

STRENGTHS AND WEAKNESSES OF THE PROGRAM

OF

FINCASTLE HIGH SCHOOL

by

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TABLE OF CONTENTS

	Page
I INTRODUCTION.	1
a. Origin and Statement of the Problem.	1
b. Importance of the Problem.	2
c. Scope and Limitations.	3
d. Sources of Data.	4
e. Treatment of Data.	4
II FINCASTLE HIGH SCHOOL AND ITS COMMUNITY.	5
III PURPOSES OF THE SECONDARY SCHOOL AND SELECTION OF CRITERIA FOR THE STUDY.	10
IV ORGANIZATION OF THE DATA.	15
V FINDINGS AND RECOMMENDATIONS.	47
BIBLIOGRAPHY.	51
APPENDICES	
Appendix A - Questionnaire submitted to graduates.	53
Appendix B - List of Institutions attended by graduates.	57
Appendix C - Firms Employing Graduates.	58
Appendix D - Letter of Transmittal.	60
Appendix E - Replies of Graduates by Years.	61
Appendix F - School Letter Award Sheet.	62

LIST OF TABLES

I	Offerings of Fincastle High School By Subjects and Units of Credit.	Page 8
II	Relationship of Items in Questionnaire to "Ten Imperative Needs of All American Youth", As Given by Fincastle Seniors.	16
III	Comparison of Numbers of Questionnaires Sent with Numbers of Responses By Groups of Graduates.	17
IV	Family, Community, and Work Relationships As Made By Graduates during the years 1943 to 1948.	19
V	Reconsideration of High School Offerings as Made By Graduates during the years 1943 to 1948.	21
VI	Evaluation of High School Training As Made By The Graduates During The Years 1943 to 1948.	25
VII	Family, Community, and Work Relationships As Made By The Graduates Of Classes Prior To 1943.	30
VIII	Reconsideration of High School Offerings As Made By Graduates Of Classes Prior To 1943.	33
IX	Evaluation Of High School Training As Made By Graduates Of Classes Prior To 1943.	35
X	Evaluation of High School Training As Made By The Graduates of the Class Of 1949.	40
XI	Summary Of Evaluation Of High School Training As Made By All Of The Graduates.	45
XII	Strengths and Weaknesses Of the Program of Fincastle High School, According To Criteria For Needs To Be Met By Education, As Shown By The Number Of Students Indicating None, Some Or Much Aid Received.	45a

CHAPTER I

INTRODUCTION

a. Origin and Statement of the Problem

This study had its beginnings in speculation as to the effectiveness of the program of the Fincastle High School, an institution serving the white population of the community. To what extent was the school meeting the needs of its pupils? Was the school helping them to find their places in the community as responsible citizens, to found good homes, to make their way in its economic life? Was it inculcating habits of mental and physical health, of industry, and of reflective thought? Were pupils learning to respect themselves and others? Were they learning to have due regard for moral and esthetic values? Were their minds sufficiently opened to the facts of nature and the achievements of science so that they could understand the physical and biological aspects of their world? These and kindred questions led to a desire to study some group or groups of pupils in the hope that it might throw at least partial light on these queries.

Thus, a study was undertaken having as its purpose, in general, to discover the strengths and weaknesses of the Fincastle School. To do this a population was chosen consisting of the graduates of the years from 1943 to 1948 both inclusive.

It was felt that not only the main purpose might be served, that of appraising the effectiveness of the school's program, but also that some incidental good might accrue to the graduates by manifesting interest in them as individuals and stimulating them to evaluate their own achievements both during and after graduation from high school.

b. Importance of the Problem

Concerning the importance of such an undertaking, Reeder writes:

After the agencies of education have been provided and after the instruction has been given the pupils, the task remains of ascertaining how much the pupils have accomplished...¹

Erickson and Smith take the following position:

Schools are becoming increasingly cognizant of the vital importance of adequate follow-up studies of school leavers. Through no other means can the effectiveness of the school program be accurately appraised.²

The greatest value of follow-up studies is to be found in the application of techniques of follow-up studies to school leavers, pupils who have severed connections with the school either before or upon graduation. No other technique has been devised that will enable a school to evaluate its efforts of the past and to plan for each pupil currently in school the kinds of training best adapted to

1 Ward G. Reeder, Public School Administration, p. 577.

2 Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services, p. 9.

his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society.³

Follow-up of pupils and former pupils is essential if they are to be continuously assisted to make adjustments and progress.⁴

Also, Traxler makes the following statement regarding such a study as this:

It helps the school administration, the counselors, the placement office, and the young people who furnish the replies. Perhaps more important than any of these, it benefits the boys and girls still in school, since it helps to bring about needed improvements in the entire school program.⁵

It appeared from these statements that there was ample justification for an investigation of the careers of students from the stand-point of the youths themselves as well as of the school, the community, and society in general.

c. Scope and Limitations

This study was confined to the graduates of the Fincastle High School. They were studied under three groups: those graduates from 1911 to 1942; those from 1943 to 1948; and those graduated in 1949. Special stress was placed on the 1943-48 group.

3 Ibid., p. 120

4 Ibid., p. 237

5 Arthur E. Traxler, Techniques of Guidance, pp. 323.

d. Sources of Data

The data obtained for this study were secured by means of a questionnaire sent to each graduate whose address could be obtained. Although the limitations of this method were recognized it was adopted because it seemed the only effective way of obtaining information in keeping with the resources available. As a test of the questionnaire it was given preliminary use as the basis for several personal interviews. Also it was supplemented by inviting comments from those to whom it was addressed. Such comments appear in Chapter V of this writing. In support of the decision to rely on a questionnaire as the main source of data for the study, Traxler writes:

Interviews are time-consuming and costly and are seldom practicable in the case of individuals who have left the community.⁶

e. Treatment of Data

The data received from the questionnaires were treated in a simple, non-statistical manner. They were grouped under appropriate headings, incorporated into tables, and made the subject of comments concerning significant and pertinent points appearing therein.

6 Arthur E. Traxler, Techniques of Guidance, p. 320.

CHAPTER II

FINCASTLE HIGH SCHOOL AND ITS COMMUNITY

In order to give a clearer understanding of the purposes and possibilities of this study it seemed advisable to include in this report a brief description of the Fincastle community and the high school serving its white youth.

Fincastle was the county seat of Botetourt County, Virginia. An historic town, the first establishment west of the Blue Ridge Mountains, it had a population of some 500 persons at the time of this study. Fincastle's people gained their livelihood from four main sources: raising cattle, growing peaches and apples, working in the nearby city of Roanoke, and pursuing the various businesses and professions usually found in a small rural community. There were no industries of any kind. Approximately five-sixths of the pupils rode buses to school. This meant that the great bulk of them lived on farms.

The high school was located near the center of town. The building in which it was housed was a temporary structure constructed after the fire of 1942 had destroyed all of the original plant, except the home economics cottage and the agriculture building. Thus, the 16 classrooms in the main building, supplemented by spaces in the outlying structures had to accommodate approximately 600 pupils.

As is frequently the case with temporary buildings, the provisions of that at Fincastle were meager in respect of size of rooms, passage ways, and special facilities. Thus, many phases of the school program appeared to be handicapped. Particular disadvantage seemed to result from having neither gymnasium nor auditorium. Because of these lacks, assembly programs, social events, and other group activities had to be conducted in a space made available by combining three rooms, ordinarily separated by sliding doors. An old warehouse located at some distance from the main building was used as a temporary gymnasium. There the concrete floor and low ceiling made it difficult to carry on basketball and other activities.

