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A SURVEY AND EVALUATION OF THE DRAPER HIGH SCHOOL

BY

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4116

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## CHAPTER I

### INTRODUCTION

History. - The Draper High School is under the control of the Leaksville Township Public School Administrative Unit. The building was completed in 1939 and opened its doors as a Junior High School for the 1939-40 term, enrolling students from the first three high school grades. Until this time the high school students from Draper attended the Leaksville High School. The Draper School became a full fledged four year high school in 1940-41 and has operated as such since that time.

During the first two years of its operation the energy and attention of the administration were necessarily directed to physical problems and the securing of necessary equipment fundamental for the successful operation of the school. These first years were followed by the world crisis and war. During this period the greatest problem of the school, characteristic of so many schools throughout the country, was personnel. It was extremely difficult to find properly trained teachers to work for the inadequate salaries that the community was paying. As a result little could be done other than establish the conventional high school program.

In the Spring of 1947 a special tax was voted for the benefit of the Leaksville Township Schools. During the past year, as a result of the salary supplement for teachers that could be paid from money derived from special tax, qualified teachers were employed, all of whom held "A" Certificates. The Board of Education of Leaksville Township



is definitely committed to a progressive educational program for the entire school system.

The Problem. - This study is a survey and evaluation of the Draper High School in terms of the post-graduate activities of its students.

Sub-problems. - In attempting to solve the above problem the following questions will be answered:

1. What are the occupations of the graduates?
2. What are the physical and personnel resources of the school?
3. What curricula are in use?
4. How do the plant, personnel, and curricula relate to the post-graduate activities of the pupils?
5. What recommendations can be made in the light of the findings?

Delimitations. - This study will not apply to students who dropped out short of graduation, inasmuch as, only graduates enjoyed the full benefits of the school program. The graduates of '41, '42, '43, '44, '45, and '47 will be studied. No class graduated in 1946, the year that the Draper High School adopted the full twelve year program. The members of the class of 1948 have not had an opportunity to find themselves in the two months that they have been out of school. There will be two hundred and twenty-six individuals involved in the study.

Method. - Information concerning the history of the school was obtained from school records and conferences with the retired superintendent. Information concerning the curriculum, graduates, courses taken, teachers, and occupations of parents were obtained from school records. The Strayer-Engelhardt Score Card for High School Buildings was used for

the purpose of evaluating the building and grounds.

The information concerning the post graduate activities of the graduates was obtained through questionnaires to determine their opinion as to the most important and least important courses and activities in which they had participated. The interests in subject matter and vocations of the student body for the past year were likewise obtained from a questionnaire.

Related Studies. - William Stewart Horton in a master's thesis, University of North Carolina, 1946, reports A Survey and Evaluation of the Thomasville High School for the Purpose of Reorganization. Thomasville is an industrial community, same as Draper. In this study Mr. Horton recommends inclusion in the curriculum of industrial arts, music, and diversified occupations.

J. M. Hough in a master's thesis, University of North Carolina, 1940, reports A Critical Analysis of the Apex High School, Apex, Wake County, North Carolina. This survey is pertinent to the one under study in that Mr. Hough made recommendations for a high school serving a community which had only one major interest, agriculture, whereas Draper's main interest is textiles.

The Bureau of Research and Educational Service of the University of North Carolina, 1940, made A Survey of the Leaksville District School System. This survey is pertinent to the present study in that the Draper High School is a part of the Leaksville District School System, and the Draper High School was in its first year of operation at the time of the survey.

Clement Custis Lipscomb in a master's thesis, University of North Carolina, 1941, reports A Survey of the Reidsville High School in Reids-

ville, North Carolina, in which, he, too, studied the extent to which the school concerned was supplying the needs of the pupils.

## CHAPTER II

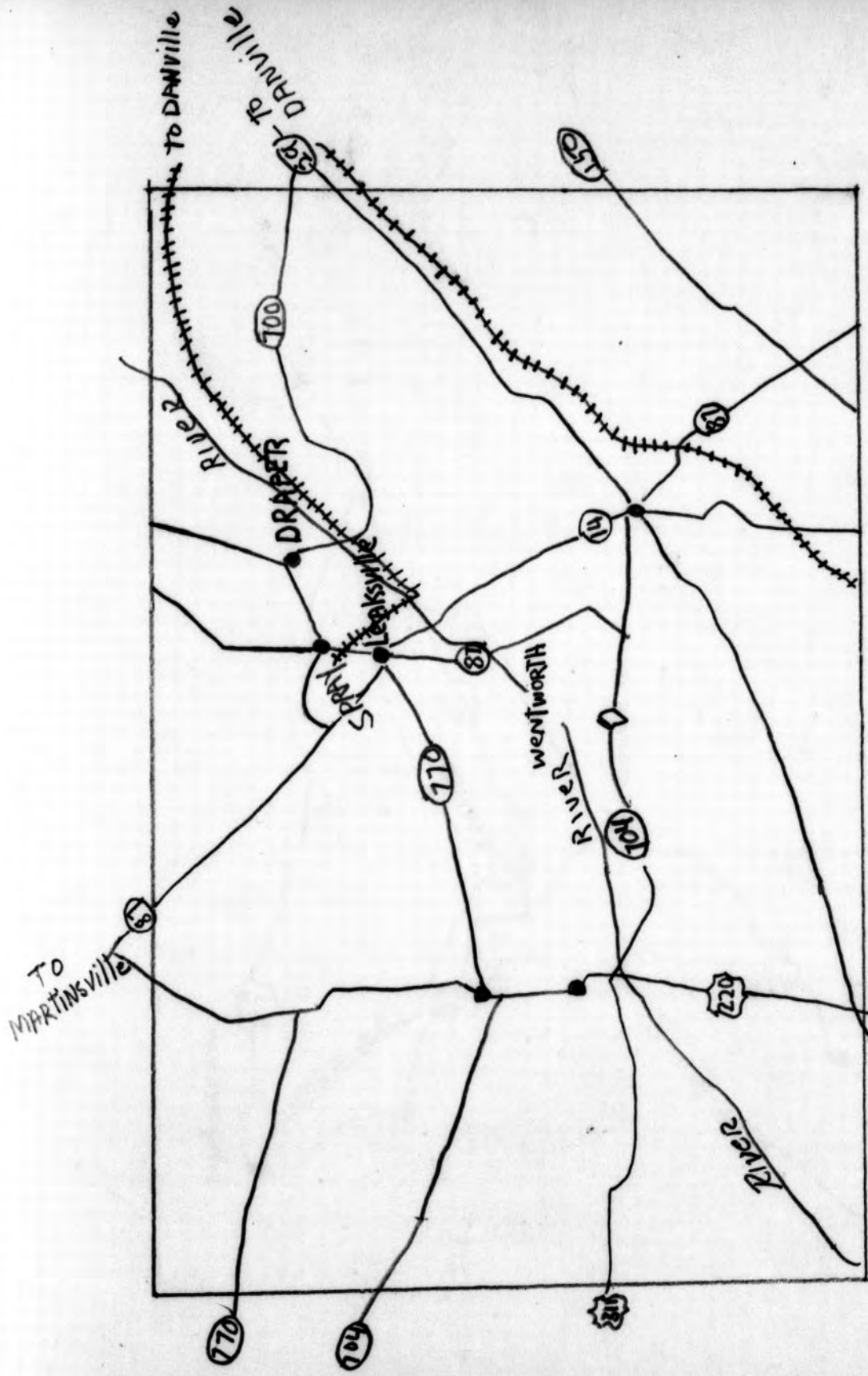
### OCCUPATIONS OF THE DRAPER HIGH SCHOOL GRADUATES

In order intelligently to consider the present and potential occupations of the Draper High School graduates it is necessary that a survey of the Draper community be made considering the interests of the people, the industrial and business activities in which the citizens are engaged, and the work being followed by the graduates.

Description of Draper. - Draper is located in the northeast section of Rockingham County, making up with Leaksville and Spray what is commonly referred to as "The Tri-Cities." (Fig. 1) It is located twenty-four miles from both Danville and Martinsville, Virginia, thirteen miles from Reidsville, North Carolina, and thirty-eight miles from Greensboro, North Carolina. (Fig. 2)

North Carolina Highway 700 passes through Draper and serves as the main street of the village. Regular bus service is given by the Carolina Trailways Company between Greensboro and Danville, and city bus service is provided in Draper and between Leaksville, Spray, and Draper by the Tri-City Transportation Company.

Draper is probably one of the two largest unincorporated communities in North Carolina. Within the village approximately five thousand people live. Since the community is unincorporated, there is little fire protection. There are water hydrants within the area but no fire fighting equipment. In case of fire the city of Leaksville generously sends over a fire engine.



Stokesdale  
 Figure 1.  
 MAP OF ROCKINGHAM COUNTY

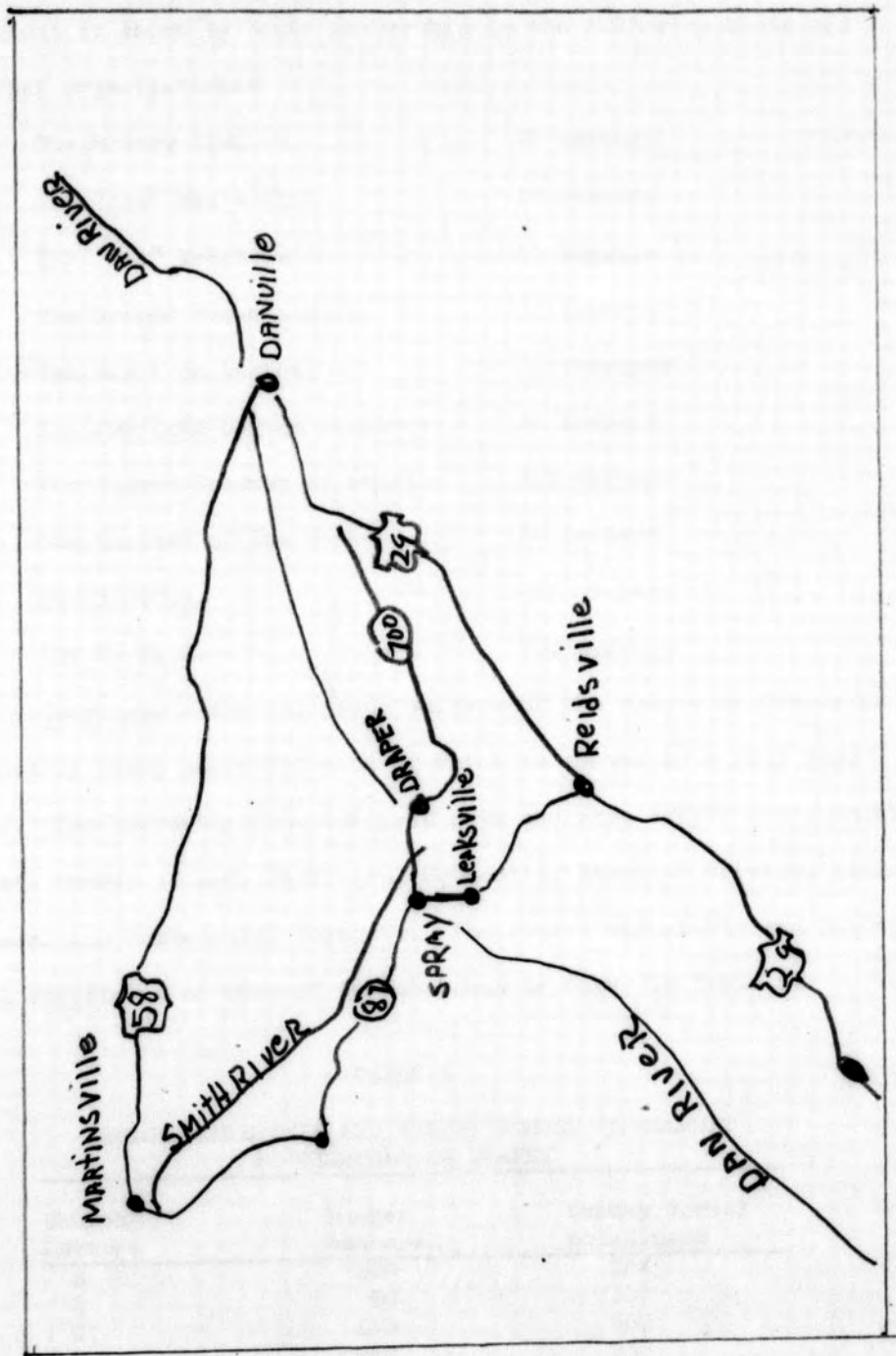


Figure 2.  
MAP OF AREA SURROUNDING DRAPER  
AND ROCKINGHAM COUNTY

Civic and Fraternal Organizations. - The people of Draper are interested in their community and their schools. Their interest in civic betterment is shown by their membership in the following civic and fraternal organizations:

|                               |             |
|-------------------------------|-------------|
| The Rotary Club               | 22 members  |
| The "Y's" Men's Club          | 27 members  |
| The "Y's" Menettes            | 11 members  |
| The Draper Woman's Club       | 30 members  |
| The American Legion           | 115 members |
| The American Legion Auxiliary | 31 members  |
| The Modern Woodmen of America | 300 members |
| The Woodmen of the World      | 30 members  |
| The Y.M.C.A.                  | 475 members |
| The P. T. A.                  | 100 members |

Churches. - The religious welfare of the people of Draper is directed by seven churches, each of which is served by a full time pastor. The following denominations have churches within the community: Baptist, Church of God, Christian, Methodist, Immanuel Friends, Pilgrim Holiness, and Pentecostal Holiness. The church membership and Sunday School enrollment of each of the churches is shown in Table I.

TABLE I

CHURCH MEMBERSHIP AND SUNDAY SCHOOL ENROLLMENT  
BY CHURCHES IN DRAPER

| Church Letters | Number Members | Sunday School Enrollment |
|----------------|----------------|--------------------------|
| A              | 500            | 284                      |
| B              | 80             | 107                      |
| C              | 160            | 300                      |
| D              | 450            | 335                      |
| E              | 63             | 100                      |
| F              | 26             | 98                       |
| G              | 67             | 107                      |
| Totals         | 7              | 1346                     |
|                |                | 1331                     |

Business and Industrial Enterprises. - By far the largest number of the people in the community are employed in the textile industry, most of them by Fieldcrest Mills, Manufacturing Division of Marshall and Field Company. They operate blanket and sheeting mills in Draper. Others are employed by Fieldcrest plants in Leaksville and Spray. Still others are employed by the Morehead Cotton Mill in Spray, and the Dan River Mills in Schoolfield, Virginia, all of which manufacture textiles.

