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AN EVALUATION OF THE SECONDARY CURRICULUM
OF A SUBURBAN SCHOOL IN THE CAROLINA PIEDMONT

by

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CHAPTER I

INTRODUCTION

Need of This Study

If an educational system is to merit the appellation of an effective and efficient institution, it must of necessity meet the needs of those for whom it is intended. If it fails to accomplish this, its efforts are of no avail and it defeats its purpose.

Each school in a system may be meeting the minimum requirements of the State Board of Education, thereby remaining on the accredited list; however, it does not follow necessarily that the educational unit is meeting the needs of the patrons of the school and of those who live in the community.

In order to determine the common needs of the patrons of any school, it becomes imperative that each locality be treated as an individual community. When the individuality of the community is taken into account, it becomes apparent that there is no fixed rule by which an educational standard can be set up that will do justice to each person or to all the people in any locality. Moreover the needs of the people change according to the standards of living and the occupational habits found in the area.

In recognition of this fact the State of North Carolina appointed a commission which has made a study of the many and varied needs of the school system. This will enable the

local planning groups to consider the problems confronting education in a more enlightened manner. It is hoped that this consideration will in turn procure for the children of the state better educational facilities and more adequate equipment--advantages which will enable them to live a richer and fuller life. Therefore, a study of the curriculum at Pleasant Garden High School is needed to determine if all possible means are being employed to meet the needs of the pupils of the school. Although much time and effort were spent in the state survey, the findings deal in generalities and do not answer the questions concerning the problems of every community.

The Community

In order to find and solve problems of any locality, it is necessary that the characteristics of the region be studied. Difficulty is immediately encountered in undertaking a survey of Pleasant Garden and vicinity, for it is neither town nor country in all aspects. It is true that many of its inhabitants earn a living by farming, but it is equally true that many more gain their livelihood at occupations that take them outside the community during working hours.

Since the problems under study are neither urban nor rural, it is, therefore, necessary to seek their solutions in the immediate locality, and the more knowledge that is gained of the characteristics of the community, the more intelligent can the efforts toward solving its problems be.

Pleasant Garden and vicinity is typical of many settlements in the Piedmont Carolina, and if the trend in industrial

development is any index of the future, there will be many more such areas. Since Pleasant Garden is typical of many communities in the Piedmont Carolina, this study should shed some light on the problems and difficulties facing this whole industrial area.

The Problem

In attempting to solve the problem, An Evaluation of the Secondary Curriculum of a Suburban School in the Carolina Piedmont, the following sub-problems arise:

1. What is the history of the community?
2. What are the occupations of the people of the community?
3. What is the curriculum of the school?
4. What is the attitude of the school clientele?
5. What conclusions can be drawn with respect to the curriculum and what recommendations can be made in the light of the findings?

Method

In order to prevent a duplication of theme, the following works were consulted: Bibliography of Research Studies in Education, 1926 to 1940, List of Doctoral Dissertations, 1927 to 1938, Journal of Educational Research, September, 1939 to May, 1944, and the International Index of Periodicals, July 1924 to 1948.

The references consulted reveal no effort to solve the problems of Piedmont Carolina's suburban schools during this period. Any writing prior to the earliest of the works

consulted is obsolete and would be of little value in throwing light on today's problems, as communities and educational methods have changed greatly since this date.

It can be safely concluded after consulting the above references that nothing has been undertaken in this field that will in any way aid or hinder the obtaining of solutions of the problems of Piedmont Carolina's suburban school areas.

In order to determine the needs of the people of the Pleasant Garden Community, it is necessary to learn what occupations they follow. This information was obtained by a questionnaire sent to three hundred fifty-one family groups, representing seven hundred thirty-four adults. The results of the questionnaire were then checked by consulting the school records. The questionnaire will be found in Appendix A, and the results will be given in Table I.

After classifying the occupations reported by the school patrons, as shown in Table II, a survey to determine the attitude of the patrons toward the curriculum and activities of the school was made by means of a questionnaire (Appendix C), which went to a selected number of persons in each occupational group. The number of questionnaires sent to members of each occupational group was determined by the numerical relation of that group to all the employed patrons of the school.

CHAPTER II

HISTORY

The village of Pleasant Garden is located almost in the center of Fentress Township, eight miles south of Greensboro, on State Highway 22, in the southern part of Guilford County. (See Figures 1 and 2.) Interest of the school patrons is not centered in the village alone, for the community extends over a large part of Fentress Township, and from all this area come the pupils who attend the school located in the village. Greensboro, however, is the only city near enough to affect the habits of the people and they depend upon this trading center for many of their necessities and recreational activities.

Until 1921 the community was in an isolated condition, for roads were poor and transportation was slow and difficult. There were few homes in the village in the beginning of the present century, and relatively few in the surrounding area. The people, many of them farmers, worked near home. Although there existed a passenger train service, both north and south, the schedules were such that they did not help those who wished to work out of the community. For instance, those people who were employed in Greensboro and who commuted by train would arrive hours before time to begin work and have to wait as long a time to start back home.

