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A follow-up study of the graduates of the central Consolidated High School, Sylva, North Carolina, 1943-1952 inclusively

John William Wade

Atlanta University

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A FOLLOW-UP STUDY OF THE GRADUATES OF THE CENTRAL
CONSOLIDATED HIGH SCHOOL, SYLVA, NORTH
CAROLINA, 1943 - 1952 INCLUSIVELY

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

BY
JOHN WILLIAM WADE

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1953
ACKNOWLEDGMENTS

I wish to express my deepest appreciation to the School of Education for its profound guidance in the various facets of this research which were immeasurable in broadening the horizon of curriculum planning, evaluation and administration.

Thanks are due particularly to Dr. R. O. Johnson and Dr. Laurence E. Boyd for their assisting in helping me write this thesis.

J. W. W.
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CHAPTER I

INTRODUCTION

Rationale.— A feeling is growing among educators and laymen that the secondary school is not preparing youth with the competences for everyday living. Manual labor is decreasing, and in its place man is depending upon economical machine-tools. Transportation of man and goods has advanced from months to weeks, from weeks to days, and from days to hours. The income derived from domestic service is fading with the many and modern conveniences of the home. The atomic bomb and now the hydrogen bomb has changed the thoughts of man into fear of destruction. The radio and now television has changed the pattern of communication and the use of leisure. These changes in the material culture have tremendous impact upon social living thus demanding new social skills.

Man is faced with many problems which he has not solved. We have lost about one-third of our top soil. Our water supply in many places is inadequate and unsanitary. We have yet to find a cure for cancer, and accidents are yet taking thousands of needless lives. The rearing of children presents the problems of parenthood and homemaking, and the social intermingling of the adolescence proposes the problems of courtship and sex education. The steady stream of divorces issued by the courts proves that still we have no stability in our marriages.

These problems and others are indicative of the real-life problems faced by the youth of today, yet the average high school has given little thought about these problems.

The purpose of the school is to prepare youth for living. John Dewey
once said that education is life. If this be true, then the school is short of its goal.

Realizing that to prepare youth for living is the task of the secondary school has caused the writer to observe his school in respect to how it was meeting the challenge of preparing its graduates for the problems of every-day living.

**Statement of the Problem.**—The problem involved in this research was a follow-up study of the graduates of the Central Consolidated High School, Sylva, North Carolina to determine the effectiveness of the high school program upon the subsequent educational and vocational activities of the graduates.

**Definition of Terms.**—The term graduate pertains to those students who have completed a minimum of sixteen units of the curriculum offering and received a diploma from the school. Advanced study is any additional study carried on beyond high school graduation both academically and vocationally.

**Place of Study.**—This study was made at the Central Consolidated High School, Sylva, North Carolina. Sylva, the county seat of Jackson County, is located in the hills of the Blue Ridge Mountains of western North Carolina. Jackson County was formed in 1851 from Haywood and Macon Counties and named in honor of Andrew Jackson. The first county seat was at Webster, which was built on an Indian mound. In 1913 the county seat was moved to Sylva, named for William Sylva, a native of Denmark and an early settler. The Meiggs-Freeman treaty line marking the Cherokee
Reservation runs through the county.

In the southwest mountains, Jackson County has a high elevation with peaks which tower above stream-fed valleys. Extending from the Great Smokies to the South Carolina border, the county is bounded on the north by the Balsam Range, on the east by the Tennessee ridge, and on the west by the Cowee Mountain. Mica and kaolin clay are the chief mineral products of the county, but copper, corundum, garnet, chromite and nickel ore also occur. The principal merchantable trees are oak, popular, white pine, and chestnut. Waters include the Tuckaseigee and Chattooge rivers and numerous creeks and lakes. A hydro-electric plant is on the Tuckaseigee River.

The chief crops are corn and cabbage. Livestock is also important. Hay, irish and sweet potatoes and some burley tobacco are grown. The largest industry in the county is a corrugated paper plant. Leather is tanned at Sylva and also at Sylva a large textile plant is being constructed.

The Central Consolidated High School is located on the outskirts of Sylva, and it is the only Negro school in the county. High school pupils from the adjoining counties of Macon and Swain also attend this school.

Research Method.— The research method used to gather these data was the Normative-Survey, employing the use of the questionnaire, interview and records.

Scope and Limitations.— This study was limited to the graduates of

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the Central Consolidated High School who had earned sixteen units and had received a diploma between the dates; May 1943 and May 1952. This study did not attempt to ascertain what the graduates felt the school should have offered in its program of studies.

**Purpose of the Study.**— The purpose of this study was to find the answers to these questions:

1. What was the number of graduates during the ten year period?
2. What is the residence of the graduates?
3. What is the income of the graduates that are employed?
4. What is the present status of the graduates in respect to what they are now doing?
5. What is the marital status of the graduates?
6. What were the subjects preferred by the graduates while in high school?
7. What were the subjects least desired by the graduates while in high school?
8. What were the subjects the graduates would have desired in high school which were not offered?
9. What high school experiences are contributing most to the solution of the problems of every-day living faced by the graduates?

**Procedure.**— When the writer decided to make a follow-up study of the graduates of the Central Consolidated High School the questionnaire was found to be the only available technique for securing the data. The questionnaire was constructed and approved by Dr. R. O. Johnson and Dr. Laurence E. Boyd, Professors of Education, Atlanta University, Atlanta, Georgia, as being one that would provoke valid responses.
The data for this study were secured through responses made to items on this questionnaire.

During the period 1943 to 1952 there were 94 graduates of the Central Consolidated High School; of this number 41 were males and 53 were females. Questionnaires were sent to 61 graduates and 61 were returned and found usable for this study. The writer after a diligent effort was unable to secure the mailing address of 4 males and 1 female graduate. One graduate was known to be deceased. Twenty-seven graduates; seventeen males and ten females were interviewed and asked only the questions on the questionnaire. In all the writer had data at hand from 88 or 93.62 per cent of the total number of 94 graduates.

After the questionnaires were returned it was found that one question could not be used in this study. The graduates were asked to select the subjects that influenced their choice of occupation, profession or continuation of study. A very small percentage answered this question, therefore the data would not present an objective view and was not used.

The data were carefully checked against the schools records as to the year of graduation, sex and number of graduates in a given year.

Value of the Study.— This study should reveal the extent to which the school has met the challenge of preparing the graduates for subsequent activities in life beyond high school. It should reveal the subjects which were preferred, not preferred and the subjects the graduates would have elected, but were not offered. It should reveal the attitude that the graduate holds toward the program of his high school. As a result of this study, it may be possible to enrich the offerings of the school.

Related Literature.— A summary of the related literature revealed the
following findings and has been presented under the two headings used; research studies and points-of-view.

Research Studies.— Research in studies similar to this one have been made to discover whether the school is meeting the needs of the graduates in respect to the problems faced by the graduates in every-day living.

1 Mack Henry Martin, Jr., of Boley, Oklahoma made a follow-up study of 173 graduates of Boley High School, during the period from 1925-35 inclusively. The purpose of Martin's study was "to find to what extent the graduates of Boley High School had been educationally, socially and economically successful in life-after-high school." He found that a deficit of finance, marriage and earning a living were the reasons the graduates failed to enroll and attend college. He assumed also from the data that the curriculum could be strengthened.

2 The School Review reports that Jane E. Crawford made a survey of the graduates of the Woodrow Wilson High School, Washington, D. C. The purpose of the study was to select those new factors worthy of being assimilated into a previously well proved order of learning. It was found that:

Sixty-three per cent of the graduates were continuing their formal education in 1943. (Graduating class of 1942). Fifty-six per cent attended school full time, four per cent were attending school full time and working part time and three per cent were working full time and attending school part time.


Hertzel made an occupational survey of all persons who had graduated from the Summer Iowa High School between the years 1892 to 1939 inclusively, which is summarized in the Journal of Educational Research as follows:

The purpose of the study was to find to what extent the graduates were varied and new additions made until the year 1925 when it was felt that there was a rather active curriculum. The survey revealed that most of the women (62.56 per cent) were married and engaged in the business of homemaking. The next largest group were teaching (7.58 per cent). The remainder were grouped in varied and different occupations. The results clearly show that homemaking should be a part of the curriculum.

Punke made a study of 14,369 graduates from 31 Illinois High Schools located in communities with a population less than 5,000. The period covered was from 1890 to 1932 and showed that one third of the graduates of high schools in the communities studied remained in the community five or more years after graduation and that 39 per cent lived outside the home state. Punke concluded that this situation places a decided and unwarranted strain on the social and economic resources of the small community. The study further indicated that more emphasis should be placed on informing the pupils relative to vocational opportunities in other sections of the country.