In addition to the textile plants in Draper there are several small business enterprises as follows:

- 15 grocery stores
- 2 drug stores
- 1 dime store
- 3 department stores
- 1 women's clothing store
- 1 men's clothing store
- 6 restaurants
- 3 barber shops
- 3 beauty parlors
- 1 shoe repair shop
- 2 billard parlors
- 2 theaters
- 2 dry cleaning plants
- 3 auto supply stores
- 5 garages
- 1 lumber company
- 2 furniture stores
- 5 service stations



New Industries. - In addition to the businesses and industries already in operation a fifteen million dollar power dam is in process of construction by the Duke Power Company, and a brick manufacturing plant is also being built. It is planned to continue work on the dam for possibly eighteen months. The greatest number of people to be employed in its construction at any one time will be three hundred, and when the dam is completed, it is reported that eighty men will be employed in its maintenance and operation. It is reported that the brick plant will manufacture twenty-four thousand bricks per day, but there is no information available as to the number of men that will be employed.

Occupations of Parents. - A study was made of the high school records to determine the type of work done by the heads of families represented by children enrolled in the high school at the end of the 1947-48 term. One hundred and ninety-two students were enrolled on the last day of school. These one hundred and ninety-two pupils came from one hundred and sixty separate homes. The result of the investigation is shown in Table II. Sixteen different occupations were represented by the family heads in this group. Eighty and six tenths percent were found to be engaged in the textile industry. It is interesting to note that ten of the sixteen occupations were represented by only one person. These ten occupations made up only six and three tenths percent of the entire group as opposed to the textile industry which employed eighty and six tenths percent of those studied.

The Problem. - The main problem with which this study deals is whether the Draper High School is meeting the needs of its graduates. This cannot be determined without an actual study of the graduates and their post graduate activities.

TABLE II  
 VOCATIONS ENGAGED IN BY PARENTS OF  
 DRAPER HIGH SCHOOL STUDENTS  
 FOR 1947-48

|                       | Number<br>Engaged | Percentage |
|-----------------------|-------------------|------------|
| Textiles              | 129               | 80.6%      |
| Farmer                | 5                 | 03.1%      |
| Salesman              | 5                 | 03.1%      |
| Merchant              | 5                 | 03.1%      |
| Carpenter             | 4                 | 02.6%      |
| Mechanic              | 2                 | 01.3%      |
| Plumber               | 1                 | 00.6%      |
| Postmaster            | 1                 | 00.6%      |
| Bus driver            | 1                 | 00.6%      |
| Barber                | 1                 | 00.6%      |
| Nurses aid            | 1                 | 00.6%      |
| Paper route man       | 1                 | 00.6%      |
| Librarian             | 1                 | 00.6%      |
| Laundryman            | 1                 | 00.6%      |
| Preacher              | 1                 | 00.6%      |
| Service station owner | 1                 | 00.6%      |
| Totals                | 160               | 100        |

The Detail of Method. - To determine the types of work done by each graduate, as well as, his opinion of the importance of subjects taken and school activities in which he participated, a questionnaire was prepared. This questionnaire is shown in Appendix A. Eight former students were engaged to help contact the graduates available locally. This device was considered more accurate and it was felt that it would guarantee wider sampling than relying on the mails and the doubtful element in the return of the questionnaires. This plan was intended to get the attitudes of the graduates toward the school program.

The writer feels that it would be **in order** to give the result of two questionnaires concerning student interests in occupations and subjects. The student questionnaire on subject interests is shown in Appendix B, while the questionnaire on student interests in vocations is shown in Appendix C.

Vocations of the Men Graduates. - Eighty-six boys graduated in the classes being studied, and information was obtained from seventy-two. The findings as to the occupations engaged in at the present time by the male graduates of the Draper High School are shown in Table III. It is apparent that the majority are engaged in textile work, but the percentage is much smaller than was revealed in the survey concerning the occupations of Draper High School students' parents as shown in Table II. Only twenty-seven and seven tenths percent of the graduates are engaged in textile work as compared to eighty and six tenths percent of the parents. This is an indication that the younger people are probably getting away from textile work. The fact that twenty and eight tenths percent of the graduates are still in school is very encouraging. The work of the graduates covers a wider variety of occupations than that of the parents.

Twenty-one different types of work were performed by the graduates while only sixteen different types were performed by their elders.

TABLE III

PRESENT OCCUPATIONS OF MEN GRADUATES OF THE DRAPER HIGH SCHOOL  
BY CLASSES, SHOWING THE PERCENTAGE IN EACH TYPE OF WORK

| Classes           | '41 | '42 | '43 | '44 | '45 | '47 | Total | Percent |
|-------------------|-----|-----|-----|-----|-----|-----|-------|---------|
| Textiles          | 1   | 2   | 6   | 5   | 2   | 4   | 20    | 27.7    |
| College Student   | 3   | 3   | 2   | 2   | 1   | 5   | 16    | 20.8    |
| Sales Work        |     | 1   | 2   | 1   |     | 1   | 5     | 7.      |
| Armed Forces      |     |     | 2   |     | 2   |     | 4     | 5.5     |
| Unemployed        |     |     | 1   | 1   |     | 1   | 3     | 4.2     |
| Cafe work         |     | 1   | 1   | 1   |     |     | 3     | 4.2     |
| Junior Accountant | 1   |     | 1   |     |     |     | 2     | 2.8     |
| Truck driver      |     | 1   |     |     | 1   |     | 2     | 2.8     |
| Farmer            |     |     |     |     | 1   | 1   | 2     | 2.8     |
| Lineman           | 1   | 1   |     |     |     |     | 2     | 2.8     |
| *Miscellaneous    | 2   | 3   | 2   | 3   | 1   | 1   | 12    | 16.7    |
| Number Graduates  | 15  | 12  | 17  | 13  | 14  | 15  | 86    |         |
| Total Responses   | 10  | 11  | 17  | 13  | 8   | 13  | 72    |         |

\*There were no two classified under miscellaneous doing the same type of work.

Vocations of the Women Graduates. - One hundred and forty girls graduated from the Draper High School during the period covered in this study. Information as to the work done by one hundred and ten of these graduates is tabulated in Table IV. The greatest percentage reported that they were housewives, twenty-nine and one tenth percent. Twenty-one and eight tenths percent stated that they were doing clerical work, and sixteen and four tenths percent replied that they were working in the textile industry. It is promising to see that twelve girls are still in college, a percentage of ten and nine tenths percent.

TABLE IV

OCCUPATIONS OF WOMEN GRADUATES OF THE DRAPER HIGH SCHOOL,  
BY CLASSES

| Classes                     | '41 | '42 | '43 | '44 | '45 | '47 | Total | Percent |
|-----------------------------|-----|-----|-----|-----|-----|-----|-------|---------|
| Housewife                   | 3   | 5   | 9   | 5   | 8   | 2   | 32    | 29.1    |
| Clerical                    | 5   | 4   | 6   | 3   | 1   | 5   | 24    | 21.8    |
| Textiles                    | 2   | 5   | 2   | 2   | 6   | 1   | 18    | 16.4    |
| College Students            | 1   |     | 1   |     | 2   | 8   | 12    | 10.9    |
| Sales                       |     | 2   |     |     | 1   | 2   | 5     | 4.5     |
| Teaching                    | 1   |     | 1   | 2   |     |     | 4     | 3.6     |
| Worker Cigarette<br>factory |     | 1   | 1   | 2   |     |     | 4     | 3.6     |
| Secretary                   | 1   |     |     | 2   |     | 1   | 4     | 3.6     |
| Unemployed                  |     |     | 1   |     |     | 1   | 2     | 1.8     |
| Cafe work                   |     |     |     | 2   |     |     | 2     | 1.8     |
| *Miscellaneous              |     | 1   |     | 2   |     |     | 3     | .9      |
| Totals                      | 13  | 18  | 21  | 18  | 19  | 21  | 110   | 100     |
| Graduates                   | 21  | 26  | 32  | 19  | 22  | 20  | 140   |         |

\*There were no two classified under miscellaneous doing the same type of work.

Occupations of Men and Women Graduates Combined. - Work performed by men and women graduates combined is shown in Table V. The textile industry definitely employs more graduates of the Draper High School than any other single industry or business, regardless of whether the graduates are considered as men, women, or collectively. Taking the group as a whole twenty and nine tenths of the graduates are employed in textile work. A large percentage are engaged in clerical work, fourteen and three tenths percent. Fifteen and four tenths percent of the graduates are still in college. Thirteen vocations have only one representative engaged in that activity, which means that four and five tenths percent of the entire group are doing work in which they are the only representative from the group being studied. Twenty-three and three tenths percent of the graduates are engaged in seventeen different types of work, while seventy-six and seven tenths are engaged in only eleven occupations.

Present High School Students' Interests in Vocations. - A vocational interest questionnaire was given the Draper High School students. This questionnaire is shown as Appendix C.

Vocational Interests Expressed By Boys. - The tabulation of vocational interests for boys is found in Table VI. Only vocations mentioned more than once are shown in the table. Table VI reflects the first choice in vocations of sixty-one boys, while nineteen others listed as first choice a vocation in which no other boy was interested. For that reason the first choices of the nineteen are not shown.

TABLE V  
OCCUPATIONS OF MEN AND WOMEN GRADUATES OF THE DRAPER HIGH SCHOOL  
CONSIDERED TOGETHER

| Classes                  | '41 | '42 | '43 | '44 | '45 | '47 | Total | Percent |
|--------------------------|-----|-----|-----|-----|-----|-----|-------|---------|
| Textiles                 | 3   | 7   | 8   | 7   | 8   | 5   | 38    | 20.9    |
| House wife               | 3   | 5   | 9   | 5   | 8   | 2   | 32    | 17.6    |
| College student          | 4   | 3   | 3   | 2   | 3   | 13  | 28    | 15.4    |
| Clerical                 | 6   | 4   | 7   | 3   | 1   | 5   | 26    | 14.3    |
| Sales Work               |     | 3   | 2   | 1   | 1   | 3   | 10    | 5.5     |
| Teaching                 | 2   |     | 1   | 2   |     |     | 5     | 2.7     |
| Unemployed               |     |     | 2   | 1   |     | 2   | 5     | 2.7     |
| Cafe Work                |     | 1   | 1   | 3   |     |     | 5     | 2.7     |
| Armed Forces             |     |     | 2   |     | 2   |     | 4     | 2.2     |
| Cigarette Factory Worker |     | 1   | 1   | 2   |     |     | 4     | 2.2     |
| Secretary                | 1   |     |     | 2   |     | 1   | 4     | 2.2     |
| Junior Accountant        | 1   |     | 1   |     |     |     | 2     | 1.1     |
| Truck Driver             |     | 1   |     |     | 1   |     | 2     | 1.1     |
| Farmer                   |     |     |     |     | 1   | 1   | 2     | 1.1     |
| Lineman                  | 1   | 1   |     |     |     |     | 2     | 1.1     |
| *Miscellaneous           | 2   | 3   | 2   | 4   | 1   | 1   | 13    | 7.1     |
| Totals                   | 23  | 29  | 39  | 32  | 26  | 33  | 182   | 100     |
| Graduates                | 36  | 38  | 49  | 32  | 36  | 35  | 226   |         |

\*There were no two classified under miscellaneous doing the same type of work.

TABLE VI

SUMMARY OF INTEREST IN VOCATIONS ON THE  
PART OF DRAPER HIGH SCHOOL BOYS

| C H O I C E S |     |     |     |     | V O C A T I O N S                           |
|---------------|-----|-----|-----|-----|---|
| 1st           | 2nd | 3rd | 4th | 5th |   |
| 13            | 3   | 4   | 3   | 1   | Athletic Director                           |
| 7             | 2   | 2   | 2   |     | Commercial Aviation                         |
| 7             | 5   | 8   | 3   | 5   | Automobile Mechanic                         |
| 6             | 2   | 2   | 1   |     | Agriculture                                 |
| 4             |     | 2   | 1   |     | Medicine                                    |
| 4             | 2   | 3   | 1   | 4   | Civil Engineering                           |
| 2             |     |     | 2   | 2   | Banking                                     |
| 2             |     | 1   | 1   |     | Electrical Engineering in Textile Industry  |
| 2             | 4   | 4   | 1   |     | Electrical Engineering Outside Textile Ind. |
| 2             | 1   | 2   | 5   |     | Law   |
| 2             | 3   | 1   | 6   | 1   | Radio Technician                            |
| 2             | 3   | 2   | 2   | 1   | Radio Announcing                            |
| 2             |     | 3   | 4   | 1   | Transportation                              |
| 2             | 4   | 4   | 2   | 2   | Army  |
| 2             | 4   |     | 4   | 5   | Navy  |
| 2             |     | 1   |     | 3   | Dairying                                    |
| 61            | 32  | 39  | 49  | 25  | Totals                                      |



Interest in directing athletics led the list with thirteen naming that as their first choice. Commercial Aviation and Auto Mechanics were tied for second place, with seven boys listing each as their first choice. Medicine and Civil Engineering were tied for fourth place, with four interested in each. Thirty-one of the sixty-one checked as first choice a vocation which requires college training. It is interesting to note that only two expressed interest in textile work, and that was on the professional level; yet, based on findings of this study, more of the High School students will be engaged in the textile industry than any other single industry.

Vocational Interests Expressed by Girls. - The vocational interest of the girls as expressed in the questionnaire is shown in Table VII. In this table, same as in Table VI, no choice of vocation was listed unless it had been given first choice by more than one girl. First choices of eighty different girls are shown in Table VII, while first choices of nine other girls are not shown, since they checked a vocation in which no other girl is interested.

Secretarial work outside the textile industry and nursing tied for first place in the choices of the girls with twenty-one girls interested in each vocation. Eleven additional girls were interested in secretarial work in the textile industry. Fourth in rank of first choices among the girls was musician, with six interested, and interest in the work of beautician ranked fifth, with four interested. It is interesting to note that no girls showed any interest except in clerical work in the industry in which they will probably be engaged, textiles. It is surprising to note that the entire eighty girls were interested in work which required training beyond high school as the curriculum is now set up.