CULLFORD COUNTY

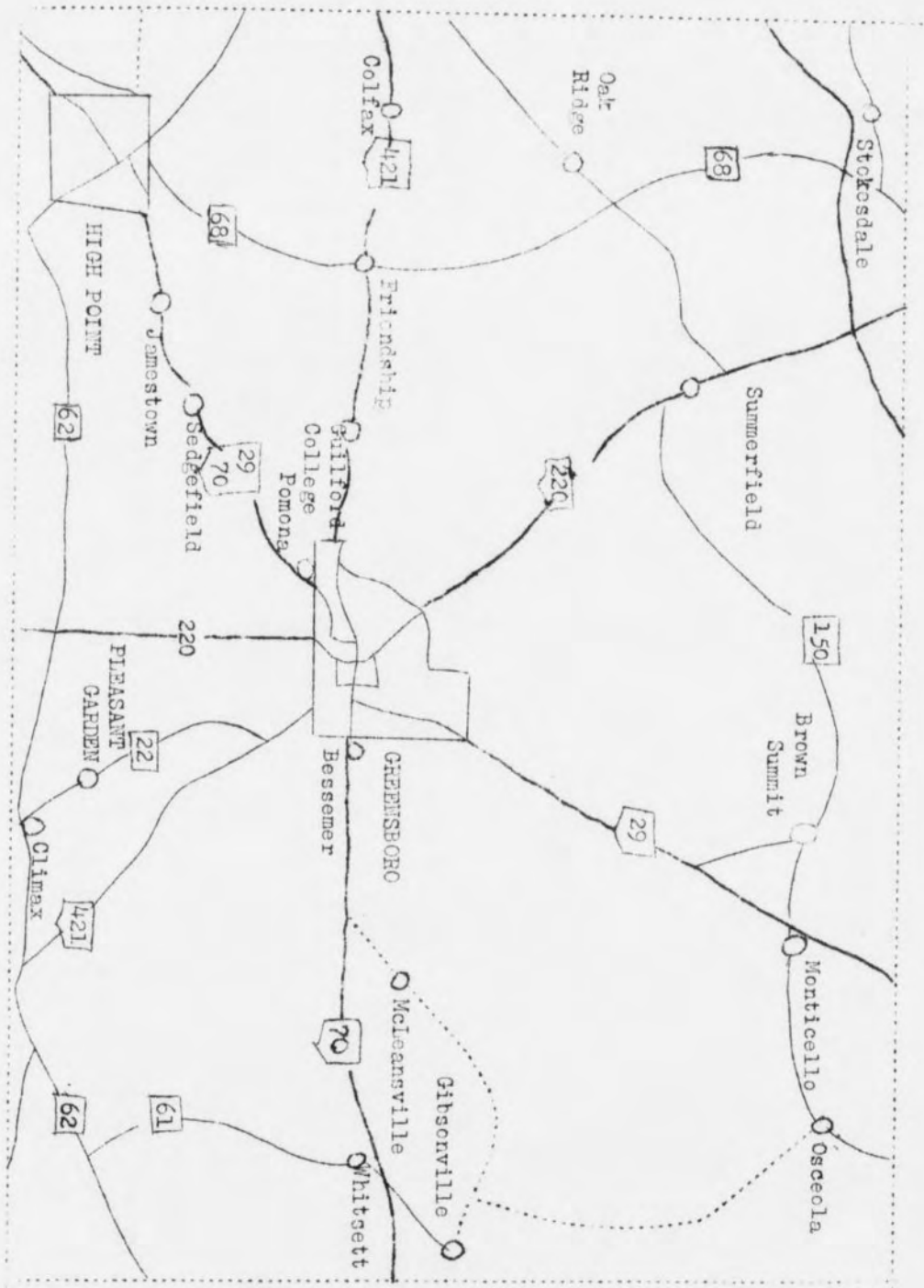


Figure 1

FENTRESS TOWNSHIP

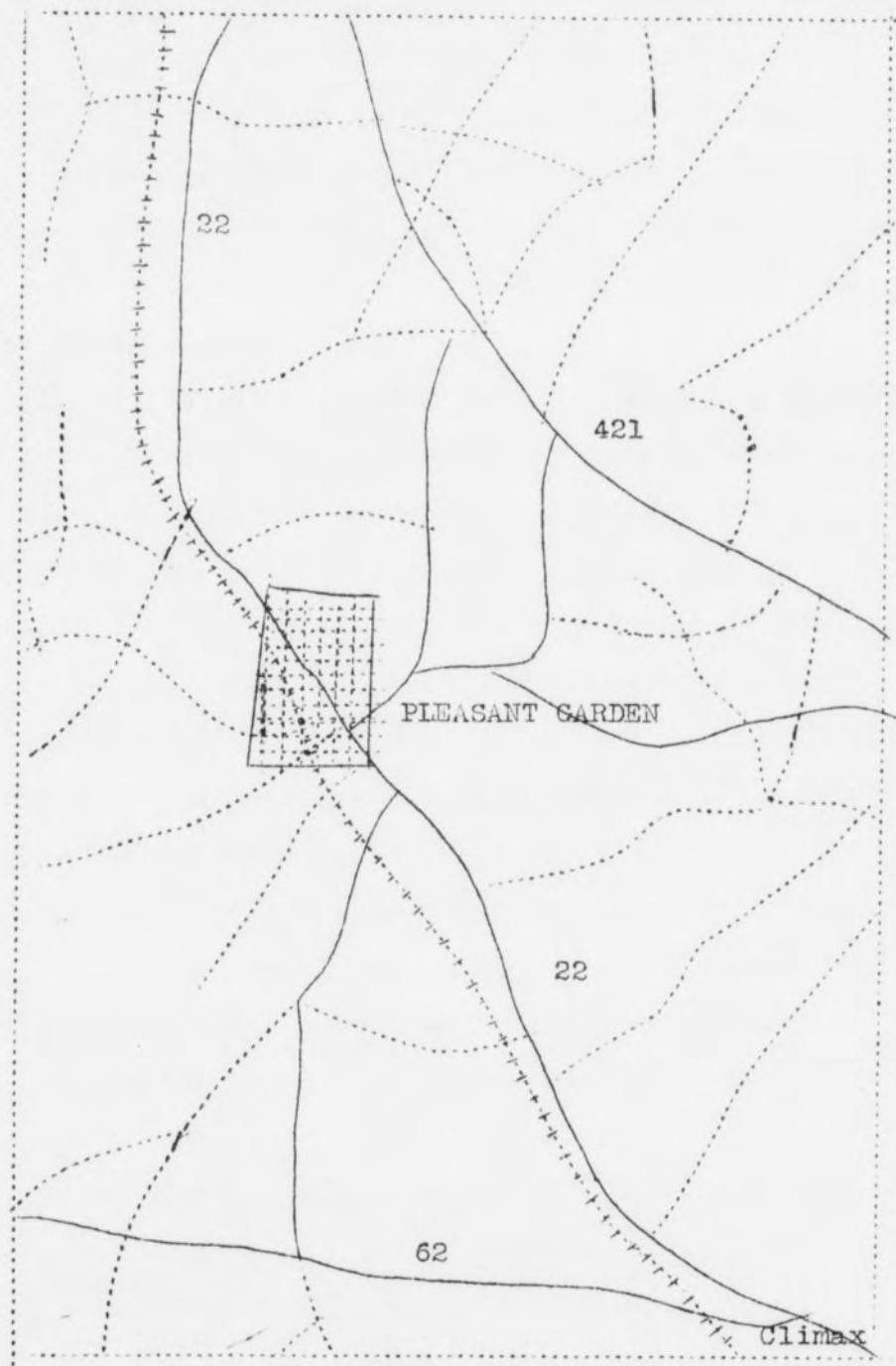


Figure 2

The only means of travel besides the train was by horseback, buggy, or wagon. The trip to Greensboro, a distance of eight miles, consumed two hours by buggy and the slowness of wagon travel occasioned only trips of great necessity. These conditions account for the small number of people who worked in the city and commuted. The few who were employed there boarded in town and returned to their homes only over the week-ends.

Much of the early history of the community has to be obtained from observation and investigation, for it is surprising how meager the written records are. In fact the only available reference is the History of Guilford County, written in 1902, which discusses Fentress Township but which fails to mention the name of any village south of Greensboro. It is known, however, that there were homes in this vicinity before 1902, for the architectural style of the houses indicate their nineteenth-century erection.

