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A history of Thomas Jefferson High School

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91381 -

A HISTORY OF THOMAS JEFFERSON HIGH SCHOOL



A Thesis

Presented to

the Graduate Faculty of

The University of Richmond



In Partial Fulfillment

of the Requirements for the Degree

Master of Science In Education



By

Marion N. Moody

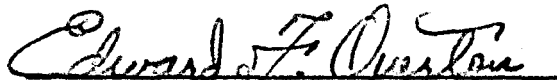
August, 1958


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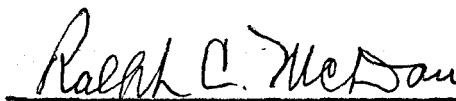
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Date: August 7, 1958

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INTRODUCTION

"To enable every man to judge for himself what will secure or endanger his freedom." This is the inscription upon the entrance to Thomas Jefferson High School which is now approaching its thirtieth year of service to Richmond's youth. This study was undertaken for the purpose of discovering facts relating to the history of Thomas Jefferson High School, and determining trends that affected the school or were incorporated into its educational pattern. Facts and trends will be organized and recorded in order to bring together significant developments in the school's history. While some interpretive or explanatory comments have been made, it is not the purpose of this study to evaluate the program of Thomas Jefferson High School.

Any educational institution serving the children of the people should have the facts relating to its development recorded. Such a study should prove helpful in planning for and establishing future high schools, since much can be learned from a study of past events and trends. It should also prove of benefit to teachers, parents, and students for it will enable them to see what has been done before and use it as a guide for further developments.

This study has considered the background of the city which the school serves; the school plant; the school staff; the school population; and the school program.

CHAPTER I

THE CITY

The people of Richmond are almost entirely native-born Americans. Less than one per cent are foreign-born whites. The white population is primarily of English, Scottish, Irish, French, and German extraction.¹

In 1950, Richmond's population was increasing at a rate of approximately 7,000 persons a year. Based on the 1950 census, the metropolitan area had a total population of 328,050. The estimated population in 1956 was 240,220 for Richmond and 375,100 for the metropolitan area.²

Richmond has a diversified economy, thus giving good balance to employment. About thirty-two per cent of the population is engaged in manufacturing; eleven per cent in transportation and communication; twenty-two per cent in trade; eight per cent in professional services; and sixteen per cent in domestic and personal services.³ The other

¹Richmond Chamber of Commerce, Executives Handbook (Richmond, 1955), p. 2.

²Richmond Chamber of Commerce, Richmond Facts (Richmond, 1956), p. 1.

³Richmond Planning Commission, A Master Plan for the Physical Development of the City (Richmond, 1946), p. 36.

eleven per cent are in miscellaneous categories. This rather large percentage in domestic service is due to the large Negro population. There continues to be an increase in the trade and professional services. Labor difficulties are few and this appears to be highly correlated with the preponderance of native-born labor. The median family income in 1949, based on figures from the 1950 census was \$2,555 for the city as a whole; \$3,090 for West Richmond; \$3,465 for North Richmond; and \$3,226 for South Richmond. These latter are the three sections of the city which Thomas Jefferson High School serves. In 1956, the Richmond Chamber of Commerce gave the median family income for the city as \$3,338 which is higher than the median for the state, the south, and the nation.⁴

Richmond's topography is gently rolling, and her development has been greatly influenced by the physical characteristics of her site and past methods of adaptation to these conditions. An unbalanced distribution of population has resulted, which sharply contrasts the older and the newer sections of the city. Physical barriers such as the James River, Shockoe Valley, Gillies Creek, railroad and industrial developments, and cemeteries have resulted in heavy concentrations in older areas. In past years, the lack of bridges spanning the James River has prevented southward expansion. Manchester, established as a city in

⁴Richmond Chamber of Commerce, Executives Handbook, p. 31.

Chesterfield County in 1769, was annexed in 1910. Railroad lines and industrial firms impede residential progress to the East, and the Northern sections of the city have only a limited number of thoroughfares. This combination of factors has had the effect of retarding residential expansion to the north, south, and east, whereas, the absence of physical barriers has stimulated westward expansion. A greater accessibility in all directions would have resulted in a more balanced population density.⁵

Richmond, in common with most cities, has grown by outward expansion rather than reconstruction, and has undergone three rather distinct stages in development. Each of these stages is the result of a different form of transportation, and each has had the effect of widening the circle. When transportation was limited to the horse and buggy or to walking, the city was compact. When mass transportation was introduced in the form of railroads and streetcars, people started to move farther out. Later the bus and the automobile increased the flexibility of transportation and the residents could travel longer distances more quickly. In two hundred years, Richmond has extended her boundaries ten times, the most recent being in 1942.

⁵Richmond Planning Commission, op. cit., p. 5.

To the north, the city is surrounded by Henrico County and on the south by Chesterfield County. Each has an independent government and together with the central city comprise the standard metropolitan area of Richmond. The corporate land area of Richmond is 39.9 square miles; the urbanized land area is 48.8 square miles; and the metropolitan land area is 737.0 square miles.⁶

NEED FOR A NEW HIGH SCHOOL

Data based on the 1950 census show that at that time over one-third of the white population of the city resided in West Richmond, one-fifth in North Richmond, one-fifth in South Richmond, one-seventh in East Richmond and one-tenth in Central Richmond. It is not possible to compare population figures from 1930 to 1950 with accuracy because of the annexation of territory in 1942. However, the population of the city as a whole increased approximately twenty per cent during that period, and the increase in Richmond's west end occurred chiefly west of the Boulevard. The largest increase in the city occurred in South Richmond. Table I shows the distribution of the city's white population according to 1950 census figures.

⁶Richmond Chamber of Commerce, op. cit., p. 2.

TABLE I

POPULATION DISTRIBUTION OF MAJOR CITY DISTRICTS BY AGE GROUPS

WHITE POPULATION

1950

	Total Population	Age Groups											
		Under 10			10 - 19			20 - 64			65 And Over		
		Number	% Of Dist. Popn.	% Of City Tot. Under 10	Number	% Of Dist. Popn.	% Of City Tot. 10 - 19	Number	% Of Dist. Popn.	% Of City Tot. 20 - 64	Number	% Of Dist. Popn.	% Of City Tot. 65 & Over
City	157,228	22,287	14.2	100.0	17,239	11.0	100.0	103,064	65.5	100.0	14,638	9.2	100.0
Central	15,217	1,739	11.5	7.8	1,842	12.1	10.7	10,089	66.3	9.8	1,547	10.2	10.6
West	58,862	7,403	12.6	33.2	5,819	9.9	33.8	39,669	67.4	38.5	5,971	10.1	40.8
North	31,693	4,190	13.2	18.8	3,355	10.6	19.3	20,795	65.6	20.2	3,373	10.6	23.0
East	21,884	3,637	16.6	16.3	2,698	12.3	15.7	13,739	62.8	13.3	1,810	8.3	12.4
South	29,572	5,318	17.9	23.9	3,545	12.0	20.6	18,772	63.5	18.2	1,937	6.6	13.2

Source: Information based on 1950 Census, taken from Richmond Recreation Study, April, 1955.

As Richmond's population pushed westward on both sides of the James River in the 1920's, the need for another high school emerged. Actually, this need had been recognized for some time and had been recommended by the Director of High and Junior High Schools each year since 1919.⁷ In 1921, it was necessary to inaugurate a two-session day at John Marshall High School to accommodate the enrollment. Seniors and juniors went to school from 8:20 a. m. to 12 noon with no recess, while sophomores attended from 12:30 p. m. until 4:10 p. m. In 1923, this condition was relieved temporarily when George Wythe School, built for a junior high school, was taken over as part of the senior high school.

In the fall of 1928, there were 3,077 pupils in the high school organization with more coming in each day. Of these students, 900 lived west of or on Allen Avenue. It was anticipated that an additional 450 pupils would enter in February. The combined facilities of John Marshall and George Wythe would accommodate 2,607 pupils. John Marshall was on regular shift but the Wythe Building had 1,351 pupils in the morning from 8 a. m. to 1 p. m. and 443 pupils in the afternoon from 12 noon

⁷The School Board of the City of Richmond, 59th Annual Report of the Superintendent of Public Schools, 1927-28, p. 41.

to 5 p. m.⁸ From 12 noon to 1 p. m. there was an overlapping of the groups. This was worked out by scheduling one group in rooms at John Marshall during the lunch period.⁹

In 1929, John Marshall was so crowded that it was again necessary to go on a double session. The two upper classes were not affected, but the sophomores were divided. Some came from 8:15 a. m. to 12:15 p. m. Others from 12:30 p. m. until 4:30 p. m. Albert H. Hill, who was then Superintendent of Schools, stated that while a new building would accommodate only pupils in the western section of the city, it would make room for and so provide adequate space for the pupils in other sections of the city.

ACTION ON THOMAS JEFFERSON HIGH SCHOOL

An estimate of \$850,000 for the proposed new school was received from the architect, Mr. C. M. Robinson, in May, 1929, and the School Board agreed to petition the City Council to provide this amount. In the ensuing three months, considerable information was sent to City Council at this body's request, and in September the Properties Committee of the

⁸The School Board of the City of Richmond, School Board Minutes, November 23, 1928.

⁹Statement by Dr. Louise Weisiger, personal interview, May 15, 1958.

School Board instructed the architect to prepare definite plans and specifications. In November, 1929, the School Board requested the City Council to appropriate \$850,000. It was estimated that \$350,000 of this amount would be needed in 1929 and \$500,000 in 1930.

The Federation of Mothers Clubs and Parent-Teacher Association of Richmond also urged that immediate attention be given to construction of the new school, and expressed delight at the introduction of a resolution calling for the issuance of an \$850,000 bond issue.

On November 15, 1928, an ordinance approving an \$850,000 bond issue for the Western High School was approved. The bonds were authorized to be issued in two blocks:

July 1, 1929	\$400,000
January 1, 1930	\$450,000

The Finance Committee was instructed to negotiate a temporary loan in anticipation of the sale of bonds.

Early references to this new Richmond school mentioned were "West End" or "Western" High School. On February 22, 1929, Mrs. Mary Munford, then a member of the School Board, moved that a committee be appointed to bring in recommendations for naming the new school. The following committee was appointed from the School Board: Mrs. M. C. B. Munford, Dr. Clifton M. Miller, and Dr. Ramon D. Garcia. On May 31st, the committee reported and recommended the new

school be named "Thomas Jefferson High School."¹⁰ Their recommendation was accepted and the new district high school became known as Thomas Jefferson High School.

This was the second Richmond public school to be named for the distinguished Virginian who was known also as the "Father of Education in America." Strangely, both schools were closely allied with the name of another famous Virginian, John Marshall. At 19th and Marshall Streets, a brick building is still standing which was known as Marshall School until 1909, when John Marshall High School was completed. At that time, it was renamed "Jefferson School." This school, under both names, was an elementary school. On April 26, 1929, a protest was presented to the School Board against it being converted to a Negro school. On June 28th, use of the school was discontinued and doors and windows were boarded up. The name "Jefferson School" was discontinued and in the future, the building was known as "Viaduct."¹¹ In May, 1933, the building was turned over to the City and was later sold.¹² It is now used by the Richmond Goodwill Industries.

¹⁰School Board Minutes, May 31, 1929.

¹¹Ibid., June 28, 1929.

¹²Ibid., March 24, 1933.

SUMMARY

A study of any school would be incomplete if it were considered apart from the community it will serve. Thomas Jefferson High School is located in a city whose population is predominantly native-born American. The city has grown as its economy and population have expanded, and as methods of transportation have improved. Geographically this growth has been westward. This westward expansion has been the result largely of the city's topography and past methods of adaptation to these conditions.

The increased population, overcrowded conditions in the one existing white high school, and the expansion of the city westward combined to bring about the need for this school, fittingly named Thomas Jefferson High School in honor of the Father of Education in America.

CHAPTER II

THE SCHOOL PLANT - ITS GROWTH AND DEVELOPMENT

LAND ACQUISITION

In viewing Thomas Jefferson High School today, one sees an educational institution located in the heart of a residential area. Yet at the time of its construction, there were no homes in the immediate area. The location was established by objective thinking on the part of the School Board, after careful consideration of the studies of population shifts.

Various properties were offered to and considered by the School Board, whose policy it is to acquire land in advance of actual construction. On March 30th, 1928, a special meeting of the School Board was called for the purpose of considering an option on lots proposed for the new school, one of which would expire on April 4th. Superintendent Albert H. Hill presented the matter to the Board and submitted a letter from Pollard and Bagby, local real estate agents, which stated that the tract of land on the two blocks between Grace Street and Augusta Avenue, and Malvern and Antrim Avenues was in their opinion the best and most

available property available for school purposes in that section.¹ The letter went on to state that in the opinion of Mr. Ordway Puller, Chairman of the Streets Committee of City Council, City Council would approve the closing of the street and alleys for the school. A communication from Keith Compton, Director of Public Works, stated that he could see no objection to closing Cutshaw Avenue from Malvern to Antrim Street, provided easement was reserved for gas, sewer, and water connections.

Superintendent Hill informed the Board that Mr. Lacy, of the City Attorney's office, advised that the Board take up options on the Gillio Richardson property. Dr. Ramon Garcin made a motion which was approved that the options be taken up in accordance with the figures given by the Superintendent,² namely

497.27 feet - Richardson property	\$58,000
by approximately	
622.27 feet - Gillio property	<u>51,825</u>
	\$109,825

It was agreed to have the Title Insurance Company employed to examine the title and prepare the necessary papers.

¹The School Board of the City of Richmond, School Board Minutes, March 30, 1928.

²Ibid.

At the regular meeting of the School Board on April 30, 1928, it was reported that the lots had been purchased and paid for from the General Expense Account of the City and the deeds duly recorded. On the advice of the City Attorney, the deeds were drawn to the City of Richmond and not to the School Board. At the present time, all deeds for school property in Richmond are drawn to the City of Richmond.

As seen earlier, an estimate of \$850,000 was received first from the architect in May, 1928. In February, 1929, the architect, Mr. C. M. Robinson, presented plans and specifications, including alternates, to the School Board.

The plans called for a modernized classic design, with a pyramidal tower and colossal busts of Jefferson at the front corners. The building formed a rectangle with the class rooms on the outside and the auditorium, gymnasium, cafeteria, etc., on the inside. Light was admitted to the inside rooms through the two inner courts. The stage-gymnasium plan for the auditorium was used with two full size gymnasia on the stage. The auditorium had a seating capacity of 1649 people and when the two gymnasia were thrown together, 600 people could be seated on the stage and still leave a full stage for any program desired. A particular feature of the building at that time was its large library as compared with buildings erected elsewhere at a much greater cost.