TABLE VII

SUMMARY OF VOCATIONAL INTERESTS ON THE  
PART OF DRAPER HIGH SCHOOL GIRLS

| C H O I C E S |     |     |     |     | V O C A T I O N S                         |
|---------------|-----|-----|-----|-----|---|
| 1st           | 2nd | 3rd | 4th | 5th |   |
| 21            | 9   | 3   | 3   | 1   | Secretarial work outside Textile Industry |
| 21            | 15  | 8   | 8   | 4   | Nursing                                   |
| 11            | 6   | 6   |     | 1   | Secretarial work in Textile Industry      |
| 6             | 3   | 6   | 3   | 2   | Musician                                  |
| 4             |     |     | 1   |     | Beautician                                |
| 3             | 1   |     |     | 4   | Merchandising                             |
| 3             | 8   |     | 3   | 1   | Religious worker                          |
| 3             |     | 5   | 4   | 1   | Photography                               |
| 2             | 2   | 3   | 5   |     | Bookkeeping in Textile Industry           |
| 2             | 5   | 4   | 3   | 7   | Teaching                                  |
| 2             |     | 4   | 1   |     | Law                                       |
| 2             | 2   | 2   |     |     | Medicine                                  |
| 80            | 51  | 41  | 31  | 21  | Totals                                    |

Summary. - Draper is located in the North East corner of Rockingham County. It is a community of approximately five thousand people, unincorporated. The people are active in religious, civic, and fraternal affairs. The main industry of the community is textiles. The Fieldcrest Mills operate sheeting and blanket mills in Draper, and several residents work in the textile industry in either Spray, Leaksville, or Schoolfield.

Eighty and six tenths percent of the parents of the present high school students are engaged in textile work.

A questionnaire was used to determine the work engaged in by the graduates, and it was learned that twenty-seven and seven tenths percent of the men graduates contacted were engaged in textile work, while sixteen and four tenths percent of the women graduates reached by the questionnaire are working in the textile industry. Considering both male and female graduates twenty and nine tenths percent of all Draper High School graduates contacted in the survey work in textiles. Fifteen and four tenths percent of the graduates who replied to the questionnaire are college students. This will probably result in a number of professional people in time. The results of the vocational questionnaire given the present student body showed very little interest in textile vocations and quite a number expressed interest in vocations which require college training.

The Duke Power Company dam being constructed on the Dan River and the brick manufacturing plant being built will create employment in new industries for the Draper people, but the effect that it will have on the vocational picture cannot be estimated.

### CHAPTER III

#### PERSONNEL AND PHYSICAL RESOURCES

##### OF THE DRAPER HIGH SCHOOL

The product of any organization is affected largely by the training and ability of the craftsmen, as well as, the tools and physical equipment with which they have to work. With this idea in view it would be in order to study the teaching personnel and physical plant and equipment of the Draper High School.

Selection of Teachers. - According to North Carolina State Law dealing with the election of teachers in a city administrative unit, the superintendent recommends the candidates to the Board of Education who elects them. In truth, in the Leaksville Township Administrative Unit, the principal selects the teachers that he desires from a list approved by the superintendent. The superintendent in turn recommends the candidate to the Board of Education.

The teacher's application blank used by the Leaksville Township School System is shown as Appendix D. Applicants first submit this application filled out to the superintendent who investigates their references, using the rating form shown, Appendix E, for this purpose.

After this information is compiled, the Draper High School principal then studies the information with the idea of obtaining the best qualified person for each position. No teacher is employed with less than an "A" certificate.

Because of the nature of the Draper High School curriculum, it is

desirable to have a high ratio of men teachers. Few women would be qualified to teach phases of Textile Manufacturing.

Salaries of Teachers - All teachers of the Draper High School are supplemented a flat twenty dollars per month beyond state salary schedule. Supplements up to fifty dollars per month may be paid for special work.

Salaries paid Draper High School Teachers for the year 1947-48 are shown in Table VIII. Teacher number eight is the principal who serves the Draper Graded School as well as the High School. Teacher number three is the Director of Athletics. Teacher number seven is the High School building principal and boys basket ball coach. Teacher number thirteen is the head of the Vocational School. The average salary paid Draper High School teachers last year was two thousand, three hundred and sixty dollars and ninety-one cents. The salaries of the three individuals mentioned above did much toward raising the average for the faculty as a whole.

Number of Teachers. - Table IX shows the number of teachers, part time and full time, men and women. From this table one is able to observe a nice ratio between men and women teachers, seven men and seven women. Teachers eleven, twelve, thirteen, and fourteen are teachers of vocational subjects and serve both the Leaksville High School and the Draper High School. Teacher number nine is the librarian and serves both the Draper Elementary and the Draper High School in that capacity. Teacher number ten is the music teacher serving both of the Draper schools. She trains and directs the High School Glee Clubs and serves as public school music teacher at the Elementary School. Teacher number eight is the principal who likewise serves both schools.

TABLE VIII

YEARLY SALARY RECEIVED BY DRAPER HIGH SCHOOL TEACHERS  
1947-48

| Teacher<br>Number | Salary      |
|-------------------|-------------|
| 1                 | \$1928.00   |
| 2                 | 1710.00     |
| 3                 | 2594.52     |
| 4                 | 2061.00     |
| 5                 | 1836.00     |
| 6                 | 1800.00     |
| 7                 | 2709.00     |
| 8                 | 4391.25     |
| 9                 | 2322.90     |
| 10                | 1890.00     |
| 11                | 2430.00     |
| 12                | 2160.00     |
| 13                | 2060.00     |
| 14                | 2160.00     |
| Total             | \$33,052.67 |

Average Salary Per Teacher \$2360.91

TABLE IX

TOTAL NUMBER DRAPER HIGH SCHOOL TEACHERS, SHOWING  
NUMBER MEN, NUMBER WOMEN, FULL TIME, PART TIME AND  
DEGREES HELD

| Teacher<br>Number | Part time<br>Man | Part time<br>Woman | Full time<br>Man | Full time<br>Woman | Holder A. B.<br>Degree | Holder B. S.<br>Degree | Holder no<br>Degree |
|-------------------|------------------|--------------------|------------------|--------------------|------------------------|------------------------|---------------------|
| 1                 |                  |                    |                  | X                  |                        | X                      |                     |
| 2                 |                  |                    |                  | X                  | X                      |                        |                     |
| 3                 |                  |                    | X                |                    | X                      |                        |                     |
| 4                 |                  |                    |                  | X                  | X                      |                        |                     |
| 5                 |                  |                    |                  | X                  | X                      |                        |                     |
| 6                 |                  |                    |                  | X                  | X                      |                        |                     |
| 7                 |                  |                    | X                |                    | X                      |                        |                     |
| 8                 | X                |                    |                  |                    | X                      |                        |                     |
| 9                 |                  | X                  |                  |                    | X                      |                        |                     |
| 10                |                  | X                  |                  |                    | X                      | X                      |                     |
| 11                | X                |                    |                  |                    |                        | X                      |                     |
| 12                | X                |                    |                  |                    |                        |                        | X                   |
| 13                | X                |                    |                  |                    |                        | X                      |                     |
| 14                | X                |                    |                  |                    |                        | X                      |                     |
| Total             | 5                | 2                  | 2                | 5                  | 9                      | 4                      | 1                   |

Degrees held by Teachers. - Degrees held by the Draper High School teachers are shown in Table IX. One observes from this table that all teachers employed for the Draper High School were college graduates with the exception of one. He is employed as instructor in the Machine Shop Laboratory and brings to the job a wealth of practical experience in that field extending over a period of eighteen years followed by eight years of teaching experience. Those holding A. B. Degrees are in the majority, nine of them, while four hold B. S. Degrees.

Experience of Teachers. - The total experience of each teacher in the Draper High School is shown in Table X. There are only three teachers who have had more than eight years experience, and two of these are the principal and the principal of the Vocational School. Sixty-seven percent of the faculty have only four years experience or less. The average experience for the fourteen teachers is five and nine tenths years.

Teacher Tenure. - Table XI shows the number of teachers having different amounts of experience in Draper. Table XI shows that forty-two and nine tenths percent of the High School teachers taught in Draper for the first time last year, while only twenty-one and four tenths percent of the faculty have taught in Draper for more than three years. The members of the high school faculty have continued in that capacity an average period of two and six tenths years.

On the surface this would indicate that there was little security in Draper, but this is not true. The short period that most of the faculty members have served is partially due to the fact that during the 1946-47 crisis, before the special tax was voted, the Draper High School faculty was filled to a great extent with individuals who were not teachers



TABLE X

NUMBER OF DRAPER HIGH SCHOOL TEACHERS WITH DIFFERENT  
AMOUNTS OF EXPERIENCE 1947-48

| Years of<br>Experience | Number of<br>Teachers | Percent |
|------------------------|-----------------------|---------|
| 1                      | 2                     | 14.3    |
| 2                      | 2                     | 14.3    |
| 3                      | 3                     | 21.4    |
| 4                      | 1                     | 7.1     |
| 5                      |                       |         |
| 6                      |                       |         |
| 7                      | 2                     | 14.3    |
| 8                      | 1                     | 7.1     |
| 9                      |                       |         |
| 10                     | 1                     | 7.1     |
| 13                     | 1                     | 7.1     |
| 19                     | 1                     | 7.1     |
| Totals                 | 14                    | 100     |

TABLE XI

NUMBER OF TEACHERS WITH DIFFERENT AMOUNTS OF EXPERIENCE IN THE  
DRAPER HIGH SCHOOL 1947-48

| Years of Experience | Number of Teachers | Percent |
|---------------------|--------------------|---------|
| 1                   | 6                  | 42.9    |
| 2                   | 3                  | 21.4    |
| 3                   | 2                  | 14.3    |
| 4                   | 1                  | 7.1     |
| 5                   |                    |         |
| 6                   |                    |         |
| 7                   | 2                  | 14.3    |
| Totals              | 14                 | 100     |

Average Experience in Draper High School 2.6 years

by profession but who were teaching because of the emergency, teaching in order to keep the High School open. The local supplement enabled school officials to secure qualified teachers, and those who were teaching because of the great need for their services were able to return to their families. There is another factor to consider too, and that is that the school has had its doors open for only eight years.

Teacher Load. - The teacher load is shown in Table XII. Actually by computation the average teaching load is twenty-four and six tenths pupils per class, however this statement gives a false impression, as it can be observed that one teacher has an average teaching load of thirty-three and eight tenths. It can also be seen five teachers have an

average teaching load of eleven or less. Teachers number eleven, twelve, thirteen, and fourteen are members of the Vocational School faculty which accounts for their light load. Teacher number one teaches vocational Home Economics, classes in which must needs be small. Teacher number nine is the librarian and has only the one class in Library Science. Teachers one through seven are teachers of conventional high school subjects, and if only the loads of those teachers are concerned, they are relatively light. The average teaching load of the conventional subject teachers is twenty-eight.

TABLE XII

TEACHER LOAD ACCORDING TO NUMBER STUDENTS IN EACH CLASS  
AT THE LAST MONTH OF SCHOOL AND AVERAGE NUMBER STUDENTS  
ENROLLED IN EACH CLASS

| Teacher Number                              | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Total Students | Average Class Load |
|---|----------|----------|----------|----------|----------|----------|----------------|--------------------|
| 1   | 16       | 27       | 11       | 16       | 32       | 16       | 118            | 19.7               |
| 2   | 20       | 61       | 25       | 40       |          | 23       | 169            | 33.8               |
| 3   | 17       | 17       | 35       | 33       | 30       | 27       | 159            | 26.5               |
| 4   | 24       | 37       | 27       | 27       | 14       | 34       | 163            | 27.2               |
| 5   | 33       | 12       | 30       | 27       | 79       | 14       | 195            | 32.5               |
| 6   | 19       | 35       | 11       | 38       | 25       | 11       | 139            | 23.2               |
| 7   | 34       |          | 33       | 33       |          | 48       | 148            | 24.7               |
| 8   | 0        | 0        | 0        | 0        | 0        | 0        | 0              | 0                  |
| 9   | 0        | 0        | 0        | 11       | 0        | 0        | 11             | 11                 |
| 10  | 0        | 0        | 0        | 0        | 16       | 27       | 43             | 22.5               |
| 11  |          | 9        | 9        | 0        | 0        | 0        | 18             | 9                  |
| 12  | 9        |          |          | 0        | 0        | 0        | 9              | 9                  |
| 13  | 9        | 9        | 9        | 0        | 0        | 0        | 27             | 9                  |
| 14  | 11       | 11       | 11       | 0        | 0        | 0        | 33             | 9                  |
| Average teaching load per class 24.6 pupils |          |          |          |          |          |          |                |                    |

Major and Minor Fields of Teaching. - Table XIII shows the total number of classes taught by the teachers in their major and minor field, as well as, classes taught in fields other than their major and minor. No teacher was heavily loaded. No teacher had six classes. Only three had five classes. Four had four classes, two had three, two had two, and two had only one class.

The normal plan of the school is for each teacher to have five classes or the equivalent. Teacher number one is the Vocational Home Economics teacher and has a period scheduled for conferences. Teacher number two was acting as counsellor in pupil guidance for one period of each day. Teacher number three was director of athletics and coached four athletic teams during the school year. Teacher number seven was building principal, and in addition was responsible for the discipline of the school, statistical reports, and book reports. Teacher number nine was the school librarian and served both the Graded School and the High School as such. Teacher number eleven was the music teacher and served both schools in that capacity. Teachers eleven, twelve, thirteen, and fourteen were employed in the Vocational School and taught Draper students for only half a day. The other half of the day was devoted to teaching students from the Leaksville High School. In truth the latter four teachers actually taught six periods per day. Every teacher with the exception of the principal, building principal, and the vocational school teachers maintained a study hall during one period of the school day.

Teacher Training. - 1947-48 teacher training in the Draper High School was of two types, in service training and additional training on Saturdays in the Greensboro Center of the Graduate School of the university of North Carolina. The Leaksville Township Administrative Unit put

TABLE XIII

TOTAL CLASSES TAUGHT IN MAJOR, MINOR, AND OTHER FIELDS  
BY DRAPER HIGH SCHOOL TEACHERS

| Teacher Number | Number Classes Taught | Major | Minor | Other Fields |
|----------------|-----------------------|-------|-------|--------------|
| 1              | 4                     | 4     | 0     | 0            |
| 2              | 4                     | 3     | 1     | 0            |
| 3              | 4                     | 3     | 0     | 1            |
| 4              | 5                     | 3     | 2     | 0            |
| 5              | 5                     | 2     | 2     | 1            |
| 6              | 5                     | 4     | 1     | 0            |
| 7              | 4                     | 3     | 0     | 1            |
| 8              | 0                     | 0     | 0     | 0            |
| 9              | 1                     | 1     | 0     | 0            |
| 10             | 2                     | 2     | 0     | 0            |
| 11             | 2                     | 2     | 0     | 0            |
| 12             | 1                     | 1     | 0     | 0            |
| 13             | 3                     | 3     | 0     | 0            |
| 14             | 3                     | 3     | 0     | 0            |
| TOTAL          | 43                    | 34    | 6     | 3            |

on a work shop in audio-visual education, and in service training was given on the school level in pupil grading and accounting. Additional in service training was given through scheduled teachers' meetings and mimeographed bulletins. Two teachers attended the Saturday classes in Greensboro during the year.