Doane made a study of the needs of youth on the level of the high school. He attempted to secure a fair sample of the problems of youth for the nation. The study included 2,069 high school graduates in thirty-two

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high schools in the states of California, Nebraska, Virginia and Pennsylvania. The finding revealed that the getting of a suitable vocational was the greatest problem and secondly that of making friends.

In a study of the graduates of the High School Department of the Mississippi Industrial College, Frazier found that the graduates tended to reside mostly in the southern states. That after graduation the graduates more or less followed the vocational choice made in high school.

Crowder found in his study that two-thirds of the graduates continued their academic preparation into adult pursuits. That there was a need for vocational guidance to assist those graduates who go directly from the high school into the adult world.

Points of View.— The responsibility of the high school in training youth to meet the persistent problems living are presented in the points-of-view to follow.

Anderson, Grim, and Gruhn stated that the responsibility of a secondary school does not end when the pupils graduate or drop out of school. In the senior high school, there should be assistance in helping them to find employment and to succeed on the job. Furthermore, the school should assist its graduates in locating better positions as they gain experience and competence. This means of course, that there should be an aggressive

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placement service in the senior high school and a competent staff to follow
up on the success of graduates at universities, colleges, and other post
secondary schools to obtain information which may be used for counseling
pupils.

1
Douglas has this to say:

School administrators interested in secondary education
have come to realize the school may make to society and to young
people as individuals a contribution which is broader than
instruction. They have been impressed with the fact that, for a
great many pupils, the school may render a service in getting
them safely started in their vocational careers that their parents
are unable to render for them effectively, or with the fact that it
may give valuable assistance to parents in this important function.
The idea has been generally accepted that the school should consider
seriously assuming responsibility for any type of service necessary
or highly desirable in the preparation of young people for life when
no other institution or agency is functioning in that particular type
of service, provided, of course, the school can reasonably render the
service. It is obvious that the industries, trades, professions,
business, or other branches of productive life are rarely impartially
interested in guiding boys and girls into those occupations in which
they as individuals will be most happy and useful. Nor are they in
a position to render service equal to that of the school. The idea
that the school should maintain its influence and contacts of the
mature of guidance even after the boy or girl has withdrawn from
school is gaining adherents rapidly.

A report of the American Youth Commission suggest the following: The
school ought to take at least the same interest in their products that
the conscientious industrial establishment takes in its output. The school
ought to stand by a student with advice and assistance until he finds a
place in the adult world.

There is a growing tendency on the part of the secondary school to be

1 Harl R. Douglas, Organization and Administration of Secondary
2 American Council on Education, American Youth Commission, What The
High School Ought To Teach (Washington, D. C., 1940), p. 32.
more and more concerned with life out of school. It is being increasingly recognized that the school's responsibility to youth does not cease when the formal academic relationship is ended. Definite efforts are being made to make the work of the school more effective in the life of the students after they leave the school. The work of the school is more frequently being evaluated in terms of behavior of youth after they are out of school.

Henderson and Goerwitz in writing, "Why the Follow-Up Study is Needed," has this to say. Facing us now are many unsolved problems, yet the secondary school has done little serious thinking about these problems at the turn of the half century. The Illinois Secondary School Curriculum Program has stated the purpose of the school to be, "to provide learning experiences so that the needs of youth and the requirements of society may be met effectively."

Summary.— In recent years quite a few follow-up studies have been made about graduates of secondary schools. In reviewing the studies quoted the writer arrived at the following findings:

1. Many secondary school curriculums are weak, because they do not allow their graduates to realize their life's ambition.

2. That when graduates have an opportunity for vocational training in high school they carried it on in adult life.

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3. That graduates tend to reside in the section of the country where they had high school residence, although some shift to other states.

4. Guidance is not effective, since some graduates shift from one vocation to another.

5. The two greatest problems of youth were securing a satisfactory job and making friends.

6. Graduates should be enlightened as to vocational opportunities in other sections of the country as well as their local communities.

7. That a vast majority of the graduates marry within five or seven years after graduation.

8. Many graduates fail to attend college, because of finance, marriage and earning a living.

Educators' views as to how the secondary school may discharge its responsibility to youth has been quoted and the following findings derived:

1. The secondary school should follow through with assistance until the graduate has made proper adult adjustment.

2. The secondary school must guide boys and girls into occupations in which they will be most happy and useful.

3. The work of the school is more frequently being evaluated in terms of behavior of youth after they are out of school.

4. The secondary school has done little serious thinking about helping youth solve the many unsolved problems persistent to living in a dynamic world.

5. The school's responsibility is much broader than instruction.
CHAPTER II

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this chapter is to present the data derived from the graduates through the use of the questionnaire and interview. These data will be presented in tabular form, analyzed and interpreted in order to provide answers to the questions set forth in the purposes of the study.

Number of Graduates.— The first purpose was to answer the question, "What was the number of graduates during the period?" A search of the permanent records of the Central Consolidated High School, Sylva, North Carolina revealed that there were 94 graduates during the period 1943 to 1952 inclusive. In breaking down this number it was revealed that 41 were males and 53 females. Of this number there was one known to be dead. The writer after diligent effort was unable to find the address of five of the graduates; four males and one female. The writer, however, was able to locate and to secure responses from 88 or 93.62 per cent of the 94 graduates to make this study which is a representative number. Table 1 is a breakdown of the number of graduates by sex and year for the period 1943 to 1952.

An analysis of Table 1 reveals that there was a total of 94 graduates during the period from 1943 to 1952. In 1943 there was a total of 15 graduates; 9 women and 6 men with 9 women and 4 men or 86.67 per cent returning their questionnaires. The class of 1944 had 7 graduates; 4 women and 3 men, all returned their questionnaires for a percentage of 100.00. In the graduating class of 1945 there were 5 graduates all women who returned their questionnaires for 100.00 per cent. Twelve graduates; 10 women and 2 men received their diplomas in the year of 1946. Ten women
**TABLE 1**

NUMBER OF GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL DURING THE PERIOD BY YEARS SHOWING THE NUMBER OF QUESTIONNAIRES SENT, RETURNED, NOT RETURNED AND THE PERCENTAGE OF RETURNS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF GRADUATES</th>
<th>QUESTIONNAIRES SENT</th>
<th>QUESTIONNAIRES RETURNED</th>
<th>QUESTIONNAIRES NOT RETURNED</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girls</td>
<td>Boys</td>
<td>Total</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>1943</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>1944</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1945</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
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<td>1946</td>
<td>10</td>
<td>2</td>
<td>12</td>
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<td>1947</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>4</td>
<td>7</td>
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<td>1948</td>
<td>4</td>
<td>4</td>
<td>8</td>
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<td>1949</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>1950</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>1951</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>1952</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>53</td>
<td>41</td>
<td>94</td>
<td>53</td>
<td>40</td>
</tr>
</tbody>
</table>

* One graduate was known to be deceased.
returned their questionnaires, but the 2 men did not. For that year the percentage of returns was 83.33. In the year of 1947 there were 11 graduates; 4 women and 7 men who returned their questionnaires for a percentage of 100.00. The class of 1948 had 8 members; 4 women and 4 men. Three women and 4 men returned their questionnaires for a percentage of 87.50. Nine graduates; 5 women and 4 men completed their high school program in 1949. One member of this class; a male is known to be deceased and was not sent a questionnaire. All living members of the class returned their questionnaires for a 100.00 per cent return. In 1950 there were 7 graduates; 2 women and 5 men, in 1951 there were 12 graduates; 5 women and 7 men, in 1952 there were 8 graduates; 5 women and 3 men. In the year 1950, 1951, and 1952 all of the graduates returned their questionnaires for 100.00 per cent. Twenty-seven of the graduates; 17 males and 10 females were interviewed.

The small enrollment to boys during the years 1944, 1945 and 1946 can be attributed to World War II. The drift of men to industrial areas left a scarcity of labor in many rural communities, thus many high school boys dropped out of school. On the other hand, some of the men were drafted by the Selective Service Act to serve in the defense of the country.

Residence of the Graduates.— In order to answer the question, "what is the residence of the graduates?", the graduates were asked to tell where they had permanent residence. These data are presented in Table 2.

Table 2 reveals that 2 graduates lived in Asheville, 2 in Andrews, 7 in Bryson City, 1 in Canton, 3 in Cullowhee, 1 in Dillsboro, 1 in Durham, 6 in Franklin, 1 in Kings Mountain, 1 in Murphy, 1 in Shelby and 3 in Waynesville. Sylva the site of the school had 55 graduates living within
its confines. All of the afore mentioned towns are in North Carolina.