Although the population was small, there existed an interest in education among the people of the Pleasant Garden community for many years, and this interest was sufficient to support a paying institution of learning, for, as Keller states:

The Pleasant Garden Classical School for males and females opened in 1869 with Rev. T. S. Whittington, A. M. principal. The sessions were 20 weeks in length. The tuition was from \$6 to \$16 per session and board was \$7 per month.¹

1. W. C. Jones, Greensboro Record, November 16, 1940.

Such institutions were great improvements in the field of education, but nevertheless, as Jones suggests:

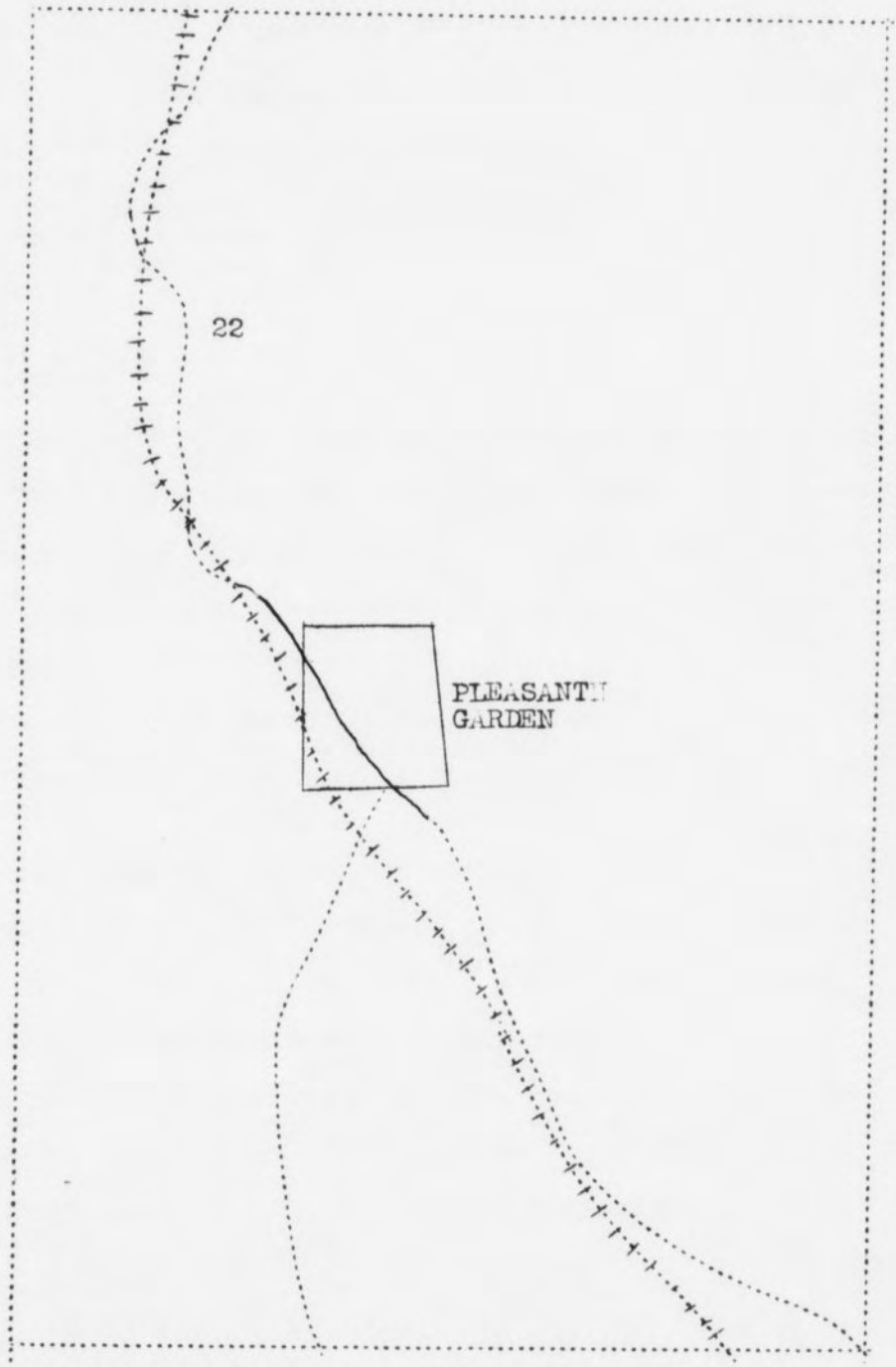
These schools were generally not much more than subscription schools, on a better financial basis, chartered by the legislature.²

There is no record of the length of time that the Pleasant Garden Classical School remained in operation as no mention is made of it in written records of the present century. Yet the older inhabitants of the area still speak of the Academy, as the old school is now called, but all such references are vague and little specific information can be obtained. However, tradition locates the sight of the Classical School where the Pleasant Garden School now stands.

Very little attention was given to improving travel conditions in Fentress Township in the early part of the present century, and the only road leading from Pleasant Garden to Greensboro was one of sand and gravel which crossed the railroad four times in its winding about the countryside. (See Figure 3.) The old roadbed is still discernible and much of it is used as secondary means of travel. There were no improved highways leading south from Pleasant Garden until 1921 when the people of Guilford County awoke to the need of better modes of communication. It was in that year that the Good Roads Association was formed and began its work to create

2. W. C. Jones, Greensboro Record, November 16, 1940.

FENTRESS TOWNSHIP



Highways 1921

Paved ———
Gravel
Railroad ..+..+..+..

Figure 3

interest and action in good roads. At a meeting attended by representatives from all sections of Guilford County it was resolved that the Good Roads Association,

Appoint a committee of three in each township in Guilford County to call a good roads meeting and to organize, immediately, a Farmer's Good Roads Association in the respective townships, and after organization select a committee of three to study the needs of their townships and to represent them at all future meetings of the county organization.³

It appears that such a move was a very good one, for it did not take the association long to get action. In March of the same year the County Commission's report shows that the group had resolved to complete some road work, as the following note indicates,

Roads from Pleasant Garden to Climax, a distance of about four miles, penetration system; road from Climax to Julian, a distance of about four miles, sand and clay.⁴

More improvements were accomplished with the laying of the first paved highway through Pleasant Garden in 1921. Over a mile of the three miles of this initial construction formed the main thoroughfare of the village. However, the roads north and south were still of sand and clay or gravel. (See Figure 3.) In 1926 the roadbed between Pleasant Garden and Highway 421 was moved to the east of the railroad and

3. "Good Roads", Greensboro Patriot, January 24, 1921.