The mechanical plant contained a hot water heating system which automatically controlled all class rooms; a separate mechanical

ventilating plant for class rooms and all large assembly rooms; complete electric, plumbing, and vacuum cleaner system. Provision was also made for future installation of a public address system.³

The building contained 2,900,000 cubic feet and cost \$811,695 or 28 cents per cubic foot exclusive of equipment, landscaping, and architects' fees.⁴

CONTRACT FOR BUILDING

The Board recommended that the architect advertise for bids returnable at the next regular meeting of the Board on March 22nd.

Eleven firms bid on the project, including seven Richmond firms. The National Construction Company of Atlanta, Georgia was low bidder, with a base bid of \$713,122 and a completion time of nine months. The next closest bid was \$734,356 with a time element of eighteen months. The Board agreed that the National Construction Company be awarded the contract, subject to a report by the architect as to ability, etc. Checks were returned to all unsuccessful bidders.

A subsequent report from C. M. Robinson stated that the National

³The School Board of the City of Richmond, 62nd Annual Report of the Superintendent of Public Schools, 1930-31, pp. 9-10.

⁴Ibid.

Construction Company had ample financial arrangements and could do the grade of work required. Dun and Bradstreet reported assets of the company of \$282,000 and liabilities of \$106,000, with a good credit rating. The National Surety Company advised the architect that they had issued bonds previously for the company and were willing to issue this bond. Numerous letters from owners for whom the company had done work ranging up to \$1,500,000 gave high recommendations.

PROBLEMS DURING CONSTRUCTION

As work started on the laying of the foundation unforeseen problems were encountered, according to the architect's report.⁵ For a depth of six feet, the soil was good sound clay which is very satisfactory for footings. The majority of footings were in this soil. For the next five feet, there was either hard pan or a rotten stone, either of which is satisfactory for footings where not less than three feet deep. Below this rotten stone, was a layer of yellow and white clay with some sand. This started at approximately the level of the basement floor and tested to a distance of nine feet below. Such clay is unsatisfactory for foundation work as it readily dissolves in water and will bear practically no load. Two feet below the basement floor there was a two foot layer of quick sand, composed

⁵ School Board Minutes, May 17, 1929.

of very fine sand with water and some imbedded clay. This clay was of a slippery nature and this combination would flow readily. If opened, it would flow out from under the building, leaving the hard material above unsupported. As long as this sand is not permitted to flow, it is a reliable foundation and will not weaken the structure. This would not be true, however, if there were other buildings reasonably close.

Since none of the foundation below the rotten stone was satisfactory, and because of the possibility of the quick sand flowing out from under the building, the architect advised as the only practical method driving concrete piles in all the footings in the basement level or all footings the bottom of which were less than three feet above the bottom of the rotten stone. The matter was discussed with Mr. Leper, of the City Building Inspections Department, who agreed. This soil condition was very similar to conditions found under the Mosque and under Broad Street Station where piles were also driven.

A contract was authorized with the Raymond Concrete Pile Company of Baltimore, Maryland, as they were one of the few companies which had sufficient experience with Richmond soil conditions. The architect estimated that the probable maximum number of piles would be 240 and would cost from \$40-\$75 each or about \$14,500. In addition, there would be the cost of moving equipment to and from the job, entailing a total cost of approximately \$18,000. Since this was considered an

emergency and the exact cost not obtainable the School Board ruled that necessary funds could be arranged for later.

Work was started by the Raymond Concrete Pile Company, but a series of problems arose in the form of technicalities raised by the National Construction Company. A letter from John A. McDonald of this company, dated June 12, 1929, stated that they wished to go on record as not being responsible for the work done by other contractors and felt they could not be held responsible for any settlement in the cracking of concrete masonry, plaster, etc. Mr. C. Custer Robinson of the architects' firm, replied by letter on June 28, 1929 informing the company that page 87 of the specifications allowed the owner to call in other contractors as desirable or necessary, when such work was not contemplated in the original contract. He said that furthermore the owner was obligated to provide under the footings a foundation of sufficient strength to support the structure erected by the contractor. The letter went on to say that the owner having provided foundations equivalent to or better than that shown or provided in the original plans, the contractor was not relieved of any guarantee clause.

Work progressed and on July 9th, the Properties Committee of the School Board met at the site to consider and select face and trim brick for the interior corridors and the outside courts. After considering the samples, the committee awarded the contract to the Kittanning Brick and Mining Company, represented by Ernest Brothers of Richmond. The Committee noted that in general, work on the building until this time had

been satisfactory.

In September, the Board awarded contracts to the Richmond Stationery Company for library furniture at a cost of \$3,410.

LAYING OF CORNERSTONE

At the July 26th meeting of the School Board, Dr. Ramon Garcin presented the matter of the cornerstone laying and moved that the Board request Richmond Lodge #10 A. F. & A. M. to lay the cornerstone. This was agreed upon. The cornerstone was laid on September 14, 1929, by Jesse H. Binford, with Masonic Honors. The contents of the box were listed as follows:⁶

1. List of contents of the box.
2. Annual report of the Richmond Public Schools, Session 1928-29.
3. Directory of the Richmond Public Schools, Session 1928-29.
4. Enrollment notice for Night Schools, Session 1929-30.
5. Picture of the John Marshall High School.
6. Condensed History of the John Marshall High School.
7. Curricula of the Junior High Schools of Richmond.
8. Rules governing the use of School Property by the Public with copy of Application Form.
9. Masonic Directory for the City of Richmond, year 1929.

⁶Ibid., September 27, 1929.

10. Notice of September, 1929 Stated Convocation of Lafayette Royal Arch Chapter No. 43, Richmond, Virginia.
11. Proceedings of the 121st Convocation of the Grand Royal Arch Chapter of Virginia, held October 23-24, 1928.
12. List of the Members of the School Board and its officers.
13. Copy of the Times-Dispatch, issue of September 14, 1929.
14. Copy of the News Leader, issue of September 13, 1929.
15. Course of Study of the John Marshall High School.
16. Program of Exercises; laying of the Cornerstone.
17. Copy of the Proceedings of the Grand Lodge of Virginia, 1929.
18. Copy of the Virginia Masonic Herald, issue of September, 1929.
19. Copy of the Virginia Masonic Journal, issue of August, 1929.
20. Copy of the monthly bulletin, Richmond Lodge No. 10 A. F. & A. M., September, 1929.
21. Copy of the Form of Petition for Initiation Richmond Lodge No. 10, A. F. & A. M.

COMPLETION OF SCHOOL

As work continued, the architect was able to effect various economies in the construction costs. Some of these included an alternate "acoustile" treatment at a saving of \$1,300; library counters changed, at a saving of \$1,590; and an alternate vacuum cleaner system selected. In January and February of 1930, tentative reports were received in the

completion date. Mr. Floyd E. Fowlkes was employed to work during the ensuing summer and to supervise and direct the installation of the heavy laboratory equipment. The National Education Association circulated a leaflet giving a picture and complimentary remarks about the school. In late March, the contractor made a definite promise of completion by July 1st.

A special meeting of the School Board was held at 8 p. m. on July 9, 1930 to accept the building. The Properties Committee reported they had inspected the school on July 7th from 2-6 p. m. , together with the architects and a representative of the National Construction Company, Mr. G. R. Reid. The architect approved the building and the Board agreed that upon presentation of the architect's final certificate and the affidavit of payments and release of liens from all sub-contractors, final payment be made to the General Contractor on August 5th.⁷ The purchasing agent was then instructed to proceed with equipping the building.

A check-up of the state of the National Construction Company Account showed that the final amount due them as of August 5th was \$66,241.99. After all recorded notices of attachments and claims were duly satisfied, the net balance due was \$53,311.99. This claim was

⁷Ibid., July 9, 1930.

settled in full with the approval of the City Attorney.

In August, insurance amounting to \$25,000 was placed on the equipment in the school and the purchase of a grand piano from the National Theater was authorized for an amount not to exceed \$1,000. During the same month, a cashier's check for \$1,000 was received from Central Indemnity Company, surety for the National Construction Company. This was deposited in the Bank of Commerce and Trusts to an account known as the Thomas Jefferson Maintenance Account. Proceeds were to be held by the Board for one year after acceptance of the building to be used for making such repairs as might be needed to correct improper workmanship or defective materials in the plumbing and vacuum equipment.

OPENING OF SCHOOL

On September 8, 1930, the first faculty meeting was held at Thomas Jefferson High School and September 12th marked the first day of school in the new building.⁸

The Dedication and Formal Opening of Thomas Jefferson High School was held in the school auditorium on February 20, 1931, at 8:25 p. m. Dr. R. M. Miller, Chairman of the School Board presided.⁹ The

⁸62nd Annual Report of the Superintendent of Public Schools, 1930-31, p. 55.

⁹The Jeffersonian (Richmond, Virginia), February 13, 1931.

program began with the singing of "America" by the audience. Dr. Miller gave the opening address. Miss Matilda Daywalt, District Deputy of the Daughters of America, then made a short speech and introduced Mrs. Julia Gay who presented a flag and Bible to the school on behalf of the Daughters of America. The flag measured 12 x 20 feet. Mr. Shawen, the principal accepted on behalf of the school. The audience then sang "The Star Spangled Banner" and Miss Josephine Head gave a reading entitled "Raise a Flag on Every School." Mr. A. H. Hill, Superintendent of Schools, closed the exercises and invited the public to inspect the building.

During the early months of 1931, additional work was done around the school. The paper room was equipped with old equipment from the warehouse; showers, toilets, lockers, benches, etc., were installed. Elaborate plans for landscaping the premises had to be changed but sufficient money was made available to proceed with a modified plan submitted by A. B. Cousins, School Mechanic. The athletic field was also graded, disced and seeded.¹⁰

NEW PROBLEMS

Although the building program was by now complete and the

¹⁰School Board Minutes, April 24, 1931.

structure in use, the School Board was still beset by problems. The insidious enemy, rumor, attempted to undermine citizens' pride in their new school. The school was allegedly of substandard material and construction. The situation was finally considered serious enough to warrant the School Board making a public statement, which was ordered spread upon the minutes of the Permanent School Board Records. The statement, which was made by Mr. Lee Paschall was as follows:

All concerned with the erection of the Thomas Jefferson High School building have been unjustly criticized in the press by an article reported as having come from an employee of the School Board, and because of this I am of the opinion that the public should be given the facts in connection with the matter

The School Board employed a competent firm of architects to design and supervise the construction of the building. In the usual course, the Board, through its architect, advertised for competitive bids. According to the information at hand, eleven bids were received. The lowest base bid was \$713,122.00 the next lowest bid was \$734,356.00 - a difference of \$21,234.00.

The contract which was awarded to the lowest bidder, was drawn in accordance with instructions from the City Attorney. A completion bond in the sum of \$180,000 was given by the National Surety Company, which guaranteed the completion of the building. The contract provided the contractor would be required for twelve months after the completion to replace any defective work which might appear.

After the building had been completed and accepted by the School Board, certain defects developed. Prior to the expiration date of maintenance the contractor and the surety company were notified of the defects and the surety company

was put on notice that it would be held responsible for any defect not remedied by the contractor. The contractor has returned to the building from time to time and has made good a number of defects.¹¹

The statement went on to say:

It is no unusual thing for defects in the construction of a building to develop after the building has been completed and put in use.

Both the architect and the School Board have been diligent in their duties by notifying the contractor and the surety company of the defects. When all defects not made good by the contractor have been repaired it is estimated that the cost of the same will be much less than the difference between the lowest and the next to the lowest bid for the construction of the building.¹²

On November 21, 1932, about 9 p. m., fire was discovered. The alarm was turned in from the fire box located in the school but when some three hours later it was finally extinguished, eighty per cent of the roof had been consumed and there was some water damage.

School was closed for two days. An emergency meeting of the School Board was held November 22 to consider action necessary to protect the interests of the Board. On November 25, the Properties Committee reported it had received five bids for a new roof ranging from

¹¹Ibid., July 19, 1932.

¹²Ibid.

\$7,560 to \$10,800. The Committee deferred for the time being the matter of a new roof and authorized the roof to be cleaned off at once by N. W. Martin and Brother in cooperation with the School Board Mechanical force. This company had bid \$800 for mopping the exposed roof and placing felt around all outlets. ¹³

Appraisers estimated the cost covering the replacement of work damaged by fire and water at \$14,050.96, and damage to equipment at \$350. Within a month, emergency repairs were completed and a new roof placed on the damaged portion of the building at a cost of \$7,300. ¹⁴

The City Attorney's office investigated the cause of the fire and reported findings to the School Board. After examining the claim of the School Board against the sub-contractors who had originally installed the roof, he reluctantly declined to comply with their request to institute suit, for he felt the Board could not recover the losses. ¹⁵

SUBSEQUENT ADDITIONS AND IMPROVEMENTS

When Thomas Jefferson was built, not too much thought was given at first to the provision of space for athletic contests. In the spring of 1931,

¹³Ibid., November 25, 1932.

¹⁴Ibid., December 23, 1932.

¹⁵Ibid., March 24, 1933.

some discing and seeding was done, but it was still not adequate for regularly scheduled athletic contests. Only a wire fence surrounded the field. In the fall of 1933, a Civil Works Loan was made available to the City of Richmond. This was a project of the federal government for unemployment relief. The school's grant was \$31,000.¹⁶ One hundred men were employed at wages varying from forty-five cents to one dollar and ten cents per hour. Materials for improvements were furnished by the School Board, but the federal government paid for the workers' wages.

Under this program, rapid progress was made in the improvement of some of the school's physical facilities. The interior of the building was painted and the athletic field received a major overhauling. A concrete wall 7' 10" tall was built around the field. The field was laid out for baseball, football, and three tennis courts. A fifteen foot cinder track surrounded the field. A system for watering the grass was installed and the entire field was resurfaced and reseeded.¹⁷ Work on the project was completed by the deadline date of February 15, 1934.

In March, 1935, the School Board appropriated thirty-five hundred dollars towards constructing spectator seats on the athletic field. These seats, which would seat 1,000-1,200 people were permanently erected

¹⁶The Jeffersonian, December 22, 1933.

¹⁷Ibid.

on the north side of the field before the start of the next term. Additional seating arrangements were made available in the 1938-39 session when bleachers accommodating 650 people were installed. Eventually it was possible to seat 2500 by using "knock down" bleachers. During the same session, seats for 900 people were built in the gymnasium.

On November 25th, 1942, the athletic field was officially dedicated as "Shawen Field" in a ceremony at the half-time of the Hopewell-Thomas Jefferson football game.¹⁸ This was the first time an athletic field in Virginia had been named after a school's principal.

While Shawen Field under the name of Thomas Jefferson Athletic Field was part of the original school property, some of the other school facilities were not acquired until later. In the fall of 1938, the City authorized the purchase of a half block lot¹⁹ on Grace Street opposite Thomas Jefferson High School, extending from Antrim to Malvern Avenue and from Grace Street to the alley. At that time, there was some idea of building an annex on this property possibly for shops at some time in the future. Until such time the property was to be used as a girls' athletic field and has become known simply as the "Girls' Athletic Field."

¹⁸ Ibid., December, 1942.