Living outside the state was 1 soldier in each of two army camps: Camp Lee, Virginia and Fort Jackson, South Carolina. One graduate resides in Detroit, Michigan and one in New York, New York.

TABLE 2

FREQUENCY DISTRIBUTION OF THE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL AND PERCENTAGE OF GRADUATES RESIDING IN TOWNS AND CITIES

<table>
<thead>
<tr>
<th>Location</th>
<th>Number of Graduates</th>
<th>Percentage of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asheville, North Carolina</td>
<td>2</td>
<td>2.27</td>
</tr>
<tr>
<td>Andrews, North Carolina</td>
<td>2</td>
<td>2.27</td>
</tr>
<tr>
<td>Bryson City, North Carolina</td>
<td>7</td>
<td>7.95</td>
</tr>
<tr>
<td>Camp Lee, Virginia</td>
<td>1</td>
<td>1.14</td>
</tr>
<tr>
<td>Canton, North Carolina</td>
<td>1</td>
<td>1.14</td>
</tr>
<tr>
<td>Cullowhee, North Carolina</td>
<td>3</td>
<td>3.41</td>
</tr>
<tr>
<td>Detroit, Michigan</td>
<td>1</td>
<td>1.14</td>
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<tr>
<td>Dillsboro, North Carolina</td>
<td>1</td>
<td>1.14</td>
</tr>
<tr>
<td>Durham, North Carolina</td>
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<td>Fort Jackson, South Carolina</td>
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<td>Franklin, North Carolina</td>
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<tr>
<td>Kings Mountain, North Carolina</td>
<td>1</td>
<td>1.14</td>
</tr>
<tr>
<td>Murphy, North Carolina</td>
<td>1</td>
<td>1.14</td>
</tr>
<tr>
<td>New York, New York</td>
<td>1</td>
<td>1.14</td>
</tr>
<tr>
<td>Shelby, North Carolina</td>
<td>1</td>
<td>1.14</td>
</tr>
<tr>
<td>Sylva, North Carolina</td>
<td>55</td>
<td>62.50</td>
</tr>
<tr>
<td>Waynesville, North Carolina</td>
<td>3</td>
<td>3.41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

It is evident that 84 or 85.44 per cent of the graduates have remained in the state of North Carolina with 55 or 62.50 per cent of that number living within the community where they attended high school. Since, the
graduates in Franklin 6 or 6.32 per cent and Bryson City 7 or 7.95 per cent were transported to Sylva to attend school it may be said that 68 or 77.27 per cent have remained within a radius of 20 miles of the high school from which they graduated.

An interpretation of these data is a suggested question. Why has a vast majority of the graduates tended to remain within the home state? One or more basic assumptions may be the answer to the posed question. The graduates had no knowledge of occupational opportunities in other sections of the country. The graduates had married, and had children and found it impractical to orientate their family life in an unfamiliar locality. There is also a possibility that sectional adaptation might be operating.

Income of the Female Graduates. — The third purpose of the proposed study was to ascertain the income of the graduates. These data are presented in Tables 3 and 4.

**TABLE 3**

INCOME OF THE FEMALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL SHOWING THE PERCENTAGE OF GRADUATES ON A GIVEN INCOME LEVEL

<table>
<thead>
<tr>
<th>Monthly Income Range</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $ 100</td>
<td>33</td>
<td>86.84</td>
</tr>
<tr>
<td>$100 - 149</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>150 - 199</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>200 - 249</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>250 - 299</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>Over - 300</td>
<td>38</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table 3 reveals that 38 of the 52 women graduates in this study are employed. Thirty-three or 66.34 per cent were earning a monthly income less than $100. One was earning from $150 to $199, 1 from $200 to $249 and 3 from $250 to $299 per month.

It is evident that the school has made no attempt to inform the women graduates about fields of employment that did not require a college education. Positions such as typist, stenographers, seamstress, beauticians and many other occupational opportunities pursuits of this type could have been filled by the women graduates had they been informed. The writer feels that had the school fulfilled its obligation, man of the 33 women earning less than $100 per month would have been employed in better paying positions. The school should assist the graduate in successfully getting started in training for one of the positions mentioned above. This may be accomplished by contacting training institutions and securing entrance requirements, expenses and length of time required to complete a given course. Most positions of this type require from three to twelve months training.

Income of the Male Graduates.-- Since there is yet a differential in the earning power of men and women; the male graduates were set up in a separate table, analyzed and interpreted accordingly so as to show an objective picture of the earning power of both men and women graduates in the study. Table 4 reveals the earning power of the men.

The data reveals that 28 of the 36 men involved in this study were employed. Two or 7.14 per cent were earning less than $100, however, these two men were in the armed service. Seven or 25.00 per cent earned from $100 to $149 per month, 9 or 32.14 per cent from $150 to $199,
nine or 32.14 per cent from $200 to $249 and 1 over $300.

TABLE 4
INCOME OF THE MALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL SHOWING THE PERCENTAGE OF GRADUATES ON A GIVEN INCOME LEVEL

<table>
<thead>
<tr>
<th>Monthly Income Range</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $100</td>
<td>2</td>
<td>7.14</td>
</tr>
<tr>
<td>$100 - 149</td>
<td>7</td>
<td>25.00</td>
</tr>
<tr>
<td>150 - 199</td>
<td>9</td>
<td>32.14</td>
</tr>
<tr>
<td>200 - 249</td>
<td>9</td>
<td>32.14</td>
</tr>
<tr>
<td>250 - 299</td>
<td>1</td>
<td>3.57</td>
</tr>
<tr>
<td>Over - 300</td>
<td></td>
<td>100.00</td>
</tr>
</tbody>
</table>

The minimum yearly income of the men excluding the two that earned less than $100 and the one that earned over $300 per month was ($184.8). Based upon a high school training this may be considered a fair income.

In harmony with the conclusion drawn from the salary range of the women it may be said that the school has fallen short of its obligation. To mention the many trades in which these graduates could have been steered shows that guidance must have flown out the window. The question of sufficient finance to meet the expenses necessary to complete any of these trades is not a major problem in many instances. Many trade training institutions have a plan where the student works and also attends school. Certainly, this was true to a great degree during the period 1943 to 1952 when the war effort and national defense demanded skilled labor that was
scarce. Many industrial plants offered on-the-job training to fill their industrial labor needs.

**Marital Status of the Female Graduates.**— To answer the question; "what is the marital status of the graduates?" the following data is presented in Table 5.

<table>
<thead>
<tr>
<th>Status</th>
<th>Frequency</th>
<th>Number of Children</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>19</td>
<td></td>
<td>36.54</td>
</tr>
<tr>
<td>Married</td>
<td>33</td>
<td>43</td>
<td>63.46</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>43</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The data reveals that 19 of the female graduates during the period were single; which represents 36.54 per cent of the graduates. The table also shows that 33 or 63.46 per cent of the graduates were married and had a total of 43 children which was an average of 1.3 children per graduate that is married.

A study of the data gathering device revealed that a large majority (78.53) of the women had been married five years or longer. The others ranged from 8 months to five years. Based upon these facts it is eminent that the women graduates marry soon after completing high school. Since this is the situation it is evident that experiences involving family
life, civic responsibility, and economic security should be a major objective of the school. Another factor which must be considered is that of courtship. Are the marriages a result of crushes which later result in domestic disagreement and broken homes? If so, the school through classroom and co-curricular activities should foster the selection of companions with enough common interests to insure a lasting companionship.

**Marital Status of the Male Graduates.**— In Table 6 the marital status of the male graduates is presented. The children belonging to the graduates in Table 6 is not a duplicate of the children in Table 5. In the letter to the graduates they were asked, if they were married to a graduate to list the children on only one questionnaire.

**TABLE 6**

**FREQUENCY DISTRIBUTION AND PERCENTAGE OF THE MARITAL STATUS OF THE MALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Status</th>
<th>Frequency</th>
<th>Number of Children</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>16</td>
<td></td>
<td>44.44</td>
</tr>
<tr>
<td>Married</td>
<td>20</td>
<td>25</td>
<td>55.56</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>

There were 36 men graduates during the period and the data revealed that 16 or 44.44 per cent were single. Twenty or 55.56 per cent of the graduates were married and had 25 children which was an average of 1.25
children per male graduate.

