

MALBS Type of Employment	1954		1955		1956		1957		1958	
	No.	Per cent								
Full Time	9	34.6	9	30.0	8	22.9	15	46.9	8	17.3
Part Time	0	0.0	1	3.3	2	5.7	0	0.0	1	2.2
School	1	3.8	5	16.7	8	22.9	2	6.2	8	17.3
Own Business	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Armed Forces	1	3.8	0	0.0	3	8.6	1	3.1	0	0.0
Unemployed	0	0.0	0	0.0	1	2.9	0	0.0	0	0.0

  

FEMALES Type of Employment	1954		1955		1956		1957		1958	
	No.	Per cent								
Full Time	9	34.6	10	33.3	11	31.4	9	28.1	17	37.0
Part Time	2	7.7	1	3.4	0	0.0	0	0.0	0	0.0
Housewife	5	19.2	4	13.3	2	5.7	1	3.1	1	2.2
School	1	3.8	0	0.0	2	5.7	2	6.2	12	26.1
Unemployed	0	0.0	1	3.3	0	0.0	1	3.1	0	0.0

NOTE: No totals are tabulated on this table because three graduates attending school are working part time and two housewives are also employed part time.

The degree of full time job stability is depicted in Table V. From there it will be seen that 34 (20.1 per cent), including students and housewives, have held no full time jobs; 112 (66.3 per cent) have held one or two; while 22 (13.0 per cent) have held three or four, and one (.6 per cent) has held five, the maximum reported.

#### Formal Post-High School Education or Training

Ninety-one (56.5 per cent) of the graduates who responded to the questionnaire declared that they had engaged, or were engaged, in some type of formal post-high school education or training.

The place of college in this post-graduate continuum is imposing. No less than 54 persons, 59.3 per cent of the above 91 respondents, and 32.0 per cent of the total group, have at some time or other attended college. Still more significant, the college completion figures for the class of 1954, the only group who could reasonably be expected to have finished at the time the questionnaires were received, are most encouraging. Of the ten respondents of the class of 1954 who entered college, eight have since completed.

Business college, nursing school, trade school, and apprentice training, all four of which require relatively substantial time, and sustained effort on the part of their students, account for an additional 30 (33 per cent) of the 91 who advanced their education or training beyond high school.

TABLE V

## FULL TIME EMPLOYMENT CHANGES MADE BY THE GRADUATES SINCE LEAVING HIGH SCHOOL

MALES Number of Positions Held	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
0	1	3.8	2	6.7	8	22.9	2	6.3	6	13.0	19	11.2
1	2	7.7	6	20.0	8	22.9	8	25.0	4	8.8	28	16.6
2	4	15.4	2	6.7	3	8.6	4	12.5	4	8.8	17	10.1
3	1	3.8	2	6.7	0	0.0	4	12.5	2	4.3	9	5.3
4	2	7.7	1	3.3	1	2.9	0	0.0	0	0.0	4	2.4
5	0	0.0	1	3.3	0	0.0	0	0.0	0	0.0	1	.6
TOTALS	10	38.4	14	46.7	20	57.3	18	56.3	16	34.9	78	46.2

FEMALES Number of Positions Held	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
0	0	0.0	1	3.3	3	8.6	2	6.3	9	19.6	15	8.9
1	10	38.5	6	20.0	6	17.1	7	21.9	16	34.6	45	26.6
2	4	15.4	6	20.0	5	14.2	3	9.3	4	8.8	22	13.0
3	2	7.7	3	10.0	1	2.9	1	3.1	1	2.2	8	4.7
4	0	0.0	0	0.0	0	0.0	1	3.1	0	0.0	1	.6
5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTALS	16	61.6	16	53.3	15	42.8	14	43.7	30	65.2	91	53.8

Comptometer school, x-ray technology, and one salesmanship course account for the remaining 7.8 per cent. Thus, nearly 57 per cent of all the respondents have seen fit to expend considerable energy after graduation in preparation for their life work. It should be noted, however, that this figure is considerably lower than the 77.2 per cent found in Miller's study of people who went on to further training.<sup>30</sup> Table VI may be consulted for a year-by-year analysis of the facts represented above.

### Military Service

With regard to responses indicating military service, no elaborate analysis of totals and percentages seems in order here since it would add little if anything to this study's value. However, passing mention may profitably be made of one aspect of this portion of the total response picture, since it seems to illustrate an important concept of modern education.

Responses revealed that military obligations were or are being fulfilled in eight categories: army, navy, marines, and air force (active duty); and air national guard, naval reserve, army national guard, and marine corps reserve (reserve status and duty). A total of 28 male

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<sup>30</sup>Miller, op. cit., p. 87.

TABLE VI

## FORMAL POST-HIGH SCHOOL EDUCATION OR TRAINING

TYPE OF EDUCATION	1954		1955		1956		1957		1958	
	No.	Per cent								
College	10	38.5	8	26.7	13	37.1	6	18.8	17	37.0
Preparatory or Military	0	0.0	1	3.3	1	2.9	0	0.0	0	0.0
Business College	1	3.8	4	13.3	1	2.9	3	9.3	3	6.5
Nurses Training	1	3.8	0	0.0	0	0.0	1	3.1	1	2.2
Trade School	3	11.5	0	0.0	1	2.9	1	3.1	3	6.5
Apprentice Training	3	11.5	2	6.7	0	0.0	2	6.3	0	0.0
Other*	3	11.5	0	0.0	2	5.7	0	0.0	0	0.0

\*Other includes comptometer (2), graduate school (1), x-ray technology (1), and salesmanship school (1).

respondents fall into these various categories. Of these 28, 11 (39 per cent) fall into a single category--the air national guard. It is submitted that, since Byrd Airport and the Richmond Air Base headquarters of the Virginia Air National Guard have long existed in proximity to Varina, this statistic may indicate the influence of community activities on the thought and life of the school. Consult Table VII.

TABLE VII

## GRADUATES' RECORD OF MILITARY SERVICE

BRANCH OF SERVICE	1954		1955		1956		1957		1958	
	No.	Per cent								
Army	1	3.8	1	3.3	0	0.0	1	3.1	0	0.0
Navy	1	3.8	0	0.0	0	0.0	1	3.1	0	0.0
Marines	0	0.0	0	0.0	3	8.6	1	3.1	0	0.0
Air Force	0	0.0	0	0.0	2	5.7	0	0.0	0	0.0
Air National Guard	1	3.8	4	13.3	2	5.7	2	6.3	2	4.3
Naval Reserve	1	3.8	0	0.0	0	0.0	0	0.0	1	2.2
Army National Guard	0	0.0	0	0.0	2	5.7	1	3.1	0	0.0
Marine Corps Reserve	0	0.0	0	0.0	1	2.9	0	0.0	0	0.0

## CHAPTER IV

### GRADUATES' APPRAISAL OF GUIDANCE

#### Guidance in Selecting Course

Graduates were asked on the questionnaire; "In the selection of your high school course, did you receive very good \_\_\_\_\_ satisfactory \_\_\_\_\_ poor \_\_\_\_\_ assistance?" No explanatory comment was requested and none was given in return by any of the respondents.

Forty (23.7 per cent) replied "Very good"; 110 (65.1 per cent) replied "Satisfactory"; 14 (8.3 per cent) said "Poor"; and 5 (2.9 per cent) left this question unanswered. The most cursory inspection of these totals and percentages makes it evident that a good majority of the respondents (88.8 per cent) considered, even after eight years of reflection, that assistance in the selection of their high school courses was at least adequate. This is favorable as compared to Miller's 47 per cent response in the same area.<sup>31</sup> If Table VIII is viewed in terms of normal expectancy, those who responded "Very good" considerably out-balance those who answered at the other extreme of "Poor--No answer" by 12.5 per cent of total respondents.

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<sup>31</sup>Ibid., p. 94.

TABLE VIII

## GRADUATES' OPINIONS OF ASSISTANCE RECEIVED IN SELECTION OF HIGH SCHOOL COURSE

MALES' OPINIONS	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Very Good	2	7.7	4	13.3	1	2.9	3	9.3	4	8.8	14	8.3
Satisfactory	5	19.2	8	26.7	17	48.5	13	40.6	10	21.7	53	31.4
Poor	2	7.7	2	6.7	2	5.7	2	6.3	1	2.2	9	5.3
No Answer	1	3.8	0	0.0	0	0.0	0	0.0	1	2.2	2	1.2
TOTALS	10	38.4	14	46.7	20	57.1	18	56.2	16	34.9	78	46.2

FEMALES' OPINIONS	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Very Good	5	19.2	3	10.0	3	8.6	4	12.5	11	23.9	26	15.4
Satisfactory	9	34.6	11	36.7	10	28.6	9	28.1	18	39.1	57	33.7
Poor	2	7.7	0	0.0	1	2.9	1	3.1	1	2.2	5	2.9
No Answer	0	0.0	2	6.7	1	2.9	0	0.0	0	0.0	3	1.8
TOTALS	16	61.5	16	53.4	15	43.0	14	43.7	30	65.2	91	53.8

### Influence in Selection of Course

As to influence exerted on the respondents in their actual selection of high school courses, an arresting answer pattern comes to light, a pattern which certainly advances the purpose of this treatise, and at the same time re-emphasizes a fundamental principle of guidance perhaps too often unrecognized by those engaged in it, namely, the principle of self-direction on the part of the advisee. How strikingly this principle seems to have been made operative in the brief history of the guidance program of Varina High School is brought out by the following figures:

It will be recalled easily from a very recent paragraph that 88.8 per cent of the 169 respondents considered that they had found outside assistance in the selection of their courses satisfactory or better. Notwithstanding that 40 (23.7 per cent) of these further replied that parents, guidance personnel, and teachers exerted the strongest influences, still 131 (77.5 per cent) later answered that they themselves had influenced themselves the greatest! Inasmuch as only 4 (2.4 per cent) of the 169 checked "Self" in addition to one or more other items, (see Table IX) the remaining 75.1 per cent, though acknowledging the advice and help of adults, seem nevertheless to be certain that they reached and executed their own decisions as to high school courses.

TABLE IX

## GRADUATES' OPINIONS OF INFLUENCE IN SELECTION OF HIGH SCHOOL COURSE

SOURCE OF INFLUENCE	1954		1955		1956		1957		1958	
	No.	Per cent								
Parents	1	3.8	2	6.7	5	14.3	3	9.3	5	15.6
Guidance Teacher	0	0.0	0	0.0	1	2.9	3	9.3	8	17.4
Faculty	0	0.0	5	16.7	2	5.7	1	3.1	4	8.8
Self	25	96.2	22	73.3	28	80.0	26	81.3	30	65.2
No answer	0	0.0	1	3.3	0	0.0	1	3.1	0	0.0

NOTE: Four of the respondents who checked self also checked parents.

Job Information and Assistance Received in High School

Regarding the helpfulness to the graduate of job information and assistance given in high school, answers are not quite as conclusive.

Twenty-five (14.8 per cent) said that such information and assistance had been "extremely helpful" and 69 (40.8 per cent) said that it had been of "some help." Thus, 55.6 per cent of the respondents recognized that some job information and assistance had been given them and stated that it was helpful at least to a degree worthy of note. Thirty-three (19.5 per cent) responded to the effect that they had received little or no help, and an additional 37 (21.9 per cent) answered that they had received no job information or assistance at all. Five or 2.9 per cent did not reply.