4. Road Commission's Report, Greensboro Patriot, March 31, 1921.

FENTRESS TOWNSHIP

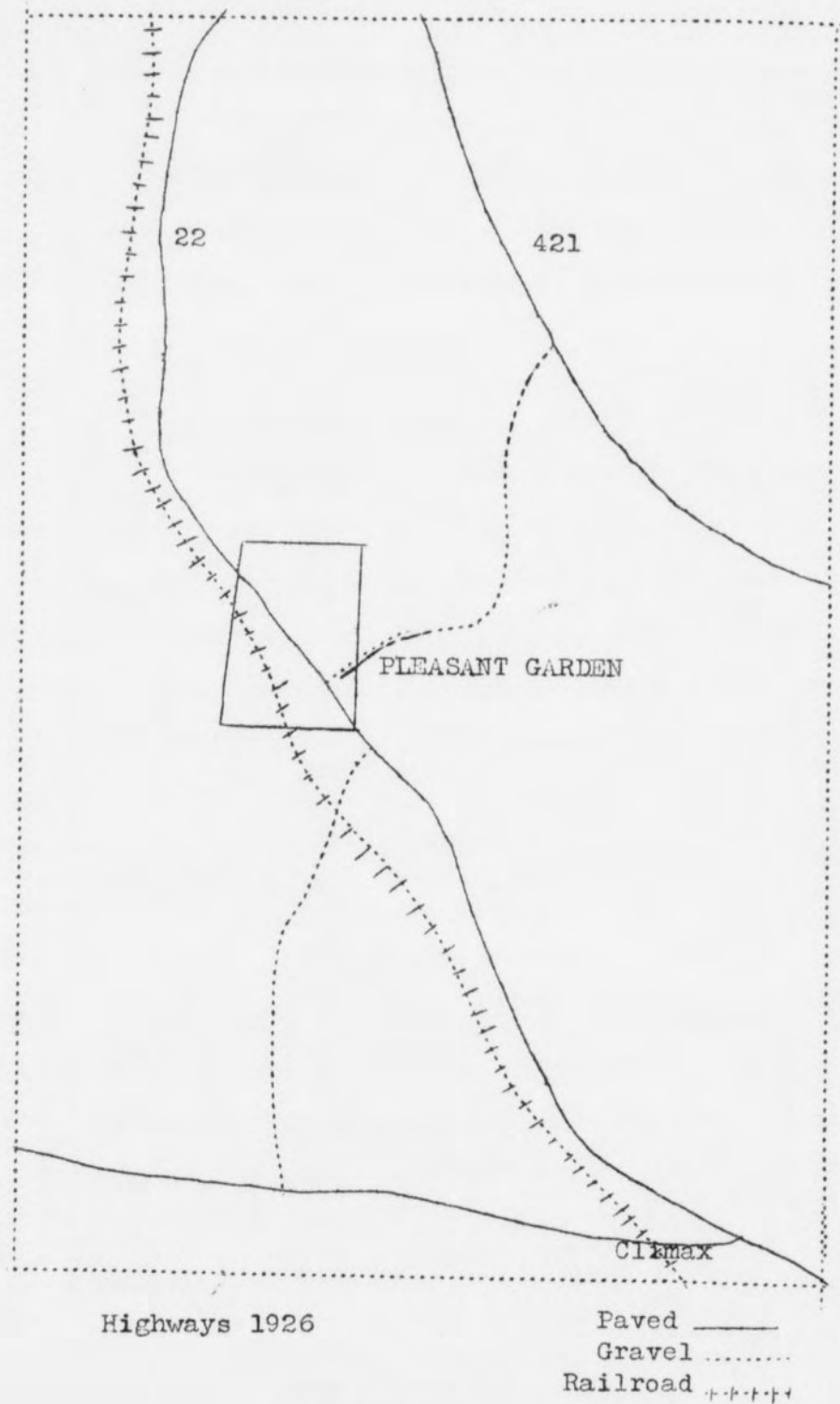


Figure 4

paved, and the link south to State Highway 62 was hard-surfaced in 1947. (See Figure 4.)⁵

This road work opened up a much larger area of contact for the farmers of Fentress Township and also for the people of the village of Pleasant Garden. This means of communication also attracted new settlers to both the village and the surrounding districts. With the increase in population grew a demand for better educational opportunities.

Consolidation Begun

The records of the Guilford County School Board show that the people of Fentress Township have been interested in education from the early years of the present century, for a petition was sent to the Guilford County School Board by the citizens of the Piney Grove Community asking that a school be established there. On November 7, 1903, the County School Board, as the minutes indicate,

Ordered that a school be established at the Piney Grove school building in Sumner Township.⁶

The location of the Piney Grove School in Sumner Township was an error, since the lines of the two townships are three miles south of the location of Piney Grove. Without a doubt this building was in Fentress. The building still stands and is used as a residence. (See Figure 2.)