The complexity is the same for the men as for the women in respect to the length of time they were married. Certainly, it is eminent that since both men and women marry soon after graduation, the responsibility of the school is definitely channeled to preparing these boys and girls for living in an adult world. Nine of the single men were currently enrolled in college; therefore the trend seems to shade towards intellectual improvement. It, also, may be concluded from the data that both men and women are productive. Retrogressing to the income range of both sex indicates that increasing productivity is economically unsound.

Subjects Preferred by the Women Graduates.—One of the purposes of this study was to ascertain the subjects that the graduates preferred while in high school. In Table 7 these data are presented showing the subject preferences of the female graduates.

In Table 7, 22 or 42.31 per cent of the 52 female graduates selected home economics and English as the highest ranking subjects. Next came typing selected by 11 or 21.15 ranked 3; physical education by 10 or 19.23 per cent ranked 4 and general business and biology by 8 or 15.38 per cent ranked 5\%.. Following these came social studies and algebra chosen by 7 or 13.46 per cent ranked 7\%; general science by 4 or 7.68 per cent ranked 9, geometry by 3 or 5.77 per cent ranked 10 and physics by 2 or 3.85 per cent ranked 11 of the women graduates. Based upon the frequency of selection, home economics, English, typing and physical education were the four popular choices of the women.

Table 7 suggest this question. What was the underlying factor operating in the selection of each subject? The one answer the writer suggest is
that the experiences in these subjects contributed to the life of the graduate. It is sound to assume that the experience in home economics has elicited values in good housekeeping. The study of English could have developed a worthy use of leisure, such as reading; a knowledge of typing could well have been the source of an income and neat letter writing.

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Per Cent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>22</td>
<td>42.31</td>
<td>1½</td>
</tr>
<tr>
<td>English</td>
<td>22</td>
<td>42.31</td>
<td>1½</td>
</tr>
<tr>
<td>Typing</td>
<td>11</td>
<td>21.15</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
<td>19.23</td>
<td>4</td>
</tr>
<tr>
<td>General Business</td>
<td>8</td>
<td>15.38</td>
<td>5⅔</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
<td>15.38</td>
<td>5⅔</td>
</tr>
<tr>
<td>Social Studies</td>
<td>7</td>
<td>13.46</td>
<td>7⅔</td>
</tr>
<tr>
<td>Algebra</td>
<td>7</td>
<td>13.46</td>
<td>7⅔</td>
</tr>
<tr>
<td>General Science</td>
<td>4</td>
<td>7.69</td>
<td>9</td>
</tr>
<tr>
<td>Geometry</td>
<td>3</td>
<td>5.77</td>
<td>10</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>3.85</td>
<td>11</td>
</tr>
</tbody>
</table>

In the case of physical education, the experience gave insight into a knowledge, participation and interest in games. Transactions such as the use of the postal system, the use of public utilities, buying insurance and the use of a bank, not to mention the many other daily business transactions, could have underlied the preference for general business.
The experience in biology, no doubt, can be remembered as one that taught the graduate a knowledge of the origin of life and the care of health. It could have provoked a love for plants. The social studies, perhaps, is suggestive of intelligent voting and participation in civic affairs. Correct proportions in food receipts and measurements in making repairs and building additions about one's home could well have been learned during the experience in algebra, geometry and physics.

Subjects Preferred by the Male Graduates.-- The subject preferences indicated by the male graduates are presented in Table 8. These data answers the question, "what were the subject preferences of the graduates while in high school"?

Table 8 indicates that 13 or 36.11 per cent of the graduates chose manual arts as their popular subject which ranked 1. Physical education and biology were selected by 11 or 30.56 per cent of the graduates and ranked 2½; and 9 or 25.00 per cent of the graduates selected general science and physics, which ranked 4½. Falling in succession were social studies and English preferred by 5 or 13.89 per cent of the graduates and ranked 6½; algebra chosen by 4 or 11.11 per cent ranked 8, geometry by 3 or 8.33 per cent ranked 9 and typing by 1 or 2.78 per cent ranked 10. The four outstanding preferences were manual arts; physical education and biology (tied) and general science and physics (tied).

It is easily understood why the selection of manual arts was made. The upkeep of the home requires constant repairing. This can be expensive unless the homeowner has an operational knowledge of woodwork. The average yearly income of the male graduates was found to be $1848. This income certainly requires economy; therefore, it evident that the men had
found a practical value in the course. The value of physical education and biology as has been previously discussed is applicable in the preferences expressed by the men. Physics like manual arts can offer skills such as the repair of electrical appliances around the home.

### TABLE 3

FREQUENCY DISTRIBUTION, PERCENTAGE AND RANK OF THE COURSES PREFERRED BY THE MALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Per Cent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual Arts</td>
<td>13</td>
<td>36.11</td>
<td>1</td>
</tr>
<tr>
<td>Business Education</td>
<td>11</td>
<td>30.56</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>11</td>
<td>30.56</td>
<td>2</td>
</tr>
<tr>
<td>General Science</td>
<td>9</td>
<td>25.00</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>9</td>
<td>25.00</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
<td>13.89</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>13.89</td>
<td>6</td>
</tr>
<tr>
<td>Algebra</td>
<td>4</td>
<td>11.11</td>
<td>8</td>
</tr>
<tr>
<td>Geometry</td>
<td>3</td>
<td>8.33</td>
<td>9</td>
</tr>
<tr>
<td>Typing</td>
<td>1</td>
<td>2.78</td>
<td>10</td>
</tr>
</tbody>
</table>

In comparing the subject preferences of the men against those of the women similarities and dissimilarities of preferences were found. The preference of typing third in preference by the women and tenth by the men. Does the experience in typing have greater values for women than for men, or does the subject have a sexual appeal? Manual arts has the same values for boys as home economics has for girls; both can teach values that are applicable to general home maintenance and a knowledge of the
subjects can be profitable as a means of earning a living. The rank of both indicates their practical value. Although the rank of a subject may vary from one to two ranks, as in the case of physical education, it may be found that in the frequency of selection there is not a significant difference. There was a greater preference for the sciences by the men.

**Courses Least Desired by the Women.**—The school should be concerned about the courses least desired by the graduates. One of the purposes of this study was to determine what courses the graduates least desired while in high school. The responses made to this item on the questionnaire by the women are presented in Table 9.

Table 9 reveals the order in which the women listed the undesired subjects. Social studies ranked 1 by being selected by 18 or 34.62 per cent of the women. Next came algebra ranked 2 by 14 or 26.92 per cent, English ranked 3 by 11 or 21.15 per cent; general science and geometry ranked 4½ by 8 or 15.38 per cent, biology ranked 6 by 7 or 13.46 per cent and physics ranked 7 by 4 or 7.69 per cent of the graduates. Three or 5.77 per cent chose general business which ranked 8 and 1 or 1.92 per cent selected physical education and typing which ranked 9½. The three most undesirable subjects were social studies, algebra and English.

It is sound to assume that a student's dislike for a subject is predicated upon the assumption that he sees no life-related value tied therein. In Table 9 the women listed the subjects that they least desired. These subjects were selected because they have made no contribution what-so-ever in life after the high school experience. If education is life, certainly every experience in the curriculum should be designed so as to secure a life-related value. Why did eighteen women dislike social studies?
TABLE 9
FREQUENCY DISTRIBUTION, PERCENTAGE AND RANK OF THE COURSES LEAST DESIRED BY THE FEMALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Per Cent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>18</td>
<td>34.62</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>14</td>
<td>26.92</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>11</td>
<td>21.15</td>
<td>3</td>
</tr>
<tr>
<td>General Science</td>
<td>8</td>
<td>15.38</td>
<td>4\frac{1}{2}</td>
</tr>
<tr>
<td>Geometry</td>
<td>8</td>
<td>15.38</td>
<td>4\frac{1}{2}</td>
</tr>
<tr>
<td>Biology</td>
<td>7</td>
<td>13.46</td>
<td>6</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>7.69</td>
<td>7</td>
</tr>
<tr>
<td>General Business</td>
<td>3</td>
<td>5.77</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1.92</td>
<td>9\frac{1}{2}</td>
</tr>
<tr>
<td>Typing</td>
<td>1</td>
<td>1.92</td>
<td>9\frac{1}{2}</td>
</tr>
</tbody>
</table>

Evidently, the realistic problems such as voting, court procedure, patterns of family life and etc., were not taught. Cold facts that do not reflect upon the solution of problems after the high school experience are soon not remembered. Since 18 did not desire social studies and 27 were neutral, it is evident that the subject had no practical value for 45 women. The data further revealed that between the preferences and dislikes a large majority of the women had failed to register a response either pro or con. When those that made no response or combined with those that least desired a given subject it is revealed that few have benefited from the experience. To conclude that little or no thought and application was given towards life-related teaching is a sound assumption.