¹⁹ 69th Annual Report of the Superintendent of Public Schools, p. 13; The Jeffersonian, October 7, 1938.

Another land acquisition was made in September, 1948, when the plot behind Shawen Field between Augusta Avenue and Fitzhugh Avenue was purchased. Although this lot has never been officially named, it has been called "Gillio Field," through the courtesy of Mr. Gillio who owned the property. A year before the property was purchased, Mr. Gillio granted the school permission to use it. The cadet corps, members of the physical education classes, and members of the faculty cleared the field, built backstops for baseball and put up football goals.²⁰ As the post-war building boom got under way, a real estate developer tried to acquire the property for a housing project. Largely through the efforts of City Councilman Bayliss Epps, the property was secured for the school. Mr. Epps was given a life pass to all Thomas Jefferson High School athletic events for his work in securing the field. Since that time, it has been used by freshmen and sophomore teams and by the cadet corps as a drill area. It is hoped to eventually close the street between the two fields and extend the wall to encompass both of them.

At various times, proposals have been made for additions to the school. In March, 1940, a faculty group, which had been studying needs of the school for a period of several months submitted a report through

²⁰Information furnished by Mr. W. Roland Galvin, former Assistant Principal, Thomas Jefferson High School and currently Principal, Westhampton School.

its Chairman, Miss Bessie Motley, stressing the need for a new addition.²¹ The committee felt there was a definite need for an additional building for vocations. They pointed to the fact that annexation might increase the attendance still more, although at that time approximately 475 students could not be accommodated in vocational classes. They pointed out that "drop-outs," who might have continued their education had vocational training courses been offered, numbered 68 for 1937-38 and 71 for 1938-39.

Rooms which the committee recommended for the proposed building were shops for electricity, woodworking, metal, printing, and automobile essentials; a room for commercial arts and crafts; two for mechanical drawing; three for home economics; a sound proof room for the band; eight regular rooms which might be especially equipped; a small auditorium; a gym; dressing rooms and showers for the girls' athletic teams, and a cafeteria to accommodate five hundred.

This report was sent to Jesse H. Binford, who was then Superintendent of Schools. After study, it was forwarded to the five-year building committee of the School Board. It should be remembered here that soon afterwards all building activity was abruptly curtailed due to World

²¹The Jeffersonian, April 12, 1940.

War II. When the war was over, the need for elementary schools loomed large due to the enormous number of "war babies" who would soon be entering the school system. However, during the 1939-40 session a request for \$300,000 for an additional unit for Industrial and Practical Classes was made in the Five Year Building Plan. Action was deferred.²²

Early in 1953, some thought was given again to adding new wings to the Thomas Jefferson building within the next five years. An increasing school population was cited as the cause. The wave of children, who had flooded the elementary schools and forced the construction of several new ones, would soon approach the high schools. Thomas Jefferson was already too crowded. It was suggested that one wing be built at first on Shawen Field and a second one later if needed. These wings were to be connected to the back hall.

As of 1958, nothing further has been proposed for Thomas Jefferson High School. Now with the proposals for two new district high schools - one on the North side and one on the Southside - included in the city's capital budget, it is doubtful that any additional construction will be undertaken at Thomas Jefferson in the near future.

²²71st Annual Report of the Superintendent of Public Schools, 1939-40, p. 13.

SUMMARY

The site Thomas Jefferson High School occupies was purchased after careful consideration of population shifts in the city. The plans for the building represented the ultimate in school architecture for that period.

During construction, a number of problems stemming from the composition of the soil were encountered, but the school opened on schedule on September 12, 1930. Soon afterwards criticism was leveled at members of the School Board because of alleged defects in the building. A fire on November 21, 1932 added to the problems of the new school.

Subsequent additions and improvements were made, including improvements to the Athletic Field, acquisition of the Girls' Athletic Field and Gillio Field. Various proposed additions have failed to materialize.

CHAPTER III

ADMINISTRATION

EARLY SCHOOL STAFF

When Thomas Jefferson High School opened its doors to students for the first time on September 12, 1930, the faculty consisted of a principal, an assistant principal, a clerk, a librarian, and thirty-two teachers.¹ Six additional teachers were employed for the second term. The next year, the faculty was increased to fifty and an additional clerk was elected.² In September, 1933, there were sixty teachers.

One figure who was not as well known a personality to the students but who worked diligently to have the school established was the then Superintendent of Schools, Albert H. Hill. Mr. Hill was stricken on his way to a School Board meeting and after a brief illness died on May 14, 1933. He was succeeded by Jesse H. Binford.

¹The School Board of the City of Richmond, 62nd Annual Report of the Superintendent of Public Schools, 1930-31, p. 55.

²63rd Annual Report of the Superintendent of Public Schools, 1931-32, p. 58.

ERNEST SHAWEN, FIRST PRINCIPAL

Ernest Shawen, Thomas Jefferson's first principal, served from the time the school opened in September, 1930 until July 1, 1942. He began his teaching career in Clark's Gap, a small settlement sixty miles west of Washington, D. C., in 1894.³

From Clark's Gap, Mr. Shawen went to Newport News and then to Norfolk before coming to Richmond. He served as a principal in Richmond public schools for thirty-one years, including four years at the old Bellevue Elementary School and two years at Bellevue Junior High School. Later he became principal of Binford Junior High School and served there until his appointment to Thomas Jefferson in 1930.

Under Mr. Shawen's guidance, many of Thomas Jefferson's programs became firmly established. He was outstanding as an organizer and believed in a balanced schedule. The school was admitted to membership in the Southern Association of Secondary Schools in the 1933-34 session.⁴

Athletic teams were organized during the first year, as were

³ The Jeffersonian (Richmond, Virginia), May 22, 1942.

⁴ 65th Annual Report of the Superintendent of Public Schools, 1933-34, p. 21.

two publications which will be mentioned in another section. While actual student participation in school government did not come until later, students had some introduction to this when the Student Participation Association was formed in 1935. A unified plan for handling school finances was installed in the Fall of 1938. All money collected in the school, except class and club funds, was deposited in one account and handled through a central treasury. The treasurer was the school bookkeeper, Miss Merle Gray.

In February, 1938, a club known as the "Tee-Jay Mens' Organization" was organized. This club was the forerunner of a Parent-Teacher Association. It is believed that the club failed because it attempted to get into administrative matters.

In March, 1941, the school was rated by an Evaluation Committee headed by Dr. W. R. Smithey of the University of Virginia. It was given a superior rating on Philosophy of Education, School Spirit, Standard Equipment, and Outcome of Its Educational Program.⁵

Mr. Shawen submitted his resignation on May 17, 1942, effective on July 1st of that year. Since his resignation, he has traveled extensively.

⁵72nd Annual Report of the Superintendent of Public Schools, 1940-41, p. 30.

He made his home in Richmond until six years ago, when he re-married. He now resides in Purcellville, Virginia, the same County in which he grew up. Mr. Shawen will be eighty-four years old August 29, 1958, and still takes an active part in community affairs.⁶

COALTER C. HANCOCK, SECOND PRINCIPAL

Mr. Shawen's successor as principal of Thomas Jefferson was Coalter C. Hancock, who assumed these duties in September, 1942. Mr. Hancock was the first principal of Chandler Junior High School and held that post for sixteen years prior to coming to Thomas Jefferson. A native of Richmond and a graduate of Richmond High School, the forerunner of John Marshall High School, Mr. Hancock had been in the school system thirty years when he was appointed to Thomas Jefferson's top position.⁷ He taught at Bellevue School from 1913-1918, and during this time, he served as assistant principal for a year under Mr. Shawen. He also taught in Robert Fulton School and in 1918 became principal of Navy Hill School. Mr. Hancock received his B. A. Degree from the University of Virginia and his M. A.

⁶Information furnished by Mrs. W. Laurence Weaver, daughter of Mr. Shawen.

⁷The Jeffersonian, September 28, 1942.

from Columbia University.⁸

In this new era under Mr. Hancock's leadership, many changes were instituted. One of his first acts was to form a Coordination Committee with representatives from important school groups to discuss the program of extra-curricular activities for the year, and to promote efficiency.⁹

During his administration, the Cadet Corps came into being as did Student Participation in School Government. The three firsts of his career are: setting up X and Y classes, using guidance counselors to aid students, and being the first in this area to have school buildings cleaned at night.¹⁰ Mr. Hancock once stated that he considered the development of the guidance program as perhaps the most important accomplishment of his career. It is said that Mr. Hancock had the ability to listen to all comers and to leave them with the feeling that he understood what was troubling them even if he couldn't do anything about it.¹¹

The Evaluation Committee report of 1952-53 was favorable, and said that Thomas Jefferson was well-rounded in most of its subjects

⁸ Ibid.

⁹ Ibid., October 16, 1942.

¹⁰ Ibid., November 5, 1954.

¹¹ Statement by Mr. W. Roland Galvin, July 17, 1958.

and extracurricular activities. The one general area in which the report stated additional courses were needed was in the field of Industrial Arts.¹²

In regard to student participation, the committee pointed out that it is more important for a student to do a competent job in one organization than merely hold membership in many.

According to the evaluators, all departments should work together to develop the total school program, and there should be closer integration of the work of the several departments. It was also felt that there could be more faculty participation in the sponsorship of activities.¹³

Other areas considered to need improvement were reporting to parents and public relations. One of the most effective single means for carrying out such a program is through a parent-teacher association. As early as 1938, a mens' organization came into being, but it was not successful because it failed to recognize its functions. There have been three different efforts to establish parent-teacher

¹² Richmond Public Schools, Thomas Jefferson High School Evaluation Reports, 1952-53, p. 12.

¹³ Ibid., p. 69.

organizations with assistance from the school administration. The earliest of these was in 1947. Another attempt was made in 1949. The third Thomas Jefferson Parent-Teacher Association was organized on May 27, 1954, and is still active. It appears that this group will continue and that it knows and carries out its proper functions and responsibilities.

During a severe snowstorm early in 1958, Mr. Hancock slipped and broke his hip when returning from a meeting of District C Principals at Westhampton School. He returned only briefly during the semester. On May 26th, the Richmond Civitan Club surprised Mr. Hancock with a certificate of recognition for "devoted service."

WILLIAM W. BROCK, JR., THIRD PRINCIPAL

At a meeting of the School Board on May 13th, 1958, William W. Brock, Jr., Principal of Albert H. Hill Junior High School, was appointed to succeed Mr. Hancock. He will assume this position in September, 1958.

OTHER ADMINISTRATIVE STAFF

Miss Louise Weisiger was the first assistant principal at Thomas Jefferson, and with the exception of a brief period when she

was on furlough for further study, she held this position for sixteen years. She left to become Director of the Research Department of the Richmond Public Schools, a position she still holds.

In September, 1942, Mr. W. Roland Galvin, who was a teacher at the school since February of its first year, became acting assistant during Miss Weisiger's furlough.¹⁴ Miss Weisiger returned in September, 1943 and in September, 1944, Mr. Galvin was made assistant principal working with her.¹⁵ He left to become principal of Westhampton School in September, 1945.

Mr. C. F. Noble became assistant principal in September, 1946. He first came to Thomas Jefferson in 1942 from John Marshall. Mr. Noble continued in this position until 1955, when he transferred to Tacoma Park, Maryland. He was succeeded in September, 1955 by Mr. Edward N. Smith, who continues in this post to the present time.

Another assistant principal was Mr. Roy N. Puckett who came to Thomas Jefferson in 1937 as a chemistry teacher. After serving in the Navy from 1942-46, he was made assistant principal in 1947. He was on active duty with the Navy again from 1951-53, and in 1956 he was promoted to Administrative Assistant to the Superintendent of

¹⁴The Jeffersonian, September 28, 1942.

¹⁵Ibid., September 22, 1944.

Schools, H. I. Willett.

Mr. Puckett was succeeded by Mr. Ernest W. Mooney, Jr., a former John Marshall faculty member. Mr. Mooney still holds this position.

The first department heads at Thomas Jefferson High School were appointed by the School Board on the recommendation of Mr. Shawen in the Fall of 1931. They were Miss Lucy Henderson, English; Miss Ruth Wilson, Mathematics; and Mr. W. R. Galvin, Science. Miss Josephine Holt continued her supervision of the modern language classes at Thomas Jefferson and John Marshall and Miss Louise Weisiger added to her duties the Chairmanship of the Latin Department.¹⁶ In January, Miss Virginia Sydnor was appointed head of the History Department, and in the Fall of 1933, two additional department heads were created - Mrs. S. B. Tyler, Commercial Department, and Miss Marjorie Goodwyn, Art.

SILVER ANNIVERSARY TEACHERS

When Thomas Jefferson High School observed its silver anniversary, there were twelve teachers who had been associated with the school for the entire twenty five years. They were Mrs. Ruth

¹⁶Ibid., October 2, 1931.

Paul Browning who came to Thomas Jefferson from John Marshall and who started the Biology Department; Miss Jeanette Henna, who came from John Marshall; Mrs. Josephine Kritzer, who started her career at Thomas Jefferson; Miss Mary Womack, who came from John Marshall; Miss Eunice Gill, also from John Marshall; Miss Harriet Snow, from Bainbridge; Miss Frances Gray from Northside (now Chandler); Mr. W. E. Bloxson; Misses Katie Mae Davis and Katherine Davis from Binford; Miss Marie Childress, and Miss Merle Gray.

PRESENT TEACHER QUALIFICATIONS

During the 1957-58 session, there was a faculty of eighty-five. Figures based on the eighty-four teachers on duty in September, 1957 show their professional preparation as follows:¹⁷

<u>Degrees Held</u>		<u>Certificates Held</u>	
M. Ed.	7	Post Graduate Professional	29
M. A.	24	Collegiate Professional	51
M. S.	2	Special	4
B. A.	22		
B. S.	23		
B. S. L. S.	2		
None	4		

¹⁷Information furnished by Mr. Ernest Mooney, Jr., Assistant Principal, Thomas Jefferson High School, May 29, 1958.

The four teachers who do not hold degrees are teaching non-academic subjects.

STUDENT TEACHERS

The school takes few student teachers. The majority of those accepted have been in the fields of physical education, art, and music. An effective student teaching program depends upon the cooperation and assistance of the teachers involved. If they feel that they have a professional obligation to help train other teachers, the program has a good chance of success. If, on the other hand, the teaching staff feels that this is the obligation of colleges and universities, the program will probably be ineffective. There is more involved, however, than the philosophy of the teachers alone. The school administrator is reluctant to bring in student teachers if his staff feels this is an additional burden. His teachers are his first line of offense and their reaction to an enforced policy could be a disruptive influence.

PROBLEMS

Many facets of an educational institution do not lend themselves easily to a study of this nature, particularly those facets which involve personnel. Despite its many excellent features, Thomas Jefferson has

had its share of problems. At first there was a distinct organizational hurdle to overcome, stemming from the structuring of the organization and the method by which personnel were assigned to the school. At that time, Mr. James C. Harwood, Principal of John Marshall High School, was also the Director of High and Junior High Schools. In this position, he was in theory and in fact over Mr. Shawen. This naturally caused some complications when the rivalry between the schools became intense. This situation was eased when this position was eliminated in the 1933-34 session.