Fincastle's white school population consisted of approximately 450 pupils in the elementary grades; 200 in secondary. These children and youths were being taught by 14 elementary and 12 high school teachers. All were housed in the plant located in the town of Fincastle, except 75 children who were located in a structure called the Trinity School¹ situated three miles from the main building.

In the high school proper, teaching in the same building with twelve elementary teachers, were eight women and four men,

1 Because this investigation was pointed principally toward the work of the high school, no further reference will be made to the arrangement whereby, as a temporary measure, a rural school building was being used to house three elementary groups, to which situation some children were being transported from town to country, a reversal of the customary direction.

the latter including the supervising principal. With this staff various subjects were being taught, as shown by Table I on page 8.

In addition to the subjects listed in Table I there were also provisions for work in clubs and organizations, as follows: Future Teachers of America, Future Homemakers of America, Future Farmers of America, Beta Club, Art Club, Hobby Club, Literary Club, Library Club, Travel Club, Stamp Club, Social Club, Pep Club, and Booster Club. The school also gave opportunities for experience in the publications field, under the direction of members of the faculty. The publications included: "The Castle", appearing annually and devoted mainly to the graduating class; "The Trojan Messenger", a weekly newspaper; and the "Tre-Cas-Scroll", a semi-annual magazine in which appeared the pupils' efforts at creative writing. Fincastle High School also conducted a program of social events such as parties, dances, and receptions.

The sports program included only two inter-school sports, namely, baseball and basketball. Softball, volleyball, and the like were played as intra-mural activities in the physical education program.

The school took part in various competitions sponsored by the Virginia High School League, including speech, music, reading, and spelling.

Numerous trips were made to various points pertinent to pupils' work in geography, history, agriculture, civics, and other studies.

TABLE I
OFFERINGS OF FINCASTLE HIGH SCHOOL
BY SUBJECTS AND UNITS OF CREDIT

<u>Subject</u>	<u>Units</u>
English	4
Mathematics	5
Latin	2
Spanish	2
Science	4
Social Science	4
Agriculture	4
Agriculture Shop	2
Home Economics	4
Music Appreciation	1
Art Appreciation	1
Typing	2
Sherthand	1
Office Training	1

Fincastle High School seemed to be conducting a program having considerable range of curricular offerings and co-curricular activities despite its serious limitations respecting plant and facilities. To maintain such a program apparently resulted from a high degree of cooperation among students and faculty members, as well as the likelihood of success on the part of its graduates. The remainder of the study was to test the validity of this position regarding the work of the school and its effect on the lives of students.

CHAPTER III

PURPOSES OF THE SECONDARY SCHOOL AND SELECTION OF CRITERIA FOR THE STUDY

In order to study the work of the Fincastle School, it seemed desirable to seek authoritative statements concerning the purposes of the American secondary school. It was felt that doing so might lead to a statement of aims which would in turn serve as a basis for judging the worth of the school under consideration. Accordingly, this chapter undertakes to review certain secondary school objectives leading to those adopted for use in this study.

Early in the history of secondary education in America, when individualism seemed to dominate its society, education was likewise guided by an individualistic philosophy. However, by 1918, social values had impinged themselves upon the minds of educators to such an extent as to give rise to an outstanding statement of aims, one of the first in which such values were made explicit. This was called The Cardinal Principles of Secondary Education.¹ Subsequent opinion of this statement hailed it as much ahead of its time. Thus, it may be said to have provided the groundwork for much pioneering in the field

1. The Cardinal Principles of Secondary Education. U. S. Bureau of Education. Bulletin No. 35, Washington: Government Printing Office, 1918, p. 9.

of secondary education. Its seven aims were as follows:

1. Sound health habits and knowledge
2. Command of fundamental processes
3. Worthy home membership
4. Education for a vocation
5. Education for good citizenship
6. Worthy use of leisure time
7. Ethical character

A report on aims which seemed to have expressed even more concern for social ends than that shown in the "Cardinal Principles" report appeared in 1933. That document was the report of the Committee on Social-Economic Goals of America,² one which endeavored to formulate a program of education out of an intelligent understanding of the needs of American society. It listed ten goals, as follows:

1. Hereditary strength
2. Physical security
3. Participation in an evolving culture through skills, techniques, and knowledges
4. Participation in an evolving culture through values, standards, and outlooks.
5. An active, flexible personality

² "What are Desirable Social-Economic Goals for America?" Journal of the National Education Association. 23: 6-12, January, 1934.

6. Suitable occupation
7. Economic security
8. Mental security
9. Freedom
10. Fair play

Subsequent to publication of the Committee's report to which reference has just been made, there appeared a volume entitled, The Purposes of Education in American Democracy, published by the Educational Policies Commission.³ This report stressed four groups of objectives for education in a democracy:

1. The objectives of self-realization
2. The objectives of human relationships
3. The objectives of economic efficiency
4. The objectives of civic responsibility

Because of the widespread acceptance given this report, it seemed likely to exert considerable influence on educational trends for many years.

In the spring of 1944, the Educational Policies Commission issued a statement of educational needs for all American youth, as follows:⁴

1. All youth need to develop salable skills and those

³ The Purposes of Education in American Democracy, Bulletin of the Educational Policies Commission, 1938, p. 47.

⁴ Educational Policies Commission, Education For All American Youth, pp. 225-6.

understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth needs to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to an individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

In presenting the foregoing statements no claim is made that

they comprise all the important pronouncements concerning purposes which had appeared at the time of this writing. Rather, their inclusion in the order given is intended to recount the manner in which a selection was made of an authoritative list of aims appropriate to the secondary school.

Because the standards, given as the "Ten Imperative Needs of All American Youth", in the book, Education For All American Youth, appeared to have especial worth, they were chosen for use in this study. They seemed to express most adequately the needs of youth in a changing and complex society. Once they had been chosen, they became the basis for judging the strengths and weaknesses of the Fincastle School.

CHAPTER IV

ORGANIZATION OF THE DATA

In the preceding chapter an account was given of the selection of certain needs as criteria for evaluating the achievements of the Fincastle School. In order to implement them a questionnaire was constructed, which appears in Appendix A, the responses to which supply the subject matter of this chapter. The items in this instrument were constructed so as to relate to the ten needs previously set forth. To insure their validity they were selected from a number of questions contributed by members of the senior class of 1949 of the high school, in cooperation with one of the teachers.¹ After it had been refined, the questionnaire was given to the members of the sophomore class as a test of objectivity. This administration of the test led to further changes in construction and wording to clarify meanings. Next it was presented to five graduates. They also offered suggestions which led to its final form.

The members of the senior class then made judgments as to the relation of the various questions in the instrument to the needs included in the list chosen. Their judgments appear in Table II. Because the seniors seemed to find sufficient connection between the several items in the questionnaire and the

¹ Mrs. E. N. Camden, III

TABLE II

Relationship of Items in Questionnaire to
"Ten Imperative Needs of All American Youth",
as Given by Fincastle Seniors.