Five of the fourteen teachers are taking training in Summer School this summer. One hopes to complete the work for his Master's, and another is taking correspondence work.

Physical Plants. - Originally there was only one High School in the Township, Leaksville, and naturally only one Vocational School. When the Draper High School was opened in 1940, any vocational school that would have been operated on the Draper School site would have been inferior of necessity. It was then decided that the Vocational School in the Nantucket Building in Spray should serve both the Leaksville and the Draper High School. Students are transported by school bus to and from the Vocational School. Draper students attend mornings, and Leaksville students attend afternoons.

Vocational School. - The Vocational School has the advantage of being placed in a building built for industrial purposes. The original equipment and machinery was donated by Marshall Field and Company, and because of their interest in the school they have kept the textile machinery relatively modern. Since that time much additional machinery has been obtained, quite a bit as war surplus. It is estimated that the machinery alone in the vocational school is worth more than seventy-five thousand dollars. There are only a few vocational schools in North Carolina which are as well equipped to do a good job in vocational training as the Leaksville Township Vocational School.

The Draper High School Plant. - The Draper High School plant was completed in 1939. As a result it is in a fairly good state of repair, and many principles of good school planning and construction were incorporated in the plans. Some improvements have been made since its original construction, such as repainting the interior in the new pastel shades, equipping a classroom as a cafeteria, the installation of a stoker for the furnace, the installation of some fluorescent light fixtures, the purchase of bleachers for the gymnasium, the purchase of an inter-communication system with stations in each classroom and each auxiliary room in the school, equipment for audio-visual education in the form of a 16 mm projector, blackout drapes, and a wire recorder.

Building Measured by Standard Scale. - In 1940 the Bureau of Research and Educational Service of the University of North Carolina made a survey of the Leaksville District School System. In this survey they reported a measurement of the Draper High School according to the Strayer-Engelhardt Score Card for High School Buildings. For the present study another evaluation of the building was made using the same score card. In this evaluation no reference to the study of 1940 was made until after the evaluation was completed. This was done to make certain that the recent evaluation would not be affected by the original study. The results of both evaluations are shown in Table XIV. The 1948 evaluation is in detail shown as Appendix F.

Although the 1948 evaluation was made by one inexperienced in the use of the Strayer-Engelhardt Score Card, findings were very similar. The score of 1940 was six hundred and thirty as opposed to the 1948 score of six hundred and sixty-seven, a difference of thirty-seven points. Some improvements have been made in the school which would improve the

score. The site score has been improved from seventy-five to eighty. This is due in part to the fact that shrubbery has been planted and the entire campus is covered with grass. The plot in front of the school is kept carefully mowed. This was not true in 1940. However, it is not felt that this improvement is great enough to account for the five points difference in score. The 1948 evaluation must not have been as critical as the 1940 study.

TABLE XIV

1940 AND 1948 SCORES ON THE DRAPER HIGH SCHOOL BASED ON THE  
STRAYER-ENGELHARDT SCORE CARD FOR HIGH SCHOOL BUILDINGS

| Items                 | Standard<br>Score | 1940<br>Score | 1948<br>Score | Increase<br>in Score | Decrease<br>in Score |
|-----------------------|-------------------|---------------|---------------|----------------------|----------------------|
| Site                  | 100               | 75            | 80            | 5                    |                      |
| Building              | 155               | 125           | 138           | 13                   |                      |
| Service Systems       | 270               | 165           | 168           | 3                    |                      |
| Classrooms            | 145               | 130           | 134           | 4                    |                      |
| Special Classrooms    | 140               | 55            | 64            | 9                    |                      |
| General Service Rooms | 140               | 55            | 65            | 10                   |                      |
| Administrative Rooms  | 50                | 25            | 18            |                      | 7                    |
| Totals                | 1000              | 630           | 667           | 44                   | 7                    |

There was an increase in the score of the building from one hundred and twenty-five to one hundred and thirty-eight which cannot be explained. The four points score on classrooms cannot be explained.

The service system score was improved from one hundred and sixty-five to one hundred and sixty-eight. This can be explained because a thermostat has been placed in the principal's office controlling the temperature of the building. A call system has been installed, and an



electrical inspector from the Duke Power Company recently assured school officials that the wiring was in good condition. Apparently the present evaluation on the service system was more critical than that of 1940.

The score on special rooms was improved by nine points over the 1940 score. This can be explained in part by equipping a classroom for commercial subjects.

The evaluation of the general service rooms resulted in an increase of ten points over the 1940 score. This is due partially to the securing of certain equipment in visualization, a projector, and blackout drapers. A classroom's being equipped as a cafeteria and equipping the gymnasium with bleachers also helped.

The evaluation of 1948 proved to have a lower score on Administration Rooms than that of 1940. The 1948 score was eighteen against a 1940 score of twenty-five. There is no explanation for this.

In the light of the closeness of the total scores between the 1940 evaluation and the 1948 evaluation it can be concluded that the present evaluation is fairly reliable.

The 1948 evaluation emphasizes certain needs of the school. The site score can be improved by grading and enlarging the grounds. Hot water should be provided in laboratories. The addition of a cafeteria building and dressing rooms properly equipped with showers, lockers, and toilet facilities is sorely needed. There is also need for health and service rooms.

Summary. - Draper High School teachers are elected by the Board of Education on recommendation of the superintendent. They are fourteen in number, seven men and seven women. Five part time men and two part time women were on the faculty and are counted in the fourteen. There

is only one teacher who does not have an "A" Certificate, and he is well qualified for the vocational school as a result of his practical experience. Only three classes are taught by teachers outside their Major or Minor fields. The average experience of the teachers is five and nine tenths years, while their average experience in Draper is two and six tenths years. Their average salary is \$2,360.91.

The Vocational School is located in the Nantucket Building, owned by Fieldcrest Mills, in Spray. It is well equipped and is one of the outstanding vocational schools of its type in the state.

The High School Building was given a total score of 667, using the Strayer-Engelhardt Score Card for High School Buildings. This evaluation bore out an already recognized need for a cafeteria building, health service rooms, dressing rooms for the gymnasium equipped with showers, toilet facilities, and lockers.

## CHAPTER IV

### CURRICULUM

Definition. There was a time that the subjects taught in the school were considered the curriculum of the school. Gwynn summarizes the modern conception of the curriculum as follows: "The curriculum is the means of attaining the aims of philosophy of education."<sup>1</sup> This being the case the curriculum will surely consist of what was commonly referred to as both curricular and extra-curricular activities.

Influences on Draper High School Curriculum. - The curriculum of the Draper High School is influenced by requirements of the North Carolina Department of Public Instruction, by college entrance requirements, by local needs, and by the number of teachers assigned to the school.

The State Department of Public Instruction requires certain subjects for high school graduation. Colleges require that candidates accepted for college entrance have credit for specific traditional subjects. The needs of the Draper community make it mandatory that particular courses be offered the students, while the variety of subjects offered are limited by the number of teachers on the faculty.

Three Courses Offered. - A choice among three courses of study is offered the Draper High School students. These courses are commonly referred to as Course A, Course B, and Course C, Course A being college

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1. Gwynn, J. Minor. Curriculum Principles and Social Trends.  
The MacMillan Company, 1943, p. 51.

TABLE XV

## REQUIREMENTS FOR THE THREE COURSES OF STUDY OFFERED BY THE DRAPER HIGH SCHOOL

| Basic Requirements   | Course A                    | Course B                 | Course C                                |
|--|-----------------------------|--------------------------|---|
| 4 units in English   | The basic requirements      | The basic requirements   | The basic requirements                  |
| 1 unit in Biology  | and                         | and                      | and                                     |
| 1 unit in American History   | 2 units in Foreign Language | 5 units in commerce      | 6 additional units approved in advance. |
| $\frac{1}{2}$ unit in Health                                       | Algebra II                  | plus<br>1 elective unit  |   |
| $\frac{1}{2}$ unit in Physical Education                           | Plane Geometry              | or                       |   |
| 1 unit in Mathematics  | 1 unit in Social Studies    | 4 units in textiles      |   |
| 1 unit additional in Science                                       | 1 unit in Science           | plus<br>2 elective units |   |
| 1 unit additional in Social Studies                                |                             |                          |   |
| Home Economics may be substituted for the additional science unit. |                             |                          |   |

preparatory, Course B vocational, and Course C general. Table XV gives the basic requirements and the requirements for each course of study.

The influence of the State Department of Public Instruction is shown in the basic requirements. The influence of colleges is reflected in Course A. Course B is planned to take care of the local needs, while Course C is intended to take care of either the boy or girl who has no particular interests or plans.

It is apparent that every one regardless of the course under which he is registered will be required to offer for graduation four units in English, American History, Biology, Health, and Physical Education, and one unit in Mathematics which may either be General Mathematics or Algebra I, and one additional unit in both Science and Social Studies. One taking both courses in Home Economics would be required to take only one science, Biology.

Students taking the College Preparatory Course will have little choice so far as electives are concerned. Such a person must have four units in English, Algebra I, Algebra II, Plane Geometry, Health, Physical Education, American History, Biology, and French I and II. He must also take two of the following subjects in Social Studies: Civics, World History, or Economics and Sociology. In addition he must select two of the three following subjects in Science: General Science, Physics, or Chemistry. One may offer Home Economics I and II in lieu of any one unit in science other than Biology. Except for the choices named above there will be no electives in the College Preparatory Course.

Students registered for the commercial vocational course may have only one elective unit. Typing, General Business, Shorthand, Office Practice, and Bookkeeping are required of all commercial students.

Boys taking the Vocational Textile Course are allowed two elective units. They are also allowed to select four units from the following

offerings: Wood Shop, Machine Shop, Weaving and Designing, Rug Weaving, and Yarn Manufacturing. Each subject in the Vocational School is a double period class and carries two units credit.

Those taking the General Course are allowed six electives which are chosen under the guidance of the principal.

With the limited number of teachers assigned a school as small as the Draper High School, one must do much planning in order to offer a curriculum with any breadth at all. Table XVI shows the subjects offered in the Draper High School during the 1947-48 term. One will readily notice the absence of Mathematics in the Ninth Grade. Freshman Mathematics was omitted in 1947-48 in order to make a teacher available for some other subjects. It was felt that first year Mathematics could best be omitted in as much as Course A is the only course which requires more than one unit in Mathematics for graduation.

Those taking the College Preparatory Course will take Algebra I. By teaching Freshman Mathematics on alternate years one will be able to cut down on the number of Mathematic classes that it will be necessary to offer in a two year period.

Health and Physical Education are taught to the same students by the same teacher. The Health class meets twice each week, and the physical education class three times. Each class carries one half unit credit and is required. Physics and Chemistry are offered on alternate years, and Plane Geometry and Algebra II are alternated. This too frees a teacher for other subjects. These devices make possible the teaching of additional subjects.

Library Science and Glee Club are entirely elective and each carries one half unit credit. Glee Club could be taken in any grade, and

TABLE XVI

SUBJECTS OFFERED IN THE DRAPER HIGH SCHOOL BY GRADES  
1947-48

| <u>Ninth</u>       | <u>Tenth</u>                                 | <u>Eleventh</u>    | <u>Twelfth</u>     |
|--------------------|--|--------------------|--------------------|
| English I          | English II                                   | English III        | English IV         |
| Physical Education | Biology                                      | U. S. History      | French II          |
| Health             | Algebra II                                   | French I           | Sociology          |
| Home Economics     | World History                                | Physics            | Economics          |
| General Science    | Home Economics                               | Shorthand          | Shorthand          |
| Glee Club          | Typing                                       | Machine Shop       | Physics            |
| Civics             | General Business<br>Training<br>Machine Shop | Woodshop           | Plane Geometry     |
|                    | Woodshop                                     | Library Science    | Spinning & Weaving |
|                    | Spinning & Weaving                           | Spinning & Weaving | Machine Shop       |
|                    | Glee Club                                    | Glee Club          | Woodshop           |
|                    |  |                    | Glee Club          |
|                    |  |                    | Library Science    |

Library Science was limited to members of the Junior and Senior Classes. Sociology and Economics carry only one-half unit credit and are companion courses. One follows the other.

Requirements for Graduation. - For graduation from the Draper High School sixteen units are required, distributed according to Table XV.

1947-48 Schedule of Classes. - The 1947-48 schedule of classes for the Draper High School is shown in Table XVII. There was a strong demand for an activity period, and it was wedged in between the second and third periods. In order to provide an activity period and still have six periods for formal classes it was necessary to cut the class periods to fifty-five minutes each. With class periods less than an hour, the North Carolina Department of Public Instruction requires formal laboratory periods for Sciences in addition to the regular Science period. Teacher number two used the second period every other day as laboratory period for Physics. He used period number three on alternate days for laboratory instruction in General Science and Biology. Teacher number five was the building principal, and because of that he was relieved from a home room and study halls. He gave laboratory instruction on alternate days in Biology during the fifth period.

It is apparent that the duties assigned beyond regular classroom work are not properly balanced; however, the experience of the teachers and their ability to get the job done was taken into consideration rather than balanced extra-curricular assignments.



TABLE XVII

## SCHEDULE FOR DRAPER HIGH SCHOOL CLASSES 1947-48

| Teacher Number | #1                       | #2                      | #3                  | #4                      | #5                 | #6                  | #7                    |
|----------------|--------------------------|-------------------------|---------------------|-------------------------|--------------------|---------------------|-----------------------|
| 08:40-08:50    | 9th grade girls homeroom | 9th grade boys homeroom | 11th grade homeroom | 10th grade Homeroom A   |                    | 12th grade homeroom | 10th grade Homeroom B |
| 08:50-09:45    | Math IIa                 | Physics                 | French I            | Health and Physical Ed. | Civics             | Home Ec. IIb        | Typing                |
| 09:45-10:45    | Study                    | Physics Lab             | English Ia          | History II              |                    | Lab                 | Gen. Bus.             |
| 10:45-11:10    |                          |                         | ACTIVITY            |                         |                    | Conference          |                       |
| 11:10-12:05    | Geometry                 | Health and P. E.        | Study               | English IIb             | Civics             | Home Ec. IIa        | Shorthand             |
| 12:05-12:30    |                          |                         | LUNCH               |                         |                    |                     |                       |
| 12:30-01:25    | English IV               | Science I               | English IIIa        | English IIa             | Biology B          | Home Ec. Ib         | Study                 |
| 01:25-02:20    | Guidance Conferences     | Lab I and Biology Lab   | French II           | Study                   | Biology Lab        | Lab                 | Eng. IIIb             |
| 02:20-03:15    | Math IIb                 | Biology A               | English Ib          | History IV              | Hist. III          | Home Ec. Ia         | Bus. Math.            |
|                | Student Council          | Director P.E.           | Dramatics Club      | Newspaper               | Building Principal | F. H. A. Club       | Cashier Athletic Co   |
|                | Annual                   | Monogram Club           | Senior Play         | Sophomore Sponsor       | Basketball Coach   | Banquets            | School Bookkeeper     |
|                | Senior Sponsor           | Football Baseball       | Junior Sponsor      |                         |                    |                     |                       |
|                |                          | Freshman Sponsor        |                     |                         |                    |                     |                       |

Enrollment. - The 1947-48 enrollment of the Draper High School by grades is shown in Table XVIII. On studying this Table one sees that there is a high mortality rate between the ninth and twelfth grades, with the ninth grade having an enrollment of sixty-six, while the Senior Class had only forty-three enrolled. As a matter of fact, only forty of these forty-three actually graduated. The greatest percent of decrease took place between the tenth and eleventh grade. This is probably due to the fact that students who are not retarded reach their sixteenth year, the compulsory school attendance age limit, during their enrollment in the tenth grade. At any rate something needs to be done to increase the School's holding power over its pupils after they reach their sixteenth year.