5. John Berry, Highway Section Foreman's Daily Work Report, 1921-1947.

6. Thomas A. Sharpe, Minutes of the Meetings of the Guilford County School Board, November 7, 1905.

FENTRESS TOWNSHIP

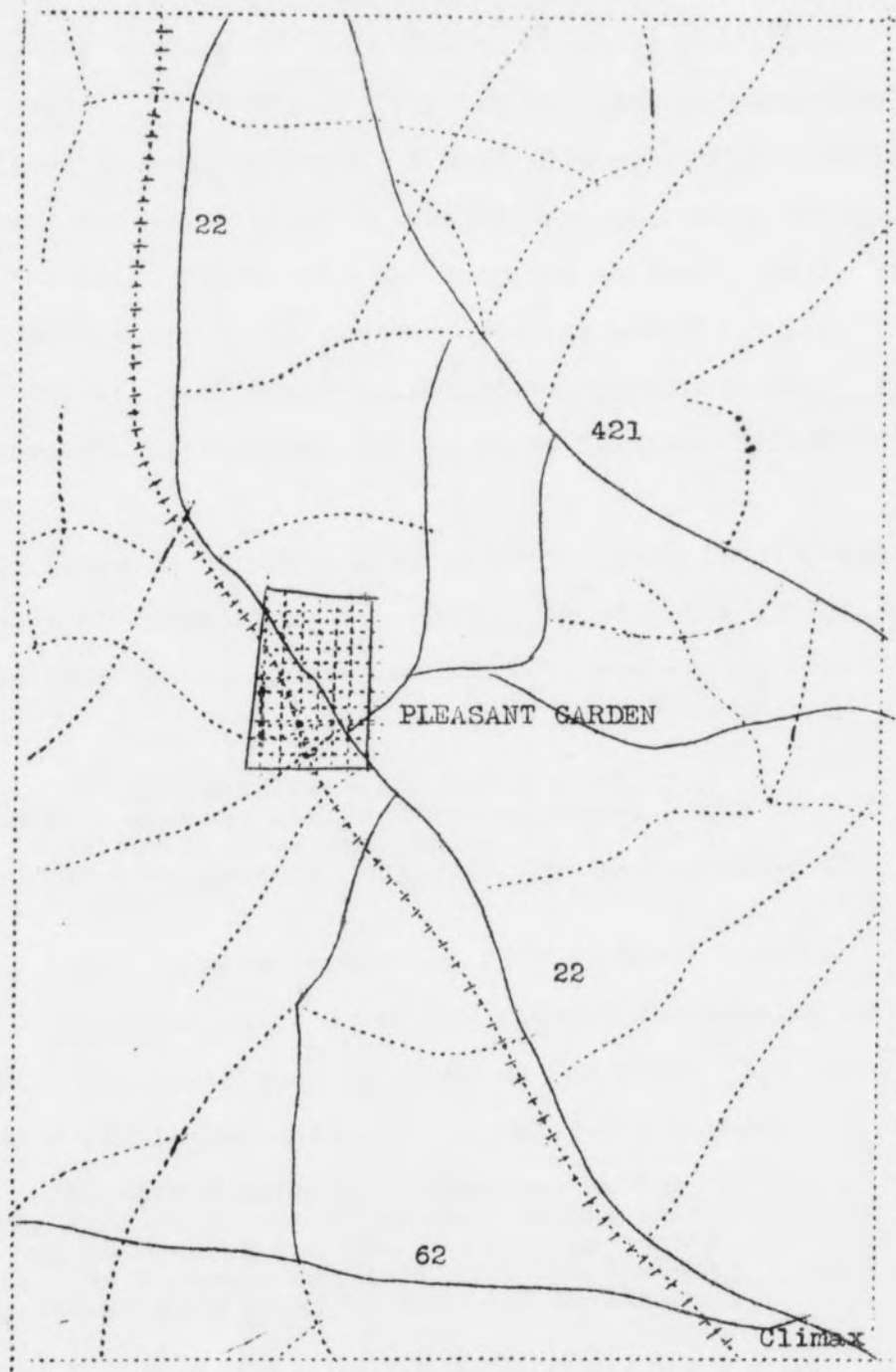


Figure 2

In addition to the one mentioned above, the Operations Budget of the Schools of Guilford County for 1905 shows the following schools in operation in Fentress Township: Tucker, east of U. S. Highway 421, on the line between Clay and Fentress Townships; Rugby, a half mile east of the village of Pleasant Garden; Fields, in the Climax community; and Cedar Hill in Vandalia. Rugby was the only one in the vicinity of Pleasant Garden and it is presumed that it was the village school. All of these small institutions contained only two or three rooms. Later some had to close because of lack of students.

There is no mention of an educational institution by the name of Pleasant Garden until 1905 when the following entry was made in the minutes of the Guilford County School Board:

The following were appointed a building committee for the Pleasant Garden School, John C. Kinnette, of Pleasant Garden, J. S. Hodge, of Greensboro Route 1, and C. T. Weatherly, Greensboro Route 1.⁷

There is also no mention in the school board minutes of the circumstances or of the date of the closing of a school in Fentress Township known as Oak Grove, but there is a record of its reopening in the following entry:

Township Committee of Fentress having recommended the reestablishment of Oak Grove, it was so ordered and the location of school houses of Fentress was left with the Township Committee, with power to sell old buildings.⁸

7. T. R. Foust, Minutes of the Meetings of the Guilford County School Board, February 4, 1905.

8. Ibid., March 4, 1905.

Immediately after the action to reopen Oak Grove, the name Rugby disappears from the county records and the name Pleasant Garden appears. It is presumed therefore that Rugby had replaced Oak Grove and, that when the authority to reestablish Oak Grove was granted, the name was changed to Pleasant Garden.

Although the village of Pleasant Garden was authorized to establish a school in 1905, the needs of the children were not met, for there still did not exist any educational opportunities higher than those of the elementary grades. Efforts were made to create interest in education on the secondary level, but these attempts were slow in bearing fruit.

The High School Movement

As early as 1903 the State General Education Board began to encourage the erection of high schools and made available, to the first township in each county to provide such facilities, one thousand dollars for the maintenance of the building. Fentress Township took advantage of this offer, and during the administration of Thomas A. Sharpe as county superintendent of education, voted a special tax for such a purpose. The high school was later established under the direction of T. R. Foust, superintendent of education of Guilford County from 1904 to 1949.⁹

The positive action of the county school board to provide secondary educational facilities to Fentress Township

9. Interview with E. D. Idol, February 18, 1950.

came in 1905 when at a regular meeting,

It was ordered that one extra room for high school work be put in the building that was to be erected in Pleasant Garden, and that all the school subjects in Fentress Township be allowed to attend the high school free, after they had reached a grade to be fixed by the County Superintendent of Education.¹⁰

Apparently the opening of a high school was, for some reason not mentioned in the county records, delayed for two years, for, as Mr. Foust reports in 1908,

One year ago there were established in Guilford County two public high schools (Pleasant Garden and Jamestown) to which pupils from any part of Guilford County can go without paying tuition. These two high schools have a four year course, so that now the rural schools of the county take care of all the children from the lowest grade to college preparation or the equivalent. Although these schools have been established only one year, there were 52 pupils doing exclusively high school work during the past year.¹¹

The community of Pleasant Garden and vicinity grew slowly. However, in 1907 a roller mill was opened. Later other businesses were established in the area, but there is no written record of the date of their opening or closing. A chair factory, a sash and blind factory, and a furniture manufacturing shop were established early in the century, and these gave employment opportunities to more of the residents of the locality. Yet as late as 1925 there was still only

10. T. R. Foust, Minutes of the Meetings of the Guilford County School Board, February 4, 1905.

11. T. R. Foust, "Education in Guilford County", Greensboro Daily News, May 12, 1908.

one store in the area, that operated by the Pleasant Garden Company and known as the company store.

With the addition of other places of employment in the community, more people moved in and the school showed an increase in population. The smaller schools in the vicinity were still in operation and they kept many pupils from demanding admittance to the village school, but after the construction of the improved macadamized road from Greensboro to Pleasant Garden in 1921, the Guilford County School Board began to close them as the minutes indicate:

At the regular meeting held Saturday, July 4, 1921, (the Guilford County School Board) decided to abolish the Cedar Hill School, and the patrons of the school will be transported to Pleasant Garden from now on.¹²

This action of the board increased the enrollment of the institution. Likewise the Tucker School had closed two years earlier, and, with the abolishment of each smaller unit, the demands on the Pleasant Garden School grew.