In summary, slightly over one-half were aware that they had been given facts about jobs and helps in getting jobs, while the rest either were unaware of having received it, or felt that they had derived little if any benefit from it. It is also interesting to observe that the above percentages correspond closely to Miller's study; 58.8 per cent of his group answered affirmatively and 37.8 per cent negatively to this question as compared to 55.6 per cent and 41.4 per cent, respectively, as found above.<sup>32</sup> See Table X.

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<sup>32</sup> Ibid., p. 93.

TABLE X

## GRADUATES' OPINIONS OF HELP GIVEN THEM BY JOB INFORMATION AND ASSISTANCE IN THE SCHOOL

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Extremely Helpful	3	11.5	3	10.0	5	14.3	4	12.5	10	21.7	25	14.8
Some Help	8	30.8	9	30.0	13	37.1	18	56.3	21	45.7	69	40.8
Very Little Help	2	7.7	6	20.0	8	22.9	4	12.5	5	10.9	25	14.8
No Help at All	0	0.0	2	6.7	3	8.6	0	0.0	3	6.5	8	4.7
Did Not Have Any	12	46.2	10	33.3	5	14.3	5	15.6	3	10.9	37	21.9
No Answer	1	3.8	0	0.0	1	2.9	1	3.1	2	4.3	5	2.9
TOTALS	26	100.0	30	100.0	35	100.0*	32	100.0	46	100.0	169	100.0*

\*Corrected to 0.1 per cent.

### How High School Training Has Helped in Present Work

Concerning the question of how their high school training has helped them in their present work, the respondents as a group were considerably more definite and emphatic. Twenty-seven (16.0 per cent) answered that high school had actually given specific preparation for present work, while 110 (65.1 per cent) replied that it had given a general background for it. Twenty-seven (16.0 per cent) avowed that high school training had given them no help at all; five or 2.9 per cent made no reply.

There then appears to be little doubt that the graduates questioned, by a majority of 81 per cent or better, place a positive value on their high school education as preparation for the work they are now doing. This is comparable to Miller's study which found 75.2 per cent of his group answering that their high school education gave them a general background for their present work.<sup>33</sup> Consult Table XI.

### Influence of Any One Class or Teacher

Replies as to the influence of any one class or teacher in present occupations indicate that teacher impact is far weaker at Varina than is the impact of the school in general. From the figures shown in Table XII,<sup>34</sup> fifty-two (30.8 per cent) of the respondents answered that some teacher

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<sup>33</sup>Ibid., p. 87.

<sup>34</sup>Infra, p. 33.

TABLE XI

GRADUATES' OPINIONS OF HOW HIGH SCHOOL TRAINING  
HELPED IN PRESENT WORK

EXTENT OF HELP	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Gave specific preparation	6	23.1	6	20.0	4	11.4	4	12.5	7	15.2	27	16.0
Gave general background	14	53.8	17	56.7	22	62.9	27	84.4	30	65.2	110	65.1
No help	6	23.1	7	23.3	7	20.0	1	3.1	6	13.0	27	16.0
No answer	0	0.0	0	0.0	2	5.7	0	0.0	3	6.5	5	2.9
TOTALS	26	100.0	30	100.0	35	100.0	32	100.0	46	100.0*	169	100.0

\*Corrected to 0.1 per cent.

TABLE XII

## GRADUATES' OPINIONS OF INFLUENCE OF ANY ONE CLASS OR TEACHER

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Yes	5	19.2	7	23.3	11	31.4	8	25.0	21	45.7	52	30.8
No	19	73.1	22	73.3	21	60.0	21	65.6	22	47.8	105	62.1
No Answer	2	7.7	1	3.3	3	8.6	3	9.3	3	6.5	12	7.1
TOTALS	26	100.0	30	100.0*	35	100.0	32	100.0*	45	100.0	169	100.0

\*Corrected to 0.1 per cent.

or class had helped motivate them to the work in which they are now engaged, while 105 (62.1 per cent) replied that such had not been the case, and 12 (7.1 per cent) did not reply to the question at all. In view of the rapid turnover depicted in Chapter II (g.v.), and the sparsity of year-by-year faculty members, this is exactly the sort of result that should be expected.

## CHAPTER V

### GRADUATES' APPRAISAL OF CURRICULUM, EXTRA-CURRICULAR ACTIVITIES AND INSTRUCTIONAL PROGRAM

Efforts were made to determine the graduates' collective evaluation of the total curricular, extra-curricular, and instructional offerings of the school as they had experienced them while there. The findings are described below.

#### Course Pursued in High School by the Graduates

Table XIII shows that 60 (35.5 per cent) of the respondents had taken college preparatory work in high school, 56 (33.1 per cent) had taken general, and 53 (31.4 per cent) had followed business. However, it is recorded elsewhere (in Chapter III) that 54 (32 per cent) of the total respondents actually went to college while 61 (36.1 per cent) have entered and remained in business employment. Thus it is that the actual post-high endeavors of the respondents, rather than the high school sub-curricula they chose to follow, have been chosen as the subdivisive bases for consideration of the group opinion.

#### Subjects that Have Helped or Have Been of Little Use Since Graduation

The questions concerning the curriculum which were put before the graduates were as follows:

TABLE XIII

## TYPES OF COURSES\* PURSUED BY THE GRADUATES WHILE IN HIGH SCHOOL

COURSES PURSUED BY THE GRADUATES	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Business	6	23.1	9	30.0	10	28.6	10	31.3	18	39.1	53	31.4
College Preparatory	13	50.0	12	40.0	12	34.3	8	25.0	15	32.6	60	35.5
General	7	26.9	9	30.0	13	37.1	14	43.8	13	28.3	56	33.1
TOTALS	26	100.0	30	100.0	35	100.0	32	100.1**	46	100.0	169	100.0

\*The term sub-curricula is used in this paper to denote the above meaning.

\*\*Corrected to 0.1 per cent

NOTE: Forty-five (84.9 per cent) of the 53 who followed the business course actually went into business work. Forty-four (73.3 per cent) of the 60 who followed the college preparatory course actually went to college. Four from the business and 6 from the general course also went to college.

"Check the subjects that seem to have helped you most since graduation:

English \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Foreign Languages \_\_\_\_\_  
 Social Studies \_\_\_\_\_ Business Subjects \_\_\_\_\_ Industrial Arts \_\_\_\_\_  
 Home Economics \_\_\_\_\_ Physical Education \_\_\_\_\_ Art \_\_\_\_\_ Other \_\_\_\_\_

"Check the subjects that have been of little use to you since graduation:

English \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Foreign Languages \_\_\_\_\_  
 Social Studies \_\_\_\_\_ Business Subjects \_\_\_\_\_ Industrial Arts \_\_\_\_\_  
 Home Economics \_\_\_\_\_ Physical Education \_\_\_\_\_ Art \_\_\_\_\_ Other \_\_\_\_\_"

First considering those respondents who actually went to college, of the combined total of 259 responses to both of these questions (169 to the first and 90 to the second--the recurrence of the number 169 being entirely coincidental) 39 (15.1 per cent) favored English as the most helpful subject, while 3 (1.2 per cent) indicated little value; and 33 (12.7 per cent) favored mathematics, as against 6 (2.3 per cent) not favoring. Next strongest in favor was social studies: 26 (10 per cent) as against 7 (2.7 per cent). Science, foreign language, and physical education each stands in about the same light with, respectively, 18 (6.9 per cent), versus 11 (4.2 per cent); 17 (6.5 per cent) versus 11 (4.2 per cent); and 15 (6.1 per cent) versus 11 (4.2 per cent). Business subjects (12 or 4.6 per cent versus 8 or 3.1 per cent), industrial arts (7 or 2.7 per cent versus 13 or 5 per cent), home economics (1 or .4 per cent versus 11 or 4.2 per cent), and art (1 or .4 per cent versus 9 or 3.5 per cent) account for the remaining responses.

Perhaps more revealing of the collective attitudes of the college group toward the respective curricular offerings is a direct comparison of favoring responses with total responses on each offering in turn. Inasmuch as there are only two response alternatives, favorable ("helped most") and non-favorable ("of little use") (the lack of any response indicating no special reaction) this approach is entirely feasible. When this comparison is made, the results are as follows:

Ninety-two and eight tenths per cent of all responses to English were favorable, as were 84.6 per cent of all responses to mathematics. Social studies rated 78.8 per cent. Science, foreign languages, and physical education stood, respectively, at 62.1 per cent, 60.7 per cent, and 57.7 per cent. As might well be expected with a college group, the other offerings mentioned above showed considerably lower ratings of usefulness-in-ratio-to-total response: Business subjects 60 per cent (but of only 20 responses), industrial arts 35 per cent, art 10 per cent, and home economics 8.3 per cent. Consult Table XIV-A.

Next will be considered the responses of those who, subsequent to graduation, have primarily been employed in business. Immediately a somewhat striking contrast to the response pattern for the college group begins to make its appearance; for here there is a total of 345 responses to both questions, of which total 158 were on the side of greatest help while 187 indicated little usefulness. Responses to the individual

TABLE XIV-A

SUMMARY OPINIONS OF GRADUATES WHO HAVE ATTENDED COLLEGE  
AS TO RELATIVE USEFULNESS OF SUBJECTS

SUBJECTS	Of Little Use		Helped Most		Favorable Response To Total Response
	Number	Per cent	Number	Per cent	Percentages
English	3	1.2	39	15.1	92.8
Mathematics	6	2.3	33	12.7	84.6
Social studies	7	2.7	26	10.0	78.8
Science	11	4.2	18	6.9	62.1
Foreign languages	11	4.2	17	6.5	60.7
Business subjects	8	3.1	12	4.6	60.0
Physical education	11	4.2	15	6.1	57.7
Industrial arts	13	5.0	7	2.7	35.0
Art	9	3.5	1	.4	10.0
Home economics	11	4.2	1	.4	8.3
<b>TOTALS</b>	<b>90</b>	<b>34.6</b>	<b>169</b>	<b>65.4</b>	

\*This table was tabulated from the total group of 54 graduates who actually attended college.

subject fields further delineate the trend of departure. Fifty-four of these 345 responses or 15.6 per cent favored business subjects as most helpful, while only 1 or .3 per cent indicated negligible for those subjects. Forty-one (11.9 per cent) favored English as most helpful, with none indicating little value! Thirty-one (9.0 per cent) favored mathematics, with 12 (3.5 per cent) responding in terms of little value. The rest of the aforementioned subject fields show negligible or altogether non-favorable group net estimates of value: home economics 13 (3.8 per cent) favorable versus 12 (3.5 per cent) non-favorable; social studies 10 (2.9 per cent) versus 19 (5.5 per cent); physical education 4 (1.2 per cent) versus 28 (8.1 per cent); industrial arts 2 (6 per cent) versus 18 (5.2 per cent); foreign languages 2 (.6 per cent) versus 31 (9 per cent); art 1 (.3 per cent) versus 19 (5.5 per cent); and science 0 (0 per cent) versus 47 (13.6 per cent).