Courses Least Desired by the Male Graduates.— Table 10 was designed
to reveal, from the data obtained, the subjects least desired by the male graduates during the time they attended high school.

**TABLE 10**

**FREQUENCY DISTRIBUTION, PERCENTAGE AND RANK OF THE COURSES LEAST DESIRED BY THE MALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Per Cent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>22</td>
<td>61.11</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>18</td>
<td>50.00</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>14</td>
<td>38.89</td>
<td>3</td>
</tr>
<tr>
<td>Geometry</td>
<td>10</td>
<td>27.78</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>6</td>
<td>16.67</td>
<td>5</td>
</tr>
<tr>
<td>General Science</td>
<td>5</td>
<td>13.89</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>11.11</td>
<td>7</td>
</tr>
</tbody>
</table>

| Total           | 79        |          |      |

The data derived from Table 10 reveals that 22 or 61.11 per cent of the men had a dislike for English which ranked 1. The subjects least desired following in order were algebra which ranked 2 disliked by 18 or 50.00 per cent, social studies ranked 3 by 14 or 38.89 per cent; geometry ranked 4 by 10 or 27.78 per cent, physics ranked 5 by 6 or 16.67 per cent, biology ranked 7 by 4 or 11.11 per cent of the male graduates. The three subjects least preferred were English, algebra and social studies.

Table 10 revealed that 22 men desired English less than the other subjects that they pursued while in high school. Considering the fact that only four men preferred English; it is evident that English was of no value to 32 or 88.89 per cent of the men, if the ten that made no response are
considered. As far as the men were concerned they well could not have had English as far as it has been of practical value. Algebra is another example of a worthless subject as it was taught. Eighteen men disliked it, four preferred it and 14 gave no response.

A comparison of least desired subjects among the sex reveals that the ranks were the same or near the same, as in the case of algebra, geometry and the social studies. By adding the men and women that registered no response with those that least desired a given subject a startling fact is revealed. For instance, 18 men and 14 women did not desire algebra. Fourteen men and 31 women gave no response. Then it is apparent that the experience in algebra has been of no value to 77 or 87.50 per cent of the 88 graduates in this study. A general conclusion can, therefore, be drawn: the subjects, as they were taught, had no practical value what-so-ever for the graduates.

Courses Desired by the Women Graduates.-- Few small high schools have staffs large enough to offer all of the courses desired by their student body. Never-the-less, a knowledge of the subjects wanted by the graduates should be known to the staff, parents and school authorities. One of the purposes of this study was to discover the subjects that the graduates would have elected, but which were not offered. Table 11 is a composite of the response to this item on the questionnaire.

Table 11 reveals the courses that the women graduates would have taken in high school, but which were not offered or listed as follows: Four or 7.69 per cent would have elected art which ranked 1. Two or 3.85 per cent would have elected music which ranked 2 and 1 or 1.92 per cent would have elected home nursing, voice, band, shorthand and piano which
ranked 5.

TABLE 11
FREQUENCY DISTRIBUTION, PERCENTAGE AND RANK OF THE COURSES
THAT THE SCHOOL DID NOT OFFER THAT THE FEMALE GRADUATES
OF THE CENTRAL CONSOLIDATED HIGH SCHOOL WOULD HAVE ELECTED

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Per Cent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>4</td>
<td>7.69</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>3.85</td>
<td>2</td>
</tr>
<tr>
<td>Home Nursing</td>
<td>1</td>
<td>1.92</td>
<td>3½</td>
</tr>
<tr>
<td>Voice</td>
<td>1</td>
<td>1.92</td>
<td>3½</td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>1.92</td>
<td>5½</td>
</tr>
<tr>
<td>Shorthand</td>
<td>1</td>
<td>1.92</td>
<td>5½</td>
</tr>
<tr>
<td>Piano</td>
<td>1</td>
<td>1.92</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Although the frequency and percentage of selection is small nevertheless those graduates that made the selection did so, because there was a felt need for these subjects as they related to the problems which they are now solving. This need was predicated on a problem and the graduate felt that the experience derived from the course would help to solve the problem. Experiences derived from a practical study of art can be used in the beautification of the home. A need for music is created by participation in the church choir and the ability to enjoy and appreciate
musical entertainment. Since a majority of the women are married it is
easily understood why a knowledge of home-nursing would be valuable. A
talented singer is often loss, because voice was not offered; and the
ability to play a piano is essential to one that sings. The listing of
voice and piano could well have been the basis for the graduate naming
those subjects as electives which they would have carried. No doubt, the
selection of shorthand was created by a student in college who needed it
in taking notes.

Courses Desired by the Male Graduates.— In answering the question,
"what were the subjects the graduates would have elected in high school,
but which were not offered?," necessitated the data presented in Table 12.
The table reveals the responses made by the male graduates.

The men listed in order the following subjects which they would have
elected in high school, but which were not offered. The data revealed
that 5 or 13.39 per cent of the 36 male graduates would have elected
chemistry which ranked 1. Four or 11.11 per cent would have elected agri-
culture which ranked 2 and 1 or 2.78 would have elected Bible, trigono-
metry, and solid geometry which ranked 4.

Although not primarily and agricultural region there is, however, an
opportunity to earn a respectable reward from farming. Much of the land
in this section is cultivated and many people are earning a livelihood
from this source. Two of the male graduates listed their occupation as
farming; therefore there is a strong possibility that others, too, may be
attracted to this field of endeavor. The selection of chemistry is
suggestive that a knowledge of the course would have been meaningful to
those doing post-secondary study, or in the mixing of simple compounds.
TABLE 12
FREQUENCY DISTRIBUTION, PERCENTAGE AND RANK OF THE COURSES
THAT THE SCHOOL DID NOT OFFER THAT THE MALE GRADUATES
OF THE CENTRAL CONSOLIDATED HIGH SCHOOL
WOULD HAVE ELECTED

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Per Cent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>13.89</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
<td>11.11</td>
<td>2</td>
</tr>
<tr>
<td>Bible</td>
<td>1</td>
<td>2.78</td>
<td>4</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1</td>
<td>2.78</td>
<td>4</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>1</td>
<td>2.78</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data revealed that a student studying for the ministry would have elected Bible. Trigonometry and geometry could well have had value in landscaping or in college.

The important conclusion drawn from the data presented in Tables 11 and 12 is this: The curriculum offering did not meet the needs of its graduates.

Status of the Female Graduates.— Although this was question 3 found in the purposes of the study, nevertheless the writer felt that the data covering the answer to this question should be placed near the end of this study. By so doing one may be able to associate the course preferences, courses least desired and the courses the graduates would have elected,
but which were not offered with what the graduates are now doing. What they are now doing is reflective positively or negatively upon the high school experience. These data are presented in Table 13.

**TABLE 13**

*STATUS OF THE FEMALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL SHOWING THE FREQUENCY DISTRIBUTION AND PERCENTAGE IN A GIVEN CATEGORY*

<table>
<thead>
<tr>
<th>Occupation, Profession or Advanced Study</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housewives</td>
<td>8</td>
<td>15.39</td>
</tr>
<tr>
<td>College Students (current)</td>
<td>4</td>
<td>7.69</td>
</tr>
<tr>
<td>Domestic Service</td>
<td>35</td>
<td>67.31</td>
</tr>
<tr>
<td>Public School Teachers</td>
<td>5</td>
<td>9.62</td>
</tr>
<tr>
<td></td>
<td><strong>52</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The finding reveal that 35 or 67.31 per cent of the women are engaged in domestic service. The next largest group 8 or 15.39 per cent were housewives who were solely engaged in homemaking. Five or 9.62 per cent were public school teachers and 4 or 7.69 per cent were college students. These five college students are representatives of the classes of 1950 through 1952. Since there were 15 women graduates during those three years it may be said that one third of those graduates are doing advanced study. The largest group by far were the women that were engaged in domestic service. Sylva is located in the heart of a national summer resort, the
Great Smoky Mountain National Park. Domestic jobs are plentiful and this offers an inducement to many women. There is, also, a possibility for Negro business such as cafe's and motels, especially within the proximity of a resort area. The high school should project the initiative and skills that lead to enterprising. It has previously been revealed that the yearly income for the women was less than $1200. Since 33 women were earning less than $100 per month, there are great possibilities for this group to upgrade its status. The data also revealed that 8 graduates are housewives, solely engaged in the business of homemaking. In this case the family income is sufficient without the wife being gainfully employed or else the rearing of children is too confining for the wife to seek employment. The data further revealed that nine of the graduates have enrolled in college. Five have completed college and secured employment as public school teachers, while 4 were still attending college. Since there were 52 women graduates during the period, it is evident that 17.31 per cent of the women have done and are doing advanced study beyond high school graduation. Four of these have enrolled within the past three years. It is logical to conclude that the majority of the women graduates do not attend college. This should focus upon the school the great need for courses that have a practical value.