The Fields School in the Climax community was operated in 1920 and 1921, but county records show that its name was changed in 1922 to Oak Hill. Classes were taught there until 1925, but after that date the pupils were transported to Pleasant Garden in spite of the fact that,

Some of the citizens from the Oak Hill School District, Fentress Township, Requested the Board to run the school this year.¹³

12. T. R. Foust, Minutes of the Meetings of the Guilford County School Board, July 4, 1921.

13. Ibid., August 16, 1925.

However, this move met with failure as the entry shows,

The school had automatically been abolished because the average attendance had dropped below thirty (30). The petition was received, but no action was taken by the board at this meeting.¹⁴

The Monnett school was next to feel the effect of the consolidation movement and its doors were closed in 1928. Its pupils and those of Tabernacle which ceased to operate one year later were sent to Pleasant Garden.¹⁵ But even before these two units were added, Pleasant Garden School had made much progress, and, in 1922, as the records indicate, it merited the following citation,

A well-rounded high school with well trained leadership and teaching force, with full high school courses, with the backing of a splendidly organized community feeling, with rounded plans of activity . . . and was rated by the State Department as in the same high rank (standard).¹⁶

Another factor that contributed much to the development of the Pleasant Garden School was the rapid increase in population of Fentress Township during the past thirty years. In 1920 three hundred nineteen homes located in Fentress were listed on the Guilford County Tax Roll,¹⁷ but in

14. Ibid., August 28, 1926.

15. Revised and Final Budget of Guilford County School Board, 1926 to 1931.

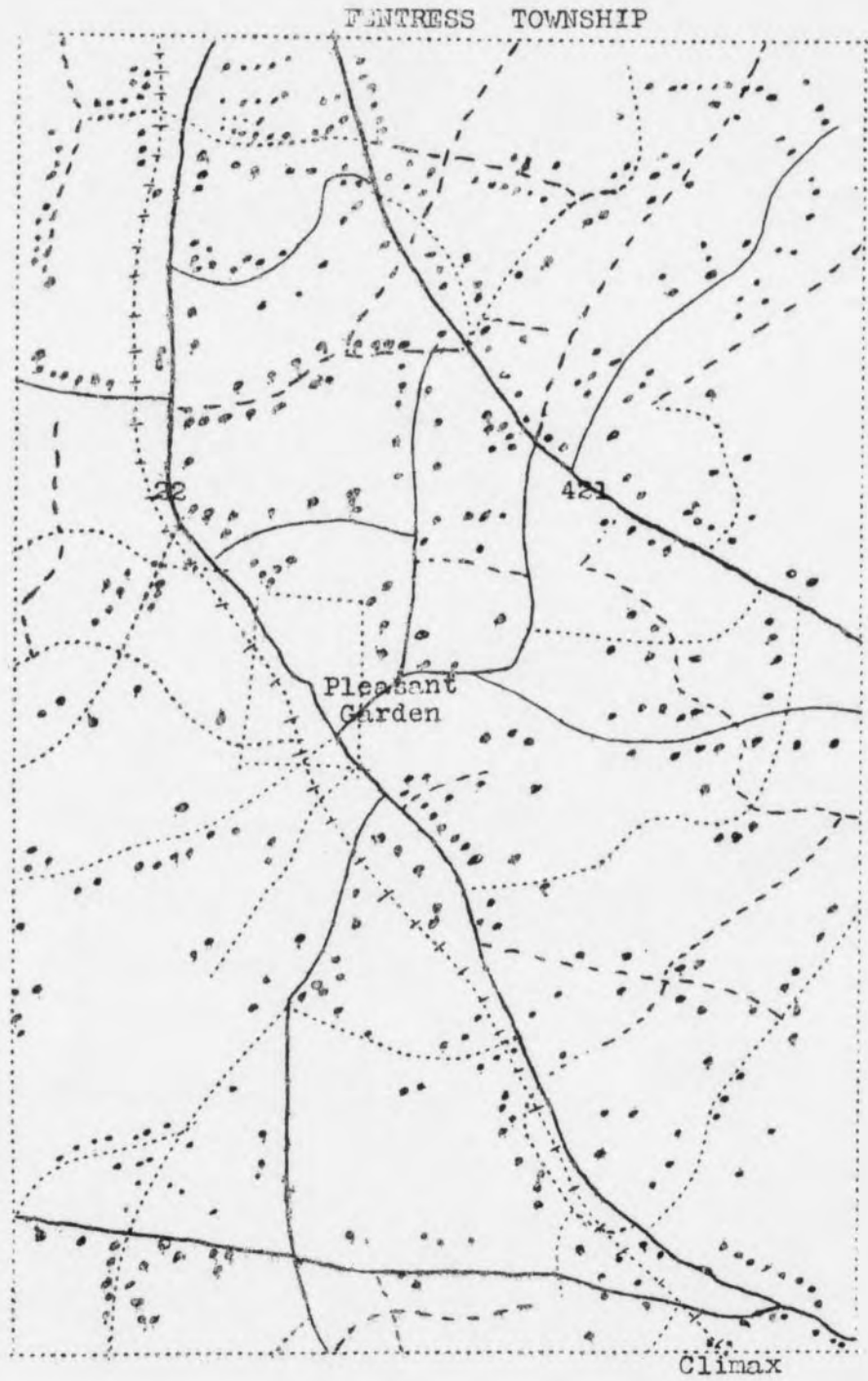
16. "Guilford County Schools", Greensboro Daily News, August 16, 1922.

17. Guilford County Tax Roll, 1920.

1949 the number had grown to over six hundred fifty.¹⁸ (See Figures 5 and 6.) With an increase in homes there followed an increase in pupils and this called for more classroom space; hence in 1941 two additions were erected at Pleasant Garden, the home economics and physical education buildings. With the completion of these needed structures, the program of activities was expanded so that the needs of the 600 pupils reporting for classes in September, 1949, could be better met.