While the selection of personnel for a new school poses certain problems, the manner in which this originally was done at Thomas Jefferson complicated the situation. Some teachers were chosen for the new school staff by Mr. Shawen. This was felt to be a compliment. Others were simply assigned to the school, with no opportunity to voice a preference, and were notified of this decision when they met for convocation the day before school opened. A cleavage resulted between those who had been selected and those who had been assigned and it is believed that this problem was never completely overcome.

SUMMARY

Thomas Jefferson High School has had two principals, Ernest

Shawen and Coalter Hancock. William Brock, Jr. will become the school's third principal in September, 1958. Other administrative staff members and teachers have contributed to the development of the school program. The school has had some problems which were difficult to overcome. Some of these problems were of an organizational nature and others have been in the area of personnel.

CHAPTER IV

PUPIL DATE - SCHOOL POPULATION AND ENROLLMENT

ENROLLMENT TRENDS

As seen in Chapter I, a rapidly expanding school population, together with a geographic expansion of the city westward, produced the need for Thomas Jefferson High School. Other factors related to increased secondary school enrollment should not be discounted in considering the total picture, however. High School enrollments increased generally in the early part of the twentieth century as an increasing awareness of the importance of secondary education gained hold in keeping with our American tradition of education for all. Since 1920, there has been a rapid rise in total enrollment for high schools.¹ This influx into high schools, coupled with their increased holding power is also the result of social change, namely, compulsory education laws, the tightening of child labor laws, increased leisure time, improved modes of transportation, and enriched curricular offerings.² Briefly then, an expanding population and an

¹J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School (New York: The McMillan Company, 1955), p. 47.

²Ibid., pp. 49-50.

expanding economy, improved methods of transportation, and an enriched program of education all were responsible in part for popularizing secondary education. Table II shows the increase in the number of students in the Richmond high schools from 1889-90 to 1954-55.³ While the largest increase in enrollment for all schools took place in the period from 1919-20 to 1924-25, the greatest increase in high schools occurred in the period from 1929-30 to 1934-35. This was caused by the influx into high schools of the children who entered the school system during its peak enrollment period. The peak enrollment in high school was reached in the 1939-40 session. Since that time, there has been a decrease, but enrollment has not fluctuated greatly since 1944-45.

In 1927-28, the enrollment in white day schools was 22,404. The enrollment for 1928-29 was 22,965,⁴ an increase of 561. While this reflects a total enrollment increase rather than high school alone, it nonetheless demonstrates the rapidly expanding school population.

³The School Board of the City of Richmond, 76th Annual Report of the Superintendent of Public Schools, 1944-45, p. 91; Information furnished by Mrs. Mary Louise Smith, Statistical Analyst, Department of Research, Richmond Public Schools.

⁴The School Board of the City of Richmond, School Board Minutes, January 28, 1929.

TABLE II

STATISTICS OF WHITE HIGH AND NORMAL SCHOOLS

RICHMOND, VIRGINIA

1889- 1955

Session	Enrollment - White Pupils In City	Enrollment - White In High School
1889-90	6,781	645
1894-95	7,258	887
1899-1900	7,414	831
1904-05	7,675	979
1909-10	9,473	975
1914-15	19,182	2,059
1919-20	20,981	2,139
1924-25	24,007	3,097
1929-30	25,706	3,783
1934-35	25,358	4,551
1939-40	23,585	5,175
1944-45	21,045	3,763
1949-50	23,746	3,943
1954-55	25,422	3,620

A summary of the school census returns of 1930⁵ is given in Table III. This summary not only shows a large number already within the secondary school age range, but an even greater number within the elementary level who would be entering high school within a few years.

ENROLLMENT TRENDS AT THOMAS JEFFERSON HIGH SCHOOL

During the first term that Thomas Jefferson High School was open, 909 students were enrolled. The second term the roll increased to 1,086.⁶ Of these, 494 were boys and 592 were girls.

The following year, enrollment increased to 1,435, and in June, 1933, reached 1,650.⁷ The changing enrollment patterns at Thomas Jefferson High School are shown in Table IV.⁸ While the sharpest

⁵Ibid., May 29, 1930.

⁶62nd Annual Report of the Superintendent of Public Schools, 1930-31, p. 114.

⁷64th Annual Report of the Superintendent of Public Schools, 1932-33, p. 22.

⁸Annual Reports of the Superintendent of Public Schools, 1930-31 through 1942-43; Information furnished by Mrs. Mary Louise Smith, Statistical Analyst, Department of Research, Richmond Public Schools.

TABLE III

SUMMARY OF SCHOOL CENSUS RETURNS

1930

	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.	Total No. Between Ages Of 7 & 20
White:															
Male	1,120	1,366	1,178	1,162	1,278	1,040	1,164	1,012	1,059	1,053	1,033	998	974	831	14,188
Female	1,091	1,212	1,267	1,253	1,182	1,092	1,158	1,108	1,055	997	1,131	1,027	1,085	954	14,521
Total...	2,211	2,578	2,445	2,415	2,460	2,132	2,322	2,120	2,114	2,050	2,134	2,025	2,059	1,785	28,709

TABLE IV

ENROLLMENT - THOMAS JEFFERSON HIGH SCHOOL

Session 1930-31 through 1957-58

Session	Enrollment	Session	Enrollment
1930-31	1,086	1944-45	1,799
1931-32	1,435	1945-46	1,836
1932-33	1,650	1946-47	1,896
1933-34	1,949	1947-48	1,854
1934-35	1,969	1948-49	1,846
1935-36	2,047	1949-50	1,800
1936-37	2,146	1950-51	1,726
1937-38	2,226	1951-52	1,719
1938-39	2,279	1952-53	1,746
1939-40	2,367	1953-54	1,800
1940-41	2,350	1954-55	1,865
1941-42	2,292	1955-56	1,879
1942-43	2,222	1956-57	1,836
1943-44	1,939	1957-58	1,879

increase occurred between the 1930-31 and 1931-32 sessions, the enrollment continued to grow, reaching its peak during the 1939-40 session when 2,367 students were enrolled. There was a gradual decline in the years following but enrollment has at no time fallen below 1,700. In the past five years, there has been a slight increase.

It should be noted that in 1943-44 a new system of enrollment was initiated in the city schools based on the formula $E_1 + E_2 + R_3$ as defined in the State Teachers' Register.⁹ This formula does not change the usual enrollment for the entire city, and the white, Negro, and city totals are comparable to similar totals for preceding years. While the figures by levels are not exactly comparable, they are similar enough to note trends in the enrollment pattern. The enrollment trends at Thomas Jefferson High School cannot be considered separately from city-wide enrollment trends. The peak enrollment in the Richmond Public Schools was reached in the 1929-30 session. After that, there was a steady decrease in the number of pupils. This decline was particularly heavy in the white elementary schools. The senior high schools continued to show a slight increase, but the totals showed a loss each session. Richmond was experiencing the

⁹75th Annual Report of the Superintendent of Public Schools, 1943-44, p. 46.

same situation as most other American cities, and the decline in total enrollment was directly related to the decline in the birth rate.

The depression of the early 1930's had some effect upon school enrollment. Many graduates at Thomas Jefferson High School who were unable to find jobs returned for postgraduate courses. Enrollment dropped for the first time in Thomas Jefferson's history in 1940-41, when a loss of 17 was shown. However, the enrollment was still greater than what the school could comfortably accommodate. One of the problems at Thomas Jefferson caused by lack of space was the auditorium study. Another was the amount of traveling which teachers encountered in changing classrooms.

World War II had its effect on enrollment and part of the decline during the early 1940's is attributable to this.

On January 1, 1942, the City of Richmond annexed by court decree certain areas of Henrico and Chesterfield Counties. The addition of these schools increased the total school enrollment and stopped for awhile the steady decline. At that time, Westhampton High School had 368 students enrolled. In 1943-44, Westhampton became a combination elementary-junior high school and the pupils above grade eight were transferred to Thomas Jefferson.

While Thomas Jefferson's enrollment did not continue to increase, neither did it decrease drastically. Thomas Jefferson is now

on the inner fringe of a rapidly expanding westward movement. It is not possible to speculate how out-migration has affected predicted enrollment. Certainly many families with children have moved to the suburbs. At the same time, many families who have stayed within the city have moved westward. In addition, the increased birth rate of the war and post-war years is now being felt in the schools. The possibility of annexation in the future cannot be ignored, especially in view of past events. Richmond has used up most of its available space and can continue to expand only by redevelopment or by annexation.

RESIDENCE AREAS OF STUDENT POPULATION

Although Thomas Jefferson was originally planned because of the rapid westward expansion, similar expansion in contiguous areas - Ginter Park on the Northside and the Westover Hills - Forest Hill area on the Southside - had to be considered before the school was completed. In June, 1930, the following instructions were issued to junior high schools concerning promotions to senior high school:¹⁰

¹⁰School Board Minutes, May 29, 1930, p. 18.

1. All students from East End Junior High School go to John Marshall.
2. All students from Bainbridge go to John Marshall.
3. Pupils in Northside promoted to senior high school must elect between John Marshall and Thomas Jefferson. This election cannot be changed after it is made.
4. Pupils in Binford Junior High School promoted to senior high school who live west of Lombardy go to Thomas Jefferson. Pupils living east of Lombardy go to John Marshall.
5. Exceptions:
 - (a) All who wish to be cadets must go to John Marshall.
 - (b) All shop pupils must go to John Marshall.
 - (c) All home economics pupils must go to John Marshall.

Reference to data from the 1950 census indicates that the students attending Thomas Jefferson High School come from census tracts which have median family incomes well above the city's average. These areas are also well above the city as a whole in median educational achievement and housing.

FIRST GRADUATING CLASS

The eleven graduates of February, 1932 comprised the first graduating class of Thomas Jefferson High School, although diplomas were not given until June. The first graduates were: Charlotte LaVerne Rogers; Max Robinson; Beulah Louise Gregory; Margery

Ruth Watkins; Edna Louise Jennings; Harry Owen Pattenon; Ralph Patterson Moore; LeRoy Vernon Moore, Jr.; Robert Francis Riegal; Thelma Elizabeth Martin; and Helena Elizabeth Troxell.¹¹ Miss Elizabeth Gill was class sponsor. Of the eleven students, ten returned to take post-graduate courses.

The first commencement was held in the school auditorium the night of June 10th, 1932. The ninety-four graduates were by their own choice clad in gray caps and gowns. Of these, eleven were the February graduates and eighty-three the June graduates. This was the first time the collegiate uniform was worn in Richmond for a high school commencement.¹² The program was based on the single theme type, and the subjects of all talks were on phases of the modern high school. Robert Kilpatrick spoke on "Objectives of Education"; Judith Hodges, "Democracy in the High School"; Virginia Baker, "Extracurricular Activities"; and Sidney Matthews, "What's Right With Our School."¹³ The idea of student presentation was relatively new at this time.

¹¹63rd Annual Report of the Superintendent of Public Schools, 1931-32, p. 116.

¹²The Jeffersonian, April 14, 1932.

¹³Ibid., May 27, 1932.

February graduates continued to take part in June Commencement exercises until 1943, when the one hundred fifty-eight February graduates participated in Thomas Jefferson's first mid-year commencement.

There were 10 scholarships awarded to members of the first graduating class in June, 1932, as follows:¹⁴

1st Award	Sidney T. Mathews, 3rd	University of Richmond Scholarship
2nd Award	Esther Campbell Walsh	College of William and Mary
3rd Award	Virginia Marshall Ingram	Westhampton College
4th Award	William L. Wright, Jr.	College of William and Mary
5th Award	Anna Cora Ferrell	Hollins College
6th Award	Elizabeth Ratcliffe Folkes	Shenandoah College
7th Award	Robert Francis Riegel	Washington and Lee College
8th Award	Ellis Miller, Jr.	DuPont Scholarship to University of Virginia
9th Award	Harry Owen Patteson	Accredited High School Scholarship to Uni- versity of Virginia
10th Award	Herman Jacob Flax	Randolph Macon College

About 70% of the Thomas Jefferson High School graduates

¹⁴63rd Annual Report of the Superintendent of Public Schools,
1931-32, p. 116.

enter some college or university. This is an unusually high percentage. Almost all of these make successful college records. Relevant data furnished by the school is shown in Table V.¹⁵ The percent of college classes passed based on the reports of freshmen is unusually good and shows an increase each year from 1951 through 1955. An increasing number of students are entering colleges in Virginia.

STUDENT ELIMINATIONS

The Evaluating Committee in 1952-53 reported that Thomas Jefferson had a comparatively small number of withdrawals for controllable reasons, and that definite plans were under way to follow up future withdrawals to determine the reason.¹⁶ This shows considerable improvement over 1937-38 when there were sixty-eight drop-outs for controllable reasons and 1938-1939 when there were seventy-one. At that time, Mr. Shawen, the principal, stated that fifteen per cent of the failures were due to subject misfits and many of the drop-outs would have continued their educations had vocational training classes

¹⁵Information furnished by Mr. Ernest Mooney, Jr., Assistant Principal, Thomas Jefferson High School, May 29, 1958.

¹⁶Richmond Public Schools, Thomas Jefferson High Evaluation Reports, 1952-53, p. 5.

TABLE V

THOMAS JEFFERSON HIGH SCHOOL GRADUATES

WHO ENTER COLLEGE

	1950	1951	1952**	1953#	1955#
Number of graduates	480	257	305	414	423
Number reported entering college	333	146	205	271	294
Per cent of graduates entering college	69.4%	56.8%	67.2%	65.5%	69.5%
*Number of classes in which students enrolled	1896	906	1218	1577	1640
*Number of classes successfully passed	1701	788	1146	1472	1568
*Per cent of classes passed	89.7%	87.0%	94.1%	93.3%	95.6%
Number of colleges in which students enrolled	67	36	39	68	61
Percentage of classes passed in Thomas Jefferson High School by all students including graduates	91.1%	89.9%	92.4%	92.0%	91.1%
*Based on first semester reports of Freshmen furnished by the colleges.					
**The 1952 class was the first to graduate under the 12-year plan.					
#Based on second semester grades.					

been available.

Table VI shows the relatively low number of eliminations for controllable reasons at Thomas Jefferson High School during the 1956-57 session.¹⁷

COST OF INSTRUCTION

The per capita cost of instruction for all Richmond Public Schools, based on information in the 1956-57 Statistical Report¹⁸ is shown in Table VII. During this ten-year period, the cost of instruction for all schools has risen each year. This is caused chiefly by increases in teachers' salaries. While the costs of text books and materials have gone up also, any great fluctuations in per capita costs are due to salaries, since approximately eighty-eight per cent of the budget is allocated for this purpose.¹⁹

¹⁷The School Board of the City of Richmond, Statistical Report of the Richmond Public Schools, 1956-57, p. 21.