Status of the Male Graduates.—What the men are now engaged in are the data revealed in Table 14. These data answers the question: "what are the graduates now doing?"

The men have listed a great variety of pursuits in which they are engaged. For clarity, it is possible to group the listings as college students, farmers, public workers, semi-skilled labor, teachers and
### TABLE 14

**STATUS OF THE MALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL SHOWING THE FREQUENCY DISTRIBUTION AND PERCENTAGE IN A GIVEN CATEGORY**

<table>
<thead>
<tr>
<th>Occupation, Profession or Advanced Study</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Students (current)</td>
<td>9</td>
<td>25.00</td>
</tr>
<tr>
<td>Cooks</td>
<td>2</td>
<td>5.56</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Truck Drivers</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Armed Service</td>
<td>2</td>
<td>5.56</td>
</tr>
<tr>
<td>Barbers</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Leather Tanning</td>
<td>4</td>
<td>11.11</td>
</tr>
<tr>
<td>Farming</td>
<td>2</td>
<td>5.56</td>
</tr>
<tr>
<td>Waiters</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Dish-washers</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Filling Station Attendants</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Hospital Orderly</td>
<td>3</td>
<td>8.33</td>
</tr>
<tr>
<td>Janitors</td>
<td>3</td>
<td>8.33</td>
</tr>
<tr>
<td>Teacher (public school)</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Mason Helpers</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Factory Labor (tobacco)</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Lumber Yard</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td></td>
<td><strong>36</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Nine of the 36 men graduates were currently enrolled in college which is 25.00 per cent of the total graduates. Since these 9 college students were graduates within the past three years (1950 - 1952) it is evident that in recent years the trend for advanced study has become eminent. Engaged in public work were 1 construction laborer, 1 truck driver, 4 leather tanners, 1 waiter, 1 dishwasher, 1 filling station attendant, 3 hospital orderlies, 3 janitors, 1 plumber helper, 1 mason...
helper, 1 tobacco worker (factory) and 1 employed in a lumber yard. One of the 36 male graduates was a teacher, 2 were farmers, and 2 were cooks and 1 a barber. Two of the graduates were serving in the defense of the United States. The majority of the graduates were engaged in unskilled labor.

Basically, the status of the men parallels that of the women. The bulk are engaged in unskilled labor. Earlier in this chapter the writer has suggested what the school could have done to assist its graduates, especially those that did not go to college. Regardless of what the job may be, the rewards of performance is based upon efficiency of skills and techniques. Since a majority of the graduates remain at home performing the work shown in Table 14; the responsibility of the school is to assist those graduates. This may be accomplished by study of the jobs, assisting the student in competencies and securing an increase in wages in accordance with increased efficiency. During the period involved in this study, it was revealed by the data that ten graduates had enrolled in college. Nine of the ten were enrolled and attending college. Within the past four years, 19 men have graduated. Nine or 47.37 per cent have continued in post-secondary study. This is a strong indication of a trend towards intellectual progression.

Experiences that were Contributing Most to the Problems of Living Faced by the Graduates.— One of the purposes of this study was to determine the magnitude or extent of help given the graduate to assist him in solving the persistent problems of every-day living. The data which answers this question are presented in Tables 15, and 16, page 39. Table 15 contains the data for the women and Table 16 the data for the men.
### TABLE 15

CONTRIBUTION OF THE HIGH SCHOOL PROGRAM OF STUDIES TOWARDS THE SOLUTION OF THE PROBLEMS OF EVERY-DAY LIVING FACED BY THE FEMALE GRADUATES OF THE CENTRAL CONSOLIDATED HIGH SCHOOL

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>ALL OR ALMOST ALL THAT I NEEDED</th>
<th>CONSIDERABLE, BUT NOT ENOUGH</th>
<th>SOME</th>
<th>LITTLE OR NONE</th>
<th>INDEX OF IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Use of a Bank</td>
<td>2</td>
<td>15.40</td>
<td>20</td>
<td>115.50</td>
<td>25</td>
</tr>
<tr>
<td>Buying Life Insurance</td>
<td>16</td>
<td>123.08</td>
<td>10</td>
<td>57.69</td>
<td>25</td>
</tr>
<tr>
<td>Democratic Living</td>
<td>3</td>
<td>23.08</td>
<td>30</td>
<td>173.10</td>
<td>17</td>
</tr>
<tr>
<td>Homemaking</td>
<td>14</td>
<td>107.68</td>
<td>27</td>
<td>155.76</td>
<td>11</td>
</tr>
<tr>
<td>Parenthood</td>
<td>5</td>
<td>48.10</td>
<td>14</td>
<td>53.84</td>
<td>33</td>
</tr>
<tr>
<td>Courtship</td>
<td>3</td>
<td>17.31</td>
<td>9</td>
<td>34.62</td>
<td>40</td>
</tr>
<tr>
<td>Sex Education</td>
<td></td>
<td></td>
<td>12</td>
<td>46.16</td>
<td>40</td>
</tr>
<tr>
<td>Social Interaction</td>
<td>17</td>
<td>130.76</td>
<td>19</td>
<td>109.62</td>
<td>10</td>
</tr>
<tr>
<td>Personal Appearance</td>
<td>26</td>
<td>200.00</td>
<td>20</td>
<td>115.50</td>
<td>6</td>
</tr>
<tr>
<td>Good Manners, Poise and Self-Confidence</td>
<td>19</td>
<td>146.16</td>
<td>18</td>
<td>103.86</td>
<td>8</td>
</tr>
<tr>
<td>Care of Health and Safety</td>
<td>21</td>
<td>161.52</td>
<td>27</td>
<td>155.76</td>
<td>4</td>
</tr>
<tr>
<td>Thrift in Buying</td>
<td>10</td>
<td>76.92</td>
<td>22</td>
<td>126.93</td>
<td>12</td>
</tr>
<tr>
<td>Civic Responsibility</td>
<td>11</td>
<td>84.60</td>
<td>29</td>
<td>167.31</td>
<td>7</td>
</tr>
<tr>
<td>Selection of a College</td>
<td>12</td>
<td>92.32</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for Successful College Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of a Qualified Doctor and Dentist</td>
<td>4</td>
<td>30.76</td>
<td>18</td>
<td>103.86</td>
<td>12</td>
</tr>
</tbody>
</table>
To arrive at a meaningful interpretation, the following procedure was employed to arrive at an index of importance. By assigning a weighted value to each appraisal the following is derived:

Categories

All or almost all that I needed = 4
Considerable, but not enough = 3
Some = 2
Little or none = 1

52 graduates x 4 = 208
52 graduates x 3 = 156
52 graduates x 2 = 104
52 graduates x 1 = 52
Total 520

36 graduates x 4 = 144
36 graduates x 3 = 108
36 graduates x 2 = 72
36 graduates x 1 = 36
Total 360

520 \div 100 = 5.20 the index of very high importance for the women.
360 \div 100 = 3.60 the index of very high importance for the men.

For this study the writer has selected as the index of importance the following arbitrary values, 3.00 for the women and 2.70 for the men.

The index of importance was filled for the purpose by weighing the percentages in the following manner.

% All or almost all that I needed \div 52 or 36 x 4
% Considerable, but not enough \div 52 or 36 x 3
% Some \div 52 or 36 x 2
% Little or none \div 52 or 36 x 1

If the index of importance is three point zero for the women and two point seven zero for the men the school has helped the graduate favorably.

If, on the other hand, it is below three point zero and two point seven
zero the graduate had received little help.

The data in Table 15 revealed that the problem of personal appearance having an index of 3.39 stood out as the one that the school had given the most help in solving for the women. Only in the solving of one other problem did the school give significant help and that was the care of health and safety with an index of 3.33. In other experiences such as homemaking, parenthood, courtship, sex education, vocational guidance, the use of a bank and the selection of a qualified doctor and dentist the school had given little or no help. In retrogressing to the subjects least desired by the graduates the basic reason why the school failed to help the women in solving these problems of living was the lack of practical values in the teaching procedure. The subjects namely; social studies and algebra ranked high in the list of undesired subjects. The experiences in the social studies certainly should have given experiences in such problems as parenthood, courtship and homemaking. The use of a bank should have been taught in algebra and sex education and the selection of a qualified doctor and dentist certainly should have been inculcated in the sciences. Again, it is evident that the courses as taught had little practical values.