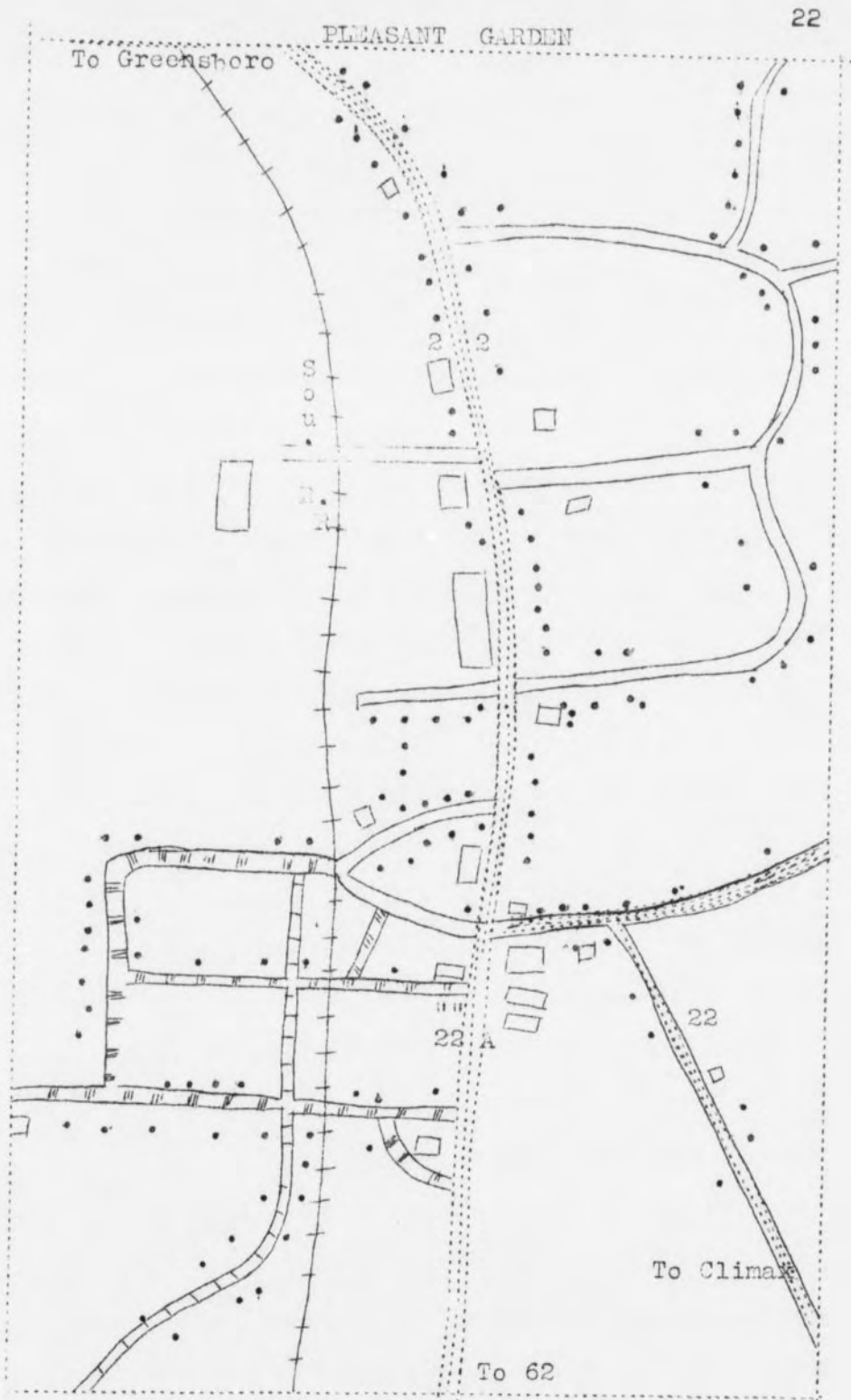
Having considered the difficulties encountered by the inhabitants of the village of Pleasant Garden and the surrounding community in the early part of the present century and also the improvements that have been made in this area, the problem of the school in meeting the needs of the people becomes more apparent. This information gives background that will be of great help in continuing the study of the Evaluation of the Secondary Curriculum of a Suburban School in the Carolina Piedmont in the remaining chapters of this study.

18. Map of Guilford County Highway Commission, 1949.



Location of Homes in the School District.

Figure 5



Location of Homes in Pleasant Garden.

Figure 6

CHAPTER III

OCCUPATIONS AND OCCUPATIONAL PREFERENCES OF THE PLEASANT GARDEN SCHOOL PATRONS

There is a direct relation between what a person does and what he should know, and it becomes the duty of the school to offer to him the opportunities that will best equip him to meet the demands of his occupational environment. Since this study is an Evaluation of the Secondary Curriculum of a Suburban School in the Carolina Piedmont, it will be very helpful in understanding the Pleasant Garden situation to know the occupations of those who live in the area studied.

As has been stated in Chapter II, the Pleasant Garden community is composed of three elements, the people who live within the small village, those who live in the country and who farm, and those who live in the country but who do not farm. Many of these latter seek the freedom and quiet of country life but gain their livelihood outside the community.

One fact that does not help the employment situation in the community is the scarcity of business houses located there. With only thirty-four such establishments employing one hundred forty-eight people, many of whom were not included in the survey, it can clearly be seen that the jobs are far out-numbered by job-seekers. This fact is more clearly shown by Table I, which gives the

TABLE I

TYPES OF BUSINESS ESTABLISHMENTS
AND NUMBER OF WORKERS

KIND	NUMBER	FULL TIME WORKERS	PART TIME WORKERS
Barber Shops	1	1	0
Beauty Parlors	2	1	1
Brick Yards	1	28	0
Dentist Offices	1	0*	0
Doctors Offices	2	0*	1
Department Stores	1	2	0
Dry Cleaning Est.	1	4	0
Furniture Factories	2	72	0
Furniture Stores	1	1	0
Grist Mills	1	1	0
Garages	3	3	0
Grocery Stores	4	8	4
Hardware Stores	1	2	0
Jewelry Stores	1	1	0
Lumber Yards	2	8	0
Post Offices	1	2	1
Saw Mills	1	3	0
Service Stations	4	4	0
Soda Shops	1	1	1
Variety Stores	1	2	0
Cabinet Shops	2	4	0
Total	34	148	8

*Does not include professional man.

types of businesses and the small number of full and part-time workers employed in them.

The table given above shows thirty-four business establishments employing one hundred forty-eight persons, but when an analysis is made, it will be found that a very small part of the school patrons are workers in these places.

Details of Method

To determine the classes of occupation of the members of families who have children in attendance at the Pleasant Garden School, and of those who have graduated from it, a questionnaire (See Appendix A) was prepared and sent out to each family group represented in the school, copies of the questionnaire being given to the eldest child in each family group to take home with him. This method was used because it has been employed in the school in the past and is still in use for all notices and requests for information.

Responses to the questionnaire were received from three hundred fifty-one family groups representing seven hundred thirty-four adult persons. The information furnished was classified and entered on Table II.

An analysis of this information shows that farming is greatly outnumbered in this community by other occupations. This situation gives the community of Pleasant Garden its suburban characteristics. These facts are shown better when the occupations and the number of persons in each, together with the location of their jobs, are given in tabulation form. Table III furnishes information showing the number employed.