<u>NEED</u>	<u>ITEMS</u>
No. 1 Salable skills	1, 2, 3
No. 2 Health and physical fitness	4, 5, 6
No. 3 Rights and duties of citizenship	7, 8, 9, 10
No. 4 Significance of the family	11, 12, 13, 14
No. 5 Wise use of goods and services	15, 16, 17, 18
No. 6 Knowledge of scientific facts	19, 20, 21, 22
No. 7 Appreciation of beauty	23, 24, 25, 26
No. 8 Use of leisure	27, 28
No. 9 Respect for others	29, 30, 31
No.10 Ability to think	32, 33, 34, 35

needs selected as criteria, the decision was taken to submit that instrument to the graduates of the school, as a means of continuing the study. A copy of the questionnaire in its final form appears herewith as Appendix A.

As was previously stated, the main concern of this study was with those who had been graduated during the years from 1943 to 1948, with some reference to the graduates of preceding years, as well as those of 1949. The graduates preceding the class of 1943 and those of 1949 were considered for two reasons: Members of both groups expressed unusual interest in the study from their first acquaintance with it. Also, it seemed that this study would gain by increasing its population.

The number of responses to the questionnaire was 78 per cent of those sent out. With so substantial a return it was felt that the study might proceed. Table III indicates the number of replies by groups of graduates:

TABLE III
COMPARISON OF NUMBERS OF QUESTIONNAIRES SENT WITH
NUMBERS OF RESPONSES BY GROUPS OF GRADUATES

<u>GROUP</u>	<u>NUMBER SENT</u>	<u>NUMBER RETURNED</u>
Before 1943	33	26
1943 - 1948	75	50
1949	42	42
TOTALS	<u>150</u>	<u>118</u>

As set forth in the next Table, it appeared that of the 50 who responded in the 1943-1948 group only nine were married and none had been divorced. The number of marriages seemed in keeping with the average age of the group, approximately 20 years. Their ages also seemed to bear relationship to the number of those who were still in educational pursuits.²

Considering the age of the graduates, it seemed that a remarkable number had found employment. This was perhaps all the more noteworthy in view of the lack of opportunity for industrial work in the Fincastle community. Only two were unemployed.

Their ability to hold jobs seemed indicated by the fact that none had held as many as five jobs. Ten graduates had persisted in the same work; only three had changed employment as many as four times. In respect of occupation the trend seemed to be toward permanency. This observation was confirmed by the reasons given for changing from one job to another: ten had changed to secure better pay; seven to secure work that they liked better. Only three seemed to have had anti-social tendencies, indicated by their not liking fellow workers or employers.

Nineteen of the group belonged to community organizations,

² Appendix B shows the colleges and universities in which these students were enrolled.

TABLE IV

FAMILY, COMMUNITY, AND WORK RELATIONSHIPS AS MADE BY GRADUATES
DURING THE YEARS 1943 TO 1948

<u>ITEMS</u>	<u>TOTALS</u>
1. Number married.....	9
2. Number employed:	
Employed full time.....	26
Unemployed.....	2
Employed part time.....	1
Armed forces.....	NONE
Going to school full time.....	11
Doing housework at home, not seeking employment elsewhere.....	7
Working for self.....	2
3. Number of part time jobs held since graduation:	
One job.....	10
Two jobs.....	2
Three or four jobs.....	3
4. Number of full time jobs held since graduation:	
One job.....	13
Two jobs.....	10
Three or four jobs.....	3
5. Reasons for changing jobs:	
To secure better pay.....	10
To get work I liked better.....	7
Work was closer to my home.....	2
Didn't like work, fellow workers, or boss.....	3
6. Number who belonged to community organizations.....	19

among which were included several types. The greater number were members of church groups. In many cases they belonged to continuations of clubs to which they had access while in high school, such as the Home Demonstration Clubs which corresponded with the Home Economics Club and the 4-H Club of high school days.

Table V indicates the wide variety of subjects which graduates would have taken if they could have repeated their high school careers. The greatest interest was in typing and shorthand, very nearly equalled by that in English and mathematics. Further examination of Table V reveals that 23 recalled that some of these courses were offered when they were in high school; 19 said all were offered; whereas three averred that none of them was offered. Unfortunately, records available were not such as to provide comparison of these responses with the actual offerings of the school to which they referred.

The succeeding question was concerned with reasons for not taking desirable courses while in school. The responses to this question seemed to indicate a want of educational and vocational guidance in as much as 17 former pupils stated that they had not felt a need for courses while in school which they later regretted not having taken. Thirteen were explicit in saying that they had not been properly advised or guided either as to choice or opportunity. Only one had failed to take a desired course because he did not like the teacher.

TABLE V

RECONSIDERATION OF HIGH SCHOOL OFFERINGS AS MADE BY GRADUATES
DURING THE YEARS 1943 - 1948

<u>ITEM</u>	<u>TOTALS</u>
1. Courses desired if they could return to high school:	
Typing and Shorthand.....	17
English.....	12
Mathematics.....	10
Science.....	7
Algebra.....	5
History, Latin, Music.....	4 each
Home Economics.....	3
Agriculture, Chemistry, Business English, Journalism, Physics.....	2 each
Drawing, Reading, Trigonometry, Bible, Shop, Geography, Band, Home Nursing, Penmanship, Office Work, Speech, Spanish.....	1 each
2. Did the school offer these courses when you were in school:	
Some of them.....	23
All of them.....	19
None of them.....	3
3. If offered, why didn't you take them:	
Didn't feel the need.....	17
Wasn't properly advised.....	6
Conflict in schedule.....	7
Didn't like the teacher.....	1

Table VI gives the evaluation of the Fincastle High School program as made by the graduates in the 1943-1948 group. There were 35 questions specifically devoted to evaluation in that part of the questionnaire. Each respondent had been requested to check the successive items under the opposite columns marked "none", "some", or "much", to give his estimate of the help he had received from his experiences both in class and out while enrolled in the high school. Help from sources outside of class was taken to include all activities sponsored by the school other than formal class work.

Thus, it is evident that each of 50 students had the possibility of making 70 responses; furthermore, that altogether they had the possibility of checking a total of 3,500 items.

There were a total of 162 requests indicating that no help had been received either in or out of class, responses equally divided between these two categories. Of 50 graduates there were 11 who did not check any item in the "none" column. On the other hand, the bulk of the "none" answers came from a small number of graduates. One hundred twenty eight of the "none" answers were checked by 13 persons. It seems pertinent to point out that 25 per cent of those who returned questionnaires made 78 per cent of the "none" responses.

A total of 709 responses denoted that some help had resulted

from class work in respect of various items. This may be compared to the total of 653 similar responses under the heading of help from outside of class. The sum of the two totals is 1362. A slightly larger number of responses occurred in the columns marked "much", namely, 1371. There was not a single item to which more "none" responses were given than "some" and "much", when taken together. For 29 items, comprising 40 per cent of the total, the answers were altogether in the "some" and "much" columns.

The checks put opposite the first three questions, considered with the fact that only one student was unemployed, seemed to indicate that the school had given its students some knowledge of different kinds of work, of how to hold a job, and of how to acquire salable skills. The bulk of the graduates seemed to feel that the training that they had received in school both in and out of class had been or would be of assistance to them in becoming better workers. They not only seemed to think that they could become better workers, but also that their training had helped to improve their home life.

The highest single score in the column marked "help from class" was the positive response given to the questions, "Were you taught the importance of citizenship?" This seemed outstanding, since worthy citizenship is considered one of the major contributions of the secondary school to its graduates. The third item given

in the "Imperative Needs of All American Youth" stresses this point strongly. It is also commonly agreed among educators that the major purpose of a school is to train citizens for the type of society that supports it. It would seem that in a democratic state the education of youth for democratic living is of paramount importance.