Experiences that have Contributed Most to the Male Graduates.— The answer to the question "what high school experiences are contributing most to the solution of the problems of every-day living faced by the graduates?" is presented in Table 16 for the male graduates.

The data revealed that the men in answering the question concerned with the help that the school had given them in solving the problems of every-day living listed the following according to the index of importance.
## Table 16

**Contribution of the High School Program of Studies Towards the Solution of the Problems of Everyday Living Faced by the Male Graduates of the Central Consolidated High School**

<table>
<thead>
<tr>
<th>Problem</th>
<th>All or Almost All That I Needed</th>
<th>Considerable, But Not Enough</th>
<th>Some</th>
<th>Little or None</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Use of a Bank</td>
<td>5</td>
<td>55.52</td>
<td>10</td>
<td>83.34</td>
<td>16</td>
</tr>
<tr>
<td>Buying Life Insurance</td>
<td>17</td>
<td>188.88</td>
<td>11</td>
<td>91.65</td>
<td>4</td>
</tr>
<tr>
<td>Democratic Living</td>
<td>5</td>
<td>55.52</td>
<td>25</td>
<td>208.32</td>
<td>5</td>
</tr>
<tr>
<td>Homemaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parenthood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtship</td>
<td>3</td>
<td>24.99</td>
<td>8</td>
<td>66.66</td>
<td>25</td>
</tr>
<tr>
<td>Sex Education</td>
<td>10</td>
<td>55.56</td>
<td>26</td>
<td>72.22</td>
<td>1.28</td>
</tr>
<tr>
<td>Social Interaction</td>
<td>8</td>
<td>88.88</td>
<td>12</td>
<td>99.99</td>
<td>9</td>
</tr>
<tr>
<td>Personal Appearance</td>
<td>15</td>
<td>166.68</td>
<td>12</td>
<td>99.99</td>
<td>7</td>
</tr>
<tr>
<td>Good Manners, Poise and Self-Confidence</td>
<td>9</td>
<td>100.00</td>
<td>11</td>
<td>91.65</td>
<td>9</td>
</tr>
<tr>
<td>Care of Health and Safety</td>
<td>13</td>
<td>144.44</td>
<td>16</td>
<td>133.32</td>
<td>5</td>
</tr>
<tr>
<td>Thrift in Buying</td>
<td>8</td>
<td>88.88</td>
<td>14</td>
<td>116.67</td>
<td>10</td>
</tr>
<tr>
<td>Civic Responsibility</td>
<td>9</td>
<td>100.00</td>
<td>12</td>
<td>99.99</td>
<td>10</td>
</tr>
<tr>
<td>Selection of a College</td>
<td>9</td>
<td>100.00</td>
<td>2</td>
<td>11.12</td>
<td>1</td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td>2</td>
<td>22.24</td>
<td>4</td>
<td>33.33</td>
<td>8</td>
</tr>
<tr>
<td>Preparation for Successful College Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of a Qualified Doctor and Dentist</td>
<td>3</td>
<td>33.32</td>
<td>17</td>
<td>141.66</td>
<td>12</td>
</tr>
</tbody>
</table>

*Index values rounded to two decimal places.*
The problem of buying life insurance had the highest index of 3.14. This approached the index of highest importance. Falling above the index of importance and approaching the index of highest importance were care of health and safety and personal appearance 3.11, and democratic living 2.94. Only in one other experience did the school give help meeting the index of importance and that was thrift in buying with an index of 2.72.

The same opinion is manifested by the men concerning the help that was given by the school in solving the persistent problems of living. As was indicated by the women, the data in Table 16 reveal that the men had little or no help with such vital problems as homemaking, parenthood, courtship and sex education. It is suggested as was suggested in the interpretation of Table 15 that the school could have helped by inculcating into the teaching procedure the solving of problems that are daily faced. Since a majority of the graduates marry soon after graduation it is mandatory that this be done.
CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introductory Statement.— Thousands of youth graduate from high schools each year. Some continue their educational pursuits while many launch out as adults accepting the responsibilities of an adult society. Whether they continue in school or assume the responsibilities of adulthood; all are faced with the many and varied problems of living. The writer being cognizant of the duty of the secondary school felt that there was a need for an appraisal of the high school program of the Central Consolidated High School.

The problem involved in this research was a follow-up of the graduates of the Central Consolidated High School, Sylva, North Carolina; to determine the effectiveness of the course of study upon the subsequent educational and vocational activities of the graduates.

The purpose of this study was to find the answers to the following questions:

1. What was the number of graduates during the ten year period?
2. What is the residence of the graduates?
3. What is the income of the graduates that are employed?
4. What is the present status of the graduates in respect to what they are now doing?
5. What is the marital status of the graduates?
6. What were the subjects preferred by the graduates while in high school?
7. What were the subjects least desired by the graduates while in high school?
8. What were the subjects the graduates would have desired in high school which were not offered?

9. What high school experiences are contributing most to the solution of the problems of every-day living faced by the graduates?

Procedure:

(a) A valid questionnaire was constructed and approved.

(b) The data for this study were secured from responses made to items on the questionnaire.

(c) The questionnaires were checked against the schools' records as they were returned for accuracy.

(d) Studies related to this study were reviewed as well as points-of-view of authorities.

(e) Proper tables were constructed and the data presented, analyzed and interpreted.

Summary of Related Literature.— The findings from the research which was consulted may be summarized as follows:

Many secondary school curriculums are weak, because they do not allow their graduates to realize their life's ambition.

That when graduates have an opportunity for vocational training in high school they carried it on in adult life.

That graduates tend to reside in the section of the country where they had high school residence, although some shift to other states.

Guidance is not effective, since some graduates shift from one vocation to another.

The two greatest problems of youth were securing a satisfactory job and making friends.
Graduates should be enlightened as to vocational opportunities in other sections of the country as well as their local community.

That a vast majority of the graduates marry within five or seven years after graduation.

Many graduates fail to attend college, because of finance, marriage and earning a living.

The points-of-view of authorities as revealed in the literature may be summarized as follows:

The secondary school should follow through with assistance until the graduate has made proper adult adjustment.

The secondary school must guide boys and girls into occupations in which they will be most happy and useful.

The work of the school is more frequently being evaluated in terms of behavior of youth after they are out of school.

The secondary school has done little serious thinking about helping solve the many unsolved problems persistent to living in a dynamic world.

The schools responsibility is much broader than instruction.

Summary of Findings.— An analysis of the data of this study revealed the following findings:

There were ninety-four graduates; fifty-three women and forty-one men, during the period from 1943 to 1952.

Eighty-four or 95.44 per cent of the graduates have remained in the state of North Carolina with 55 or 62.50 per cent of that number living within the community where they attended high school. Two graduates were living within the confines of other states and two were in army camps.

Thirty-eight of the fifty-two female graduates were employed;
thirty-three were earning less than $100 per month; one was earning from $150 to $199 per month, one from $200 to $249 and three from $250 to $299 per month. Thirty-eight of the thirty-six male graduates were employed. Two were earning less than $100 per month (these two were in the armed service). Seven of the male graduates earned from $100 to $149 per month, nine from $150 to $199, nine from $200 to $249 and one over $300 per month.

Nineteen of the fifty-two female graduates were single and thirty-three were married and had forty-three children.

Sixteen of the thirty-six men graduates were single and twenty were married and had twenty-five children.

The four subjects preferred most by the women graduates were home economics, English, typing and physical education.

The four major subjects preferred most by the men graduates were manual arts, physical education, biology and a tie between general science and physics for fourth place.

The three subjects least desired by the female graduates were social studies, algebra, and English.

English, algebra and social studies were the three subjects least desired by the men graduates.

The female graduates selected art and music as the two subjects they would have elected, but which were not offered and the men graduates chose chemistry and agriculture. The percentage of choice in both instances were low.

The major occupation that the women were engaged in was domestic service. Thirty-five were employed in this occupation. Eight were
housewives; five were public school teachers and four were currently enrolled in college.

Twenty-five of the men were gainfully employed, nine were enrolled as college students and two were in the armed forces.

The high school experiences which were contributing most in helping the women solve the persistent problems of life were personal appearance and the care of health and safety.

Buying life insurance, care of health and safety, personal appearance and thrift in buying were the high school experiences that were assisting the men solve the problems encountered in every-day living.