As to percentages of total responses in each of the respective subject fields which indicated greatest helpfulness the study has proved illuminating. One hundred per cent declared that English had been most helpful to them, and ninety-eight and two-tenths per cent of the responses to business subjects were in terms of the highest utility! (But for a single non-favorable response, the latter would have been 100 per cent.) Mathematics rates next highest with 72.1 per cent. After that, home economics stands at 52 per cent. Social studies actually received a negative response, there being only 34.5 per cent who found it most helpful.

Physical education, industrial arts, foreign languages, and art, with respectively 12.5 per cent, 10 per cent, 6.1 per cent, and 5 per cent favorable, are even more negative in nature. But science stands in the worst light of all, for the response to that area of study is 100 per cent non-favorable; that is to say, every single response thereto indicated "of little use." Consult Table XIV-B.

The final sub-group whose collective evaluation of the curriculum needs to be considered consists of those who have neither gone to college nor, for any reasonably significant period, been employed full time in office operations. Some things should be stated as understood with respect to this group, whose needs have been too often overlooked in the clamor to get pupils prepared for college. It should be well remembered that these, together with those who have entered business operations (which latter sub-group have been segregated in this study, but only for its specific purpose) do now and perhaps always will form the bulk of all public school post-graduate people. In this present case, 115 (68.1 per cent), have not attended college, of which number 54 (32 per cent of the total group of 169) have furthermore not become engaged in office types of "white collar" economic activities. With regard to other schools, the percentage may vary considerably, but the point to be made here is that such a large minority of "ordinary workers" as 32 per cent cannot be ignored in curriculum planning. It is to be borne in mind that a high

TABLE XIV-B

SUMMARY OPINIONS OF GRADUATES WHO ARE WORKING IN BUSINESS

AS TO RELATIVE USEFULNESS OF SUBJECTS\*

SUBJECTS	Of Little Use		Helped Most		Favorable Response To Total Response
	Number	Per cent	Number	Per cent	Percentages
English	0	0.0	41	11.9	100.0
Business subjects	1	.3	54	15.6	98.2
Mathematics	12	3.5	31	9.0	72.1
Home economics	12	3.5	13	3.8	52.0
Social studies	19	5.5	10	2.9	34.5
Physical education	28	8.1	4	1.2	12.5
Industrial arts	18	5.2	2	.6	10.0
Foreign languages	31	9.0	2	.6	6.1
Art	19	5.5	1	.3	5.0
Science	47	13.6	0	0.0	0.0
<b>TOTALS</b>	<b>187</b>	<b>54.2</b>	<b>158</b>	<b>45.9</b>	

\*This table was tabulated from the total group of 61 graduates who are working in the business field.

school with a traditional subject curriculum--such as Varina and perhaps the majority of all high schools--can hope at present to do no more for these people than provide the fundamental and general learnings required for basic economic and social efficiency and satisfaction. This final sub-group is now brought into analysis.

There was a total of 283 responses made by the 54 people in this sub-group as to the degrees of helpfulness of subjects taken in high school. Of these 283 responses, 35 (12.1 per cent) indicated mathematics as one subject having been of greatest help. The percentage figure here is misleading, for the fact remains that mathematics was a single, separate entry on the questionnaire, and notwithstanding the fact that business subjects may or may not give training in mathematics, the number 35 still represents 35 different persons who responded to this subject in terms of highest utility. Thereupon, it is seen that actually 64.1 per cent of the non-college, non-business persons responding indicated that mathematics had been a subject of most help to them. Responses to the other subjects are less decisive in their favorableness, and to a noteworthy degree: not more than 7.4 per cent (this for English) of the 283 responses regarded any one of the other subjects as "most helpful."

When one considers the total responses made by these 54 persons to each of the subjects, and the respective percentages of these totals which indicated highest usefulness, a clearer picture emerges. Ninety-four

and six-tenths per cent of all responses to mathematics indicated "most helpful"; 75 per cent of all responses to English were likewise favorable; 66.6 per cent of all responses to industrial arts; 58.6 per cent of those to social studies; and 51.9 per cent of those to physical education-- these are undoubtedly positive sub-group responses. Non-positive (and perhaps to some degree negative) responses were as follows: Science and business subjects, each 45.2 per cent "most helpful"; home economics, 19 per cent; foreign languages, 15 per cent; and art, 5.6 per cent. Consult Table XIV-C.

#### Subjects that Could Help the Graduates in Their Present Work

In order to make this curricular aspect of the study more meaningful through the collective opinion of the group as to the total adequacy or inadequacy of their high school training, two further questions were asked. The first, question 19, inquired: "If you could return to school now, what subjects would you like to take that could help you in your present job?" The answers came almost entirely from the non-college, everyday working people. They are significant. Fifty-six, or 28.8 per cent of the responses were in terms of business subjects, and of this 56, 20 or 10.4 per cent (of the 194) merely stated business subjects, 17 or 8.8 per cent specifically mentioned bookkeeping, and 11 or 5.7 per cent specifically mentioned shorthand; while the remaining eight mentioned various other subjects and phases which at present are or are not

TABLE XIV-C

SUMMARY OPINIONS OF GRADUATES WHO ARE DOING GENERAL WORK  
AS TO RELATIVE USEFULNESS OF SUBJECTS\*

SUBJECTS	Of Little Use		Helped Most		Favorable Response To Total Response
	Number	Per cent	Number	Per cent	Percentages
Mathematics	2	.7	35	12.1	94.6
English	7	2.5	21	7.4	75.0
Industrial arts	10	3.5	20	7.0	66.6
Social studies	12	4.2	17	6.1	58.6
Physical education	13	4.5	14	4.9	51.9
Science	23	8.1	19	6.7	45.2
Business subjects	17	6.1	14	4.9	45.2
Home economics	17	6.1	4	1.4	19.0
Foreign languages	17	6.1	3	1.1	15.0
Art	17	6.1	1	.4	5.6
<b>TOTALS</b>	<b>135</b>	<b>47.9</b>	<b>148</b>	<b>52.0</b>	

\*This table was tabulated from the total group of 54 graduates who are doing general work other than in the business field.

included in the Varina curriculum. (Typing, office training, IBM, et cetera carried one response each.) An additional 48 (24.7 per cent) of the 194 responses mentioned mathematics, of which number 38 (19.6 per cent), referred in part or whole to that curricular area described as general mathematics, while 10 (5.2 per cent) made mention of college preparatory mathematics such as algebra, plane and solid geometry, and trigonometry. Next in order of frequency of mention was English, with a total of 28 responses or 14.4 per cent, of which number, 18 (9.3 per cent) stated in terms merely of "English," while 10 (5.2 per cent) mentioned such specialized areas as business English, speech, reading improvement, et cetera. Industrial arts and home economics were together mentioned 15 times (11.3 per cent). Science accounted for 17 (8.7 per cent), of which 10 (5.2 per cent) were in terms of general science, while 7 (3.7 per cent) mentioned physics or chemistry. The remaining 30 responses or 15.5 per cent of the 194, mentioned various of the social sciences, the foreign languages, and the fine arts. Consult Appendix B.<sup>35</sup>

Subjects That Graduates Believe Should be Added to the Curriculum

The second question, number 20, was:

"Do you think any subjects should be added to the curriculum?

Yes \_\_\_\_\_ No \_\_\_\_\_ List subjects."

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<sup>35</sup> Infra, p. 93.

This question seemed appropriate enough at the time the questionnaire was being composed, but the incongruous response pattern it produced gave rise to some serious questions as to its initial worth. Seventy-eight (46.2 per cent) answered in the affirmative, 70 (41.4 per cent) answered in the negative, and 21 (12.4 per cent) did not reply at all. Of the 78 who did reply 26 (33.3 per cent) mentioned a need for more foreign languages! These are but a few of the evidences of how far out of keeping were the responses here with those made to other questions. Further reflection has convinced the writer that this is as it should be: most people, if asked (and some if not), will give an opinion one way or the other as to what schools ought to teach, and the answers need not be consistent. The community, and not small groups, especially unorganized groups, forms the true sounding board for school needs. Therefore, the results are, though mentioned here, rejected for the purposes of this study. Consult Appendix F.<sup>36</sup>

#### The Instructional Program

Introductory mention has been made of the high turnover of the faculty at Varina High School. Apparently this condition finds itself reflected, from several points of view, in the reactions of the graduate

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<sup>36</sup>Infra, p. 95.

respondent study. It was so prevalent in the questionnaires that a significant number of persons, even in replying to what the majority of the group plainly viewed as questions concerning physical facilities, nevertheless mentioned immature and otherwise unsatisfactory teachers as points of inadequacy. (See Chapter VI.) These words should not be construed as an indictment of the faculty as such. There are in this paper places, too many for adequate present citation, wherein one may discern good and even superior faculty performance in behalf of the youth of the school. See Appendix J, "The graduates' opinions citing the best feature of the school."<sup>37</sup> Despite the efforts of these teachers who have done well, it is to be regretted that such a situation exists.

The respondents' collective reaction to the faculty first will be reviewed with respect to their evaluation of their former teachers in terms of the direct personal influences of the latter upon them in the shaping of attitudes and in guidance. It is immediately recognized that this has been dealt with previously (see Chapter IV); here the net findings in that chapter are merely condensed for inclusion as part of the present discussion, which focuses directly upon the faculty as a body. It was noted in Chapter III that only 30.8 per cent of all the respondents recognized teacher influence in motivating them to their present work,

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<sup>37</sup>Infra, p. 102.

while 62.1 per cent indicated no such influence, and 7.1 per cent did not answer. It will also be brought out later in Chapter VI that, in response to questions about physical facilities of the school, twelve different persons, or 7.1 per cent of the respondents, specifically mentioned "incapable" or "immature" teachers or inadequate instruction while unknown personality factors must be considered here, still the fact that these twelve made such comments in an out-of-the-way place is indicative of some measure of group dissatisfaction.

Upon considering question 28 of the questionnaire, this reaction is brought out much more distinctly and for respondents as a whole group.<sup>38</sup> Of a total of 184 responses to "the improvement most needed" in the school, 93 (50.5 per cent) were made unquestionably in terms of the teachers, while 91 (49.5 per cent) were made in terms of all other factors combined--courses, physical facilities, extra-curricular affairs, et cetera. The aforementioned 93 (50.5 per cent) of the responses which named teachers, proved still further enlightening when analyzed according to the various stated inadequacies. Of this 93, 31 or 16.3 per cent of the 184 responses said merely "better teachers." An additional 12 (6.5 per cent) were in terms of inadequacies in discipline and securing respect. A further 41 (22.3 per cent) were in terms of inadequacies in instructional

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<sup>38</sup>Infra, p. 78.

performance, either in the way they presented their various subjects or in their methods, or their procedures, e.g. "better English instruction" 15 (8.1 per cent); "more rigid classroom assignments" 7 (3.8 per cent); and "better grading" and "more individual attention," 4 (2.2 per cent). The remainder of these 93 were miscellaneous complaints varying from too partial teachers to a need for more men on the faculty. Consult Appendix G,<sup>39</sup>

### Extra-curricular Activities

Some attempt was made to determine the group's summary evaluation of the extra-curricular phases of life and work at the school. This aspect of the total picture, like every one of the others, dealt with in this paper, could entirely of itself comprise a separate work, involving such questions as types of activities engaged in, relationship of extra-curricular participation in school to social behaviors afterward, and many others. But the aim here as elsewhere in the present work was to view the whole school as objectively as possible from the standpoint of the graduate himself.