TABLE XVIII

TOTAL ENROLLMENT OF THE DRAPER HIGH  
SCHOOL BY GRADES, 1947-48

|                |            |             |
|----------------|------------|-------------|
| Ninth Grade    | 66         | 31.4%       |
| Tenth Grade    | 56         | 26.7%       |
| Eleventh Grade | 45         | 21.4%       |
| Twelfth Grade  | 43         | 20.5%       |
| <u>Total</u>   | <u>210</u> | <u>100%</u> |

Distribution by Subjects. - The distribution of the Draper High School enrollment for 1947-48 showing the number and percent passing and failing is shown in Table XIX. This Table shows that the heaviest registration is naturally for the required subjects such as English, Biology, American History, and Health. It is noticeable that there is a high percentage of failures in English, World History, General Business, Typewriting, and Shorthand.

As a rule drop-outs come from the group failing; however, this is not always true. There are cases in which children come from homes whose parents encourage them to stop school to go to work. There are cases in which necessity requires individuals to leave school to support the mother or to help support the family. There are those, as well, whose mental ability will not permit them to acquire a high school education. Still Draper has its share of those who leave school because of lack of interest.

Extra-Curricular Activities. - The extra-curricular activities of the Draper High School are in the form of clubs and activities. All clubs and activities with the exception of athletics are carried on during the thirty-minute activity period from 10:40 to 11:10 A. M.

Activities. - The Draper High School publishes an annual, publishes a printed newspaper, has an active student council, provides assembly programs, a successful athletic program, and sponsors two banquets each year.

TABLE XIX

DISTRIBUTION OF THE DRAPER HIGH SCHOOL ENROLLMENT  
SHOWING NUMBER AND PERCENT PASSING AND FAILING  
1947-48

|                    | Membership<br>Last Month | Number<br>Passing | Percent<br>Passing | Number<br>Failing | Percent<br>Failing |
|--------------------|--------------------------|-------------------|--------------------|-------------------|--------------------|
| English I          | 63                       | 54                | 86                 | 9                 | 14                 |
| English II         | 48                       | 44                | 92                 | 4                 | 8                  |
| English III        | 45                       | 40                | 91                 | 5                 | 9                  |
| English IV         | 40                       | 40                | 100                | 0                 | 0                  |
| Algebra I          | 40                       | 38                | 95                 | 2                 | 5                  |
| Algebra II         | 25                       | 24                | 96                 | 1                 | 4                  |
| Civics             | 59                       | 55                | 93                 | 4                 | 7                  |
| World History      | 12                       | 10                | 83                 | 2                 | 17                 |
| American History   | 45                       | 42                | 93                 | 3                 | 7                  |
| Economics          | 12                       | 12                | 100                | 0                 | 0                  |
| Sociology          | 14                       | 14                | 100                | 0                 | 0                  |
| General Science    | 28                       | 26                | 93                 | 2                 | 7                  |
| Biology            | 51                       | 49                | 96                 | 2                 | 4                  |
| Physics            | 17                       | 17                | 100                | 0                 | 0                  |
| Health             | 60                       | 58                | 97                 | 2                 | 3                  |
| Physical Education | 60                       | 60                | 100                | 0                 | 0                  |
| Music              | 43                       | 43                | 100                | 0                 | 0                  |
| Home Economics I   | 29                       | 29                | 100                | 0                 | 0                  |
| Home Economics II  | 27                       | 27                | 100                | 0                 | 0                  |

Newspaper. - The Draper High School newspaper is called the TATTLER. It is a tabloid size, five column, printed newspaper, published six times yearly. The newspaper staff for 1947-48 was made up of twenty-three student members and the faculty sponsor. It is financed through advertising and newspaper sales.

The Annual. - The Draper High School annual is named THE CREST, coining the last part of the trade name, Fieldcrest, a part of the Fieldcrest Mills, which operates the textile mills in Draper. The annual staff consisted of twelve students and the faculty sponsor. It, too, was financed through advertising and sales.

The Student Council. - The student council has three officers selected by the student body at large, president, vice president, and secretary and treasurer. Each class is entitled to two representatives on the council, and each home room is entitled to at least one home room representative; consequently the council consists of eleven members and the faculty sponsor, inasmuch as there are six home homes. The student council operates through committees and has no judicial powers.

The School Store. - The school store sells school supplies and ice cream. It also handles the concessions at athletic contests. A committee of the student council operates the store. All work is done by committee members, and no one is paid for his efforts.

Assemblies. - Assemblies are held during the activity period on the second and fourth Fridays of each month. They are planned by a sub-committee of the student council. The assemblies are largely student participation, although outstanding programs are sometimes brought in from the outside.

Athletics. - During the year 1947-48 Draper High School sponsored athletic teams for boys in the following sports: football, basketball, baseball, and golf. Girls participated in basketball only. The boys' teams played ten football games, twenty-three basketball games, ten baseball games, and four golf matches. The girls played fifteen basketball games. Forty-eight of the one hundred and one boys enrolled participated in the athletic program, while only twenty-three of the one hundred and nine girls took advantage of the athletic program.

Banquets. - There are two banquets sponsored each year by the Draper High School: The Junior-Senior Banquet and an Athletic Banquet. The Junior-Senior Banquet is financed by the members of the Junior Class and was attended in 1947-48 by one hundred and seventeen Juniors, Seniors, teachers, and guests. The Athletic Banquet is sponsored by the school, honoring the athletes, boys and girls. It is financed from the Athletic Fund. There were seventy-eight athletes and guests present at the 1947-48 edition. The banquets are usually put on by the F. H. A. Club of the High School with the assistance of its sponsor.

Clubs. - Table XX shows the Draper High School clubs and their membership for 1947-48. Membership in the monogram club is limited to students, boys and girls, who have earned monograms in athletics. Membership in each of the other clubs is elective so far as the students are concerned. Clubs are chartered through the Student Council. Unfortunately little is accomplished through these organizations. The principal of the school was quite disappointed in their accomplishments.

TABLE XX

CLUBS ORGANIZED IN THE DRAPER HIGH SCHOOL,  
1947-48, SHOWING THEIR MEMBERSHIP

|           |     |
|-----------|-----|
| 4-H       | 13  |
| Hi-Y      | 16  |
| Tri-Hi-Y  | 25  |
| Dramatics | 31  |
| F. H. A.  | 29  |
| Monogram  | 36  |
| French    | 19  |
| <hr/>     |     |
| Total     | 169 |
| <hr/>     |     |

Summary. - The curriculum has been defined as all educational experiences under the supervision of the school whether curricular or extra-curricular. The Draper High School curriculum is influenced by requirements of the North Carolina Department of Public Instruction, college requirements, local needs, and number of teachers. As a result three courses are offered the students: college preparatory, vocational, and general. There is an active student council. A good annual and a printed newspaper are published. A relatively wide athletic program is provided for the boys, but the program for the girls is limited. There are several clubs whose activity or lack of activity is more or less characteristic of similar clubs in most high schools.

## CHAPTER V

### THE DRAPER HIGH SCHOOL IN RELATION TO POST GRADUATE ACTIVITIES

A decision as to whether the Draper High School is meeting the needs of its graduates without considering the needs of the graduates in terms of their jobs, previous jobs, their opinions as to the value of subjects, the value of activities, their opinions as to needed curriculum changes, and the ability of the plant, personnel, and curriculum to meet those needs would be subjective indeed.

Opinions of Graduates as to Subject Matter. - The questionnaire mentioned previously as Appendix A was intended among other things to determine the opinions of the graduates as to the value of various subjects offered in the Draper High School Course of Study. The tabulation of subjects that graduates felt that they were most glad that they had taken is shown in Table XXI. One hundred and eighty-two questionnaires were filled out, but only one hundred and sixty-three were accepted for this study, because fifteen were improperly checked.

Out of the one hundred and sixty-three answers accepted one hundred and thirty-nine listed English as one of the three most important subjects that they had taken in high school. This was an extremely heavy percentage. Sixty-four of the girl graduates say that they consider Home Economics as one of the three most important subjects taken in their high school career. It is encouraging that the school in these two subjects is meeting the needs of the graduates. Sixty-one placed arithmetic,



and forty-five placed Algebra in the same category. The place held by Arithmetic can be understood easily enough, but on the face of things one would question the significance that they gave Algebra. Still when it is considered that five have already graduated from college and twenty-eight are still in college, one can see why Algebra might be considered important by forty-five of the group studied.

Table XXII is a tabulation of the subjects considered by the graduate of least importance to them. Out of the one hundred and eighty-two papers returned only one hundred and fifty-six were filled out properly. The position of English at the bottom with only one vote again indicates the esteem in which the graduates hold the subject and rightfully so. Exactly half of the group studied stated that French was one of the three least important subjects taken in high school. Considering the work in which the graduates are engaged this would be expected to be true. It is disappointing that History holds the second position with sixty-four individuals considering it one of the three least important subjects taken. The method of History teaching in the Draper High School definitely needs to be examined. There is real need for a thorough appreciation of History in world affairs today, possibly as great as any time. It is distressing that Health is ranked third from the top, with forty-five voting it of least importance. The need for health education was emphasized in the World War II draft rejections. Only thirty-two state Algebra as one of the three least important subjects taken, while forty-five placed it among the three subjects which they were most glad that they had taken. It is a tribute to the value of Home Economics and to the Home Economics teachers that only eight girls placed that subject in the least important group, while sixty-four girls placed it in the most important group.

TABLE XXI

SUBJECTS DEEMED MOST VALUABLE BY DRAPER  
HIGH SCHOOL GRADUATES

| Subjects            | Number Selected |
|---------------------|-----------------|
| English             | 139             |
| Home Economics      | 64              |
| Arithmetic          | 61              |
| Typewriting         | 52              |
| Algebra             | 45              |
| History             | 33              |
| Biology             | 13              |
| General Business    | 12              |
| Physical Education  | 12              |
| Bookkeeping         | 8               |
| French              | 7               |
| Health              | 6               |
| General Science     | 6               |
| Chemistry           | 6               |
| Sociology           | 5               |
| Machine Shop        | 5               |
| Geometry            | 4               |
| Yarn Manufacturing  | 3               |
| Weaving & Designing | 3               |
| Business Law        | 3               |
| Shorthand           | 2               |
| <b>Totals</b>       | <b>489</b>      |

Replies from 163 Graduates

TABLE XXII

SUBJECTS CONSIDERED LEAST IMPORTANT  
BY DRAPER HIGH SCHOOL GRADUATES

| Subject                    | Number Selected |
|----------------------------|-----------------|
| French                     | 78              |
| History                    | 64              |
| Health                     | 45              |
| Biology                    | 39              |
| Geometry                   | 38              |
| Chemistry                  | 36              |
| Algebra                    | 32              |
| Typewriting                | 24              |
| General Science            | 20              |
| Arithmetic                 | 13              |
| Shorthand                  | 12              |
| Physical Education         | 10              |
| General Business           | 8               |
| Latin                      | 8               |
| Home Economics             | 8               |
| Bookkeeping                | 7               |
| Sociology                  | 5               |
| Business Law               | 5               |
| Machine Shop               | 5               |
| Physics                    | 4               |
| Weaving & Designing        | 4               |
| Wood Work                  | 1               |
| English                    | 1               |
| Yarn Manufacturing         | 1               |
| <b>Totals</b>              | <b>468</b>      |
| Replies from 156 Graduates |                 |

The fact that only one vote was cast against Yarn Manufacturing, one against Woodwork and four against Weaving and Designing is not a serious indictment against the Vocational School. Out of six subjects offered only six individuals indicated that the Vocational work was of little value, while eleven considered work in the Vocational School among the three subjects which they considered most important.

Judgment of Graduates as to Value of Activities. - It was difficult to get responses to this section of the questionnaire; in fact, only ninety-one responses were received to the question, "What school activity do you feel has been of least benefit to you?" Eighty-four responses were received as to the activity considered of most benefit to them. The comparisons are made in Table XXIII. The percentages shown in this Table are probably misleading, inasmuch as, they are based on the number reporting rather than the percentage of the group who participated in the activity. Athletics led the list of the most important activities with twenty-one and seven tenths percent voting it the activity from which they had received the most benefit, while three and three tenths percent voted athletics to have been of least benefit to them. Only fifteen percent say that the Glee Club was of most benefit while seventeen and six tenths percent say that it has been of least benefit. It was interesting that most of those saying that Glee Club was of most benefit were recent graduates. Fourteen and three tenths percent felt that the Home Economics Club had been of most benefit, opposed to two and two tenths percent who felt that the Home Economics Club had been of least importance to them. This is made stronger when one considers that only girls belonged to the Home Economics Club. Eleven and nine tenths percent felt that the Dramatics Club had been of most importance to them, but twenty-three and one tenth

TABLE XXIII  
 OPINIONS AS TO VALUE OF DRAPER HIGH SCHOOL  
 ACTIVITIES BY ITS GRADUATES

| Activity            | Of Least Benefit |         | Most Important |         |
|---------------------|------------------|---------|----------------|---------|
|                     | Number           | Percent | Number         | Percent |
| Athletics           | 3                | 3.3     | 19             | 21.7    |
| Glee Club           | 16               | 17.6    | 15             | 17.8    |
| Home Economics Club | 2                | 2.2     | 12             | 14.3    |
| Dramatics           | 21               | 23.1    | 10             | 11.9    |
| Publications        | 1                | 1.1     | 5              | 6.      |
| Library Club        |                  |         | 4              | 4.8     |
| Physical Education  | 1                | 1.1     | 4              | 4.8     |
| Military Training   | 2                | 2.2     | 4              | 4.8     |
| Science Club        | 7                | 7.7     | 2              | 2.4     |
| Student Government  |                  |         | 2              | 2.4     |
| Hi-Y                | 10               | 11.0    | 2              | 2.4     |
| Civics Club         |                  |         | 1              | 1.2     |
| Hobby Club          | 2                | 2.2     | 1              | 1.2     |
| Monogram Club       | 4                | 4.4     | 1              | 1.2     |
| Driving Bus         |                  |         | 1              | 1.2     |
| Class Officer       |                  |         | 1              | 1.2     |
| French Club         | 1                | 1.1     |                |         |
| Photography Club    | 9                | 9.8     |                |         |
| 4-H Club            | 1                | 1.1     |                |         |
| Etiquette Club      | 1                | 1.1     |                |         |
| Totals              | 91               | 100     | 84             | 100     |

percent voted Dramatics as the activity of least benefit. Apparently the significance of the Dramatics Club is questionable. Certainly the value of the Civics, Photography, French, 4-H, and Etiquette Clubs is highly questionable.