¹⁸Ibid., p. 26.

¹⁹Information furnished by Mr. Lucien D. Adams.

TABLE VI

PUPIL ELIMINATIONS AT THOMAS JEFFERSON HIGH SCHOOL

1956-57

CAUSE:

Moved Away	14
Went to Work	17
Private or Out-of-Town Schools	11
Military Service	10
Personal Illness	12
Financial Insecurity	-
Home Duties	3
Conduct	3
Failure in Studies	4
Indifference	9
Marriage	7
Deceased	-
Lack of Ability	8
Unable to Trace	-
Miscellaneous	1
Total Withdrawals	99

TABLE VII

**COMPARATIVE COSTS PER CAPITA FOR INSTRUCTION
AND OTHER COSTS OF OPERATION (DAY SCHOOLS)**

Session	Average Daily Attendance	Cost Of Instruction*	Other Costs	Total Cost Of Operation
1947-48	27,133	\$142.78	\$36.98	\$179.76
1948-49	27,888	157.82	38.69	196.51
1949-50	28,522	161.50	37.15	198.65
1950-51	28,328	172.27	40.64	212.91
1951-52	29,165	183.33	41.94	225.27
1952-53	30,833	192.42	47.12	239.54
1953-54	32,298	199.03	43.12	242.15
1954-55	33,295	202.01	46.03	248.04
1955-56	33,655	219.73	55.41	275.14
1956-57	34,252	218.40	60.90	279.30

Note: The figures in this table are based on financial reports filed with the Virginia State Board of Education.

*Cost of Instruction includes Instructional Salaries and Instructional Supplies.

SUMMARY

An expanding population, an expanding economy, improved methods of transportation, and an enriched program of education all helped popularize secondary education. This trend has its effect on Richmond and on Thomas Jefferson High School.

Various factors affected the enrollment of the school. Among these were the depression of the early 1930's, a declining birth rate, annexation, and World War II.

A relatively high number of students from this school attend college and these students appear to make successful college records.

While the cost of instruction has increased, this has been due to bringing salaries of instructional personnel closer to suggested standards.

CHAPTER V

DEVELOPMENT AND GROWTH OF THE SCHOOL PROGRAM

CURRICULUM

In the pre-planning stages, the prevalent idea was to make Thomas Jefferson High School a college preparatory school. Population changes did not allow this to happen, however, and before the school was opened, it was evident that it would have to be another high school, offering a comprehensive program.¹ This is the reason, however, for the absence of shop facilities at Thomas Jefferson High School today.

When the school opened in September, 1930, all regular high school subjects were offered for grades 1-L through 3-H except German, Vocational Trades, Home Economics, and Military.² Physical Education was offered to high school students for the first time in this area, and all students were required to take two gymnasium periods a week the first term. During the second term, it was required of first and second year students and made optional for the

¹Statement by Mr. Ernest Mooney, Jr.

²The School Board of the City of Richmond, 62nd Annual Report of the Superintendent of Public Schools, 1930-31, p. 55.

higher grades.

In February, 1931, the 4-L grade was added and Home Economics classes were started.³ The 4-H grade was added in September, 1931, and senior classes in all subjects were offered. Six new subjects were taught at Thomas Jefferson High School this term for the first time. Included were: Physics, Geometry 3, Latin 1, German 1, French 6, English 8, Public Speaking 2, History 8, and Shorthand 4.⁴

The daily program then provided for six fifty-minute recitation periods, and a twenty-five minute period for assemblies, choruses, and other activities. Today, the daily program provides for six fifty-five minute periods.

A course in Diversified Occupations was started in September, 1939. Vocational training had been lacking until then. In addition, Mechanical Drawing 1-4 was added.⁵ By 1941, Thomas Jefferson also had courses in Consumer Problems 1 and 2, and Salesmanship 1 and 2. Military Training was added in September, 1942 and German was dropped.

³Ibid.

⁴The Jeffersonian (Richmond, Virginia), October 2, 1931.

⁵71st Annual Report of the Superintendent of Public Schools, 1939-40, p. 82.

During World War II, several courses were offered in cooperation with the government to further the war effort. Boys were required to take military or two periods of physical education a week. The Mathematics Department offered a refresher mathematics course for boys going into the army or navy. Physics 3 (Preinduction Mechanics) and Physics 4 (Preinduction Electricity) were also offered,⁶ as was a course in Aeronautics.⁷

Starting in January, 1958, after-school classes were started in Russian. German classes are scheduled to be included in the curriculum in September, 1958.

Driver training classes were started in the Fall of 1947. The American Automobile Association supplied the first car.

To aid in their study of child behavior, a nursery school was started in the Spring of 1949 sponsored by the home economics classes. The school, designed to acquaint the girls with child care, is planned for a half day - 8:30 a. m. - 12:30 p. m. Lunch is served at noon. Many younger brothers and sisters of Thomas Jefferson students have enrolled in previous years as well as relatives of the faculty, and children living in the neighborhood.

⁶The Jeffersonian, January 15, 1943.

⁷Information furnished by Mr. W. Roland Galvin.

The school feels that the examinations, or final tests, given at Thomas Jefferson are as effective as any high school examinations. The final tests are left to the discretion of the individual teachers, but they are supposed to cover the entire semester's work. Thomas Jefferson has a testing schedule which is utilized throughout the year. During the testing period at the end of the semester, regular daily schedules are followed. Therefore, the final tests may be broken into parts and given on different days. The results are then combined into a final test grade. The degree to which this grade will be reflected in the grade given for the course is left up to the teachers.

The School Board is opposed to long examination periods as they do not feel it desirable to upset the daily schedule. In regard to whether Thomas Jefferson students are adequately prepared for the two and three hour examinations given in college, the records indicate that they do well despite not having experience with long examination periods.⁸

Four diplomas are granted by Thomas Jefferson High School. They are: College Preparatory; General; Business; and Vocational.

⁸Information furnished by Mr. Ernest Mooney, Jr.

INDIVIDUAL DIFFERENCES

Consistent efforts have been made to meet the individual differences and needs of the students attending Thomas Jefferson. As early as 1935, a course in remedial reading was introduced into the English curriculum. It was felt that a student should read at his own level and a course evolved that seemed to meet the needs of the student unprepared to read at the high school level. This course was then known as English 4-Y and came the second semester of the sophomore year.⁹

In February, 1937, the addition of English 8-Y completed the Y course of study in English.¹⁰ At that time, approximately 110 students were enrolled in the four sections of English 8-Y which included literature and composition. By June, 1938, two-level courses with grouping of pupils were developed in history and science.

In September, 1954, a new course in advanced science was offered. The course, covering physics and chemistry, emphasized their mathematical concepts and was designed to enable science students to enter special classes in college. The class was open to students who had completed a year of both chemistry and physics and

⁹ 69th Annual Report of the Superintendent of Public Schools, 1937-38, p. 38.

¹⁰ The Jeffersonian, February 12, 1937.

were taking or had taken solid geometry or trigonometry. In order that students could qualify more easily, biology was offered in the freshman year, chemistry in the sophomore year, and physics in the junior year to those showing special ability.¹¹

By September, 1955, Thomas Jefferson students entering the University of Virginia who had done outstanding work in advanced high school courses could be recommended to take special examinations. These exams, if passed, would enable students to skip various basic college courses and receive credit. Previously, these students were able to skip the courses, but received no credit. The advantage was that the length of time in college could thus be shortened, but more important the student could concentrate on an advanced and enriched program. This new program was the result of a two-year study by a joint faculty committee of the University of Virginia and the Richmond Public Schools. The committee was divided into subcommittees of Science, English, Foreign Language, History and Mathematics. The program was undertaken on an experimental basis.¹²

¹¹Ibid., May 14, 1954; Information furnished by Mr. Lucien D. Adams, Assistant Superintendent in Charge of Instruction, Richmond Public Schools.

¹²Information furnished by Mr. Lucien D. Adams.

During the 1957-58 session, the school created three college level courses - mathematics, European history, and chemistry. The chemistry class had as a regular lecturer, Dr. Richard M. Irby, a Research Chemist with the American Tobacco Company. These courses were part of the Advanced Placement Program of the College Entrance Examination Board. The Advanced Placement Program grew out of two experiments financed by the Fund for the Advancement of Education, an independent philanthropic organization established in 1951 by the Ford Foundation. The Advanced Placement Program is offered by the College Entrance Examination Board in the interest of competent students to enable them to undertake work commensurate with their abilities. Examinations are given in the spring and the college which the student is entering receives the school's report in July. Each college makes its own decisions concerning credit and advanced placement.

At Thomas Jefferson, approximately eighty students participated in advanced placement work, and of these, about forty took a total of approximately sixty examinations in May, 1958. About half did not choose to take the examinations, and of those who took them over one-half took more than one examination.¹³

¹³Ibid.

During the summer of 1958, a four-week science workshop designed to aid gifted students was held. One hundred and sixty-two students from the Richmond area attended. The program, the first of its kind here, departed from usual classroom routine. Eight teachers guided the activities of the students and the library was open for research. These students were recommended by science teachers in their schools. A mathematics seminar for teachers was also conducted. The non-credit programs were financed largely by Richmond area businessmen. A committee canvassed the larger business and industrial firms and raised \$15,000.¹⁴

TWELVE YEAR SYSTEM

Effective February, 1943, the requirement for graduation from high school was changed from eighteen to sixteen units. This change put the school in conformity with general practice in the country. At least twelve of the sixteen units were to be earned in the senior high school. Students who desired to graduate with credit for

¹⁴Ibid.

military or physical education were required to earn thirteen credits in senior high school.¹⁵ Many continued to earn more than sixteen units in order to prepare themselves more adequately for college or a vocation.

In September, 1948, the Richmond Public Schools changed to the twelve-year system and the entrance age to the junior primary was lowered to 5 years of age. This combination of factors meant that the normal span of public education for children in Richmond would extend from five through eighteen years of age, including thirteen years of education.¹⁶

The class enrolling at Thomas Jefferson High School in September, 1948, was the first to start with grade 9-L and to go through the 12-H grade in order to complete the regular school course. In the early days, many groups stayed at Thomas Jefferson for four years. These were groups which started in grade eight and graduated at the end of the eleventh year. In the 1936-37 session, the junior high school was set up as an independent school and thereafter, eighth

¹⁵74th Annual Report of the Superintendent of Public Schools, 1942-43, p. 34.

¹⁶79th Annual Report of the Superintendent of Public Schools, 1947-48, p. 12.

grade work was taken at a junior high school. Despite the addition of a new class, Thomas Jefferson still housed only three classes until 1951. Until 1951, one class was always missing as follows:

1948-49	Freshman, Junior and Senior
1949-50	Freshman, Sophomore and Senior
1950-51	Freshman, Sophomore and Junior
1951-52	Sophomore, Junior and Senior

Students reaching the ninth grade in 1951 were scheduled to remain in the junior high school, which by that time would be better prepared to accommodate them. Binford, Chandler, and by 1946, Albert H. Hill Junior High Schools retained the ninth grade, but because of insufficient space, Westhampton continued to send its ninth grade students to Thomas Jefferson.

Thomas Jefferson's first class to graduate under the twelve-year plan held commencement exercises in the Mosque on June 16, 1952. Two hundred and seventy-three graduates received diplomas.

Preparatory to the initiation of the twelve year plan, the curriculum was studied and revised under the guidance of the Division of Instruction. The revised course of study, including provision for the additional year of school, was made available to teachers in September, 1947. Teachers, therefore, had an opportunity to suggest changes and improvements as the result of a year's use of the materials. Their suggestions were tabulated and a special

committee working during the summer put the recommendations into usable form.¹⁷

ELIMINATION OF MID-YEAR PROMOTIONS

In May, 1958, the Richmond School Board voted to eliminate mid-year promotions. This was recommended to allow for a continuous one-year program and because it would cut down on a number of small uneconomical classes. Pupils in the junior and senior classes will be allowed to take additional classes and to go to summer school to catch up, but will not be required to do so. High schools will have some mid-year students for the next few years, therefore, until the present student body is worked out of the high school.¹⁸

At the same time, the Board took under consideration the establishment of a five-year program requiring twenty-three Carnegie Units for graduation. Recommendations are that the eighth grade become an integral part of the high school and that 16 credits, exclusive of physical education, be acquired during the last four years of high school. If approved, the plan at first will involve only the

¹⁷79th Annual Report of the Superintendent of Public Schools, 1947-48, p. 11.

¹⁸Information furnished by Mr. Lucien D. Adams.

students entering the eighth grade. Those already in high school will not be affected. Three programs are set in the recommendations: a general course, college preparatory course, and a business education course. While each program is designed for certain groups of students, each program would also have provisions for grouping students in subjects on the basis of ability, interest, and effort.¹⁹

GUIDANCE PROGRAM

While Thomas Jefferson's Guidance Department was officially started in September, 1934, many guidance activities were included in the school's program from the time it opened. For some time, guidance had been hailed as the next great movement of secondary education. The pupils in Richmond secondary schools then changed home rooms each term. A faculty committee at Thomas Jefferson recommended that pupils stay with the same home room group and teacher throughout high school. This plan was put into effect and home room teachers served as advisers to their groups and helped them to plan their programs. They also filled out class schedules and assigned pupils to classes. In September, 1934, Miss Bessie Motley was

¹⁹ Ibid.

appointed as the school's first educational and vocational guidance teacher to coordinate and enlarge the guidance program.²⁰ The program was largely college guidance at that time, although other fields were added later.

At first, Miss Motley devoted only part time to her guidance duties and continued to teach history. She had no office, simply a desk in the principal's office. In 1936, she became a full-time counselor, and Miss Mary Jordan, in addition to teaching mathematics, began working with her on placement. The guidance services grew so rapidly that the office was changed and Miss Motley moved into the teachers' room and Mrs. Mozelle Bennett, another mathematics teacher, joined Miss Jordan in Room 233. Miss Clara Norfleet joined the staff as visiting teacher.

Partitions were erected in Room 212 to house all the guidance staff during the summer of 1945, and in 1951 Miss Brame became a full-time counselor when Miss Motley retired.

The first year the guidance program operated, December 10-14 was set aside as "Guidance Week." Special efforts were made during that time to give students available information concerning educational and occupational opportunities. The library featured

²⁰Information furnished by Mr. Roland Galvin.

bulletins dealing with specific occupations, books of general information and books of fiction dealing with occupational life. In addition, the guidance counselor had new college catalogues on display for inspection. Speakers from several local colleges and industrial concerns gave brief talks. As a follow-up to this week-long program, a vocational guidance questionnaire was distributed to members of the junior and senior classes. The tabulated results showed that only four of the respondents mentioned the skilled trades.

In February, 1936, Thomas Jefferson's first handbook "The Interpreter," was prepared and was distributed by the Student Participation Association the first of April. Its purpose was to help inform new students, help those already in the school, and give general information which all students should have.