Accordingly, graduates were asked whether or not they had participated in extra-curricular activities, which if any seemed to have been of

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<sup>39</sup>Infra, p. 97.

greatest net benefit, and whether or not participation in extra-curricular activities had on the whole seemed to better them as persons (questions 22 and 23).<sup>40</sup> Table XV shows that 154 (91.1 per cent) of the respondents had engaged in such activities while in school and moreover that participation had kept pace with the rise in enrollment over the five consecutive years, with 22 (84.6 per cent) of the 26 respondents from the class of 1954 having participated; 30 (100.0 per cent) from the class of 1955; 30 (86.7 per cent) of the class of 35 of 1956; 29 (90 per cent) of the 32 from the class of 1957; and 43 (93.5 per cent) of the 46 of the class of 1958. Of the 154 who participated, 150 (97.4 per cent) replied that they felt such participation had bettered them. The activities reported to have been felt most beneficial were, in terms of the total of 158 responses: sports in general, 64 (40.5 per cent); newspaper, 35 (22.2 per cent); Future Business Leaders of America (a business club), 23 (14.6 per cent); and Beta Club, 17 (10.8 per cent); with the remaining 11.9 per cent divided among all other activities. Consult Appendix I.<sup>41</sup>

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<sup>40</sup>Infra, p. 77.

<sup>41</sup>Infra, p. 101.

TABLE XV

NUMBER OF GRADUATES WHO PARTICIPATED IN EXTRA-CURRICULAR  
ACTIVITIES WHILE IN HIGH SCHOOL

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Yes	22	84.6	30	100.0	30	85.7	29	90.6	43	93.5	154	91.1
No	3	11.5	0	0.0	5	14.3	3	9.1	3	6.5	14	8.3
No answer	1	3.8	0	0.0	0	0.0	0	0.0	0	0.0	1	.6
TOTALS	26	100.0*	30	100.0	35	100.0	32	100.0*	46	100.0	169	100.0

\*Corrected to 0.1 per cent.

## CHAPTER VI

### GRADUATES' APPRAISAL OF THE PHYSICAL FACILITIES OF THE SCHOOL

In item 24 of the questionnaire the graduates were asked:

"Did you feel that school facilities were adequate \_\_\_\_\_ or inadequate \_\_\_\_\_? List inadequacies (important ones first)."

While it is readily admitted that more meticulous concern for exact phrasing of the above question would have dictated the specification of physical facilities, it can be stated with honesty that the researcher's meaning was adequately conveyed. One hundred forty-five of the 170 "inadequacies" responses offered to this question or 85.3 per cent could have no other possible meaning than in direct terms of the physical plant; while an additional 13 responses or a further 7.6 per cent have an unquestionable basis in fiscal inadequacies. Thus, it is that only 12 (7.1 per cent) of total responses are not either directly physical, or less directly, fiscal in meaning. No attempt is here being made to justify the original oversight; it is merely, in the interest of academic integrity, mentioned as a part of the record along with what the author considers sufficient reasoning why it should not discount from the value of the results. (Consult Appendix H<sup>42</sup> for actual responses made with their respective frequencies.)

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<sup>42</sup>Infra, p. 99.

### Opinion of Present Facilities

From this point one logically moves to a consideration of the question of whether facilities were deemed adequate or inadequate by the respondents. Table XVI indicates that exactly the same number, 77, or 45.6 per cent reported "adequate" as reported "inadequate," while 15 or 8.9 per cent did not answer the question at all. Thus, it can be stated with a considerable degree of accuracy that the graduates who answered the questionnaire were evenly divided in their collective opinion of the school's facilities, which the vast majority thought of primarily in terms of the purely physical, and secondarily in terms of "what money could buy."

### Opinion on Total Renovation

It is also fortunate for this writer that his questionnaire included a further item that was totally unambiguous in its reference to purely physical facilities and that the collective response was almost identical to that which has just been treated at length, as the following portion of this paragraph will show. The graduates were asked: "Do you feel that the present building needs to be replaced by a new one? Yes \_\_\_\_\_ No \_\_\_\_\_." It can readily be observed that the question, calling forth as it does a picture-response of the total physical school

TABLE XVI

## GRADUATES' OPINIONS OF PRESENT SCHOOL FACILITIES

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Adequate	16	61.5	8	26.7	17	48.6	17	53.1	19	41.3	77	45.6
Inadequate	8	30.8	17	56.7	15	42.9	14	43.7	23	50.0	77	45.6
No answer	2	7.7	5	16.7	3	8.6	1	3.1	4	8.8	15	8.9
TOTALS	26	100.0	30	100.0*	35	100.0*	32	100.0*	46	100.0*	169	100.0*

\*Corrected to 0.1 per cent.

(which, old as it is, need not be "replaced" if it were considered "adequate"), gave an excellent opportunity to check the results of the previous question 24. The response pattern is shown by Table XVII where it can be seen that 83 (49.1 per cent) answered "Yes," 79 (46.7 per cent) answered "No," and 7 (4.2 per cent) did not reply.

If the respondents then thus proved equally divided, and therefore as a group indeterminate as to a summary evaluation of physical facilities, what specific aspects of the physical plant, if any, did they feel needed improvement?

#### Reported Inadequacies of the Plant

The most widely expressed aspectual needs of the responding group were undoubtedly in the realm of physical education. "Inadequacies" reported in response to item 24 of the questionnaire<sup>43</sup> included "physical education facilities" (12 or 7.1 per cent), "gymnasium" (24 or 14.2 per cent), and "locker rooms" (10 or 5.9 per cent). Thus, a total of 46 (27.2 per cent) deemed that facilities in physical education are lacking.

The next most widely expressed needs were for more and better science laboratory facilities. Twenty-one (12.4 per cent) made this response in some form or other.

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<sup>43</sup> Infra, p. 78.

TABLE XVII

GRADUATES' OPINIONS OF WHETHER PRESENT BUILDING NEEDS  
TO BE REPLACED BY NEW ONE

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Yes	10	38.5	16	53.3	16	45.7	15	46.8	26	56.5	83	49.1
No	12	46.2	12	40.0	19	54.3	16	50.0	20	43.5	79	46.7
No answer	4	15.3	2	6.7	0	0.0	1	3.1	0	0.0	7	4.2
TOTALS	26	100.0	30	100.0	35	100.0	32	100.0*	46	100.0	169	100.0

\*Corrected to 0.1 per cent.

Other areas of need, too little expressed to be of more than passing concern but mentioned here in the interest of a fuller picture, were small, overcrowded classrooms (11 or 6.5 per cent), outdated, undersized auditorium (11 or 6.5 per cent), and business equipment (8 or 4.7 per cent). Consult Appendix H.<sup>44</sup>

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<sup>44</sup>Infra, p. 99.

## CHAPTER VII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary and Conclusions

Varina graduates of the present day would seem to be fairly well-adjusted, stable people. Some of the perplexing problems and handicaps of modern education, such as cultural clashes, undesirable gang activities, and the unhappier effects of urbanization in general have not been with them in their school years. However, other problems such as rapid faculty turnover with its twin consequences of unseasoned teachers and poor bases for faculty-pupil rapport, that of outdated, undersized, and generally inadequate physical facilities, and a large area of student residence with its attendant transportation difficulties have been hindrances. In general, the graduates would seem to feel that their school has done reasonably well by them, and it also seems that they are doing reasonably well in the world of adult life.

A post-school survey of the graduates themselves reveals their stability. At least one-fifth of them have gone to college, of whom perhaps four-fifths will get their degrees.<sup>45</sup> Of those who have not

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<sup>45</sup>Supra, p. 19.

attended college, a slight majority enter "white collar" work. Both the latter group and those engaged in labor and the trades apparently hold their jobs quite well; a sizeable majority of them would seem to change jobs as infrequently as once every two years, while approximately only one per cent change as often as once a year.

This noteworthy tendency to settle in their home community is further emphasized by the findings relative to military service, change of residence, and marital status. It is readily admitted that the questionnaire brought fewer returns indicating military service than might have been altogether desirable for purposes of this study, but the recency of graduation of many in the groups under study, the well-known tendency of the military to take men out of effective civilian contacts, and the current relaxation of selective service regulations--all these factors could and probably do function together to account for this paucity of responses concerning military duty. Still, those replies which came back would seem to indicate a fairly strong inclination on the part of those who responded to perform their service obligations locally, and especially at Richmond Air Base, which is only three miles from the high school.

Furthermore, when college attendance and out-of-state military service are taken into consideration, the number of graduates who either never leave home or return to it to resume their lives, is especially worthy of note: three-fourths of the respondents are still living in the metropolitan area, of whom nearly half remain in the Varina community!

The marital statistics need only to be reviewed briefly here. Slightly over one-third of the respondents have married, there being 35 to 40 per cent of the classes of 1954 and 1955 who are still single. Of those who have married, over half are mated with persons brought up with them in the Varina community. Only one out of 169 has been divorced. It is apparent that Varina graduates do not rush into marriage; they prefer to marry people from "home," and their marriages appear to be relatively stable.

What these graduates think of their Alma Mater in her various aspects has been carefully sought out, and the responses they have made have been painstakingly tallied, counterchecked, weighed, and their summary values analyzed. From these processes certain conclusions emerge, some not altogether clearly, some with unquestionable distinctness and clarity. It is to these conclusions that the remainder of the present work will be devoted.

As to whether the responding group of 169 feels for the most part that the school itself is adequate or inadequate, they are exactly evenly divided. Furthermore, considering the point-blank question of whether the patch-on-patch aggregation of structures old and not-so-old should be done away with, and something brand new erected, they are only a very little more definite as a group: a transposition of two replies from affirmative to negative would have made a precisely equal division here.

also. And when specific mention of inadequacies is considered, it is perhaps somewhat striking to note that the mere addition of a new gymnasium with adequate locker rooms and some new and better science equipment would have settled over 67 per cent of all complaints. In summary, the writer's own personal prediction was that questions concerning the physical plant, in view of obsolescences and space inadequacies quite evident to him, would bring a markedly unfavorable group response. However, it is now evident that these graduates manifest no strong group feeling of resentment toward the physical facilities that have been offered them. One has only to visualize the splendid new high schools which lend grace to other parts of the county--Douglas Southall Freeman, Hermitage, and Highland Springs--and the above findings become dramatically more convincing. The Varina graduate has not been hard to satisfy in the matter of school he has attended.

So much then for the physical plant. But if this study has revealed anything of lasting worth, it is not nearly as likely to be in terms of what material equipment has contributed to the total accomplishment as it is to be in terms of what has been accomplished with inadequate material equipment. What then of the non-material, directly communicative factors--guidance, curriculum, extra-curricular activities, and instruction?