The ability to get along well with others has long been accepted as an essential item in the make-up of a happy and contented person. Such traits as making the social life of the individual worthwhile, showing respect for others, and being of service to others rated very highly in the estimates of the graduates. The item concerning respect for others was rated highly as concerns both class and out-of-class activities.

All questions that would reflect the value of the science teaching were given high ratings. It was the thinking of the bulk of the graduates that the science they had been taught in the school had made them better thinkers. In addition to this, they seemed to think that they had learned rather well the scientific facts concerning the world around them.

Although the school actually offered only one course in the field of music, it seemed that the graduates did listen to and enjoy good music.

The questionnaires tended to show also that this group of graduates had a high sense of value for the beauties of nature.

TABLE VI

EVALUATION OF HIGH SCHOOL TRAINING AS MADE BY GRADUATES

DURING THE YEARS 1943 TO 1948

<u>Questions for consideration</u>	<u>Help from class</u>			<u>Help from outside class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
1. Were you helped in choosing your life work?.....	12	24	5	8	25	11
2. Were you influenced to enter a certain field of work?.....	18	22	10	13	26	6
3. Did you get pointers that would help you hold a job?.....	6	29	11	8	23	13
4. Do you think Health and Physical Education helped you?.....	8	24	18	11	18	12
5. Did you learn the importance of good sportsmanship?.....	1	13	36	2	13	28
6. Were you assisted in forming proper health habits?.....	3	22	25	1	22	23
7. Were you taught the importance of citizenship?.....	0	9	41	0	12	34
8. Does your citizenship training help you in your work?.....	1	12	37	1	17	24
9. Were you influenced to take a part in community life?.....	6	26	16	2	25	18
10. Will your training help you be a better worker?.....	0	21	27	0	19	23
11. Has your training improved your home life?.....	0	11	11	0	9	12
12. Did you learn about taking your place in the community?.....	2	14	6	1	12	7

TABLE VI (cont.)

<u>Questions for consideration</u>	<u>Help from class</u>			<u>Help from outside class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
13. Has your social life been made more pleasant?.....	0	7	15	0	6	15
14. Were you taught to respect members of your family?.....	0	9	13	0	4	15
15. Were you helped to decide wisely about purchases?.....	6	32	8	3	18	25
16. Were you taught about the services offered by others?.....	3	27	14	5	30	6
17. Did your training enable you to recognize values?.....	2	32	11	1	26	17
18. Has your training helped you in a business way?.....	0	24	17	1	26	11
19. Were you taught the main facts about science?.....	0	15	14	2	21	0
20. Does your knowledge of science influence your life?.....	3	17	12	4	10	10
21. Has your science training made you a better thinker?.....	0	14	15	2	12	9
22. Were you made aware of the importance of science?.....	2	18	11	0	16	7
23. Do you read good magazines and books?.....	1	23	25	1	22	24
24. Do you appreciate good art?.....	3	24	23	6	22	20
25. Do you enjoy listening to good music?.....	2	8	40	2	11	35
26. Do you enjoy the things in nature around you?.....	0	7	43	0	7	42

TABLE VI (cont.)

<u>Questions for consideration.</u>	<u>Help from class</u>			<u>Help from outside class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
27. Do you know how to use your leisure time wisely?.....	0	21	28	0	16	30
28. Does each of your activities get the proper time?.....	1	36	11	0	33	11
29. Is it easy to live and work pleasingly with others?.....	0	20	28	0	14	32
30. Have you developed a respect for other persons?.....	0	15	35	0	10	33
31. Has your sense of values and principles increased?.....	0	19	31	0	22	28
32. Have you improved in the ability to think "straight"?.....	0	30	20	0	25	23
33. Are you able to express your thoughts clearly?.....	0	34	16	1	31	15
34. Do you have a good understanding of what you read?.....	1	24	24	2	24	21
35. Can you understand what you hear, when you listen?.....	0	26	23	0	26	21
TOTALS	81	709	720	81	653	651

This was another item on which not a single check was put in the "none" column. Greater significance is probably to be placed upon the fact that there were more answers checked in the "much" column for both the class and out-of-class activities than were checked for the "some" rating. The implication seems to be that their sense of values were increasing due to teaching of the school.

The ability to think straight did not receive a single "none" rating.

Table VII presents the story of family, community, and work relationships as told by those who were graduated before 1943. A total of 26 questionnaires were received from this group representing graduates from the following classes: 1911, 1921, 1926, 1927, 1930, 1931, 1937, 1938, 1939, 1940, 1941, and 1942.

Eleven of the 26 graduates were married. In this group 20 reported that they were employed full time, 18 were doing housework and not seeking other employment, and two were working for themselves. It is interesting to note that none of them was unemployed, employed part-time, enrolled in the armed services, or going to school. This was probably due to their being somewhat older than the group which was graduated from 1943 to 1948.

Since graduation nine of them had held part-time jobs ranging from one to four jobs. Twelve of them stated that they

had held only one full-time job since graduation; four had held two jobs; two had held three jobs; and two had held four jobs. Considering the fact that this group had recently gone through a period of economic upheaval it is interesting to note the number that seemed to have remained rather constant in their employment.

Switching from one job to another was not a notable trait in this group, since only six of them reported making changes in jobs. Three out of this group changed jobs to secure work closer home, which is perhaps a tendency of maturity. Two changed to get work they liked better and one to secure better pay. This was viewed as a significant fact. Amid all of the high wages paid during the war period from 1942 to 1946, only one of this group seems to have felt like making a change. This would indicate that they were reasonably satisfied in the work that they were doing.

Seventeen of the graduates reported that they belonged to organizations in the community. This number was almost as great as that reported by the group of graduates from 1943 to 1948. It must be considered, however, that that group was twice as large as this one, which would indicate that community attachments had tended to become greater with the passage of time. This may have been due also to the fact that more of the older group were settled in their own communities. Several

TABLE VII

FAMILY, COMMUNITY AND WORK RELATIONSHIPS AS MADE BY GRADUATES
OF CLASSES PRIOR TO 1943

<u>ITEMS</u>	<u>TOTALS</u>
1. Number married.....	11
2. Number employed:	
Employed full time.....	20
Unemployed.....	NONE
Employed part time.....	NONE
Armed Forces.....	NONE
Going to school full time.....	NONE
Doing housework at home, not seeking employment elsewhere.....	18
Working for self.....	2
3. Number of part time jobs held since graduation:	
One job.....	3
Two jobs.....	4
Three or four jobs.....	2
4. Number of full time jobs held since graduation:	
One job.....	12
Two jobs.....	4
Three or four jobs.....	4
5. Reasons for changing jobs:	
To secure better pay.....	1
To get work I liked better.....	2
Work was closer to my home.....	3
Didn't like my work, my fellow workers, or boss.	NONE
6. Number who belong to community organizations.....	17

of the 1943-1948 group were still in college, which fact may have accounted for their lack of community attachment.