Curriculum Changes Recommended by the Graduates. - Few graduates recommended changes in the curriculum, some because they probably didn't know the meaning of the term, and others stated that they were not acquainted with the school curriculum of today. Seventy-two recommended changes were received from the one hundred and eighty-two contacted. They are tabulated in Table XXIV. Nineteen and four tenths percent recommended foreign languages. This is interesting in view of the fact that half of the group replying as shown in Table XXII stated that they considered French one of the three least important subjects taken. Several recommended the addition of Latin to the curriculum. Two of these were college pharmacy students, but it is felt that the others recommended it because of its supposed traditional cultural value. One college student recommended the addition of Spanish to the curriculum. This can be understood, because she failed Spanish in college.

Twelve and five tenths percent suggested a wider business education program. This is surprising, inasmuch as, only two listed shorthand as being one of the three most important subjects taken. While it is not curricular, six and nine tenths percent of the group listed more discipline as desirable. Some very pertinent and progressive suggestions were made in their recommendations to include the following in the curriculum: Instruction in automobile driving, marriage, strengthening of the English courses, more laboratory instruction in the sciences, distributive occupations, and vocational counselling.

TABLE XXIV  
 CHANGES RECOMMENDED IN THE DRAPER HIGH SCHOOL  
 CURRICULUM BY GRADUATES

|   | <u>Number Graduates</u> | <u>Percent</u> |
|---|-------------------------|----------------|
| Add more foreign languages                      | 14                      | 19.4           |
| Wider Business Education Program                | 9                       | 12.5           |
| Improve Physical Education Program              | 7                       | 9.7            |
| Add more Home Economics                         | 6                       | 8.3            |
| More Discipline                                 | 5                       | 6.9            |
| Instruction in driving automobile               | 4                       | 5.6            |
| Course in marriage                              | 3                       | 4.2            |
| Training in Public speaking and self expression | 3                       | 4.2            |
| More Shop work                                  | 3                       | 4.2            |
| More Student government                         | 3                       | 4.2            |
| Stronger English Courses                        | 2                       | 2.8            |
| More Clubs                                      | 2                       | 2.8            |
| Agriculture                                     | 2                       | 2.8            |
| More Science laboratory instruction             | 2                       | 2.8            |
| Distributive occupations                        | 2                       | 2.8            |
| Vocational Counselling                          | 1                       | 1.4            |
| Beauty Culture                                  | 1                       | 1.4            |
| Greater choice of Electives                     | 1                       | 1.4            |
| Bible instruction                               | 1                       | 1.4            |
| <u>Military Training</u>                        | <u>1</u>                | <u>1.4</u>     |
| Total   | 72                      | 100            |

Information Concerning Vocations of Graduates. - The vocations of the graduates were listed in Table V and have been discussed previously, but it is felt that another reference to those occupations is pertinent at this time. Twenty and nine tenths percent of the one hundred and eighty two graduates on whom vocational information was obtained are engaged in textile work. Seventeen and six tenths percent are housewives. Fifteen and four tenths percent are still in college. Fourteen and three tenths percent are doing clerical work, while five and five tenths are doing sales work. These five fields account for seventy-three and seven tenths per cent of those studied.

Table XXV shows work performed by the graduates other than their present work. This tabulation is based on one hundred and fifty-five replies. It is significant that Textiles, Clerical, and sales work, three of the five vocations named in the preceding paragraph, account for fifty and three tenths percent of all those who engaged in vocations other than their present work. This emphasizes the need for training in these five fields: Textiles, housewifery, college preparation, clerical work, and sales work.

Changes in Jobs. - The number of times that each individual in the group studied has changed jobs since getting out of school is shown in Table XXVI. One hundred and seventy-nine replies were received. One hundred and nine indicated that they have changed jobs, fifty-eight of the one hundred and nine only once, thirty-three twice, twelve three times, five four times, and one five times. This indicates a need for vocational counselling and follow up.



TABLE XXV

WORK PERFORMED BY THE DRAPER HIGH SCHOOL GRADUATES  
DIFFERENT FROM PRESENT WORK

| Classes                | '41 | '42 | '43 | '44 | '45 | '47 | Total | Percent |
|------------------------|-----|-----|-----|-----|-----|-----|-------|---------|
| No Other Work          | 2   | 9   | 5   | 4   | 9   | 21  | 50    | 32.3    |
| Textile                | 3   | 6   | 7   | 10  | 3   | 2   | 31    | 20.0    |
| Sales Work             | 2   | 3   | 7   | 3   | 4   | 8   | 27    | 17.4    |
| Clerical               | 4   | 2   | 5   | 2   | 3   | 4   | 20    | 12.9    |
| Tobacco Factory Worker |     | 1   | 1   | 1   | 2   | 1   | 6     | 3.9     |
| Construction Worker    |     | 1   | 2   | 1   |     |     | 4     | 2.6     |
| Truck Driver           |     |     | 2   | 1   |     |     | 3     | 2.0     |
| Laborer                | 1   |     | 1   |     |     | 1   | 3     | 2.0     |
| Auto Mechanic          |     |     | 1   |     | 1   |     | 2     | 1.3     |
| Cafe Work              |     |     | 1   | 1   |     |     | 2     | 1.3     |
| Taxi Driver            | 1   |     |     |     |     |     | 1     | .7      |
| Plumber                |     |     | 1   |     |     |     | 1     | .7      |
| Y.M.C.A. Worker        |     |     | 1   |     |     |     | 1     | .7      |
| Nurses Aid             |     | 1   |     |     |     |     | 1     | .7      |
| Librarian              | 1   |     |     |     |     |     | 1     | .7      |
| Reporter               | 1   |     |     |     |     |     | 1     | .7      |
| Bakery                 | 1   |     |     |     |     |     | 1     | .7      |
| Total                  | 16  | 23  | 34  | 23  | 22  | 37  | 155   | 100     |

TABLE XXVI

CHANGES IN JOBS BY GRADUATES OF  
DRAPER HIGH SCHOOL

| <u>Times<br/>Changed</u> | <u>Number<br/>Changing</u> |
|--------------------------|----------------------------|
| 0 . . . . .              | 70                         |
| 1 . . . . .              | 58                         |
| 2 . . . . .              | 33                         |
| 3 . . . . .              | 12                         |
| 4 . . . . .              | 5                          |
| 5 . . . . .              | 1                          |
| <u>Totals . . . . .</u>  | <u>179</u>                 |

Extent Which the Plant Fails to Meet the Needs of the Students. -

Athletics are hampered by ungraded grounds and lack of dressing rooms, showers, and lockers. This is especially unfortunate in view of the value placed on athletics by the graduates.

The commercial class room and equipment is inadequate to meet the needs of the graduates, since a regular class room is used for the commercial classes. There is no special provision for bookkeeping, stenography or typing. In fact, typewriters are the only machines in the commercial department. This is unfortunate, inasmuch as fourteen and three tenths percent of the graduates are engaged in clerical work and three and three tenths are engaged in work for which the commercial department could offer them training.

Some graduates placed a high value on student government and a few activities, but this work is hampered, because the building is not adequate to provide a student activity room.

With the exceptions named above the building is capable of meeting the post-graduate needs of its pupils.

Extent to which the Personnel Fails to Meet the Needs of the Graduates. - The faculty with the exception of the Vocational School personnel is somewhat inexperienced. The total average experience is five and nine tenths years, while the average experience in Draper is only two and six tenths years. There is something that a teacher can give students which can be gained only through experience. Again a teacher who knows and understands each pupil can do the best job of teaching and guiding him. This can best be done over a period of years.

There was an indication in Table XXIII that possibly the activities were not entirely successful. An activity is made by the leadership and personality of the sponsor. An inexperienced teacher has a difficult time making a successful sponsor for an activity. Draper High School has some capable teachers, but at the moment they are somewhat inexperienced.

The Extent to Which the Curriculum Meets the Need of the Graduates: - The courses being set up as Vocational, College Preparatory, and General help to pave the way for the vocational needs of the graduates, but the vocational training is limited to Textile Training, Woodwork, Machine Shop, or Business Education. The Business Education course is limited in scope. Only one year of typewriting and shorthand is offered, while it is desirable to offer two years of each. There is no training offered in the Vocational School for sales work, or work in Diversified Occupations.

Summary. - Based on the answers received to the questionnaire mentioned in Appendix A the graduates are somewhat agreed that English, Home Economics, Arithmetic, and Typewriting were the most important subjects to them, while they felt that French, History, and Health were of

least benefit.

Athletics were considered the most important activity by twenty-one and seven tenths percent of those reporting. It was felt by a majority of two and six tenths percent that the Glee Club had been less benefit than good. A heavy majority felt that the Dramatics Club was of least benefit. A large percentage felt that the Home Economics Club was of the most importance.

The graduates recommended that more foreign language be included in the curriculum, especially Latin. They recommended among other things, more Business Education, instruction in automobile driving, and a marriage course.

Seventy-three and seven tenths percent of the graduates are engaged in textiles, housewifery, college, clerical work, and sales work. One hundred and nine of the graduates reported that they had changed jobs from one to five times since graduation.

The high school building fails to meet the needs of the graduates in athletics - campus poorly graded and no dressing rooms, showers and lockers for the athletes. It fails to meet the needs of the students in business education, inasmuch as, no special classrooms are provided for business education subjects. There is also need for a student activity room. The faculty is limited in supplying the needs of the graduates due to its lack of experience and relatively short tenure.

The curriculum meets the needs of the graduates in textile instruction, instruction in woodwork, mechanical instruction, instruction in homemaking, and meets the college preparatory needs of the graduates, but fails to provide adequately for those who will do clerical work and sales work.

## CHAPTER VI

### RECOMMENDATIONS FOR THE DRAPER HIGH SCHOOL

Recommendations affecting the curriculum, personnel, and plant of the Draper High School are being made as a result of the survey and evaluation of the high school.

Factors Affecting the Curriculum Recommendations. - In making curriculum recommendations the following factors are being taken in consideration: vocations of the parents of the high school students, vocations of the graduates, number of job changes on the part of the graduates, graduate recommendations as to curriculum, graduate evaluation of subject matter, graduate evaluation of activities, and vocational interests of high school students tempered with seasoned judgment of experienced school people.

It was pointed out in Table II that eighty and six tenths percent of the parents of the high school students are engaged in textile work, three and one tenth percent are salesmen, three and one tenth percent merchants, two and six tenths percent carpenters, and seven and five tenths percent are engaged in eleven different occupations.

The tabulation of vocations in which graduates are engaged is shown in Table V. In spite of the fact that only twenty and nine tenths percent of the graduates studied are engaged in textile work, it still leads the list of graduate occupations. Seventeen and six tenths percent of all graduates are housewives, and this number will increase as more girls marry. Fifteen and four tenths percent are still in college and

naturally have entered no particular vocation. Fourteen and two tenths are doing clerical work, and five and five tenths are doing sales work. More graduates are engaged in the vocations named than all others; in fact, seventy-three percent of the one hundred and eighty-two graduates are engaged in either textiles, homemaking, clerical work, sales work, or attending college. Ninety percent of the parents are engaged in either textiles, sales work, or merchandising. The remaining twenty-seven percent of the graduates are taking part in twenty-four different occupations, while the remaining ten percent of the parents are engaged in twelve different occupations.

The job changes of the graduates shown in Table XXVI indicate that the graduates were not adjusted to their jobs. One hundred and nine have changed jobs from one to five times since graduation. This is impressive, inasmuch as, the first class studied graduated only seven years ago.

The recommendations of the graduates as to curriculum merit serious consideration except for the recommendation which headed the list, that is, the recommendation for more foreign languages. That recommendation seems inconsistent when half of the one hundred and fifty-six who completed the questionnaires stated that French was the least valuable of all subjects taken in high school. Colleges require only one foreign language, and French fulfills that requirement. Considering the work which the graduates will probably do, it may be unwise to sacrifice some other subject for one that they will have no use for except to provide units for graduation.

The recommendation to improve the physical education program is well worth while, especially, in view of the fact that a better health program is being encouraged for all of North Carolina. Along with the improvement of the physical education program the improvement of the

health course should be emphasized, as it received a low rating in values assigned subjects by the graduates.

The recommendation on the extension and improvement of the Home Economics program is worthy. The natural objective of all women is ultimately marriage and homemaking.

The recommendations on the improvement of the English course came from college students, but the suggestion should be taken seriously. Every graduate will have cause to both speak and write the English language.

It is in order to examine closely the suggestion that more shop work be offered. It is the belief that as much shop work is offered as the school can afford to provide and as much as there is a demand for. It is felt that shop work should not be increased, but rather its quality should be improved.

The suggestions that courses in auto driving, marriage and family life, distributive occupations, and provisions for counselling are definitely in order.

The recommendation that the number of clubs should be increased should be considered with suspicion. Based on the values assigned club activities, as shown in Table XXIII, it would be more in order to eliminate some activities rather than add more. The only activity on which there was strong agreement as to its important value was the Home Economics Club, which in recent years has come to be called the F. H. A. Club. It is thought that dramatics, publications, and glee club should cease to be activities and be brought into the regular curriculum. It is planned to offer Dramatics, Journalism, and Glee Club as classes lasting one hour each and each class carrying one unit credit.

More student government was suggested, but it is felt that it would be unwise to increase student participation in school administration before the students are prepared to function properly under the present limitations.

Provision for Bible instruction is questionable in the light of the recent decision of the United States Supreme Court concerning its legal status in the public schools of another state.

The inclusion of Vocational Agriculture is not justified. Only five parents of high school students are engaged in farming, and only two graduates have followed the occupation.