It has been brought out elsewhere that only since 1950 has there been a full-time guidance worker at Varina High School and that the

guidance aspect of the personnel structure of the school--like almost every other--has been necessarily affected by frequent turnover, the maximum tenure of the guidance worker being three years, the average, two years. These facts alone would make for a less advanced evolution of sound guidance policies and procedures than would be expected in a more stable situation, however able the various guidance directors at Varina may have been. Yet it has also been seen that very nearly 89 per cent of all 169 graduates replying said--amid the realities of post-graduate life--that guidance in the selection of their high school courses had been satisfactory or better. Of equal significance in the view of this writer is the accompanying fact that almost as many (77.5 per cent) felt that, whatever help they had received in the choice of a course, they had directed themselves to the important decisions, rather than their being coerced or heavily persuaded by guidance people. It would seem then by the graduates' responses to two different questions that they are paying the highest of compliments to their guidance directors.

With regard to actual post-graduate follow-through, that is, the respective percentages of those who took college preparatory, business preparatory, or general work who afterward went to college, or became engaged in business, or did neither, the net result is worthy of more than passing mention here. Sixty of the respondents had taken college preparatory work, of whom 44, or 73.3 per cent later attended college. (The

remaining 10 of the total of 54 respondents who went to college<sup>46</sup> included 4 from the business preparatory and 6 from the general.) As to follow-through of the business preparatory course, 53 took that work; of whom 45 (84.9 per cent) went directly into business occupations. Of the rest of the 169, 56 in number, who took general high school work, it has been noted above that 6 (10.7 per cent) have since attended college, which leaves 50, or 89.3 per cent, who have not--of whom between 30 per cent and 40 per cent are now in business, and the remaining 60 per cent to 70 per cent are in skilled, semi-skilled, and unskilled labor. Thus, almost three-fourths of the college preparatory pupils actually went to college, approximately 85 per cent of the business preparatory pupils went directly into business, and over 89 per cent of the general pupils have gone from high school to work, with well over half following the broad occupational area indicated by their original choice of subjects.

As might be expected from the above statements about factors limiting the guidance program (recency of full-time operation, turnover, etc.) some weaknesses and inadequacies still exist, to which the guidance personnel might now profitably address themselves. Chief among those within their control would seem to have to do with the providing of job information and job assistance. About 41 per cent of the graduates said

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<sup>46</sup> Supra, p. 22.

either that they had received little or no such information or assistance, or that, if it was received, it was of little later help to them.

As to how helpful the courses actually pursued have turned out to be in later life, it will be recalled that 16 per cent replied that high school had given specific preparation for present work, and 65 per cent said that it had given general background, while only 16 per cent replied in terms of "no help at all."

Thus it would seem, from the most objective viewpoint possible to this writer (no longer connected with the school at all) that the guidance program of Varina High, relatively young and unshaped, and beset by frequent changes in personnel and moreover by the usual burdens of non-guidance duties and obligations, has nevertheless rendered a service in the one matter that counts most--guidance of youth in making their own life choices. This program needs mainly a fuller body of job information and assistance, and more experience in helping young people to find their specific places in the economic world.

It will be recalled that questionnaire items 16 and 17 listed the various subjects offered at Varina, the graduates being asked in the first instance to check those that had been of greatest value to them and in the second, those that had been of least value. Reference to

tables XIV-A,<sup>47</sup> XIV-B,<sup>48</sup> and XIV-C<sup>49</sup> will indicate percentages of subjects considered by the graduates in terms of being most helpful or least helpful to them since leaving high school. Responses from the 54 graduates who have attended college indicate that those graduates feel that English, mathematics, social studies, science, foreign languages, and physical education, in that order, have been of greatest usefulness to them in their college work. Response in terms of "least help" or "usefulness" was, in every case negligible, there being no more than 5 per cent such response (of the total 259) to any subject mentioned.

Among the 61 graduates who are working in business as secretaries, stenographers, clerks, et cetera, responses indicate that those graduates feel that English, business subjects, mathematics, and home economics, in that order, have been of greatest usefulness after high school. These graduates also indicated that they felt that science, foreign languages, and physical education, in that order, have been of little use to them since graduation from high school.

Responses from the 54 graduates who are doing general work other than in the business field indicate that these graduates feel that mathematics, English, industrial arts, social studies, and physical education,

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<sup>47</sup>Supra, p. 39.

<sup>48</sup>Supra, p. 42.

<sup>49</sup>Supra, p. 45.

in that order, have been of greatest help to them after high school. This same group named science first as the subject of least help to them and second, foreign languages, business subjects, home economics, and art, all of which received an equal reply in terms of least usefulness to the graduates.

Thus, in studying the three separate curricular groups referred to above, one can readily see that the college preparatory subjects of English and mathematics rate high with that group; that business subjects, along with English, rank high in the business group, and that mathematics ranks as the highest with the people who are doing general work. Special notice should be taken of the high ranking of social studies with the college group but a low one with the business people. Science, also receiving a 100.0 per cent non-favorable reply by the business group, is significant. Also, low regard of art by all groups in terms of usefulness and non-usefulness is particularly noticeable.

Regarding the actual instruction received in school, a large percentage of group dissatisfaction was noticeable in the graduates' reactions to the faculty. In answer to "the improvement most needed" in the school, 93, nearly 51 per cent of the total responses to that question, indicated teacher inadequacies. The fact that all the graduates do not hold such a negative opinion of their former teachers is seen in their answers to "the best feature of the school," where 34, nearly 24 per cent

of that total group response of 142, were clearly in terms of good teachers. However, it was pointed out early in this study that only four of the present faculty have any tenure, and a rapid turnover has been the trend in the last five years; thus, resentment against new and inexperienced teachers is manifested.

In recent years extra-curricular activities have increasingly played a larger role in school affairs. There is no exception to this phase of school life at Varina. One hundred and fifty-four, approximately 91 per cent of the total respondents, participated in some type of extra-curricular activity while in school. One hundred and fifty, approximately 97 per cent of this group, said that they bettered themselves by this participation. The extra-curricular activity which stood out as the most important in the graduates' opinions was the athletic program. Sixty-four, nearly 41 per cent of the total group response of 158, said that sports were most beneficial to them and 28, nearly 20 per cent of a total group response of 142, said that the athletic program was the best feature of the school.

### Recommendations

Although it was shown that at least half of the graduates were satisfied with the physical plant of Varina High School, the writer firmly believes that there is needed a new high school with a modern gymnasium,

spacious locker rooms, and up-to-date science laboratories and equipment. It would seem that this new high school should be a senior high school consisting of the tenth, eleventh, and twelfth grades and that the present facilities should be converted into a junior high school consisting of grades seven, eight, and nine. Although most of the growth in Henrico County has been in the west end, there is noticeable evidence of more homes being constructed in the Varina district and that the increased enrollments in the next few years would appear to justify the building of a new high school.

The writer believes that a new plant will help solve the problem of the rapid turnover of teachers which has plagued the school in the last few years. A new plant would discourage new teachers from leaving for the other newer schools and encourage them to settle in the Varina area and become a vital part of that community. This new school would also relieve crowded classrooms and provide more and modern facilities.

Upon completing this study, it appears to the writer that Varina High School is doing a good job in preparing its students to enter college and the business field. The high school's weakest performance seems to be in helping that third of its graduates who go into the various trades. One course a day in general shop work or mechanical drawing does not appear to be doing the job for these individuals. For these reasons the county should consider the building of a new county Vocational School

where a high school student could learn woodwork, pattern making, auto mechanics, and the other skilled trades. Many youngsters of high ability become easily discouraged and bored with the general academic subjects and leave school. A new vocational school would hold many of these and encourage them to finish high school.

The idea of vocational high schools has not made as much progress in the south as in other areas of the country. The prevalent idea of parents in southern communities seems to be that "Johnny has to prepare for college only." Many of these Johnnies are back at home after one semester or less of college. The country needs good, skilled carpenters, electricians, machinists, and other such workers as much as it needs doctors, lawyers, and teachers. With new and more industry moving into the south, perhaps this old idea that everyone has to go to college will lessen and the need for better vocational preparation will be seen. Modern youth of America demand it.

Several of the shortcomings of the questionnaire used in this study have been pointed out and others were self-evident. Nevertheless, the writer feels that by having taken a few facts together with the various opinions of the graduates, he has been able to paint a fairly accurate picture of Varina High School. If this type of follow-up were to be continued every five years, the school and its students would soon realize its value. Five years from now it would be interesting to learn whether

these graduates' opinions are still the same or have changed to any degree after a ten year period. They could be asked more questions such as those pertaining to civic affairs, voting, salary increases, and job promotions. If every five year group were followed up in this manner, definite patterns and trends would become apparent and effective changes could be made to improve the school.

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Richmond Times-Dispatch, March 9, 1952

**A P P E N D I C E S**

**A P P E N D I X   A**

**QUESTIONNAIRE SENT TO THE GRADUATES WITH  
WITH ACCOMPANYING LETTER**

Varina High School  
Route 5  
Richmond, Virginia  
March 23, 1959

Dear Graduate of Varina High School:

Enclosed is a questionnaire concerning your high school. You are being asked to answer the questions so that by some fair means, we can evaluate your progress and improve the school. Most of the questions are worded so that you need only make a check mark for the answer. A few will take a little thinking on your part.

All questionnaires will be kept confidential and in no way will any answer be held against you. All that we ask is that you take a little of your time to give us frank, honest answers.

If enough questionnaires are returned in time, I hope to use these data in writing my thesis for graduate school and for this I shall be indebted to you.

Good luck to you in the future.

Very sincerely yours,

Coach Jerry Adams

P. S.: Please return the questionnaire as soon as possible in the enclosed, self-addressed envelope.

## QUESTIONNAIRE

1. Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

a. Class graduated - 19\_\_

2. Marital status: Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_

a. If married, did you marry a Varina girl \_\_\_\_\_? Varina boy \_\_\_\_\_?