In 1941, the Guidance Department undertook a systematic study of pupils and gathering of information necessary to place graduates in business successfully.

The first College Day at Thomas Jefferson was held October 27, 1950 to help students with their educational planning.²¹ The Guidance Department invited representatives of colleges and junior colleges to set up exhibit booths, giving information concerning their

²¹The Jeffersonian, October 19, 1950.

respective institutions. About sixty colleges participated, and both college representatives and school officials felt the program was successful. It has been repeated each year since then.

STUDENT ACTIVITIES PROGRAM

The student activities program at Thomas Jefferson developed rapidly, and athletic teams, clubs, literary, musical, and dramatic organizations quickly sprang into being. One reason for this growth undoubtedly stems from the fact that Thomas Jefferson was established during the era when the activities program was beginning to be widely accepted.

Athletic Teams

First to appear was the football team. Pupils bought their own uniforms the first year except for jerseys, which were furnished by the school. The first year, the team lost by a 7-6 score to John Marshall, with Wilson Black scoring Thomas Jefferson's first touchdown against the other school. The football team was soon followed by basketball and baseball teams. By the second term of operation, in 1931-32, there were three football teams, five basketball teams, and one baseball team. Girls' athletics were included from the start and hockey, basketball, tennis and softball were popular. The policy

of the Athletic Committee was to interest a large number of students in sports rather than trying to develop one highly trained group. In November, 1935, the football team brought the City Championship Cup to Thomas Jefferson for the first time.²² By a vote of the students and faculty, Crimson and White were selected as school colors. The basketball team first won a city championship on February 28, 1934 by defeating John Marshall 26-24.²³ The boys were also outstanding in golf during the 1930's and participated in several tournaments. Since 1942, the boys' tennis teams have achieved prominence.

Clubs

By February, 1931, thirteen social clubs, three for boys and ten for girls were organized, each sponsored by a member of the faculty.²⁴ In addition, there were several clubs formed for special activities. When school opened in September, 1931, Miss Marjorie Goodwyn was appointed supervisor and director of all school clubs by Mr. Shawen.

²²Ibid., December 13, 1935.

²³Ibid., March 9, 1934.

²⁴62nd Annual Report of the Superintendent of Public Schools, 1930-31, p. 55.

In October, 1931, a club council was organized to stabilize and improve the management of the clubs.²⁵ The council set rules governing the bidding, dates for securing new members, and the eligibility of new members.

In a report in June, 1932, Mr. Shawen stated, "I have about reached the conclusion that such clubs have no place in the High School. Clubs formed for special activities such as the Dramatic Club, Commercial Club, Glee Club, Monogram Club, Science Club, etc., are very desirable."²⁶

In the Fall of 1933, Mr. Shawen announced that social clubs at Thomas Jefferson would be abolished. His reasons were that they made no real contribution, they were undemocratic and their functions could be better carried on outside the school.²⁷ No social clubs have been sponsored by nor recognized by the school since that time. A number of secret sororities came into being but these groups were careful to include at least one member from another school so that they could not be brought within the school's jurisdiction. While the

²⁵The Jeffersonian, October 30, 1931.

²⁶63rd Annual Report of the Superintendent of Public Schools, 1931-32, p. 58.

²⁷The Jeffersonian, October 6, 1933.

school actively opposes such groups, there are some sororities in existence at the present time. Many students belong to outside social groups and clubs so it is difficult to define which are and which are not functioning in opposition to school policy. Educational clubs are encouraged as it is believed that they make a worthwhile contribution to the educational program. Other groups such as the Hi-Y are also considered desirable.

Student Participation

Thomas Jefferson High School has Student Participation in School Government, rather than Student Government. As early as 1931, students were given a part in home room government.²⁸ Early in the Fall of 1934, a committee was appointed to study the topic, "The Right Kind of School Control and How To Obtain It." This was done with a view to cultivating a plan for student participation in school management.

Later that Fall, the Student Participation Association was born when three teachers, Miss Ruth Wilson, Miss Harriet Snow, and Mr. Clyde Fortna called a meeting of the Senior Class members. Miss Harriet Snow was the first sponsor. A committee was formed

²⁸Ibid., November 13, 1931.

to investigate other student organizations. This council drew up a constitution and committees were appointed.

The first of these committees was the group handling the reception desk. This was followed by honor studies and then by office aides. In 1935, the first election was held, and on October 8, 1935, the officers, senate, and representatives of the Student Participation movement were installed.²⁹ William Remine was the first president. In the ensuing two years, an honor campaign was started as was cafeteria control, a handbook was introduced, and the point system was started.

At the present time, the Senate, which is the highest governing body of the Student Participation Association, has twenty-five members. It is composed of the presidents of each of the four classes, together with five senators each from the sophomore, junior, and senior classes and one from the freshman class. The five officers of the Student Participation Association, elected by the student body, are also members of the Senate.³⁰

The Student Participation Association is a member of these organizations: Richmond District Student Cooperative Association;

²⁹Ibid., September 27, 1935.

³⁰Information furnished by Mrs. Katherine Tompkins Brumble, Student Participation Sponsor, Thomas Jefferson High School.

City Federation of Student Councils; State Student Cooperative Association; and the Southern Association of Student Councils. Representatives, selected by the Senate, are sent to the meetings of these organizations each year.

Since Thomas Jefferson has student participation rather than student government, the Senate is not empowered to make laws, but rather acts in an advisory manner to the administration by making suggestions. Where practicable and feasible, these are usually approved.

The first plans for a point system were presented in May, 1937 at a teachers' meeting by David Kjellstrom, then President of the Student Participation Association. All extra-curricular activities were arranged in four groups, based upon service to the school and time required.

The point system underwent a major revision early in 1946 after a full year of study by the Student Participation sponsors and students. Activities of students were evaluated in accordance with the importance of the positions they held and with the number of hours of work required to perform these duties efficiently. Quality of service as well as the number of hours given would thereafter determine the number of points a student would receive. Grades of A, B, and C rate the quality of the work done by a student. The rating

is done by the sponsor of each activity with the grade reflecting the quality of the work done as well as the number of activity points acquired. A student can receive only two grades of C and still earn a student participation certificate.³¹

In December, 1956, the Senate and the Character Committee voted to establish an Honor Council. The Council was composed of the Honor Study Chairman, Character Committee Chairman, and two juniors and two sophomores to be chosen by the Steering Committee. The Student Participation President and the sponsor were designated as ex-officio members. This is an experimental program and the council does not pass on any cases nor do names of students come before it. Discipline problems are handled by the Assistant Principal, Ernest Mooney, Jr. Students are requested to sign the honor code when they arrive at Thomas Jefferson but are not required to do so. Most students do sign. For any violation of the honor code, such as lying, cheating, or stealing, the student's honor card will be taken away. Each card is numbered and the Honor Council makes its recommendations on each case by number and not by names. A student must apply in writing to the principal in order to have his honor card rein-

³¹Ibid.

stated, once it has been taken away.³²

School Publications

The Jeffersonian. Less than six months after the school opened, the first issue of Thomas Jefferson's official newspaper The Jeffersonian made its appearance on Friday, February 13, 1931.³³ Staff members for the bi-weekly paper were chosen by Miss Lucy Henderson, then faculty adviser, on the basis of stories submitted. The first page was nine by thirteen inches and was supervised by Robert Grantham, News Editor. Virginia Baker (later Mrs. R. A. Kilpatrick), Editor-in-Chief, supervised the entire paper of four pages. The staff often worked on Saturday mornings. At first, there were 468 subscribers who paid fifty cents each. By March, 1933, there were 950 subscribers.

The first issue of "The Jeffersonianette" appeared April 28, 1933. This was a small mimeographed paper that could be called a "Depression Paper." When the American Bank failed, the paper's funds were lost. Mr. W. Roland Galvin, the paper's Business

³²Information furnished by Mr. Ernest W. Mooney, Jr.

³³The Jeffersonian, February 13, 1931.

Adviser, had one hundred and twenty-five dollars of the paper's money ready to deposit, but when he arrived at the bank, it was closed.

In order to keep going, the best solution seemed to be a mimeographed paper and the money Mr. Galvin had been unable to deposit was used to purchase materials and carry out the paper's obligations to pupils and advertisers. By October, 1933, the regular Jeffersonian copy was again being issued.

Almost fifteen years to the day after the first edition of The Jeffersonian was published, a new format appeared on February 15, 1946. This was a six-page, five-column edition printed on book paper. The Jeffersonian has consistently won honors, of which some of the first were:

All American Rating, National Scholastic Press Association,
1935-42 - 1944-47; Pacemaker, National Scholastic Press
Association, 1937

Honor Rating, Southern Interscholastic Press Association,
1934-41 - 1947

International Honor Rating, Quill and Scroll, 1937-44 - 1947

Medalist, Columbia Scholastic Press Association, 1943,
1946-47

The paper has continued to achieve honors each succeeding year.

The Monticello. Thomas Jefferson's first graduating class was advised that annuals were outdated. However, it was finally agreed that they could have an annual provided they could prove their ability

to finance one. On March 23, 1932, members of the senior class undertook the task of collecting one hundred dollars before the close of school. They succeeded in collecting more than sixty dollars, and the remainder was pledged.³⁴ With the assistance of Miss Eunice Gill, the senior class adviser, and Whittet and Shepperson Printing Company, a staff of eleven students completed the first Monticello, which went to press April 22 of that year. Forty-eight pages in length, the first issue was hardly more than a senior class year-book. Pictures of all the school staff, senior class members and staff were included, as well as pictures and write-up of each social club represented in the school.

The following year The Monticello was enlarged and a number of ads were secured. The money was placed in the American Bank which a short time later failed. Like the Jeffersonian, The Monticello had to start over again.

The business and literary staffs of the Monticello have grown substantially with a corresponding growth in the circulation and budget of the publication.

The Monticello has received top honors from the Southern Interscholastic Press Association, the Columbia School Press Association,

³⁴Ibid., March 31, 1932.

and the National Scholastic Press Association.

The Declaration. The first issue of the school's literary magazine came out in January, 1939 with sixteen pages. It was published chiefly by the members of the Writers' Club. The articles consisted of short stories, poems, book reviews, compositions, and jokes. The second issue was published that May and had twenty pages, a stiff cover, and contained illustrations. It was proposed to publish two issues of the magazine each year - one in January and one in May.

Like the other Thomas Jefferson publications, The Declaration has achieved honors consistently in the various Scholastic Press Associations' competitions.

Music, Drama, and Speech Activities

The growth of the Music Department has paralleled the growth of the school. The first band was organized, with Miss Eunice Gill as sponsor, during the first year. The band clad in red and white uniforms marched for the first time in the Columbus Day Parade on October 12, 1934. In 1942, when the cadet corps was organized, the cadets took over the band. Both the band and the orchestra have received superior ratings, according to Frank Wendt, music director,

since 1935.³⁵ The band is composed of brass instruments, woodwinds, and drums, while the orchestra has stringed instruments.

The vocal department has also expanded. In the school's infancy, one instructor divided her time between Thomas Jefferson and John Marshall, since few students were enrolled. Alton Howell, the present choir director, has a full time schedule and a large number of students.

The Civil Works Administration helped the Music Department when, in the Fall of 1933, it provided for seven part-time teachers to instruct students in the use of instruments for the band and for the orchestra. This was a part of the government program for the relief of unemployed teachers. The band and orchestra started to receive more credit and for 2-1/2 periods a week, students received one point a year.

Among the first clubs formed when the school opened were the Dramatic Club, Girls' Glee Club, Boys' Glee Club and School Orchestra.

During the first year, only one pay entertainment, a variety show, was given. This program was presented cooperatively by the Dramatic Club, Music Department, and Physical Education Department

³⁵Ibid., November 19, 1954.

on December 12, 1930.³⁶

At Thanksgiving a pageant, "Greek Festival of the Harvest," was presented and at Christmas, a play entitled "Christmas In Song and Story," was given. On May 8, 1931, the school's first May Day Program was held in Sauer's Gardens.

The following year, the school's first operetta, "Oh Doctor!" was given under the direction of Mr. Walter Mercer, Miss Lucy Henderson, and Miss Josephine Talley, with a cast of 110. Over 1800 attended the performance presented on May 5 and 6, 1932, in the school auditorium.³⁷ The cost of the operetta was approximately four hundred and fifty dollars leaving about four hundred dollars profit. This money was used for stage scenery, musical instruments for the orchestra, pictures for the building, special books for the library, and aid to deserving students in financial distress.³⁸ The Dramatic Club gave a one-act play in the Dramatic Tournament at the College of William and Mary on April 22 of the same year.

³⁶62nd Annual Report of the Superintendent of Public Schools, 1930-31, p. 56.

³⁷63rd Annual Report of the Superintendent of Public Schools, 1931-32, p. 38.

³⁸The Jeffersonian, May 12, 1932.

For several years after the school first opened, members of the faculty presented faculty plays. These were very popular and the proceeds were used to sponsor various student activities.

Cadet Corps

As early as 1932, the Director of High and Junior High Schools, J. C. Harwood, recommended, "that military training be added to the curriculum at Thomas Jefferson."³⁹ However, the cadet corps was not organized until the 1942-43 session. Mr. Clyde Ratcliffe, Jr., then a member of the Richmond School Board, sponsored the resolution which created the corps.⁴⁰ In appreciation of his efforts, a picture of the cadet corps was presented to Mr. Ratcliffe by the corps in October, 1943 inscribed - "To Clyde Ratcliffe, Father of the Thomas Jefferson Cadet Corps."

The first Commandant was Bernard M. Dabney, Jr., a Captain in the Flying Corps, Virginia Protective Force. His previous military experience included four years with the John Marshall Cadet

³⁹63rd Annual Report of the Superintendent of Public Schools, 1931-32, p. 48.

⁴⁰The Jeffersonian, October 15, 1943.

Corps and five years with Battery A, 11th Field Artillery of the Virginia National Guard. ⁴¹

While most school cadet corps were stressing equipping boys for entry into the regular army, the Thomas Jefferson Corps emphasized instructions in aviation, which would fit them for the United States Air Corps. As originally organized, the Corps had the Staff, Band, and Companies A, B, C, D, E, and F. ⁴² Approximately 400 boys joined the corps the first year and distinctive uniforms were selected. There was some confusion at first as to whether or not girls could stay in the band as cadets. The School Board decided that when the band marched in the regular red and white uniforms, the girls could be included, but not when the band marched in cadet uniforms. Any properly qualified student could take band instruction at the regular period, but in full dress parades, only members of the cadet corps could participate and all cadets were required to wear standard cadet uniforms. ⁴³ Since almost all who played band instruments joined the cadet corps, there was no problem and the band has been a part of the Thomas Jefferson High School Cadet Corps since that time.

⁴¹Ibid., September 28, 1942.

⁴²Ibid.

⁴³School Board Minutes, September 25, 1942.