Table VIII indicates the courses that those who had been graduated before 1943 would have taken had they returned to school. It seemed interesting to compare the thinking of this group with that of the graduates of 1943-1948. In each case the chief interest was shown in commercial subjects, whereas the second choice was for courses in English. It was likewise true that courses in mathematics were ranked third by each group of respondents. Members of each group seemed to show that they had lacked proper guidance in the selection of their courses while in school. There were, however, in each case graduates who reported that courses they had desired were not offered. This seemed to be an understandable feature of a small, rural high school. The older group of graduates did not see a need for such courses as drawing, band, Bible, office work, penmanship, and home nursing. This might be explained by the fact that they were reporting, in reality, needs that they felt at the time of making the report. Since many of them had already learned nursing in actual home situations they did not feel it as a need. The modern stress placed upon some of the other subjects mentioned probably had impressed the importance of such learning on the minds of the 1943-1948 graduates.

The remarkable degree of similarity between the responses

of the older group and those of the younger graduates seemed to indicate that the variety in the high school offering had not changed to any great extent over this period of years. Absence of records of former offering rendered it difficult to verify this inference.

An overall picture of the reports of this group tend to show that they are more settled, more attached to the community, and of a more serious nature. That such was the case was manifested in comments made by the graduates, which are quoted later in this writing.

Table IX gives an evaluation of the Fincastle High School program as presented by the graduates prior to 1943.

It will be noted that the table contains 100 "none" answers, reported by this entire group, whereas the possible number of such answers was 1820. Thus, only some six per cent of possible replies evaluating the school were negative. This response was about in the same proportion as given by the graduates in the 1943-1948 group. The graduates prior to 1943 made 636 responses in the two "some" columns and 704 in the "much" columns. Provided their marks were sincere, they had registered high regard for the school, as a group, but not quite as high as that of the younger group. In a group of about one half the size of the 1943-1948 graduates, there were as many negative responses as in the larger aggregation. It was also noted that in several cases the

TABLE VIII

RECONSIDERATION OF HIGH SCHOOL OFFERINGS AS MADE BY GRADUATES
OF CLASSES PRIOR TO 1943

	<u>Totals</u>
1. Courses desired if they could return to high school:	
Bookkeeping.....	9
Typing.....	8
Shorthand, Mathematics.....	6 each
English.....	5
Agriculture, shop, Biology, Civics Home Economics, Public Speaking, Foreign Languages.....	2 each
Music Appreciation, Art, Journalism, Science, Physical Education, Designing and Interior Decorating, Spelling, Plane Geometry.....	1 each
2. Did the school offer these courses when you were in school:	
Some of them.....	12
All of them.....	4
None of them.....	6
3. If offered, why didn't you take them:	
Didn't feel the need.....	3
Wasn't properly advised.....	3
Conflict in schedule.....	1
Didn't like the teacher.....	NONE

responses to items in the "some" and "much" columns were more nearly equal than were the same items in the report for the 1943-1948 group. The graduates before 1943 seemed more inclined to put checks in the "some" column; the 1943-1948 graduates in the "much" columns.

Regarding the value of the training in the field of citizenship, the older group seemed to rate the school highly. That their estimate was valid seemed reflected in the fact that a great number of them were successfully finding their places in the community.

This group placed greater stress on the value of the out-of-class training than did any other group. They put fewer checks in the "none" column under the heading of help from outside of class than did either of the other groups studied.

Direct quotations of comments made by early graduates which shed further light on their thinking concerning school are included later in this writing.

Table X presents the evaluation of the high school training as seen by the graduates of the 1949 class. This group was composed of 42 members.

Members of this group reported in more detail than did those of the other two groups. Unlike the others, they checked practically all of the items on the questionnaire. Their responses

TABLE IX

EVALUATION OF HIGH SCHOOL TRAINING AS MADE BY GRADUATES

OF CLASSES PRIOR TO 1943

<u>Questions for consideration</u>	<u>Help from class</u>			<u>Help from outside class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
1. Were you helped in choosing your life work?	6	13	2	1	15	5
2. Were you influenced to enter a certain field of work?.....	9	8	4	2	14	6
3. Did you get pointers that would help you hold a job?.....	5	11	8	6	10	6
4. Do you think Health and Physical Education helped you?.....	4	12	3	1	11	4
5. Did you learn the importance of good sportsmanship?.....	4	10	12	1	8	12
6. Were you assisted in forming proper health habits?.....	3	16	6	2	10	9
7. Were you taught the importance of good citizenship?.....	0	8	17	0	7	18
8. Does your citizenship training help you in your work?.....	0	13	11	0	9	11
9. Were you influenced to take a part in community life?.....	0	12	13	0	8	13
10. Will your training help you be a better worker?.....	1	11	12	0	5	16
11. Has your training improved your home life?.....	0	11	10	0	5	16
12. Did you learn about taking your place in the community?.....	0	18	6	0	13	9
13. Has your social life been made more pleasant?.....	0	12	10	0	9	11

TABLE IX (cont.)

<u>Questions for consideration</u>	<u>Help from class</u>			<u>Help from outside class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
14. Were you taught to respect members of your family?.....	1	9	12	0	5	18
15. Were you helped to decide wisely about purchases?.....	7	11	5	2	10	12
16. Were you taught about the services offered by others?.....	4	17	2	2	13	6
17. Did your training enable you to recognize values?.....	3	16	3	1	11	9
18. Has your training helped you in a business way?.....	3	14	8	1	8	11
19. Were you taught the main facts about science?.....	5	15	4	3	13	2
20. Does your knowledge of science influence your life?.....	1	15	3	2	12	5
21. Has your science training made you a better thinker?.....	0	16	4	1	12	6
22. Were you made aware of the importance of science?.....	4	13	6	3	11	4
23. Do you read good magazines and books?.....	0	10	12	0	10	14
24. Do you appreciate good art?.....	2	10	11	2	7	13
25. Do you enjoy listening to good music?.....	2	7	15	0	4	20
26. Do you enjoy the things in nature around you?.....	2	3	18	0	3	22
27. Do you know how to use your leisure time wisely?.....	0	7	13	0	6	15

TABLE IX (cont.)

<u>Questions for consideration</u>	<u>Help from class</u>			<u>Help from outside class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
28. Does each of your activities get the proper time?.....	3	13	6	3	11	7
29. Is it easy to live and work pleasingly with others?.....	0	8	15	1	4	20
30. Have you developed a respect for other persons?.....	0	5	18	0	6	18
31. Has your sense of values and principles increased?.....	0	8	14	1	6	16
32. Have you improved in the ability to think "straight"?..	0	14	8	0	10	13
33. Are you able to express your thoughts clearly?.....	1	17	4	0	15	8
34. Do you have a good understanding of what you read?.....	0	14	9	0	11	13
35. Can you understand what you hear when you listen?.....	0	14	8	0	10	13
TOTALS	70	334	332	39	302	372

were entirely free from one particular type of error, namely, that of checking an item indiscriminately in all six positions. In this respect their work was superior to that of the other groups. However, in some instances, members of this group, as well as of the others, made two responses to given items where only one was appropriate. Because these responses were included in the totals shown on the various tables, their grand totals did not represent the products of the items and respondents. With this explanation, the totals from the 1949 group are given as follows: "none", 234; "some", 1630; and "much", 978.

These figures show that the 1949 graduates checked considerably more items in the "none" columns than did either of the other groups. Since this group was of about the same size as the 1943-1948 group they might serve for purposes of comparison. The 1943-1948 group put a total of 162 checks in the "none" columns; this group, 234.

It will be noted that the graduates before 1943 put the least number of checks in the "none" columns; the 1943-1948 group a somewhat larger number; and the graduates of 1949 the greatest number. It is also noteworthy that the 1949 group put more responses proportionately in the "some" column and fewer in the "much" column. This trait was noticeable in the report of the 1943-1948 graduates, namely, to respond "some" rather than "much", but it is to be noted that the totals are proportionately

larger for the 1949 group.