3. Present mailing address \_\_\_\_\_

4. Present employment status: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Housewife \_\_\_\_\_

School \_\_\_\_\_ Own business \_\_\_\_\_ Armed Forces \_\_\_\_\_ Unemployed \_\_\_\_\_

Other \_\_\_\_\_

5. Please list all full-time jobs you have had since graduation with present job first:

Firm	Position	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Please check if you had any of the following training:

College \_\_\_\_\_ Prep or Military School \_\_\_\_\_ Business College \_\_\_\_\_ Nurses \_\_\_\_\_

Trade School \_\_\_\_\_ Apprentice Training \_\_\_\_\_ Other \_\_\_\_\_

a. Please list any additional schooling since high school:

Name of school	Dates of Attendance		Did you graduate?	
	From	To	Yes	No
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

7. Military service: Yes \_\_\_\_\_ No \_\_\_\_\_
- a. Branch \_\_\_\_\_ Length of service \_\_\_\_\_
- b. Highest rank attained \_\_\_\_\_
8. In the selection of your high school course, did you receive very good \_\_\_\_\_ satisfactory \_\_\_\_\_ poor \_\_\_\_\_ assistance?
9. Who influenced you most in selection of course:  
Parents \_\_\_\_\_ Guidance Teacher \_\_\_\_\_ Faculty \_\_\_\_\_ Self \_\_\_\_\_
10. To what extent has the job information and assistance you received in high school been helpful to you? Extremely helpful \_\_\_\_\_ Some help \_\_\_\_\_ Very little help \_\_\_\_\_ No help at all \_\_\_\_\_ Didn't have any job assistance in school \_\_\_\_\_
11. In what way did your high school training help you in your present work? Gave specific preparation \_\_\_\_\_ Gave general background \_\_\_\_\_ No help \_\_\_\_\_
12. Do you feel that any one particular class or teacher influenced you in your present occupation? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, name \_\_\_\_\_
13. Do you feel that you were given too much \_\_\_\_\_ enough \_\_\_\_\_ not enough \_\_\_\_\_ homework?
14. Do you feel that your high school grades were a fair indication of your ability? Yes \_\_\_\_\_ No \_\_\_\_\_
15. What course did you follow in high school?  
Business \_\_\_\_\_ College Preparatory \_\_\_\_\_ General \_\_\_\_\_ Other \_\_\_\_\_

16. Check the subjects that seem to have helped you most since graduation:  
 English \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Foreign languages \_\_\_\_\_ Social Studies \_\_\_\_\_  
 Business Subjects \_\_\_\_\_ Industrial Arts \_\_\_\_\_ Home Economics \_\_\_\_\_  
 Physical Education \_\_\_\_\_ Art \_\_\_\_\_ Other \_\_\_\_\_
17. Check the subjects that have been of little use to you since graduation:  
 English \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Foreign languages \_\_\_\_\_  
 Social Studies \_\_\_\_\_ Business Subjects \_\_\_\_\_ Industrial Arts \_\_\_\_\_ Home Economics \_\_\_\_\_  
 Physical Education \_\_\_\_\_ Art \_\_\_\_\_ Other \_\_\_\_\_
18. In what way did your high school training help you in your present job? No help at all \_\_\_\_\_ Gave general background \_\_\_\_\_ Gave specific preparation \_\_\_\_\_
19. If you could return to school now, what subjects would you like to take that could help you in your present job? \_\_\_\_\_
20. Do you think any subjects should be added to the curriculum? Yes \_\_\_\_\_ No \_\_\_\_\_ List subjects: \_\_\_\_\_
21. Do you think any subjects should be dropped from the curriculum? Yes \_\_\_\_\_ No \_\_\_\_\_ List subjects: \_\_\_\_\_
22. Did you participate in any extra-curricular activities while in high school? Yes \_\_\_\_\_ No \_\_\_\_\_
- a. Do you believe you bettered yourself by this participation? Yes \_\_\_\_\_ No \_\_\_\_\_
23. List extra activity or organization which you believe gave you the most benefit. \_\_\_\_\_

24. Did you feel that school facilities were adequate\_\_\_\_\_or inadequate  
\_\_\_\_\_?

a. List inadequacies (important ones first):

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25. Do you feel that the present building needs to be replaced by a new  
one? Yes\_\_\_\_\_No\_\_\_\_\_

26. Do you think a vocational school is needed in the county? Yes\_\_\_\_\_  
No\_\_\_\_\_

27. How would you rate Varina High School while you were here with the  
other county schools? Poor\_\_\_\_\_Fair\_\_\_\_\_Good\_\_\_\_\_Excellent\_\_\_\_\_

28. In what respect do you think the school needs the most improvement?

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29. What do you think is the best feature of the school?

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30. How can the school help you now?

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\*\*\* Please Return Promptly !!!

A P P E N D I X B

A history of the Varina community as presented in the March 9, 1952 Richmond Times-Dispatch and written by Pat Perkinson.

## RICHMOND SUBURBS . . .

## VARINA

by Pat Perkinson

Richmond's roots reach deep into the rich earth of Varina, Henrico County's largest but most sparsely populated district.

The city owes its largest industry to this riverside territory which stretches along the James River south and east of Richmond. One of Varina's earliest inhabitants, John Rolfe, improved tobacco growing and curing, cultivating it on the plantation where he and the Indian Princess Pocahontas lived after their marriage in 1614.

Since the leaf grown on the Henrico farm resembled that produced in Varinas, Spain, later owners called the place "Varina on the James." From that large plantation the entire section of the county takes its euphonious name.

The settlement here dates back to 1607, the same year Jamestown was settled. In that year Captain Newport and John Smith sailed up the James to choose a site for future development. By 1611 Thomas Dale had founded the plantation Henricopolis or Henrico, named in honor of the favored Prince Henry. This village flourished only for a short while, then the dwellers moved a few miles westward to a better fortified site.

## First University Was Started

Here at the new Henrico town was begun the first institution of learning in America. Some 10,000 acres were laid off for the establishment of the University of Henrico, designed to educate the Indians and the English settlers. George Thorpe came from England in 1620 to head up the undertaking, but two years later he was killed in the great Indian massacre in which the town was burned.

When the next effort was made to settle in this area, the Assembly of Virginia ordered that the fort be established at the falls of the river. Thus it was that Richmond grew up some five miles from where it started near Varina on the James.

But many of the names that made Virginia history are connected with this Henrico area. Nathaniel Bacon, the self-appointed "General by the Consent of the People," owned the plantation at Curles Neck, later the home of Richard Randolph.

James Blair, founder of the College of William and Mary, and William Stith, historian and third president of the college, later were occupants of the farm where John Rolfe once lived. Still later the place

was presented by William Randolph as a wedding present to his son Thomas upon his marriage to the daughter of Thomas Jefferson. Randolph, who became the fourteenth Governor of the State, lived at Varina on the James until he moved to Monticello.

### Civil War Headquarters

The present Varina farmhouse was built about 100 years ago and served as headquarters for General Butler during the Civil War. Cannonball holes through the walls attest to its military significance. Near the house is a brick barn which is reputed to have been the first cotton factory in the South.

William Randolph, himself, lived at Turkey Island, located in what is now the southeast corner of Henrico County. An interesting monument was erected there after a disastrous flood which damaged many homes and swept away great quantities of tobacco. Its inscription is as follows:

"The foundation of this pillar was laid in the calamitous year of 1771, when all the great rivers of this country were swept by inundations never before experienced, which changed the face of nature and left traces of their violence which will remain for ages."

### Wilton Moved Brick by Brick

Sons of the immigrant Randolph made their homes at Wilton, Chatsworth and Curles Neck in the Varina section. Wilton is the only original dwelling still in existence. This home recently has been moved, brick by brick, to the Tuckahoe district of the county. The colonial Dames were instrumental in the transplanting, instigated to save the historic homestead from the city's expanding industrial area.

The ruins of an even older home may be seen at Malvern Hill, built in the early 1600's by the Cocke family. Near here the Battle of Malvern Hill and Frazier's Farm, took place during the Civil War, concluding the Seven Days' Campaign which is said to have been a turning point in the conflict. McClellan was successfully turned back in his efforts to invade Richmond in June, 1862. But many soldiers, Confederate and Union, fell in the battle.

Two years later the Federals delivered a surprise attack on Fort Harrison, but a few miles west of Malvern Hill Lee's men again drove them back. This battle was of little consequence, but the location is interesting

because of the almost intact earthworks. The museum and headquarters of the Richmond National Battlefield Park are at Fort Harrison, just off Route 5, the John Tyler Memorial Highway.

#### Union Men Dug a Canal

Near by is Dutch Gap where union men dug a canal to shorten the James River by about seven miles, attempting to bypass the Confederates on the way into Richmond. The South's ironclads fired upon them constantly as they dug, although Richmond had previously considered making just such a cut-off as an aid to navigation.

Varina in two periods of her history provided Richmonders with action of a more enjoyable sort. During colonial times Tree Hill was a favorite gathering spot for racetrack devotees. In the early years of this century Curles Neck was the drawing card. The track owner there, who was reputed to have similar concessions in Germany and Russia, once bragged that he had the fastest stallion, fastest mare, and fastest gelding, all at Curles Neck.

#### Cattle Replaces Horses

Cattle have replaced horses at Curles Neck Farm, now one of the largest dairies in this section. This farm is the most extensive in Henrico County and probably in the State, covering some 5,000 acres.

Small farms are plentiful in Varina, where almost every house-owner is a landowner as well. Few families seek their living from the land but many make farming and dairying their avocations.

Most of Varina's 8,000 inhabitants are derived from English stock, some of them tracing their ancestry back to the earliest landowners. Among the later comers are a group of second and third generation Americans whose parents and grandparents came to this country from Czechoslovakia around the turn of the century. Settling first in Pennsylvania, the families migrated to Virginia, trading their coal-mining skills for life on the farm. Some of the Slovaks made their livelihood as charcoal-burners, utilizing the abundance of hardwood found in the area.

#### No Billboards Mar Road

The pattern of acreage in Varina's 86 square miles is broken only by a handful of small subdivisions, such as Marion Hill, Richmond Heights,

and Battlefield Park Farms. Other little settlements have sprung up near the school and along State Route 5. This road, incidentally, is one of the few primary highways leading out of the city which has no billboards. What few business establishments--a couple of grocery stores, an appliance store, a restaurant, and a few gas stations--are well enough known locally to do without advertising.

Private water and sewage systems most of the district. A much-needed facility, a firehouse, is about to be constructed across the road from the school. All materials are being donated for the cinder block building, which will house an engine advanced by the county and a volunteer organization.

### Consolidated White School

Varina School, on Route 5, serves all white elementary and high school students in the area. Negro pupils attend elementary schools at Chatsworth, St. James and Gravel Hill, receiving their high school education at the Virginia Randolph School in Glen Allen.

The section is well-churched, with Baptist, Methodist, and Episcopal congregations. Willis Methodist Church at Glendale was used as a hospital during the Civil War. The Yankees' last bivouac before entering Richmond was at Laurel Hill, site of the Methodist Church which burned recently. Four-Mile Creek Baptist Church is said to be the oldest church in continuous operation in the area, although the 1622 church demolished in the massacre of Henricopolis has been re-established as the Varina Episcopal Church. Newest sanctuary in Varina district is the Poplar Springs Baptist Church on Charles City Road, completed this year.

**A P P E N D I X     C**

**Complete listing of the personnel of Varina High School for the school term 1958-1959, listing name and subjects taught.**

Varina High School Faculty, 1958-59

Mr. Paul G. Watson, Jr.	Principal
Mr. Frank A. Solari, Jr.	Assistant Principal
Mrs. Harriet S. Powell	Director of Guidance
Mr. Jerome M. Adams	Coach, History, Social Studies
Miss Elizabeth R. Auten	English
Mrs. Mary B. Barlow	Business Education
Mr. Clifton E. Barton	Mathematics, Physics
Mrs. Elizabeth Beane	Business
Mr. Lawrence B. Bond	Band, Chorus
Mrs. Elmire R. Bowen	Science, Biology
Mrs. Shirleye A. Daniel	Health, Physical Education
Mr. W. I. Dickerson	Science
Mr. Gerald A. Ezekiel, Jr.	Chemistry, Algebra, Science
Mr. Stuart S. Flannagan	Science, Math
Miss Susan B. French	Typing, Social Studies
Mrs. Lucille W. Gaulding	Secretary
Mrs. Joan Hoelzer	Librarian
Mrs. Constance L. Horden	English, Spanish
Mr. Henry H. Kamps	English, Journalism
Mrs. Dorothy O. Keener	Math
Mrs. Mable B. Marks	English, Physical Education
Mr. Calvin McAlexander	Coach, Biology, Physical Education
Mr. Ellett R. McGeorge	Head Coach, Physical Education
Mrs. Grace N. Mistr	Latin, English
Miss Maude B. Motley	Government, Social Studies
Mr. Hugh C. Palmer	Shop, Mechanical Drawing
Miss Ruth H. Turk	Art, English
Mr. Walter G. Walker, Jr.	General Business, Algebra
Mrs. Dora M. Wray	Home Economics
Mr. Howard E. Brown	School Custodian
Mrs. Bettie O. Crowder	Cafeteria Manager
Miss Mary B. Madison	School Nurse
Mrs. Phyllis E. Snelson	School Accountant

**A P P E N D I X D**

**Complete listing of the Varina High School Curriculum and requirements for graduation.**

## College Preparatory

There are two levels of college preparatory curriculum. College preparatory I for the superior student with good study habits, a good past record (good B or above average) and the determination and desire to get as good an academic background in high school as possible.