It is very possible that the high school students' interest in vocations tabulated in Tables VI and VII is a serious indictment against the school. It was pointed out that over half of the boys were interested in vocations requiring additional, possibly college, training. No boy indicated interest in textiles except on a professional level. Every one of the eighty girls tabulated in Table VII expressed a desire for a vocation that would require training beyond high school. It is regretted that homemaking was not placed in the check list in its original preparation. No student indicated that she expected to become a housewife. One must keep in mind the fact that only a percent considerably smaller than those indicating interest in college training will be able to do the work successfully. It would appear that the school is educating its students away from the work that they will probably do. It would be disastrous for the future graduates to set up a curriculum to take care of the vocational interests indicated in Tables VI and VII. Examination of the interests will indicate that there is a real need for vocational counselling and guidance throughout the school.



The Extent to Which the Curriculum Meets the Needs of the Graduates. -

Except for the improvement of instruction, which is always in order, the Vocational School meets the textile needs of the students.

The college preparatory course meets the needs of those expecting to attend college.

The Business Education course fails to meet the needs of the graduates. Sixteen and five tenths percent of the graduates indicated that they were doing some type of clerical work. That percentage included bookkeeping, secretarial work, stenography, comptometer operators, operators of calculating machines, and timekeepers.

The unfavorable reaction of the graduates toward physical education and health instruction indicates need for improvement in that field.

The graduates were enthusiastic about the value of Home Economics instruction. At the present time only two years of Home Economics are being provided. The teacher could offer another class, elective, without overloading her.

It appears that the clubs have been of little value to the graduates generally.

Vocational instruction is offered only in Textiles and Business Education. No vocational training is provided for those engaged in sales work, merchandising, or the twenty-four occupations in which the remaining twenty-seven percent of the graduates reported they were engaged. It is felt that Distributive Education and Diversified Occupations would provide worthwhile training for the high school students in terms of the work that they will probably be doing on the basis of occupations being followed by the graduates.

The Draper High School alone would not be able to support either Distributive Education or Diversified Occupations, but it is felt that it would be possible to place the instruction in the Leaksville Township Vocational School, which serves both the Leaksville and Draper High Schools. These two schools enroll approximately seven hundred students. The business and industry in Draper, Spray and Leaksville would provide sufficient practical training for this type of education, and it would provide vocational training beyond Textiles and Business Education.

The number of graduates changing jobs from one to five times indicates the need for vocational counselling.

The vocational interests of the high school students in occupations other than those related to their abilities and their community indicates need for extensive guidance.

Curriculum Recommendations. - Considering the facts pointed out in the preceding paragraphs concerning the occupations of the graduates and parents of high school students, evaluation of the subjects and activities by the graduates, and changes in the curriculum suggested by the graduates, the following recommendations are made for the curriculum of the Draper High School:

1. Improve the quality of instruction throughout the Draper High School proper and the Leaksville Township Vocational School as well.
2. Expand and intensify the Business Education curriculum to include Shorthand II and Typewriting II, as well as instruction in the use of various business machines.
3. Provide Home Economics III.

4. Inaugurate Distributive Education and Diversified Occupations in the Leaksville Township Vocational School.
5. Provide for vocational counselling.
6. Place especial emphasis on the improvement of Health and Physical Education instruction.
7. Provide intensive training in grammar and composition for those taking the college preparatory course.
8. Provide instruction in marriage and family life through an extended unit in Sociology.
9. Stress only two activities: The F. H. A. Club and student government. Others may be added when the need arises and a suitable sponsor is available.
10. Discontinue dramatics, publications, and glee club as activities, and a class each in Journalism, Dramatics, and Glee Club be added lasting one hour each and offering one unit of credit each toward graduation.
11. Provide a well planned intra-mural athletic program for both boys and girls.

Factors Affecting Personnel Recommendation. - The present faculty of the Draper High School is qualified to handle the proposed curriculum with the exception of vocational counselling. Vocational guidance, affecting the lives and happiness of the students as it does, should be handled by one trained to do the job. Such a person is being sought for employment.

It has been previously pointed out that the faculty is probably educating the students away from the community. In order to remedy this situation it is felt that a workshop in pupil guidance should be held for the in-service training of the teachers.

The short tenure of the members of the faculty should be lengthened. This should be brought about for the benefit of the students. The best job can be done by one who knows and understands the community, the students, and the problems facing them, as well as their shortcomings and strong points. The tenure of the teachers can be lengthened by providing suitable permanent living accommodations for them and educating the patrons as to the necessity of making the teachers feel that they are a part of the community.

Personnel Recommendations. - The following recommendations are made affecting the personnel of the Draper High School:

1. Employ a person trained in vocational counselling to offer guidance in addition to his teaching duties.
2. Provide a workshop in pupil guidance as in-service training for the faculty.
3. Provide permanent suitable living accommodations for the faculty. (Plans are already drawn.)
4. Encourage the appointment of teacher welfare committees in each of the civic clubs and the P. T. A.

Factors Affecting Recommendations as to Plant. - The recommendations as to the Draper High School plant are being made in the light of the proposed curriculum, needs pointed out by the graduates, and needs brought to light by the evaluation of the school plant using the Strayer-Engelhardt Score Card for High Schools.

The graduates rated athletics high in their evaluation of activities; however, the athletic program at the Draper High School is limited by virtue of the fact that there are no dressing rooms in the gymnasium, consequently no lockers, showers, and toilet facilities for the athletes. The grounds are not properly graded for the maximum benefit in an athletic program. These needs are further emphasized by the loss of points in the evaluation of the high school building.

The graduates also felt the need for an improved physical education and health program. This cannot be satisfactorily carried out without provision for dressing rooms, showers, etc., and a suitable place for the conduct of outdoor games.

The need for an extended program in Business Education has been shown in the recommendations of the graduates, as well as the jobs held by them. To carry on suitable Business Education classes special rooms for business education are needed, rooms built in such a way that the commercial teacher will be able to carry on more than one class at a time. This is necessary because of the limited number of teachers and the small size of the commercial classes. There also needs to be obtained additional equipment and machinery for the commercial department.

It has been pointed out that the cafeteria is housed in a regular class room. This is inadequate and points were lost in the evaluation, because there was not a satisfactory cafeteria to serve the high school.

Student activities are hampered, because there is not a room available to assign them. Points were also lost in the evaluation of the plant because of this deficiency.

The building has no health service rooms whatsoever, and this deficiency lowered the score of the building.

Recommendations as to Plant. - The following recommendations are made as to plant:

1. Build dressing rooms for the athletic and physical education program equipped with lockers, showers, hot and cold water, and toilet facilities.
2. Erect special rooms for Business Education.
3. Acquire machinery and equipment necessary to carry on a good Business Education program.
4. Build a satisfactory cafeteria.
5. Include in the building program provision for health service rooms.
6. Set aside a room for student activities. This will be possible after the present situation is relieved by the proposed building program.

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APPENDIX

## QUESTIONNAIRE

Name \_\_\_\_\_ Sex \_\_\_\_\_  
 In what year did you graduate? \_\_\_\_\_ Did you take any work in the  
 vocational school? \_\_\_\_\_ Did you take home economics? \_\_\_\_\_  
 Have you had any schooling beyond high school? \_\_\_\_\_  
 If so how many years? \_\_\_\_\_ What is your present job? \_\_\_\_\_  
 What other jobs have you held since graduation? \_\_\_\_\_

Place a cross mark(X) beside the three high school subjects listed below which you are most glad that you have taken.

Place a zero(0) beside the three high school subjects listed below which have been of least importance to you.

Underline the subjects listed below which you took in high school.

|                 |                    |                         |
|-----------------|--------------------|-------------------------|
| English         | Physical Education | Biology                 |
| Arithmetic      | Health             | Home Economics          |
| Algebra         | Chemistry          | Machine Shop            |
| Geometry        | Physics            | Rug weaving & Designing |
| History         | Bookkeeping        | Yarn Manufacturing      |
| Sociology       | Typewriting        | Electricity             |
| French          | General Business   | Weaving & Designing     |
| Latin           | Short Hand         | Wool work               |
| General Science | Business Law       |                         |

What school activity do you feel has been of most benefit to you? \_\_\_\_\_

What school activity do you feel has been of least benefit to you? \_\_\_\_\_

What school activity do you feel has been of no benefit to you? \_\_\_\_\_

What changes would you recommend in the curriculum of the school? \_\_\_\_\_





YOU MAY LEAVE THIS PAGE BLANK IF YOU ARE NOT INTERESTED IN ENTERING ANY OCCUPATION OR PROFESSION

Check your first five choices of occupation or professions by indicating first choice by figure 1, second choice by figure 2, etc.

Read the entire list twice before you begin checking.

|                          |  |                          |                          |
|--------------------------|--|--------------------------|--------------------------|
| <input type="checkbox"/> | Agriculture                              | <input type="checkbox"/> | Athletic Director        |
| <input type="checkbox"/> | Banking                                  | <input type="checkbox"/> | Y.M.C.A. Secretary       |
| <input type="checkbox"/> | Machinist in Textile Ind.                | <input type="checkbox"/> | Scout Executive          |
| <input type="checkbox"/> | Machinist outside Text.Ind.              | <input type="checkbox"/> | Transportation           |
| <input type="checkbox"/> | Personnel Management in Text.Ind.        | <input type="checkbox"/> | Commercial Aviation      |
| <input type="checkbox"/> | Personnel Management outside Text.Ind.   | <input type="checkbox"/> | Army                     |
| <input type="checkbox"/> | Electrical Engineering in Text.Ind.      | <input type="checkbox"/> | Navy                     |
| <input type="checkbox"/> | Electrical Engineering outside Text.Ind  | <input type="checkbox"/> | Marines                  |
| <input type="checkbox"/> | Mechanical Engineering in Tex. Ind       | <input type="checkbox"/> | Carpentry                |
| <input type="checkbox"/> | Mechanical Engineering outside Text.Ind. | <input type="checkbox"/> | Masonry & Concrete Work  |
| <input type="checkbox"/> | Chemistry in Text.Ind.                   | <input type="checkbox"/> | Automobile Mechanic      |
| <input type="checkbox"/> | Chemistry outside Text.Ind.              | <input type="checkbox"/> | Filling Station Operator |
| <input type="checkbox"/> | Industrial Engineer in Text.Ind.         | <input type="checkbox"/> | Restaurant Operator      |
| <input type="checkbox"/> | Industrial Engineer outside Text.Ind.    | <input type="checkbox"/> | Insurance Salesmanship   |
| <input type="checkbox"/> | Secretarial work in Text.Ind.            | <input type="checkbox"/> | Railroading              |
| <input type="checkbox"/> | Secretarial work outside Text.Ind.       | <input type="checkbox"/> | Heating & Plumbing       |
| <input type="checkbox"/> | Bookkeeping in Text. Ind.                | <input type="checkbox"/> | Building Contracting     |

Electrical Engineering outside Text.Ind  
Mechanical Engineering in Tex. Ind  
Mechanical Engineering outside Text.Ind.  
Chemistry in Text.Ind.  
Chemistry outside Text.Ind.  
Industrial Engineer in Text.Ind.  
Industrial Engineer outside Text.Ind.  
Secretarial work in Text.Ind.  
Secretarial work outside Text.Ind.  
Bookkeeping in Text. Ind.  
Bookkeeping outside Text.Ind.  
Merchandising  
Salesmanship  
Musician  
Unskilled laborer in Text.Ind.  
Unskilled laborer outside Text.Ind.  
Ministry  
Teaching  
Law  
Medicine  
Nursing  
Religious Worker  
Radio Technician  
Radio Announcing  
Advertising

Marines  
Carpentry  
Masonry & Concrete Work  
Automobile Mechanic  
Filling Station Operator  
Restaurant Operator  
Insurance Salesmanship  
Railroading  
Heating & Plumbing  
Building Contracting  
Road Contracting  
Artist  
Theatre Operator  
Photography  
Newspaper Work  
Printing  
Dairying  
Optician  
Civil Engineering

Write on lines below  
any other occupation  
you desire:

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**APPENDIX D  
APPLICATION FOR POSITION IN THE PUBLIC SCHOOLS**

OF \_\_\_\_\_ ADMINISTRATIVE UNIT FOR 19\_\_\_\_-19\_\_\_\_

In compliance with the school law, I hereby make application for the position as the

\_\_\_\_\_ teacher, principal, of the  
(Grade or Subject—List in Order of Preference) (Strike out one)

\_\_\_\_\_ School in the \_\_\_\_\_ Administrative Unit.

I wish to give the following personal and professional information concerning myself: (Please fill in all spaces.)

PERSONAL: Age \_\_\_\_\_ Weight \_\_\_\_\_ Height \_\_\_\_\_ Sex \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Children \_\_\_\_\_

Place of birth \_\_\_\_\_ Physical condition \_\_\_\_\_ Church member \_\_\_\_\_

PROFESSIONAL: Graduate of \_\_\_\_\_ High School at \_\_\_\_\_ in 19\_\_\_\_

College or normal school attended \_\_\_\_\_ No. years \_\_\_\_\_

Amount work completed \_\_\_\_\_

Certificate now held: Kind \_\_\_\_\_ Class \_\_\_\_\_ No. \_\_\_\_\_ Expires 19\_\_\_\_  
(Type or Subject)

Certificate you will hold Sept. 1: Kind \_\_\_\_\_ Class \_\_\_\_\_

Experience rating (last year taught) \_\_\_\_\_ Salary received \$ \_\_\_\_\_

Recent teaching experience, number years (six months or more) \_\_\_\_\_, as follows:

| Years         | School | Name County or City | Grade or Subject | References<br>(School Officials) |
|---------------|--------|---------------------|------------------|----------------------------------|
| 19____-19____ | _____  | _____               | _____            | _____                            |
| 19____-19____ | _____  | _____               | _____            | _____                            |
| 19____-19____ | _____  | _____               | _____            | _____                            |
| 19____-19____ | _____  | _____               | _____            | _____                            |
| 19____-19____ | _____  | _____               | _____            | _____                            |
| 19____-19____ | _____  | _____               | _____            | _____                            |
| 19____-19____ | _____  | _____               | _____            | _____                            |

Recent Summer School Attendance, as follows:

|               | Institution | No. Weeks | Courses Taken |
|---------------|-------------|-----------|---------------|
| 19____-19____ | _____       | _____     | _____         |
| 19____-19____ | _____       | _____     | _____         |
| 19____-19____ | _____       | _____     | _____         |
| 19____-19____ | _____       | _____     | _____         |

Activities: (Underscore things you can do). Play piano; Direct public school music; Lead Singing; Direct glee clubs, band, orchestra; Teach public school music; Coach dramatics, debates; Direct physical education; Supervise playground activities; Coach basketball, football, baseball, tennis;

Other \_\_\_\_\_

Address to April 25 \_\_\_\_\_ Signed \_\_\_\_\_ Applicant.