The foregoing figures seemed to indicate that the farther removed the group from the actual training the greater value they tended to place upon it. Thus, it might be that if the same questionnaire could be presented to the graduates of the 1949 class five years in the future their opinions would be changed considerably in a positive direction.

It is also true that the graduates of 1949 have not had the experiences that would permit them to fully evaluate a question. The only answer that they could give in a case of this type would be "none". One question might well be cited as an example of this line of thinking. Number three question says, "Did you get pointers that would help you hold a job?". Since these students have not had a chance to actually hold a job their only possible answer to this would have to be "none". Thus, it can be seen why the number of "none" answers might be out of proportion to the other groups.

When an actual comparison is made on a percentage basis, the number of "none" answers is not high.

Table XI is a summary of the findings from all three groups of graduates.

Several things of interest appear in these two tables. The small per cent of responses in the "none" columns as made by all three groups seemed highly significant. From this it might be

TABLE X

EVALUATION OF HIGH SCHOOL TRAINING AS MADE BY GRADUATES

OF THE CLASS OF 1949

<u>Questions for consideration</u>	<u>Help from Class</u>			<u>Help from Outside Class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
1. Were you helped in choosing your life work?.....	3	26	12	3	23	15
2. Were you influenced to enter a certain field of work?.....	13	23	5	11	24	6
3. Did you get pointers that would help you hold a job?.....	3	15	23	8	22	11
4. Do you think Health and Physical Education helped you?.....	1	23	17	8	20	11
5. Did you learn the importance of good sportsmanship?.....	0	12	29	0	17	24
6. Were you assisted in forming proper health habits?.....	0	28	13	0	27	14
7. Were you taught the importance of citizenship?.....	0	15	26	1	21	19
8. Does your citizenship training help you in your work?.....	0	25	15	2	22	17
9. Were you influenced to take a part in community life?.....	2	28	11	3	25	13
10. Will your training help you be a better worker?.....	2	21	18	4	23	14
11. Has your training improved your home life?.....	2	26	13	2	31	18
12. Did you learn about taking your place in the community?.....	4	28	8	8	25	7
13. Has your social life been made more pleasant?.....	2	20	19	0	21	20

TABLE X (cont.)

<u>Questions for consideration</u>	<u>Help from Class</u>			<u>Help from Outside Class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
14. Were you taught to respect members of your family?.....	2	15	24	0	8	33
15. Were you helped to decide wisely about purchases?.....	7	25	9	3	21	17
16. Were you taught about the services offered by others?.....	5	29	7	7	28	6
17. Did your training enable you to recognize values?.....	2	29	8	5	24	11
18. Has your training helped you in a business way?.....	1	28	10	3	31	6
19. Were you taught the main facts about science?.....	0	25	10	11	24	1
20. Does your knowledge of science influence your life?.....	7	20	9	9	19	8
21. Has your science training made you a better thinker?.....	4	19	12	7	20	7
22. Were you made aware of the importance of science?.....	2	15	17	4	21	8
23. Do you read good magazines and books?.....	3	24	14	3	24	14
24. Do you appreciate good art?.....	8	18	15	11	19	11
25. Do you enjoy listening to good music?.....	2	12	26	2	12	26
26. Do you enjoy the things in nature around you?.....	1	14	26	0	12	29
27. Do you know how to use your leisure time wisely?.....	3	21	16	1	22	17

TABLE X (cont.)

<u>Questions for consideration</u>	<u>Help from Class</u>			<u>Help from Outside Class</u>		
	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>	<u>NONE</u>	<u>SOME</u>	<u>MUCH</u>
28. Does each of your activities get the proper time?.....	7	31	3	4	32	5
29. Is it easy to live and work pleasingly with others?.....	2	24	25	0	21	20
30. Have you developed a respect for other persons?.....	1	18	22	0	16	25
31. Has your sense of values and principles increased?.....	2	20	18	0	24	16
32. Have you improved in the ability to think "straight"?.....	2	25	13	2	31	7
33. Are you able to express your thoughts clearly?.....	3	36	2	1	37	3
34. Do you have a good understanding of what you read?.....	3	24	13	2	24	14
35. Can you understand what you hear, when you listen?.....	2	20	18	1	26	13
TOTALS	<u>105</u>	<u>802</u>	<u>523</u>	<u>129</u>	<u>828</u>	<u>455</u>

concluded that the program of the Fincastle High School had been of a reasonably satisfactory nature both as respects class instruction and out-of-class activities. In no case did the per cent of "none" responses reach ten per cent. When it is taken into consideration that this per cent was derived from the thinking of representatives of 20 graduating classes, the ten per cent seems to have become even of greater meaning.

The pattern of per cents for the three groups might be taken to show that the program must have been rather consistent over the period of years surveyed. The "none" answers were but four per cent apart at the extremes. Likewise, the answers for the "some" column were only 15 per cent apart. This broad range was occasioned by the high per cent of responses in "some" columns recorded by the 1949 group. If this group were not to be considered on this account there would be only a difference of five per cent.

The per cents for the "much" column seems worthy of comment, in that it shows a range of 18 from the low of 34 per cent for the 1949 group to the high of 52 for the group before 1943. Again, this broad range was due to the low per cent for the 1949 group. Had this group not been considered the difference would have been only seven per cent.

Lest it be thought that the out-of-class programs of years long prior to this study may have been less effective than more recent programs, it should be pointed out that the highest per cent in the "much" column was that for response made by the graduates before 1943.

Because a number of the graduates not only responded to the questionnaire in the manner requested but also made various comments thereon which gave light on the Fincastle High School program, it was deemed advisable to include some of their statements in this record:

One student, a boy in the class of 1943, said:

With a little encouragement and guidance a student will explore subjects and do work that is beyond the range of the entire class. This will develop personal initiative and knowledge a great deal.

His further comments indicated that he had failed to get such special guidance, thereby pointing to a shortage in the program of the school.

A girl who was in the class of 1945, referred to another need:

I am in favor of making foreign language compulsory no matter what course the student is taking. Why not more classes in sociology?

Another girl, a graduate of 1944, said:

Stress to your students the necessity for knowing mathematics, music, English, and history. Also, the ability to study.

TABLE XI

SUMMARY OF EVALUATION OF HIGH SCHOOL TRAINING AS MADE
BY ALL OF THE GRADUATES

<u>HELP FROM CLASS</u>		
<u>Group</u>	<u>Items Checked</u>	<u>Percentage</u>
Before 1943	NONE 70	9
	SOME 334	46
	MUCH 332	45
1943 - 48	NONE 81	7
	SOME 709	46
	MUCH 720	47
1949	NONE 105	8
	SOME 802	56
	MUCH 523	36

<u>HELP FROM OUTSIDE CLASS</u>		
<u>Group</u>	<u>Items Checked</u>	<u>Percentage</u>
Before 1943	NONE 39	5
	SOME 302	43
	MUCH 372	52
1943 - 48	NONE 81	5
	SOME 653	48
	MUCH 651	47
1949	NONE 129	8
	SOME 828	58
	MUCH 455	34

TABLE XII

STRENGTHS AND WEAKNESSES OF THE PROGRAM OF FINCASTLE
HIGH SCHOOL, ACCORDING TO CRITERIA FOR NEEDS TO BE
MET BY EDUCATION, AS SHOWN BY THE NUMBER OF STUDENTS
INDICATING NONE, SOME OR MUCH AID RECEIVED.