In October, 1942, barely a month after its organization, the Cadet Honor Court was established for the discipline of boys in the corps. Members of the Court studied an army manual called, "A Manual of Military Courts Martial."⁴⁴

The following year, in September, 1943, the corps acquired a new Commandant, Captain Leslie Cardona.⁴⁵

In September, 1945, when the number of cadets in the corps dropped from 400 to 300 men, Captain Cardona allowed the companies to draw lots to see which company would be disbanded. The lot fell to Company E.⁴⁶ In May, 1947, the government inspectors recommended the name E Company be revived, and the following September E Company, made up almost entirely of recruits, was reinstated into the corps.

The corps received a new Commandant in September, 1946, Colonel Catlin E. Tyler. Before World War II, Colonel Tyler taught at East End Junior High School. During the war, he was Chief Security and Intelligence Officer of the Northwest Service Command in Alaska and Yukon. Later he was head of G-2 Intelligence on

⁴⁴The Jeffersonian, October 16, 1942.

⁴⁵Ibid., October 1, 1943.

⁴⁶Ibid., September 26, 1947.

on General MacArthur's staff in the Pacific Theater.⁴⁷

Until 1946, the cadets owned no overcoats. However, during the Governor's Inauguration Parade in January, 1946, the cadet corps throughout the city had to stand for hours in rain, snow, and sleet. Much illness resulted and public indignation ran so high that the Richmond News Leader sponsored a fund-raising drive to secure overcoats. Over sixteen thousand dollars was contributed by the citizens of Richmond, and coats were bought for the city's cadet corps.

Lieutenant Colonel Oswald Linck became Corps Commandant in September, 1956.⁴⁸ Under his guidance, the corps underwent a major reorganization, and was converted from six to three companies and from a one platoon to a two platoon organization in September, 1957.⁴⁹ This change was made because a drop in the number of men in the corps no longer made six companies necessary. When the corps was first organized, World War II was in progress and many boys joined in order to gain some military training. After the war, there was naturally diminished interest in such training. Although the number

⁴⁷Ibid., October 4, 1946.

⁴⁸Ibid., September 28, 1956.

⁴⁹Ibid., September 27, 1957

of men in each company dropped, the same number of officers were required. This led to the reorganization in September, 1957. A two platoon system was inaugurated because with more men concentrated in the three remaining companies, one platoon was unbalanced, and the two platoons were considered more military-like. The corps, as now organized, is comprised of the Staff, Band, and Companies A, B, and C.

War Efforts

October 16, 1940 had a sobering effect on many Thomas Jefferson students. School was open but there were no classes - it was Con-
scription Day and the faculty was involved in helping register for the draft. ✓

During the war, students bought defense stamps, participated in first aid courses and took part in air raid drills. Several major projects for the defense effort were undertaken. Among these were drives to raise funds with which to purchase reconnaissance cars ("jeeps"). In one year alone, eleven were purchased - five in the Spring of 1943 and six in December, 1943. Pupils and teachers assisted with the issuing of food rationing books and gasoline rationing books. Mathematics classes figured the amount of oil to be allocated to people based on questionnaires the applicants had filled ✓

in, and faculty and pupil committees issued oil ration books,⁵⁰

Sixty-one known students from Thomas Jefferson gave their lives in World War II. One graduate, James Monteith, was awarded the Congressional Medal of Honor posthumously. An American Legion Post in Richmond has been named after him.

A number of faculty members served in the armed forces during World War II. Among these were Mr. William Berry, Mr. Roy Puckett, Mr. Watkins Fugate, Mr. James Strong, Mr. John Clark, Mr. Clinton Jones, Mr. Eugene Higgins, and Mr. Raphael Jeminez. All came through safely, but Mr. Puckett was the only one who returned to teach at Thomas Jefferson. Mr. Higgins and Mr. Jones returned to other positions in the school system. Fontaine Armistead, a former physics teacher, worked on the Manhattan Project, also known as the "Atom Bomb Project." Dr. Armistead is the scientist who explained the atom bomb to congressmen at the close of World War II. He is now director of the Virginia Institute for Scientific Research.

Exchange Students

Early in 1956, the students undertook raising one thousand dollars to sponsor a foreign student at the school the next school year.

⁵⁰Information furnished by Mr. W. Roland Galvin.

They used as their slogan, "Share the Fare." Thomas Jefferson was the first school in the Richmond area to initiate such a program. Unlimited shares were sold to clubs, students' families, and various other organizations. Of the one thousand dollars, six hundred and fifty dollars was budgeted for the exchange student and the remainder set aside towards a fund to send a Thomas Jefferson student to Europe at some future date.

Under the plan, the American Field Service in New York would select a student who would come to Richmond, live for the entire school year in a Thomas Jefferson student's home, and become a part of the family and the community.⁵¹

After competitive examinations in both German and English, Sabine Kleinbeck of Trossinger, Germany was the student chosen to study here. She lived with the family of Margaret McFee, a Thomas Jefferson student.⁵²

During that winter, twenty-five Thomas Jefferson students applied to the Board of Coordination to be considered as Thomas Jefferson's student who would visit Europe. Those chosen and Thomas Jefferson's first American Field Service summer exchange students, were

⁵¹The Jeffersonian, March 2, 1956.

⁵²Ibid., September 28, 1956.

Margaret McFee, Larry Reed, and Emory Thomas. They spent two months living in Europe during the summer of 1957.

During the winter of 1957-58, a "Keep the Beep" drive raised funds to sponsor another foreign exchange student at Thomas Jefferson in 1958-59. Again the surplus would be utilized to send a Thomas Jefferson student, or students, to Europe.

SUMMARY

Although in the pre-planning stages, it was felt that Thomas Jefferson would become a college-preparatory high school, population shifts prevented this, and the courses eventually offered were those of a comprehensive high school. Efforts have been made to adapt the curriculum to the needs of the students as evidenced by the addition of diversified occupations, establishment of the cadet corps, and the offering of special subjects during the war years. Efforts have been made to meet individual differences through X and Y level courses, and the establishment of college-level courses, after-school classes, and summer workshops.

In 1948, the twelve year plan was inaugurated. Ten years later, in May, 1958, the Richmond School Board voted to eliminate mid-year promotions.

The guidance program and the student activities program were

started early at Thomas Jefferson and their growth and development parallel the growth and development of the school.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The study of any school cannot be considered separately from the community it will serve. Changes in the ecology of Richmond, an expanding population, and overcrowded conditions at John Marshall High School brought about the need for Thomas Jefferson High School. The school's growth has been closely allied with the growth of the western section of the city and its contiguous areas -- Ginter Park on the Northside and the Forest Hill-Westover Hills section of South Richmond.

In addition to the expanding school population and the geographic expansion of the city westward, other factors were involved in bringing about the need for this school. Secondary education was becoming both the popular and the accepted pattern at that time. Not only were more students coming into the high school organization, but they were remaining to graduate.

An expanding population, an expanding economy, improved methods of transportation, and an enriched program of education all combined to increase the enrollment in the city schools, including Thomas Jefferson High School. Other factors which affected enrollment at Thomas Jefferson were the depression of the 1930's, a declining birth rate in the 1930's, annexation, and World War II.

The school staff has made valuable contributions to the school's growth and development. Paradoxically, some of the early problems at the school arose in the areas of organization and personnel. ✓

In the pre-planning stages, it was anticipated that Thomas Jefferson would be a college-preparatory high school. Population shifts prevented this from happening, however. Efforts have been made to meet the needs of the students through the curriculum and the student activities program.

Major educational trends were incorporated into the educational pattern at Thomas Jefferson High School at an early stage and parallel the growth of the school. These trends, with the regular school program, have been utilized to foster the aim of the school, which is to serve the youth of the community and to prepare them for effective citizenship in a democracy.

Growth, changes, and population trends in adjacent suburban areas eventually affect the educational pattern, and must be considered in planning for new educational plants, if they are to approach maximal efficiency. Adequate planning assures the best use of community resources, and while planning is prospective and proceeds from the present to the future, much of value is learned by studying the past. By tracing lines of development and past trends of events, facts, and attitudes, it is possible to predict, and to an extent to

control the development and growth of future secondary schools in Richmond and its metropolitan area. While the facilities planned for Thomas Jefferson High School seemed adequate at that time, the possibilities of a continued population expansion, an expanded school program, and annexation were not considered sufficiently. The lack of facilities for industrial arts has been a decided handicap. Planning should not stop at physical facilities, however. Adequate planning must also be done in the areas of administrative organization, personnel, and program.

In action taken on June 27, 1958, the Regional Planning Commission voted to retain the Public Service Administration of Chicago for a full-scale study of metropolitan area problems. Such a study is indicative of changing public opinion. The rapidly expanding population in this area has brought about the realization that the problems facing this area are regional ones that can be met best by regional action. Planning for schools will be one aspect of such a study.

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E. INTERVIEWS

Mr. Lucien D. Adams, Assistant Superintendent in Charge of Instruction, Richmond Public Schools.

Mr. W. Roland Galvin, Principal, Westhampton School.

Mr. Ernest Mooney, Jr., Assistant Principal, Thomas Jefferson High School.

Mr. Roy Puckett, Administrative Assistant to the Superintendent, Richmond Public Schools.

Dr. Louise Weisiger, Director of Research Department, Richmond Public Schools.

VITA

Marion Noonan Moody, the daughter of Mr. and Mrs. Joseph Edward Noonan of Walpole, Massachusetts, was born in Mansfield, Massachusetts June 2, 1921. She graduated from Walpole High School in June, 1938 and entered Richmond Professional Institute of the College of William and Mary the following September.

She married Wilmer Moody of Richmond, Virginia in January, 1941. They have two sons, John Robert, born February 6, 1942, who is a student at Thomas Jefferson High School, and Richard, born July 16, 1945, who is a student at Albert H. Hill Junior High School.

In September, 1952, the author returned to Richmond Professional Institute and obtained her degree, Bachelor of Science in Social Science, in June, 1954.

She has been associated with the City of Richmond Department of Recreation and Parks since April, 1948, and for the past six years has been Supervisor of the Division of Playgrounds and Centers.

She has been enrolled in the University of Richmond since the Fall of 1955 in pursuit of the degree, Master of Science in Education.

APPENDIX

APPENDIX A**THOMAS JEFFERSON HIGH SCHOOL****PHILOSOPHY**

The philosophy of this school may be well expressed by the implications of the school pledge, which reads: "We pledge allegiance to Thomas Jefferson High School and to the ideals for which it stands: honesty, courtesy, self-control, cooperation, and obedience to authority, with kindness and justice to all."

We believe that these attributes should be the goal as we develop a program which will enable the youth of our school

To acquire the knowledge and appreciations requisite for responsible citizenship

To think logically, comprehensively, and without prejudice

To realize the satisfaction of the mastery of a difficult assignment

To understand and practice the rules of sound mental and physical health

To adjust themselves to many personalities

To adhere to high moral standards

To enter upon a spiritual and cultural growth which will help them adjust their lives to an ever widening, complex society.

It is our aim to accomplish these goals through

The program of studies and offerings which aim to meet both the individual and common needs of the pupils entering this school

The direction of the individual differences of the pupils by means of the guidance services

The participation of many students in the activities program.

Finally, our hope for all boys and girls who enter our school is embodied in the inscription upon the entrance "To enable every man to judge for himself what will secure or endanger his freedom."

APPENDIX B

RICHMOND SCHOOL BOARD MEMBERS

1928-1930

Elected in pursuance of Section 2, 7-A of the City Charter, for the term beginning July 1, 1928 and ending June 30, 1930, the following members of the City School Board:

Mr. W. F. Bryce

Mr. Charles J. Billups

Dr. Ramon D. Garcin

Mr. R. Lee Peters

Mrs. Mary C. B. Munford

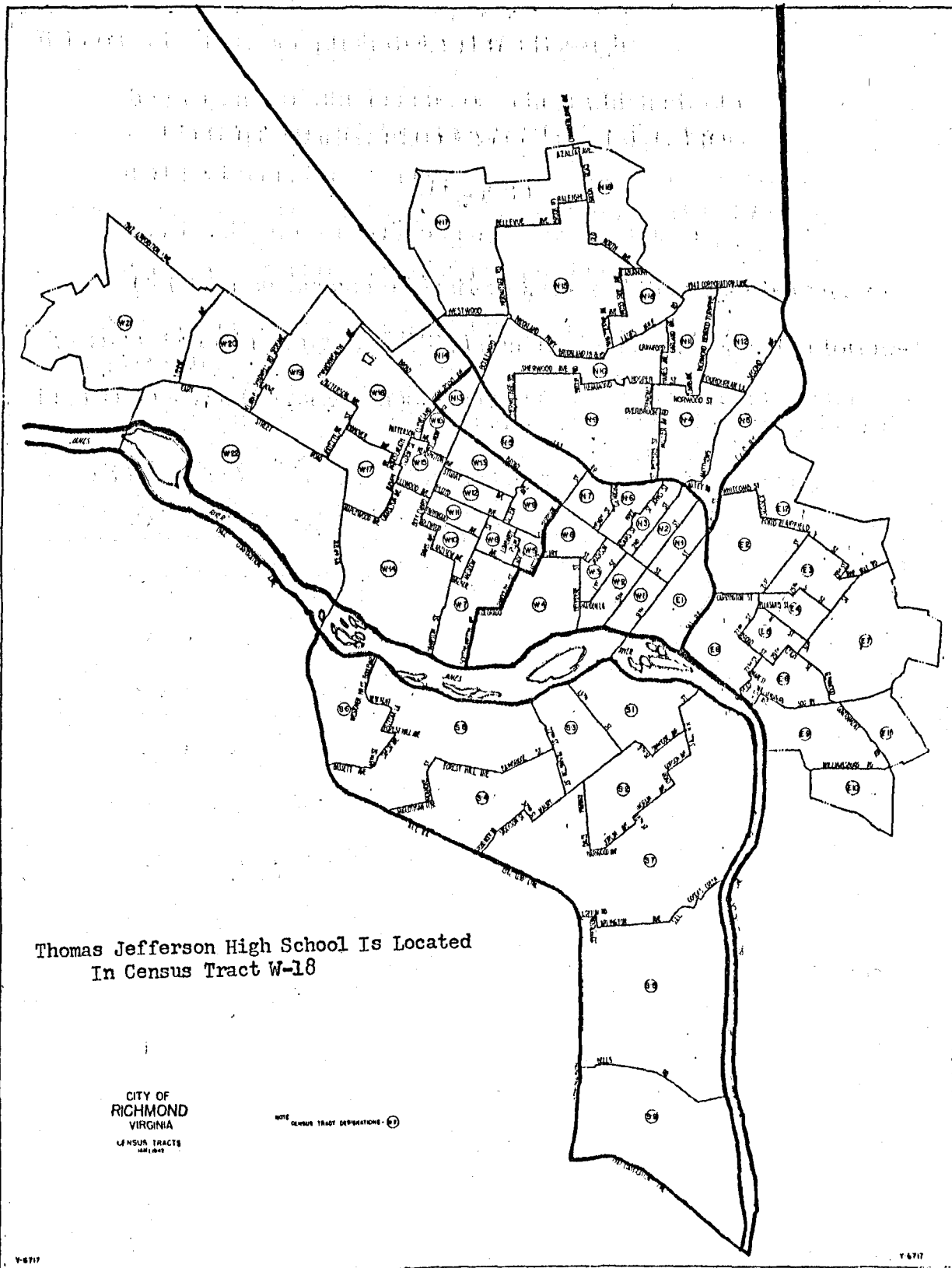
Dr. R. W. Miller

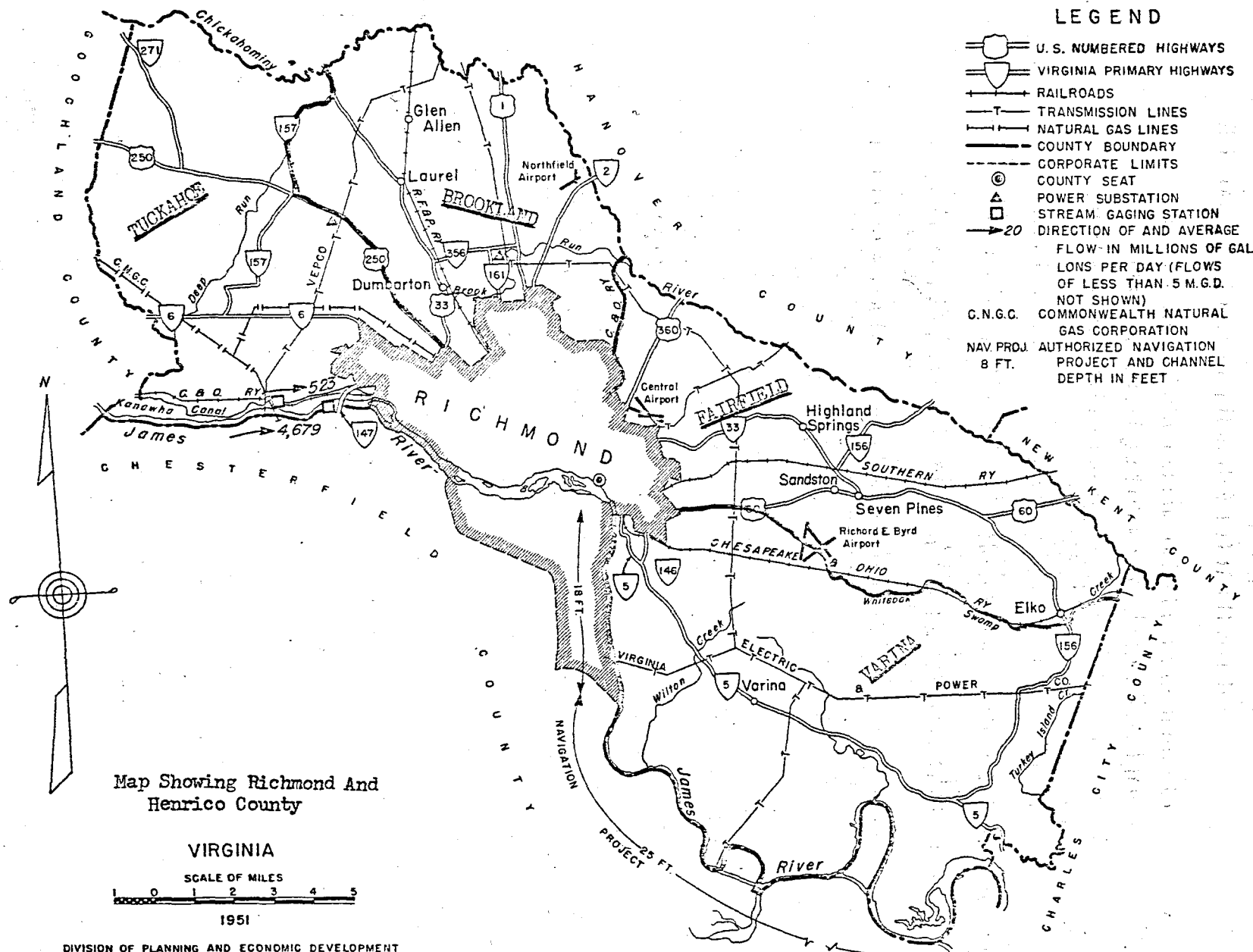
Mr. Ernest Long

Mr. Henry E. Litchford

Dr. Clifton M. Miller

APPENDIX C

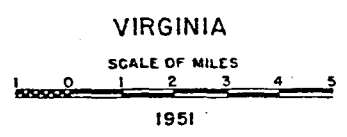




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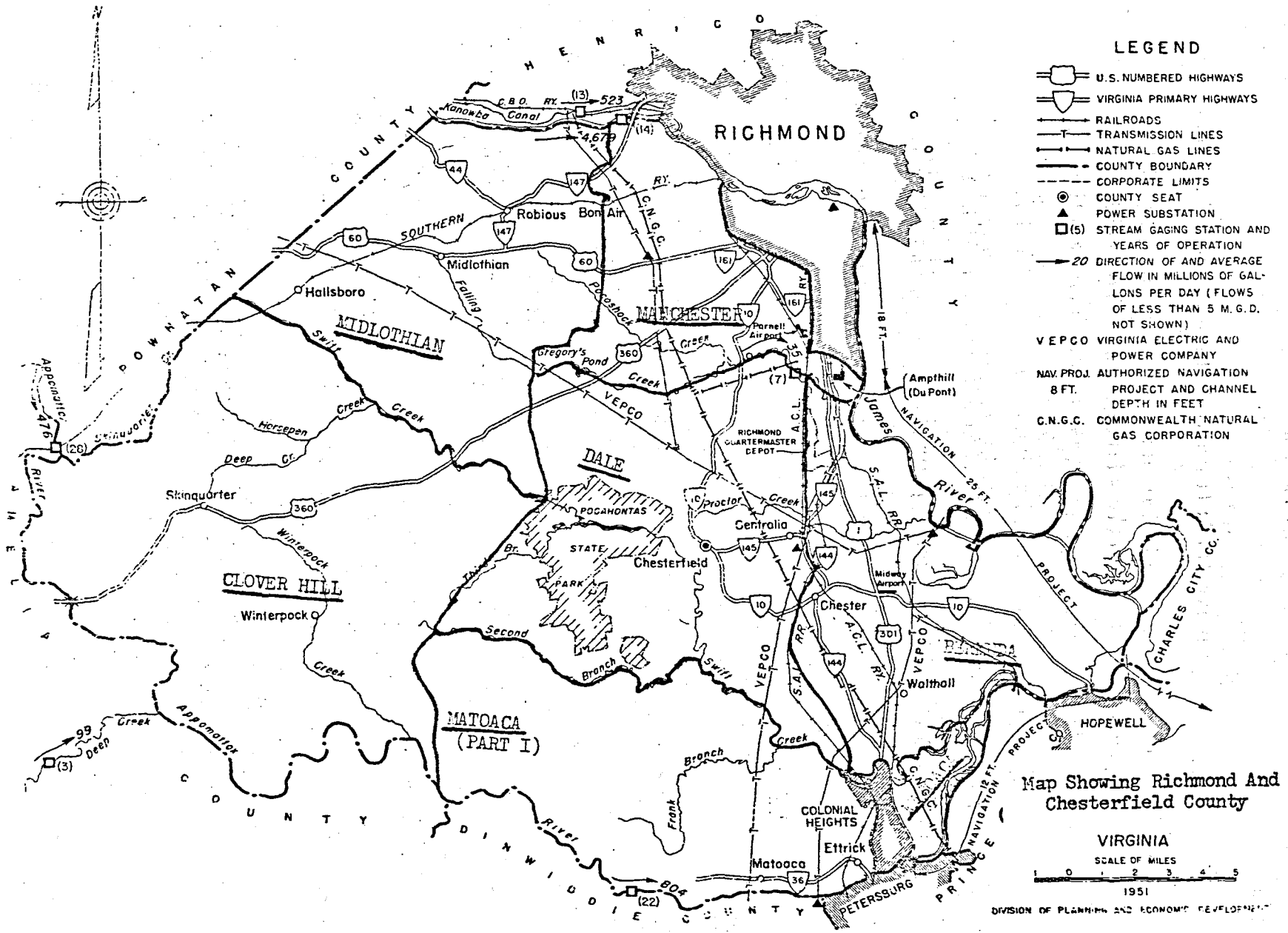
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- VIRGINIA PRIMARY HIGHWAYS
- RAILROADS
- TRANSMISSION LINES
- NATURAL GAS LINES
- COUNTY BOUNDARY
- CORPORATE LIMITS
- COUNTY SEAT
- POWER SUBSTATION
- STREAM GAGING STATION
- DIRECTION OF AND AVERAGE FLOW IN MILLIONS OF GALLONS PER DAY (FLOWS OF LESS THAN 5 M.G.D. NOT SHOWN)
- C.N.G.C. COMMONWEALTH NATURAL GAS CORPORATION
- NAV. PROJ. AUTHORIZED NAVIGATION PROJECT AND CHANNEL DEPTH IN FEET

Map Showing Richmond And Henrico County



DIVISION OF PLANNING AND ECONOMIC DEVELOPMENT

APPENDIX D



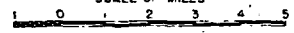
LEGEND

- U.S. NUMBERED HIGHWAYS
- VIRGINIA PRIMARY HIGHWAYS
- RAILROADS
- TRANSMISSION LINES
- NATURAL GAS LINES
- COUNTY BOUNDARY
- CORPORATE LIMITS
- COUNTY SEAT
- POWER STATION
- (5) STREAM GAGING STATION AND YEARS OF OPERATION
- 20 DIRECTION OF AND AVERAGE FLOW IN MILLIONS OF GALLONS PER DAY (FLOWS OF LESS THAN 5 M.G.D. NOT SHOWN)
- VEP CO VIRGINIA ELECTRIC AND POWER COMPANY
- NAV. PROJ. AUTHORIZED NAVIGATION PROJECT AND CHANNEL DEPTH IN FEET
- C.N.G.C. COMMONWEALTH NATURAL GAS CORPORATION

Map Showing Richmond And Chesterfield County

VIRGINIA

SCALE OF MILES



1951

DIVISION OF PLANNING AND ECONOMIC DEVELOPMENT

ISSUED JANUARY 1958 CURRICULA OF THOMAS JEFFERSON HIGH SCHOOL ISSUED JANUARY 1958

COURSES OFFERED	9th Grade	10th Grade	11th Grade	12th Grade
Units Required*	<i>Freshman Year</i>	<i>Sophomore Year</i>	<i>Junior Year</i>	<i>Senior Year</i>
English 4 Units Required*	*English 1-2 Dramatics 1-2	*English 3-4 Dramatics 1-2 Speech 1-2	*English 5-6 Dramatics 1-2 Speech 1-2	*English 7-8 Dramatics 1-2 Speech 1-2
Social Studies 2½ Units Required*	*Geography *Government 9	World History 1 World History 2	*U. S. Hist. 1 *U. S. Hist. 2	*Government 12 Economics
Mathematics 1 Unit Required plus a one semester course in arithmetic for all who are not exempt by test score*	*General Math 1-2 or Algebra 1-2	General Math 3-4 Practical Math 1-2 Algebra 1-2 Geometry 1-2	Practical Math 1-2 Algebra 1-2, 3-4 Geometry 1-2	Senior Arithmetic Advanced Arithmetic Algebra 1-2, 3-4 Geometry 1-2-3 Trigonometry Trigonometry-Algebra 5 - 6
Science Any 1 Unit Required*	Science 1-2	Biology 1-2	Biology 3 (boys) Biology 4-5 (girls) Chemistry 1-2, or 3 Physics 1-2, or 3-4	Biology 3 (boys) Biology 4-5 (girls) Chemistry 1-2 or 3 Physics 1-2, or 3-4
Foreign Language No credit for less than two years.	Latin 1-2 French 1-2 Spanish 1-2	Latin 1-2, 3-4 French 1-2, 3-4 Spanish 1-2, 3-4	Latin 1-2, 3-4, 5-6 French 1-2, 3-4, 5-6 Spanish 1-2, 3-4, 5-6	Latin 3-4, 5-6, 7-8 French 3-4, 5-6, 7-8 Spanish 3-4, 5-6, 7-8
Business		Typing 1-2	Typing 1-2, or 3-4 Shorthand 1-2 Bookkeeping 1-2	Typing 1-2 or 3-4 Shorthand 1-2, 3-4 Bookkeeping 1-2, 3-4 Office Practice 1-2 Clerical Practice Filing Office Machines Business Law
Homemaking 1 - 8	Interior Decoration Foods Clothing	Home Nursing Interior Decoration Foods Clothing	Home Nursing Interior Decoration Foods Clothing	Home Nursing Interior Decoration Child Care Foods Clothing Sr. Homemaking
Art 1 - 8	Art-Design Basic	Art-Design Basic Jewelry Ceramics Painting	Art as assigned	Art as assigned
Mechanical Drawing 1 - 8	Mech. Drawing	Mech. Drawing	Mech. Drawing	Mech. Drawing
Distributive Education			D. E. 1-2 Work 1-2	D. E. 1-2, 3-4 Work 1-2, 3-4
Music 1 - 8	Band Orchestra Voice	Band Orchestra Voice as assigned	Band Orchestra Voice as assigned	Band Orchestra Voice as assigned
Driver Education No Credit			Driver Education for age 16 and over	Driver Education for age 16 and over
Physical Education Required—No Credit Boys for 8 Semesters Girls for 3 Semesters	*Physical Ed. 1-2	*Physical Ed. 3-4	*Physical Ed. 5-6	*Physical Ed. 7-8
Military Training No Credit	Military T. 1-2	Military T. 3-4	Military T. 5-6	Military T. 7-8

Individual Students Plan for High School

Name..... Purpose..... Home Room.....

DIRECTION FOR MAKING PLAN

1. Write in Required Subjects.
2. Decide, at least tentatively, what you plan to do after graduation. Enter as purpose.
3. Ask your counselor to help you arrive at a wise understanding of your needs and abilities.
4. Select, with the aid of parents and counselors, those electives which best prepare you for some wisely chosen plan.
5. Keep records of grades and points each term.

Freshman		Year 19.....-19.....		Sophomore		Year 19.....-19.....	
SUBJECT	GRADE		GRADE	SUBJECT	GRADE		GRADE
TOTAL				TOTAL			

Junior		Year 19.....-19.....		Senior		Year 19.....-19.....	
SUBJECT	GRADE		GRADE	SUBJECT	GRADE		GRADE
TOTAL				TOTAL			

GENERAL INFORMATION	ELECTIVE DIPLOMA REQUIREMENTS	COLLEGE PREPARATORY DIPLOMA REQUIREMENTS	BUSINESS DIPLOMA REQUIREMENTS	VOCATIONAL DIPLOMA REQUIREMENTS																																																																																								
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