Conclusions.— The following conclusions were derived from the data that have been presented, analyzed and interpreted.

The graduates have tended to remain within the state.

The courses as they were taught had little or no practical value for the graduates, and in some instances had failed to meet the course needs of some graduates.

The graduates marry soon after graduation and immediately begin family life.

The yearly income was sufficient when based upon the factor of training.

The responsibility of the school had been no broader than classroom instruction and that instruction was inferior.

Recommendations.— In keeping with the findings in this study, it is recommended that:

Since, the data revealed that many of the graduates did not desire most of the courses or held a neutral attitude about the program of studies; it is evident that the courses were taught with no regard for the
incorporating of practical values related to living; it is, therefore, recommended that the staff with the cooperation of the alumni, students, parents, industrial representatives, civic organizations and school board redefine the philosophy and objectives of the Central Consolidated High School. The focal objective to be a life-related curriculum.

Since it is evident that vocational guidance had been neglected; it is recommended that a study of the occupational opportunities, supply and demand be conducted through field trips and conferences with employment department personnel to ascertain the training and physical requirements for a given job. That the results of this study will be used to prepare boys and girls to better perform the available jobs in their community. That the school seek wages commensurate with the level of competency. That the school assist in pioneering new sources of income.

It is further recommended that studies of this type should periodically be conducted to ascertain the efficiency of teaching.
BIBLIOGRAPHY

Books


Articles


Theses


Central Consolidated High School
Sylva, North Carolina

February 20, 1953

Dear Graduate:

The information asked for in this questionnaire is for the purpose of completing requirements for the Masters Degree at Atlanta University.

Please do not place your name on this questionnaire. All information will be kept confidential. If you are married to a graduate and have children, please list them on only one questionnaire. Thanking you for your time and consideration, I am

Sincerely yours,

/s/ J. William Wade, Principal

JWW:efb
APPENDIX

WHAT DO YOU THINK OF YOUR SCHOOL?

Directions

1. This questionnaire is easy to fill out. For the most part you simply check the answers.

2. Use either a pencil or a pen.

3. Answer every question.

4. When you have filled out the questionnaire, put it in the enclosed envelope and drop it in the mail. This envelope is already addressed and stamped.

The Questionnaire

5. You graduated in class ______.

6. What is your sex?
   (a) —— Male
   (b) —— Female

7. Where are you living at the present time? (Check one)
   (a) —— In or near the town where I went to high school.
   (b) —— Elsewhere. (Tell where: ________________________________)

8. Are you married? Yes —— No ———
   If so how long ———
   Do you have children? ———
   If you have children, how many? ———

9. Are you now in school? ———
   If you are in school, where? ———
   If you are in school, what is your interest? —---------------------
   What occupation or profession are you engaged in? —---------------
If not in school are you satisfied with your work? _______________________

If answered no, state why ______________________

What income group would you fall in? (Check one)

___ $100 to $150 per month
___ 151 to 200 per month
___ 201 to 250 per month
___ 251 to 300 per month
___ over 300 per month

10. What elements in the curriculum influenced your choice of occupation, profession, vocation or continuation of study? (Check one)

___ English       ___ Algebra       ___ General Science
___ Geometry     ___ Biology       ___ General Business
___ Physics      ___ Typing       ___ Home Economics
___ Manual Arts  ___ Social Studies ___ Dramatics
___ Physical Education ___ Choral Clubs
___ Basketball   ___ Clubs (List same) 

11. List the subjects in order of preference, that you preferred while in high school.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. List the subjects that you would have elected that were not offered:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
13. What subjects, given in order of preference, did you least desire?

__________________________________________________________________________

14. How much of the vocational information (types of work, salaries, preparation required, supply and demand, etc.) that you needed did you get in your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none

15. How much of the help that you needed in preparing for your chosen vocation (job) did you get in your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none

16. How much of the help that you needed in learning how to conduct a meeting properly did you get in your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none

17. How much of the help that you needed in learning how to control your emotions and your conduct did you get in your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none

18. When you graduated from high school had you decided what occupation you planned to enter? (Check one)

   (a) Yes
   (b) No
19. If your answer was "yes", tell what occupation you planned to enter:

________________________________________________________________________

20. How much of the help that you needed in learning how to get a job did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none

21. How much of the help that you needed in developing good work habits (to "stick to" a task, to be reliable and prompt, to get the job done right, etc.) did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none

22. How much of the help that you needed in learning how to drive and care for an automobile did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none

23. How much of the help that you needed in learning how to speak more effectively and enjoyable did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none

24. How much of the help that you needed in learning how to write more effectively and enjoyable did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none
25. How much of the help that you needed in learning how to dance, to play indoor games, and to do party stunts did you get in your high school? (Check one)

   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none

26. How much of the help that you needed in learning how to play athletic games and sports did you get in your high school? (Check one)

   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none

27. How much of the help that you needed in developing an interest in economic, social, and political problems did you get in your high school? (Check one)

   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none

28. How much of the help that you needed in learning how to study and help solve economic, social and political problems did you get in your high school? (Check one)

   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none

29. How much of the help that you needed in becoming a more cooperative, community-minded person did you get in your high school? (Check one)

   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none
30. How much of the help that you needed in ridding yourself of religious and racial prejudice and intolerance did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none

31. How much of the help that you needed in learning to distinguish right from wrong and to guide your actions accordingly did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none

32. When you were a student in high school, how much help in solving your personal problems did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none

33. If you think that the school should have given you more help (question 32) tell what problems you needed help with: __________________________

______________________________

______________________________

______________________________

34. How much of the help that you needed in deciding whether or not to go to college did you get in your high school? (Check one)

___ (a) All or almost all that I needed
___ (b) Considerable, but not enough
___ (c) Some
___ (d) Little or none
35. How much of the help that you needed in choosing a particular college
did you get in your high school? (Check one)
   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none
   ___ (e) I didn't plan to go to college, so this question doesn't apply
to me.

36. How much of the help that you needed in preparing for successful college
work did you get in your high school? (Check one)
   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none
   ___ (e) I didn't plan to go to college, so this question doesn't
apply to me.

37. How much of the help that you needed in learning how to buy wisely
   (how to get the most for your money) did you get in your high school?
   (Check one)
   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none

38. How much of the help that you needed in learning how to care for your
   health and to establish good health habits did you get in your high
   school? (Check one)
   ___ (a) All or almost all that I needed
   ___ (b) Considerable, but not enough
   ___ (c) Some
   ___ (d) Little or none

39. How much of the help that you needed in learning how to prevent acci-
dents to yourself and to other people did you get in your high school?
   (Check one)
40. How much of the help that you needed in learning how to improve your personal appearance did you get in your high school? (Check one)

- (a) All or almost all that I needed
- (b) Considerable, but not enough
- (c) Some
- (d) Little or none

41. How much of the help that you needed in acquiring good manners, poise, and self-confidence did you get in your high school? (Check one)

- (a) All or almost all that I needed
- (b) Considerable, but not enough
- (c) Some
- (d) Little or none

42. How much of the help that you needed in learning how to get along happily with other people did you get in your high school? (Check one)

- (a) All or almost all that I needed
- (b) Considerable, but not enough
- (c) Some
- (d) Little or none

43. How much of the help that you needed in learning how to select and enjoy good books and magazines did you get in your high school? (Check one)

- (a) All or almost all that I needed
- (b) Considerable, but not enough
- (c) Some
- (d) Little or none

44. How much of the help that you needed in preparing yourself for a wholesome courtship did you get in your high school? (Check one)

- (a) All or almost all that I needed
- (b) Considerable, but not enough
- (c) Some
- (d) Little or none
45. How much of the help that you needed in reference to sound sex education did you get in your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none

46. How much of the help that you needed in preparing yourself for intelligent homemaking did you get in your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none

47. How much of the help that you needed in preparing yourself for intelligent parenthood (rearing children intelligently) did you get in your high school? (Check one)

48. How much of the help that you needed in learning to live democratically with your fellow men did you get in your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none

49. How much of the help that you needed in learning how to use the facilities of a bank and in developing habits of thrift did you get from your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none

50. How much of the help that you needed in learning how to buy life insurance wisely did you get from your high school? (Check one)

   (a) All or almost all that I needed
   (b) Considerable, but not enough
   (c) Some
   (d) Little or none
51. How much of the help that you needed in learning how to select a family doctor and a family dentist (how to distinguish the "quacks" from the properly qualified ones, etc.) did you get from your high school? (Check one)

____ (a) All or almost all that I needed
____ (b) Considerable, but not enough
____ (c) Some
____ (d) Little or none