NEED	NONE	SOME	MUCH
Salable skills	135	352	159
Health and Physical Fitness	41	304	296
Rights and duties of citizenship	25	384	436
Significance of the family	30	328	328
Wise use of goods and services	141	533	239
Knowledge of scientific facts	84	383	184
Appreciation of beauty	53	323	538
Use of leisure time	22	249	162
Respect of others	7	260	404
Ability to think	21	517	320
*TOTAL	559	3633	3066
**PER CENT	8	50	42

* Total is of those answering the question and is not a total of the population of the study.

** Per cent is based on the total as described *.

Still another girl, one who completed her work in 1948, commented:

I would just like to say that I think special courses in sex education would be very helpful, and to please continue the library course, which has helped me so much in this first year of college. I also think that it would help if more mathematics were required, especially for those planning to go on in school.

A boy of the class of 1948 wrote:

I find that my greatest need is for mathematics. If it were possible, I would like to see it be compulsory for a student to have four years of mathematics, English, typing, and spelling.

A girl who was one of the few who had married, and a member of the class of 1948, stated that she saw a great need for a wider variety of subjects.

A recent graduate, a girl in the class of 1948, expressed this opinion:

I feel that there is a need for more required reading, that is, comprehensive reading, and a need for more practice in writing. Also, more experience in the essay type question and.....being specific in these essay questions would be helpful.

Another girl of the same class asked:

Why not have more educational movies in the science department?

She also listed several courses that she thought important.

Outstanding among them were courses in foreign languages.

Thus, the graduates drew attention to a wide range of interests including guidance, both personal and educational; and in various subjects, such as mathematics and foreign languages.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

After the data had been studied as indicated in the preceding chapter, certain generalizations emerged which are presented herewith as the major findings of this study:

1. Fincastle High School seems to have offered a program of class instruction supplemented by out-of-class activities which, over the time covered by this study, has varied but little in respect of its nature and effectiveness.
2. The program offered appears to have lacked the breadth required to meet the needs of all of the pupils.
3. The program of classroom instruction has tended to lag somewhat behind the out-of-class activities in serving the youth of the school.
4. Apparently, the school has made one of its best contributions to those who have gone on to further studies.
5. The program of the school seemed to have failed to have been of assistance in eight per cent of the cases. In 42 per cent their needs appeared to have been cared for in an acceptable manner.
6. With increasing emphasis on guidance seems to have come

increasing profit to pupils.

7. Graduates give evidence of considerably higher regard for high standards in class work and discipline than they showed while they were still in school.
8. Graduates manifested keen interest in doing what they could to improve their school.
9. The employment experience of the group seemed to have been satisfactory.

The following findings bear particularly on the questions raised at the inception of this study:

10. In the main the school seems to have met the needs of many of its pupils in view of their later successes as college students, home makers, nurses, and workers in industry.
11. Their records as citizens indicated that the school had fostered positive attitudes toward the responsibilities and privileges of citizenship.
12. Both the data furnished and their manner of supplying information gave evidence of the pupils' having good mental and physical health, habits of industry, and ability to think reflectively.
13. Evidences were shown that graduates had learned to respect themselves and others.
14. Regard for moral and esthetic values stood high in

the responses of the majority.

15. The minds of graduates seemed to have been opened to the facts of nature and the achievements of science.

In general, the study revealed few strengths and weaknesses not previously apparent to those familiar with the program of the school. Rather its value seems to have lain in providing an objective basis for appraisals previously made. In a few particulars new light was shed on such appraisal, notably in instances in which former pupils expressed high appreciation for courses for which they had little interest while in school.

Such weaknesses as became apparent in the study led to the following recommendations:

1. The Fincastle school needs a broader and more fundamental program of instruction, one that will meet the needs of all of the pupils, particularly in the fields of English, mathematics and commercial studies.
2. The public relations program of the school needs to be expanded and improved to the end that all its graduates, at least, are familiar with its progress and needs.
3. A more servicable program of guidance is needed, providing for individual counseling and informational services.
4. More and better physical equipment is recommended for all

of the departments of the school, particularly in the physical and biological sciences.

5. Classes in sex education are suggested.
6. An adequate physical plant of permanent construction is greatly needed, also ample playground space.
7. The out-of-class activities need to be revised to make them more in keeping with the objectives of the school.
8. Greater range of instructional materials should be provided, especially those classified as audio-visual aids.
9. It seems desirable that the inter-school activities include competition in the field of dramatics, as well as expansion of the sports program.

In offering the foregoing recommendations it may be appropriate to recall that, as Rugg¹ has written,

If the wealth of modern creative thought could be assembled and organized, man would command sufficient wisdom to guide the youth of the world. The School of Tomorrow could be brought to life today. Enough is known of man, his knowing and his behavior, to organize its teaching. Enough expressive experience has been lived to guarantee a high order of esthetics.

1 Harold Rugg, Foundations of American Education, p. 807.

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APPENDIX A

FINCASTLE HIGH SCHOOL

OFFICE OF THE PRINCIPAL

HIGH SCHOOL FOLLOW-UP OF GRADUATES

Dear Graduate:

Date _____

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

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

1. My Name _____ Girls (My maiden name was) _____
Mailing Address _____
2. Sex _____ Year I was graduated _____ Other high schools I have attended _____
3. At present I am employed: (Check one)
____ Employed full-time ____ Unemployed ____ Employed part time ____ Armed Forces
____ Going to school full time ____ Doing housework at home, not seeking other employment ____ Work for myself
4. Give the following information on your present or last full-time job.
Firm or employer _____
Address of the firm or employer _____ City _____ State _____
Business or product _____
Name of the job you are doing _____
How long have you worked for this company? _____ Have you advanced in rate of pay or position since starting to work for them? _____
Which or both? _____
5. How many part time jobs have you held since leaving high school? _____
6. How many full time jobs have you held since leaving high school? _____
7. If you changed jobs often list below the reasons for the changes:
____ To secure better pay ____ To get work I liked better ____ Didn't like my boss ____ Work was closer to my home ____ Didn't like fellow workers
____ Didn't like the work
8. Check one: ____ Single ____ Married ____ Divorced ____ Separated
9. If you are married, give the following information:
Number of children ____ Give their names and ages in the blank below _____
10. To what community organizations do you belong? _____

APPENDIX A (cont.)

11. If you could repeat your high school course and were free to take any course, list below what you would take. _____
12. Did the school offer these courses when you were in school?
____ Some of them ____ All of them ____ None of them
13. If offered, why didn't you take them?
____ Didn't feel the need ____ Only wanted to get by ____ Wasn't properly
advised Other reasons _____
14. What are the main things you do for entertainment _____

15. Can the Fincastle High School be of assistance to you in offering:
____ Post graduate courses ____ Use of library ____ Veterans courses
____ Night classes Other ways _____

APPENDIX A (cont.)