### Ninth grade

English I  
Algebra I  
World Geography or General Science  
Physical Education I  
Latin I  
\*Band

### Tenth grade

English II  
Algebra II  
Latin II  
Biology  
Physical Education II  
\*Band

### Eleventh grade

English III  
Plane Geometry  
Chemistry  
American History

Add one Spanish I  
Journalism  
Practical Typing  
One year Home Economics  
Shop I  
Mechanical Drawing I  
Chorus (if interested in  
music career)  
Band  
Art I

### Twelfth grade

English IV  
Solid Geometry-Trigonometry  
Civics  
Physics

Add one Spanish II  
Journalism  
Practical Typing  
One year Home Economics  
Shop I or II  
Mechanical Drawing I or II  
Chorus (if interested  
in career in music)  
Band  
Art II

\*Band may be 6th subject with special permission from guidance director.

## College Preparatory II

College preparatory II is designed for students with a previous school record of average work and average standardized test scores who plan to enter college.

### Ninth grade

English I  
Algebra I  
General Science  
Physical Education

Add one World Geography  
Home Economics I  
Mechanical Drawing  
Shop I  
\*Band

### Tenth grade

English II  
Algebra II  
Biology  
Physical Education

Add one \*\*World History  
Typing I  
Home Economics I or II  
Mech. Drawing I or II  
Shop I or II  
\*Band

### Eleventh grade

English III  
American History  
Plane Geometry

Add one \*\*\*Chemistry  
\*\*\*Physics  
One year Home Economics  
Mech. Drawing I or II  
Shop I or II  
Journalism  
Typing I, II, Practical  
Spanish I  
Art I or II  
Latin I  
Chorus  
Band

### Twelfth grade

English IV  
Civics

Add two or three Solid and Trig.  
Chemistry  
Physics  
Journalism  
Home Economics III, IV  
Mech. Drawing I or II  
Shop I or II  
Typing II or Practical  
Spanish II  
Latin II  
Chorus  
Band  
Art II

- \* Band may be 6th subject with permission from the guidance director.
- \*\* Required if they did not have World Geography in 9th grade.
- \*\*\* Should include Chemistry or Physics in Junior or Senior year.

## General Boys

This is for the student with an average or below average academic record who wants a general education.

Ninth grade

English I  
 General Mathematics  
 General Science  
 Mechanical Drawing I  
 Physical Education

May add Band with permission  
 from guidance director.

Tenth grade

English II  
 Shop I  
 Physical Education  
 World History or World Geog.

Add one Biology  
 Algebra I  
 Typing I  
 General Business  
 Art I  
 Chorus  
 Mechanical Drawing II  
 Band

Eleventh grade

English III  
 American History

Add two or three Shop II  
 Typing I, II, Practical  
 Art I or II  
 Journalism  
 Spanish I  
 Latin I  
 Mechanical Drawing II  
 Plane Geometry  
 Chorus  
 Band  
 Biology

Twelfth grade

English IV  
 Civics

Add two or three Typing II or Prac.  
 three Art II  
 Journalism  
 Spanish  
 Latin  
 Practical Math.  
 Chemistry  
 Mech. Drawing II  
 Shop II  
 Band  
 Plane Geometry

## General Girls

Ninth grade

English I  
 General Mathematics  
 General Science  
 Home Economics I  
 Physical Education

May add Band with  
 permission from  
 guidance office.

Tenth grade

English II  
 Home Economics II  
 Physical Education II  
 World History or World Geography

Add one Algebra I  
 Biology  
 Typing I  
 General Business  
 Art I  
 Chorus  
 Band

Eleventh grade

English III  
 American History  
 Home Economics III

Add one or two Typing I, II, Practical  
 Art I or II  
 Journalism  
 Spanish I  
 Latin I  
 Plane Geometry  
 Chemistry  
 Chorus  
 Band

Twelfth grade

English IV  
 Civics  
 Home Economics IV

Add one or two Typing II or Practical  
 Art II  
 Journalism  
 Spanish II  
 Practical Mathematics  
 Chemistry  
 Chorus  
 Band  
 Plane Geometry

## Business Students

This course prepares a student for an office job when leaving high school. Designed for average or average plus student, but not superior student, who plans to go to work right out of school.

### Ninth grade

English I  
General Business  
General Math. or Algebra I  
General Science or World Geog.  
Physical Education

### Tenth grade

English II  
Typing I  
Biology  
Physical Education  
World Geography  
Add one if Algebra I or II  
taking Bio. Home Economics I  
Two if not Mech. Drawing I  
Shop I  
Latin I  
Spanish  
Chorus  
Band  
Art I

### Eleventh grade

English III  
American History  
Bookkeeping I or  
Shorthand I or both  
Typing

If not taking both Shorthand  
and Bookkeeping add one.

Latin I or II  
Spanish I or II  
Home Economics II  
One year Home Economics  
Shop I or II  
Mech. Drawing I or II  
Journalism  
Chemistry  
Art I or II  
Plane Geometry  
Chorus  
Band

### Twelfth grade

English IV  
Civics  
Office Practice or V.O.T.  
Latin II  
Add one if taking Spanish II  
V.O.T.; add one Home Ec. III  
or two if taking Mech. Drawing I or II  
Office Practice Journalism  
Chemistry  
Plane Geometry  
Shop I or II  
Chorus  
Band  
Bookkeeping I  
Shorthand I  
Shorthand II  
Practical Math.  
V.O.T.

## Requirements and Recommendations to Take a Subject

### Grade Levels Required

World Geography	1-2	General Business	1-2
World History	2	Typing I	2-3
American History	3-4 (if failed)	Typing II	3-4
Civics	4	Shorthand I	3-4
		Shorthand II	4
		Bookkeeping I	3-4
		V. O. T.	4
		Practical Typing	3-4
General Math	1 unless failed	Home Ec. I	1-2
*Algebra I	1-2	Home Ec. II	2-3
*Algebra II	2-3	Home Ec. III	3-4
*Plane Geom.	3-4	Home Ec. IV	4
*Trig.-Solid Geom.	4	One year Home Ec.	3-4
Practical	4		
General Science	1 unless failed	*Latin I	1-2-3
Biology	2-3	*Latin II	2-3-4
*Chemistry	3-4	*Spanish I	2-3
*Physics	3-4	*Spanish II	3-4
Art I	2-3	Chorus	2-3-4
Art II	3-4	Band	1-2-3-4
		Journalism	3-4
Shop I	1-2-3-4		
Shop II	2-3-4		
Mech. Drawing I	1-2-3-4		
Mech. Drawing II	2-3-4		

\*Will be taught on college preparatory level. That does not mean you have to be registered college preparatory to take the subject.

English must be taken in order. Only during the senior year may a student take two classes of English at the same time.

Algebra I-A student must have a "C" average in 8th grade math or high standard test scores.

Geometry, Chemistry, and Physics require Algebra I with a "C" average first.

In order to take the second year of any subject a student must have a "C" average in first year or the approval of the teacher. If the second year does not follow the first year, the next year the student must always have the teachers approval.

Shop II and Mechanical Drawing II require approval of Mr. Palmer.

Students planning to take both Mechanical Drawing and Shop should take one year of Mechanical Drawing first.

Journalism requires "C" or above in English.

## CREDITS

The following credit system will be used for all students in the ninth grade and above in 1958-1959 session of school.

English I - 1 unit  
 English II - 1 unit  
 English III - 1 unit  
 English IV - 1 unit

General Math I - 1 unit  
 Algebra I - 1 unit  
 Algebra II - 1 unit  
 Plane Geometry - 1 unit  
 Solid Geometry -  $\frac{1}{2}$  unit  
 Trigonometry -  $\frac{1}{2}$  unit  
 Practical Math - 1 unit

World Geography - 1 unit  
 World History - 1 unit  
 American History - 1 unit  
 U.S. Government - 1 unit

Shop I - 1 unit  
 Shop II - 1 unit  
 Mech. Drawing I - 1 unit  
 Mech. Drawing II - 1 unit

Home Economics I - 1 unit  
 Home Economics II - 1 unit  
 Home Economics III - 1 unit  
 Home Economics IV - 1 unit

Band 1 unit each year

Journalism - 1 unit  
 Art I - 1 unit  
 Art II - 1 unit

Latin I - 1 unit  
 Latin II - 1 unit  
 Spanish I - 1 unit  
 Spanish II - 1 unit

General Science - 1 unit  
 Biology - 1 unit  
 Chemistry - 1 unit  
 Physics - 1 unit

Jr. Business Training - 1 unit  
 Typing I - 1 unit  
 Typing II - 1 unit  
 Practical Typing - 1 unit  
 Shorthand I - 1 unit  
 Shorthand II - 1 unit  
 Office Practice - 1 unit  
 V. O. T. - 2 units

Health & Phys. Ed. I -  $\frac{1}{2}$  unit  
 Health & Phys. Ed. II -  $\frac{1}{2}$  unit

Chorus I -  $\frac{1}{2}$  unit  
 Chorus II -  $\frac{1}{2}$  unit  
 Chorus III -  $\frac{1}{2}$  unit

1. One may take only four units of music for credit. However, a person who desires to make music a career may have extra classes recorded in his permanent record.

2. Seventy-five is considered passing and 85 or better for college recommendation.
3. To receive a high school diploma the pupil must have passed successfully the following subjects above the eighth grade.

4 years of English	4 units	Units (outside of health & Phys. Ed.) 9 necessary to be-
1 year of any mathematics	1 unit	
1 year of any science	1 unit	
American History	1 unit	
U. S. Government	1 unit	
2 years of Health & Phys. Ed.	1 unit	
3 electives	<u>8 units</u>	Sophomore 3 units
		Junior 7 units
		Senior 11 units
<b>Total</b>	<b>17 units</b>	

**A P P E N D I X   E**

**Subjects that the graduates listed as ones that could help them in their present work.**

<u>Subject</u>	<u>Number of Responses</u>
<u>Business</u>	
Business (general)	20
Bookkeeping	17
Shorthand	11
Typing	1
I.B.M. Machine	1
Office Training	1
Corporation Letters	1
Business Law	1
Consumer Education	1
V.O.T.	1
Course in Insurance	1
<u>Mathematics</u>	
Mathematics	38
Trigonometry	6
Plane Geometry	2
Algebra	1
Solid Geometry	1
<u>English</u>	
English (general)	18
Speech	3
Business English	2
Spelling	2
Vocabulary	1
Reading Improvement	1
Grammar	1
<u>Science</u>	
Science (general)	10
Physics	5
Chemistry	2

<u>Subject</u>	<u>Number of Responses</u>
<u>Social Science</u>	
History	4
Sociology	1
Psychology	1
Social Studies	1
Geography	1
<u>Vocational</u>	
Mechanical Drawing	4
Home Economics	4
Shop	3
Drafting	2
Electricity	2
<u>Foreign Language</u>	
Foreign Language (general)	9
Latin	1
<u>Fine Arts</u>	
Art	4
Music Theory	1

## A P P E N D I X F

Subjects that graduates have listed as ones that should be added to the present curriculum. Note: Some of the listed subjects are now offered in the curriculum (check Appendix D), but most of the subjects which the graduates have named are implied to be on an advanced basis or those which are now offered on the college level.