Address during summer \_\_\_\_\_ Telephone No. \_\_\_\_\_ Date \_\_\_\_\_, 19\_\_\_\_

(MAIL APPLICATION TO SUPERINTENDENT. IT WILL BE PLACED ON FILE FOR CONSIDERATION WHEN VACANCY ARISES. IF ELECTED, YOU WILL BE NOTIFIED.)



APPENDIX E  
LEAKSVILLE TOWNSHIP SCHOOLS

Leaksville, N. C.

Date: \_\_\_\_\_

Mr. - Miss

\_\_\_\_\_ has applied to us for a teaching position and has given your name as a reference. Please give candid opinions, return this blank to the writer and we will hold your remarks in confidence.

Are you any relation to applicant? Yes \_\_\_ No \_\_\_  
 How long have you known the applicant? \_\_\_\_\_ Years  
 In what capacity worked with you? \_\_\_\_\_  
 How long? \_\_\_\_\_ What was his or her salary? \_\_\_\_\_  
 What work is applicant best-fitted? Courses? \_\_\_\_\_  
 Grades? \_\_\_\_\_ Administration? \_\_\_\_\_

PLEASE RATE THE APPLICANT AS INDICATED:

Knowledge of Subject: Poor \_\_\_ Good \_\_\_ Excellent \_\_\_

Classroom Management: Weak \_\_\_ Strong \_\_\_ Superior \_\_\_

Discipline: Weak \_\_\_ Strong \_\_\_ Superior \_\_\_

Cooperation: Sometimes \_\_\_ Usually \_\_\_ Always \_\_\_

Is Applicant Loyal: Sometimes \_\_\_ Usually \_\_\_ Always \_\_\_

Character: Questionable \_\_\_ Good \_\_\_ Excellent \_\_\_

Do Others Admire Applicant? Most teachers \_\_\_ Best Students \_\_\_  
 Parents \_\_\_

Do you rate the teacher as a weak, average, or strong teacher? \_\_\_\_\_

Would you employ the above person for a similar position? Yes \_\_\_ No \_\_\_

Signed: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

Very truly yours,

John M. Hough  
 Superintendent

## APPENDIX F

THE DRAPER HIGH SCHOOL BUILDING AS MEASURED BY  
STRAYER-ENGELHARDT SCORE CARD

|                         | Standard Score |         |       | Draper High Score |         |       |
|-------------------------|----------------|---------|-------|-------------------|---------|-------|
|                         | Subdivided     | Divided | Total | Subdivided        | Divided | Total |
| I. Site                 |                |         | 100   |                   |         | 80    |
| A. Location             |                | 30      |       |                   | 30      |       |
| 1. Accessibility        | 15             |         |       | 15                |         |       |
| 2. Environment          | 15             |         |       | 15                |         |       |
| B. Nature and Condition |                | 20      |       |                   | 15      |       |
| 1. Drainage and soil    | 12             |         |       | 9                 |         |       |
| 2. Upkeep of site       | 8              |         |       | 6                 |         |       |
| C. Size and Form        | 50             | 50      |       |                   | 35      |       |
| II. Building            |                |         | 155   |                   |         | 138   |
| A. Placement            |                | 10      |       |                   | 10      |       |
| 1. Orientation          | 5              |         |       | 5                 |         |       |
| 2. Position on site     | 5              |         |       | 5                 |         |       |
| B. Gross Structure      |                | 75      |       |                   | 71      |       |
| 1. Type                 | 5              |         |       | 4                 |         |       |
| 2. Material             | 15             |         |       | 15                |         |       |
| 3. Height               | 2              |         |       | 2                 |         |       |

## APPENDIX F - Continued

|                            |    |    |         |
|----------------------------|----|----|---------|
| 4. Roof                    | 5  | 5  |         |
| 5. Foundation              | 10 | 10 |         |
| 6. Walls                   | 10 | 10 |         |
| 7. Entrances               | 3  | 2  |         |
| 8. Utilization             | 10 | 10 |         |
| 9. Aesthetic balance       | 5  | 5  |         |
| 10. Condition              | 10 | 8  |         |
| C. Internal Structure      |    |    | 70 57   |
| 1. Stairways               | 25 | 25 |         |
| 2. Corridors               | 20 | 17 |         |
| 3. Color scheme            | 5  | 5  |         |
| 4. Basement                | 15 | 7  |         |
| 5. Attic                   | 5  | 3  |         |
| III. Service Systems       |    |    | 270 168 |
| A. Heating and Ventilating |    |    | 50 30   |
| 1. Kind                    | 10 | 8  |         |
| 2. Installation            | 10 | 10 |         |
| 3. Air supply              | 5  | 3  |         |
| 4. Fans and motors         | 5  | 0  |         |
| 5. Distribution            | 10 | 7  |         |
| 6. Temperature control     | 5  | 2  |         |
| 7. Special provisions      | 5  | 0  |         |
| B. Fire Protection System  |    |    | 55 38   |
| 1. Apparatus               | 3  | 1  |         |
| 2. Fireproofness           | 35 | 20 |         |
| 3. Exits                   | 10 | 10 |         |

## APPENDIX F - Continued

|                                  |    |   |    |
|----------------------------------|----|---|----|
| 4. Electric wiring               | 2  | 2 |    |
| 5. Fire doors and partitions     | 3  | 3 |    |
| 6. Exit lights and signs         | 2  | 2 |    |
| C. Cleaning System               | 15 |   | 4  |
| 1. Kind                          | 5  | 0 |    |
| 2. Installation                  | 3  | 0 |    |
| 3. Efficiency                    | 7  | 4 |    |
| D. Artificial Lighting System    | 25 |   | 19 |
| 1. Gas and electricity           | 5  | 4 |    |
| 2. Outlets and adjustment        | 8  | 5 |    |
| 3. Methods and fixtures          | 7  | 5 |    |
| 4. Maintenance                   | 5  | 5 |    |
| E. Electric Service System       | 12 |   | 4  |
| 1. Clocks                        | 3  | 0 |    |
| 2. Telephones                    | 2  | 1 |    |
| 3. Fire alarm system             | 4  | 0 |    |
| 4. Call system                   | 2  | 2 |    |
| 5. Departmental electric service | 1  | 1 |    |
| F. Water Supply System           | 30 |   | 16 |
| 1. Drinking                      | 5  | 3 |    |
| 2. Washing                       | 10 | 8 |    |
| 3. Bathing                       | 10 | 3 |    |
| 4. Hot and cold water provisions | 5  | 2 |    |
| G. Toilet System                 | 40 |   | 34 |

## APPENDIX F - Continued

|                                  |    |    |   |    |
|----------------------------------|----|----|---|----|
| 1. Distribution                  | 10 |    | 9 |    |
| 2. Fixtures                      | 8  |    | 5 |    |
| 3. Adequacy and arrangement      | 7  |    | 7 |    |
| 4. Seclusion                     | 5  |    | 5 |    |
| 5. Sanitation                    | 10 |    | 8 |    |
| H. Mechanical Service system     | 5  | 5  |   | 5  |
| I. Locker Service                |    | 20 |   | 7  |
| 1. Home lockers                  | 10 |    | 7 |    |
| 2. Gymnasium lockers             | 10 |    | 0 |    |
| J. Laundry Service               | 3  | 3  | 3 | 3  |
| K. Storage Service               |    | 15 |   | 11 |
| 1. Bicycles                      | 1  |    | 0 |    |
| 2. Automobiles                   | 1  |    | 1 |    |
| 3. Book storage                  | 2  |    | 2 |    |
| 4. Custodian's work shop         | 2  |    | 0 |    |
| 5. Janitor's store rooms         | 3  |    | 3 |    |
| 6. Gymnasium storage             | 1  |    | 1 |    |
| 7. School supply storage         | 2  |    | 2 |    |
| 8. Receiving and shipping office | 1  |    | 0 |    |
| 9. Fuel storage                  | 2  |    | 2 |    |

## APPENDIX F - Continued

|                                    |    |     |     |
|------------------------------------|----|-----|-----|
| IV. Classrooms or recitation rooms |    | 145 | 134 |
| A. Location and Connection         | 20 | 20  | 20  |
| B. Construction and Finish         |    | 65  | 60  |
| 1. Size                            | 10 |     | 10  |
| 2. Number and utilization          | 15 |     | 12  |
| 3. Shape                           | 10 |     | 10  |
| 4. Floors                          | 5  |     | 5   |
| 5. Walls and ceilings              | 5  |     | 5   |
| 6. Doors                           | 3  |     | 25  |
| 7. Closets and built-in bookcases  | 5  |     | 45  |
| 8. Blackboards                     | 5  |     | 5   |
| 9. Bulletin boards                 | 2  |     | 1   |
| 10. Color scheme                   | 5  |     | 5   |
| C. Illumination                    |    | 40  | 40  |
| 1. Glass area                      | 22 |     | 22  |
| 2. Windows                         | 15 |     | 15  |
| 3. Shades                          | 3  |     | 3   |
| D. Equipment                       |    | 20  | 14  |
| 1. Seats and desks                 | 10 |     | 10  |
| 2. Teacher's desk                  | 2  |     | 2   |
| 3. Other equipment                 | 8  |     | 2   |

|                                    |    |     |    |
|------------------------------------|----|-----|----|
|                                    |    |     | 84 |
| V. Special classrooms              |    | 140 | 64 |
| A. Science Laboratories            | 36 |     | 27 |
| 1. General science laboratory      | 7  | 5   |    |
| 2. Biology laboratory              | 7  | 5   |    |
| 3. Botany laboratory               | 3  | 3   |    |
| 4. Physics laboratory              | 7  | 4   |    |
| 5. Chemistry laboratory            | 7  | 5   |    |
| 6. Other laboratories              | 5  | 5   |    |
| B. Household Arts Laboratories     | 35 |     | 29 |
| 1. Foods and cookery<br>laboratory | 5  | 2   |    |
| 2. Housekeeping apartment          | 5  | 3   |    |
| 3. Clothing laboratory             | 5  | 5   |    |
| 4. Dressmaking laboratory          | 5  | 4   |    |
| 5. Homecraft laboratory            | 5  | 5   |    |
| 6. Millinery room                  | 5  | 5   |    |
| 7. Other laboratories              | 5  | 5   |    |
| C. Industrial Arts Shops           | 36 |     | 0  |
| 1. Woodworking shop                | 7  | 0   |    |
| 2. Print shop                      | 6  | 0   |    |
| 3. Machine shop                    | 6  | 0   |    |
| 4. Auto repair shop                | 7  | 0   |    |
| 5. Other shops                     | 10 | 0   |    |
| D. Commercial Classrooms           | 15 |     | 8  |
| 1. Bookkeeping room                | 5  | 3   |    |
| 2. Stenography room                | 2  | 1   |    |
| 3. Typewriting room                | 2  | 1   |    |

|                               |    |     |    |
|-------------------------------|----|-----|----|
| 4. Commercial laboratory      | 3  | 0   |    |
| 5. Other commercial rooms     | 3  | 3   |    |
| E. Drawing and Art Classrooms | 10 |     | 0  |
| 1. Freehand drawing           | 3  | 0   |    |
| 2. Mechanical drawing         | 3  | 0   |    |
| 3. Arts and crafts            | 2  | 0   |    |
| 4. Other art rooms            | 2  | 0   |    |
| F. Music Rooms                | 8  |     | 0  |
| 1. Chorus room                | 6  | 0   |    |
| 2. Practice rooms             | 2  | 0   |    |
| VI. General Service Rooms     |    | 140 | 65 |
| A. Auditorium                 | 45 |     | 23 |
| 1. Assembly room              | 25 | 15  |    |
| 2. Stage                      | 8  | 4   |    |
| 3. Stage dressing rooms       | 3  | 0   |    |
| 4. Property room              | 2  | 2   |    |
| 5. Visualization equipment    | 2  | 1   |    |
| 6. Other auxiliaries          | 5  | 1   |    |
| B. Cafeteria                  | 20 |     | 9  |
| 1. Lunch room                 | 10 | 5   |    |
| 2. Faculty lunch room         | 2  | 0   |    |
| 3. Kitchen                    | 5  | 3   |    |
| 4. Dish-washing pantry        | 1  | 0   |    |
| 5. Auxiliary rooms            | 2  | 1   |    |



|                                 |    |    |    |
|---------------------------------|----|----|----|
| C. Gymnasium Facilities         | 30 |    | 13 |
| 1. Gymnasium room               | 20 |    | 12 |
| 2. Spectators' gallery          | 3  |    | 1  |
| 3. Offices                      | 1  |    | 0  |
| 4. Examination room             | 1  |    | 0  |
| 5. Other auxiliary rooms        | 1  |    | 0  |
| 6. Dressing facilities          | 4  |    | 0  |
| D. Swimming Pool                | 10 |    | 0  |
| E. Library                      | 20 |    | 13 |
| 1. Library reading room         | 15 |    | 8  |
| 2. Librarian's workroom         | 2  |    | 2  |
| 3. Library classroom            | 2  |    | 2  |
| 4. Library stack room           | 1  |    | 1  |
| F. Study Halls                  | 15 |    | 7  |
| VII. Administration Rooms       |    | 50 | 18 |
| A. Administrative Offices       | 17 |    | 10 |
| 1. Principal's private office   | 4  |    | 2  |
| 2. Assistant principal's office | 2  |    | 2  |
| 3. General office workroom      | 5  |    | 2  |
| 4. Reception and waiting room   | 1  |    | 0  |
| 5. Supply room                  | 1  |    | 1  |
| 6. Vault                        | 1  |    | 0  |
| 7. Other administrative offices | 3  |    | 3  |

|                               |      |      |      |
|-------------------------------|------|------|------|
| B. Teachers' Rooms            | 10   |      | 2    |
| 1. Women's rest room          | 3    |      | 2    |
| 2. Men's retiring rooms       | 2    |      | 0    |
| 3. Teacher preparation rooms  | 5    |      | 0    |
| C. Health Service Rooms       | 15   |      | 0    |
| 1. Waiting room               | 1    |      | 0    |
| 2. Nurse's room               | 3    |      | 0    |
| 3. Medical clinic             | 5    |      | 0    |
| 4. Dressing rooms             | 1    |      | 0    |
| 5. Dental clinic              | 3    |      | 0    |
| 6. Other health service rooms | 2    |      | 0    |
| D. Student Activity Rooms     | 2    |      | 0    |
| E. Custodial Service Rooms    | 6    |      | 6    |
| 1. Custodian's office         | 2    |      | 2    |
| 2. Engineer's room            | 2    |      | 2    |
| 3. Male janitors              | 1    |      | 1    |
| 4. Female help                | 1    |      | 1    |
| Totals                        | 1000 | 1000 | 1000 |