It would be appreciated if you would judge the value of how much high school helped you in the ways indicated below:

QUESTIONS FOR CONSIDERATION	HELP FROM CLASS			HELP FROM OUTSIDE OF CLASS		
	NONE	SOME	MUCH	NONE	SOME	MUCH
DIRECTIONS: Please place a check mark () in spaces as indicated. Check only one item in "Help From Class" column and one item in "Help Outside of Class" column.						
Were you helped in choosing your life work?						
Were you influenced to enter a certain field of work?						
Did you get pointers that would help you hold a job?						
Do you think Health and Phy.Ed. classes helped you?						
Did you learn the importance of good sportsmanship?						
Were you assisted in forming proper health habits?						
Were you taught the importance of citizenship?						
Does your citizenship training help you in your work?						
Were you influenced to take part in community life?						
Will your training help you to be a better worker?						
Has your training improved your home life?						
Did you learn about taking your place in the community?						
Has your social life been made more pleasant?						
Were you taught to respect members of your family?						
Were you helped to decide wisely about purchases?						
Were you taught about the services offered by others?						
Did your training enable you to recognize values?						
Has your training helped you in a business way?						
Were you taught the main facts about science?						
Does your knowledge of science influence your life?						
Has your science training made you a better thinker?						
Were you made aware of the importance of science?						
Do you read good books and magazines?						
Do you appreciate good art?						
Do you enjoy listening to good music?						
Do you enjoy the things in nature around you?						
Do you know how to use your leisure time wisely?						
Does each of your activities get the proper time?						

APPENDIX A (cont.)

Questions for Consideration

HELP FROM CLASS	HELP FROM OUTSIDE OF CLASS
--------------------	----------------------------------

NONE	SOME	MUCH
------	------	------

NONE	SOME	MUCH
------	------	------

Is it easy to live and work pleasingly with others?

Have you developed a respect for other persons?

Has your sense of values and principles increased?

Have you improved in the ability to think "straight"?

Are you able to express your thoughts clearly?

Do you have a good understanding of what you read?

Can you understand what you hear when you listen?

APPENDIX B

LIST OF INSTITUTIONS ATTENDED

Averett College
Lewis Gale Hospital
National Business College
Hollins College
Madison College
Virginia Polytechnic Institute
Virginia Intermont College
Longwood College
Indiana Technical College
Chicago Art Institute
Cornett Business College
Roanoke College
Radford College
Queens College
Ferrum College
Medical College of Virginia
William and Mary College
Southern Seminary
Bridgewater College

APPENDIX C

FIRMS EMPLOYING GRADUATES

Standard Oil Company
S. H. Kress Company
Fincastle High School
T. J. Surface - Attorney at Law
Hospital Service Association
Lewis Gale Hospital
Salem Hosiery Mill
Paragon Photo Service
Shenandoah Life Insurance Company
Wright Motor Corporation
Mankpost Glove Factory
Yale and Towne Lock Company
Valley Cadillac Oldes Company
N. & W. Railway
Federal Roanoke Truck Sales Inc.
E. I. duPont Company
Botetourt County School Board
Dairy Herd Improvement Association
S. H. Heironimus Company
Johnson-Carper Furniture Company
Thurman-Boone Furniture Company

APPENDIX C (cont.)

Roanoke Cotton Mills

Gordons Foods

J. J. Newberry Company

State Highway Department (Virginia)

APPENDIX D

FINCASTLE HIGH SCHOOL
Office of the Principal
March 3, 1949

Dear

I would appreciate it very much if you would fill out the two blanks that are attached and return them to me as soon as possible.

This survey is being conducted in order that we may discover the weak and strong points in our school program. A copy of this questionnaire will be presented to approximately one hundred and fifty graduates of Fincastle High School. If there are any comments that you would like to make as to how we can improve the school, or in any way improve the offering of the school please do not hesitate to use the back of either or both pages.

Please be just as prompt as you possibly can in filling out and returning these blanks.

Sincerely yours,

Roscoe Verne Buckland
Supervising Principal

RVE/ps

APPENDIX E

Replies of Graduates by Years

Year	No.	Grand Total
1949.....	42.....	42
1948.....	14	
1947.....	14	
1946.....	10	
1945.....	7	
1944.....	1	
1943.....	4	
1942.....	6	
1941.....	1	
1940.....	5	
1939.....	4	
1938.....	1	
1937.....	1	
1932.....	1	
1931.....	1	
1930.....	2	
1927.....	1	
1926.....	1	
1921.....	1	
1911.....	1	
Grand Total		118

APPENDIX F

FINCASTLE HIGH SCHOOL

SCHOOL LETTER AWARD SHEET

Note to the student: This is an award that may be earned by any deserving student in the high school. A student may be outstanding in only one field and poor in all others and not be able to earn a letter. An award will not be given to any student unless his or her record is approved by the Principal and any other three faculty members. Each student will be presented a certificate showing that he or she is entitled to the award.

DIRECTIONS FOR COMPLETING THIS FORM

1. You are strictly on your honor to answer all questions fairly.
2. All answers are to be typed or in ink.
3. Correct spelling and grammar must be used.
4. Neatness is of great importance.
5. Answer all parts in complete sentences, where necessary.
6. No award sheets will be accepted after the final deadline date, except in unusual cases.

CITIZENSHIP

1. What is your idea of a good school citizen?
2. Who in your opinion, has been the best school citizen this year?
Give reasons for your answer.
3. List four things I have done to improve my citizenship.

APPENDIX F (cont.)

4. What are your citizenship grades for this year?

_____ 1st six weeks

_____ 4th six weeks

_____ 2nd six weeks

_____ 5th six weeks

_____ 3rd six weeks

_____ 6th six weeks

5. If there are any grades in item 4 other than "A's" or "B's", what have you done or what are you doing to correct the situation?

6. List six (6) rules for making yourself an accepted member of a wholesome society.

7. Students who wear school letters represent the school in the minds of other people. How do you expect to act to give others a good opinion of your school?

SCHOLARSHIP

1. Why are good grades important?

2. Have you failed any subjects this year? If so, list those failed.

3. How have you attempted to improve yourself this year other than prepare class assignments and do required reading?

ATHLETICS

1. What part have you taken in school sports within the last 12 months?

APPENDIX F (cont.)

2. Why is good sportsmanship important?
3. What are some characteristics of a good sport?
4. What have you done to assist in making the sports a program of success?
5. If you have had no active part in the sports program, what games have you seen?

CLUB ACTIVITY

1. To what clubs, or school organizations do you belong?
2. What offices do you hold in above organizations?
3. In your opinion, what is the most outstanding club in school? Why?

CHURCH ACTIVITY

1. To what church or religious group do you belong?
2. What office do you hold?
3. What have you done to make your church program a success?
4. Discuss your church and Sunday School attendance over the last 12 months period.
5. Why is church attendance important in your development.

APPENDIX F (cont.)

HOME ACTIVITY

1. What tasks or duties do you do to make your home-life more harmonious?
2. How do you feel toward members of your family who are younger than yourself?
3. How do you feel toward members of your family who are older than yourself?
4. Your parents have done much to give you a good home, good opportunities, etc. What do you expect to do to help reward them, although it may be in a small way?
5. List five simple rules that would help to make you a better member of your family.

FRIENDSHIPS

1. What points do you consider in the selection of a friend?
2. Students with a good personality usually have a lot of friends. What can you do to improve your personality?
3. Do you have all the friends you want, do you have too many, etc.? Discuss this topic.

OTHER ACTIVITIES

List in the space below any other activities that you consider of importance:

APPROVAL OF CITIZENSHIP

We, the following, approve this application for School Letter award.

Principal

Minister

Homeroom Teacher

Any Interested Adult

Any Senior

Any Interested Adult

Star for _____

Emblem for _____

Bars for years _____