Subject	Number of Responses
Foreign Language (not defined)	9
French	6
Russian	5
Spanish	3
German	3
Business English	8
Bookkeeping II	3
Business Machines	2
Stocks and Bonds	2
Commercial Law	1
Income Tax	1
Insurance	1
Business Law	1
Telephone Techniques	1
Consumer Education	1
Fundamentals of Business	1
Advanced Mathematics (not defined)	9
Trigonometry	1
Advanced Science	6
Physics	3
Chemistry	3
Electronics	2
Biology	1
Physiology	1
Vocational (not defined)	6
Mechanical Drawing	2
Machine Shop	2
Crafts	2
Auto Repair	1
Mechanical Drawing (Girls)	1
Drafting (Girls)	1
Speech	5
English (not defined)	3
Journalism	2
Creative Writing	2
Spelling	1
Letter Composition	1
Reading Appreciation	1

Subject	Number of Responses
Sociology	4
More History (not defined)	2
Public Relations	2
Economics	1
Local History	1
Geography	1
European History	1
Youth and Marriage	1
Physical Education	3
Psychology	3
Philosophy	1
Art	2
Music Theory	1
Printing	1
Engineering	1
Military Training	1
Christian Education	1
Course in "How to Study"	1

**A P P E N D I X   G**

**Graduates' opinions of major improvements needed at Varina High School.**

## IMPROVEMENT IN INSTRUCTION SUGGESTED BY GRADUATES

<u>Suggestion made</u>	<u>Number of responses</u>
Better teachers	31
Better discipline	12
Better English instruction	15
More rigid classroom assignments	7
Better math instruction	6
Better science instruction	3
Better shop instruction	3
Better grading system	3
More homework	3
Better foreign language instruction	1
More individual attention by teachers	1
Better class instruction	1
Better study habits should be taught	1
Better guidance	1
Longer teacher tenure	1
Impartial teachers	1
More men teachers	1
Larger teaching staff	1
More respect for faculty	1

## OTHER FACTORS SUGGESTED

<u>Suggestion made</u>	<u>Number of Responses</u>
New building	13
New gymnasium	13
Larger facilities	7
More classrooms	6
Broader curriculum	6
New auditorium	5
Better locker rooms	4
Better lockers	3
Stiffer scholastic requirements	3
Honesty and responsibility	2
Vocational county school	2
More required courses	2
Better gym equipment	2
Separation of high school from elementary	2
Physical appearance	2
Grouping to ability	2
Athletic field	2
Better desks	2
Bathrooms	2
Repair of buildings	2
Better working materials	2
Eliminate select circles	1
Weekly tests	1
More students to participate in activities	1
Band room	1
More organizations	1
School spirit	1
More emphasis on sports	1

**A P P E N D I X    H**

**INADEQUACIES OF THE SCHOOL AS REPORTED**

**BY THE GRADUATES**

<u>INADEQUACIES</u> <u>(PHYSICAL)</u>	<u>NUMBER OF RESPONSES</u>
Gymnasium	24
Physical Education Facilities (General)	12
Auditorium	11
Science Equipment	11
Overcrowded Classes	11
Science Laboratories	10
Locker Rooms	10
Business Equipment	9
Equipment (General)	8
Insufficient Space (General)	7
Lavatories	6
Library	5
Textbooks	3
Lockers	3
Lighting	3
Cafeteria	2
Visual Aids	2
Shop Tools	1
Building	1
Heating	1
Distance of Travel to School	1
Band Room	1
Band Instruments	1
Sanitary Conditions (General)	1
Home Economics Equipment	1

<u>INADEQUACIES</u>	<u>(FISCAL)</u>	<u>NUMBER OF RESPONSES</u>
College Preparatory Courses		3
Business Courses		3
Mathematics Courses		1
Foreign Language Courses		1
Guidance		1
Vocational Training		1
Funds for Sports		1
Language Laboratories		1
Substitute Teachers		1

(NON-FISCAL)

Incapable Teachers	8
English Instruction	4

APPENDIX I

Extra-curricular activities listed by graduates that helped them most.

Activities	Number of Responses
Sports (general)	64
Newspaper	35
Future Business Leaders of America	23
Beta Club	17
Future Homemakers of America	12
Cheerleader	10
Student Co-operative Association	9
Science Club	7
Annual staff	6
Library Club	5
Quill and Scroll	5
4-H Club	4
Glee Club	4
Journalism	3
Girls' Athletic Association	3
Senior play	3
Photography Club	2
Bus driver	2
Editor, Newspaper	1
Typist	1
All activities	1
President, S.C.A.	1
Keep Virginia Green Club	1
Manager	1
Editor, Annual	1
Vice President, S.C.A.	1
Teenage Club	1
Woodwork	1
Band	1
Dramatics	1
Boys' State	1
Red Cross	1

**A P P E N D I X J**

**The graduates' opinions citing the best feature of the school.**

Best Feature	Number of Responses
Athletic Program	28
Smallness which promotes close relationships	20
Good sportsmanship	10
Faculty	10
Teacher-student relationship	9
Civics class	7
Friendliness	6
School spirit	6
Library	4
Principal	3
Cafeteria	3
Business department	3
Extra-curricular activities	3
Individual attention given students	3
Shop	3
Curriculum	2
Teachers' friendly attitude toward students	2
Home economics	2
Closeness of school to community	2
Newspaper	2
Location	2
Grounds	1
Scenery	1
Offices	1
Girls' and boys' basketball teams	1
Association with different people	1
Students	1
Mathematics department	1
Guidance	1
School on one floor	1
Excellent college preparation	1
English	1
Social Studies	1

**A P P E N D I X    K**

**Graduates' opinions of how school can help them now.**

<u>Graduates' opinions</u>	<u>Number of Responses</u>
References and recommendations	25
In no way	20
Night school for extra courses	7
Give children good education	6
Improve facilities for children	3
Turn out good citizens	3
Improve standards	3
Advice	2
Use of library	2
Keep alumni posted through school paper	2
Alumni sheet to keep in contact with alumni	2
Promote community activities	2
Take an interest in graduates' progress	1
Offer opportunities for observation of teaching methods	1
Keep good name	1
Build better reputation	1
Continue to improve so that graduates can be proud of school	1

**A P P E N D I X    L**

**The graduates' opinions of homework by number and per cent of response.**

TABLE XVIII

## GRADUATES' OPINIONS OF HOMEWORK

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Too much	0	0.0	1	3.3	1	2.9	1	3.1	0	0.0	3	1.8
Enough	19	73.1	17	56.7	14	40.0	12	37.5	21	45.7	83	49.1
Not enough	4	15.4	7	23.3	12	34.3	14	43.8	22	47.8	59	34.9
No answer	3	11.5	5	16.7	8	22.9	5	15.6	3	6.5	24	14.2
TOTALS	26	100.0	30	100.0	35	100.0*	32	100.0	46	100.0	169	100.0

\*Corrected to 0.1 per cent.

**A P P E N D I X M**

**The graduates' opinions of grades as an indication of ability by number and per cent of response.**

TABLE XIX

GRADUATES' OPINIONS OF GRADES AS AN INDICATION OF ABILITY

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Yes	12	46.2	10	33.3	14	40.0	13	40.6	23	50.0	72	42.7
No	9	34.6	16	53.3	14	40.0	15	46.8	20	43.5	74	43.8
No answer	3	11.5	4	13.3	7	20.0	4	12.5	3	6.5	21	12.4
In some cases	2	7.7	0	0.0	0	0.0	0	0.0	0	0.0	2	1.2
TOTALS	26	100.0	30	100.0*	35	100.0	32	100.0*	46	100.0	169	100.0*

\*Corrected to 0.1 per cent.

**A P P E N D I X    N**

**The graduates' opinions as to the need of a vocational school in Henrico County by number and per cent of response.**

TABLE XX

## GRADUATES' OPINIONS OF NEED OF VOCATIONAL SCHOOL IN COUNTY

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Yes	17	65.4	18	60.0	23	65.7	27	84.4	30	65.2	115	68.0
No	5	19.2	7	23.3	9	25.7	2	6.3	12	26.1	35	20.7
No answer	4	15.4	5	16.7	3	8.6	3	9.4	4	8.8	19	11.2
TOTALS	26	100.0	30	100.0	35	100.0	32	100.0*	46	100.0*	169	100.0*

\*Corrected to 0.1 per cent.

**A P P E N D I X    0**

**The graduates' rating of Varina High School in relation to the other schools in Henrico County by number and per cent of response.**

TABLE XXI

GRADUATES' RATING OF VARINA HIGH SCHOOL IN RELATION  
TO OTHER SCHOOLS IN HENRICO COUNTY

	1954		1955		1956		1957		1958		TOTALS	
	No.	Per cent	No.	Per cent								
Poor	0	0.0	0	0.0	0	0.0	4	12.5	4	8.8	8	4.7
Fair	10	38.5	14	46.7	17	48.6	10	31.3	23	50.0	74	43.8
Good	10	38.5	15	50.0	15	42.9	14	43.8	17	37.0	71	42.0
Excellent	6	23.1	1	3.3	3	8.6	4	12.5	2	4.3	16	9.5
TOTALS	26	100.0*	30	100.0	35	100.0*	32	100.0*	46	100.0*	169	100.0*

\*Corrected to 0.1 per cent.

## VITA

Jerome Michael Adams was born the second son of the late Paul John and Mary Arendas Adams on September 10, 1931, in McKeesport, Pennsylvania. He has two brothers, the eldest named Paul and the youngest named Edmund. His happy boyhood days were spent in the valley between the Youghiogheny and the Monongahela rivers and he was graduated from McKeesport Technical High School in June, 1949. The following four years were spent at Hampden-Sydney College in Virginia. The highlights of these undergraduate days were membership into Omicron Delta Kappa, Who's Who in American Colleges and Universities, and graduation in June, 1953, with a Bachelor of Arts degree. The next two years were spent in the United States Army. For the past four years (1955-59) he has been a teacher of Social Studies and coach of the basketball and track teams at Varina High School in Henrico County, Virginia. His graduate work for the Master of Science Degree in Education was begun in 1956. He plans to marry Miss Elizabeth Rowe Auten, the daughter of Mr. and Mrs. Joseph L. Auten of Asheville, North Carolina on August 29, 1959.