TABLE II

FULL AND PART-TIME OCCUPATIONS OF SCHOOL PATRONS

OCCUPATION	Full time	Part time	Total	Percent
Housewives	180	11	191	26.02
Farmers	101	10	111	15.12
Textile Workers	77	2	79	10.76
Sales Persons	73	5	78	10.62
Carpenters	23	3	26	03.54
Mechanics	25	1	26	03.54
Electricians	21	0	21	02.86
Students	20	0	20	02.73
Clerical Workers	19	1	20	02.73
Furniture Workers	12	3	15	02.04
Truck Drivers	12	3	15	02.04
Railroad Men	10	4	14	01.90
Express Clerks	7	3	10	01.36
Meat Packers	10	0	10	01.36
Teachers	5	3	8	01.08
Laborers	8	0	8	01.08
Machinists	4	2	6	00.82
Painters	4	1	5	00.68
Nurses	5	0	5	00.68
Linesmen	4	0	4	00.55
Ministers	2	2	4	00.55
Telephone Operators	3	0	3	00.40
Utility Meter Readers	3	0	3	00.40

TABLE II CONTINUED
 FULL AND PART-TIME OCCUPATIONS OF SCHOOL PATRONS

OCCUPATION	Full Time	Part-Time	Total	Percent
Fertilizer Mfg.	2	1	3	00.40
Grist Mill Operators	1	2	3	00.40
Tile Setters	3	0	3	00.40
Law Enforcers	3	0	3	00.40
Stenographers	3	0	3	00.40
Plumbers	2	1	3	00.40
Laundry Workers	3	0	3	00.40
Poultry Dressers	3	0	3	00.40
Newspaper Men	3	0	3	00.40
Poultry Farmers	3	0	3	00.40
Pressers	2	0	2	00.27
Seamstresses	0	2	2	00.27
Garment Factory Workers	1	1	2	00.27
Construction Engineers	1	1	2	00.27
Dairymen	2	0	2	00.27
Post Office Clerks	1	1	2	00.27
Miscellaneous	2	0	2	00.27
TOTAL	670	64	734	100.00

TABLE III

LOCATION OF OCCUPATIONS OF SCHOOL PATRONS

OCCUPATIONS	NOT WORKING FOR WAGES	WORKING IN COMMUNITY	WORKING OUT OF COMMUNITY
Housewives	191	191	
Farmers	111	111	
Textile Workers		0	79
Sales People		21	57
Carpenters		0	26
Mechanics		3	23
Electricians		1	20
Students	20	0	20
Clerical		1	19
Furniture Workers		15	0
Truck Drivers		0	15
Railroad Men		0	14
American Express Clerks		0	10
Meat Packers		0	10
Teachers		8	0
Laborers		6	2
Lumbermen		6	0
Machinists		0	8
Painters		1	4
Nurses		0	5
Telephone Linesmen		0	4
Ministers		4	0
Telephone Operators		0	3

TABLE III CONTINUED

LOCATION OF OCCUPATIONS OF SCHOOL PATRONS

OCCUPATIONS	NOT WORKING FOR WAGES	WORKING IN COMMUNITY	NOT WORKING IN COMMUNITY
Utility Meter Readers			3
Fertilizer Plant Workers			3
Grist Mill Operators		3	
Tile Setters			3
Law Enforcers			3
Stenographers			3
Plumbers			3
Laundry Supervisors			3
Poultry Dressers	3	3	
Newspaper Men			3
Poultry Raisers	3	3	
Pressers		1	1
Seamstresses		1	1
Garment Factory Workers			2
Engineers			2
Dairy Operators	2	2	
Post Office Workers		2	0
Miscellaneous			2
TOTAL		383	351
Not on public jobs	320		

When the writer composed Tables II and III, it became evident that these tables were too unwieldy to be used successfully in reaching conclusions concerning the needs of the people of the area studied. It, therefore, became imperative to attempt to make a workable instrument from the information furnished by these two tables. The results of such an attempt are shown in Table IV.

TABLE IV
OCCUPATIONS OF SCHOOL PATRONS CLASSIFIED

OCCUPATIONS	NUMBER	PERCENT
Homemakers	191	26.02
Skilled Laborers	190	25.77
Farmers	114	15.53
Distribution Workers	78	10.63
Transportation Workers	39	5.40
Clerical Workers	23	3.13
Students	20	2.72
Professionals	17	2.30
Food Processors	15	2.04
Laborers	13	1.80
Manufacturers	11	1.50
Communication Workers	10	1.36
Miscellaneous Workers	13	1.80
TOTAL	734	100.00

With a reduction of classification of occupations from forty-one to thirteen, it becomes possible to make a more intelligent effort toward interpreting the results of the

questionnaire in the light of the needs of the community and the ability of the school to meet these needs. This classification shows that seventy-five percent of the workers are grouped in five occupations, with homemakers comprising twenty-six percent of the whole group and skilled laborers high in the scale with over twenty-five percent in this classification. These groups are followed by the farmers, who represent only fifteen percent of the working population. The next two, workers in distribution and transportation, represent a percent equal to that of the farmers. The remaining classes of employment are spread over eight occupations, which claim only thirteen percent of those employed.

Vocational Preferences of Students

A vocational interest questionnaire was also given each student in Pleasant Garden High School. (See Appendix B)

The questionnaire was submitted to one hundred fifty boys and girls and responses were received from all of them. Of this number, ten girls and fifteen boys indicated that they have not made up their minds about choice of a career. When contacted in personal conferences, many of these same pupils declared that they had given the question of their future very little thought.

The tabulation of vocational interests for both boys and girls will be found in Table V. This table reflects the vocational interests of seventy-nine girls and seventy-one boys.

Vocational Interests of Girls

Among the girls secretarial work led in interest, with twenty indicating that they had made this choice for their life work. Teaching was second in the list, while the third place was occupied by telephone and sales work. House work and nursing tied for fourth place. However, from findings in Tables II and IV showing the number of textile workers among school patrons, it is presumed that many of these girls will finally follow the footsteps of their fathers and mothers and will work in the textile mills of North Carolina, yet not one of them divulged such an inclination on the questionnaire.

Vocational Interests of Boys

In the questionnaire on vocational preferences given the boys, every selection was used in the table, but some of those choices were mentioned only once. Among the boys farming led in interest, with eleven indicating that they had made this choice. Selling placed second with eight expressing interest. Carpentering, mechanics, and railroad-ing claimed third place in the selecting, with five expressing interest in each of these occupations. Radio, law, medicine, and journalism were in fourth place, with three boys expressing interest in each of these fields.

TABLE V
 VOCATIONAL PREFERENCES OF STUDENTS

VOCATIONS	BOYS	GIRLS	COLLEGE*
Secretaries	0	20	12
Teachers	0	13	13
Sales Persons	8	9	6
Farmers	11	0	2
Housewives	0	7	2
Nurses	0	7	7
Carpenters	5	0	0
Mechanics	5	0	0
Telephone Operators	0	7	0
Doctors	3	0	3
Lawyers	3	0	3
Journalists	3	0	3
Railroad Workers	5	0	0
Radio Announcers	3	0	3
Horse Raisers	1	2	0
Truck Drivers	2	0	0
Missionaries	0	1	1
Horticulturists	2	1	0
Librarians	0	1	1
Steel Workers	1	0	0

* Indicated a desire to attend college after high school graduation.

It is surprising that no boy expressed a desire to work in textiles, but from findings of the occupations of the parents it is presumed they too will have a large representation in the mills.

A fact worthy of interest is that forty-four of the seventy-nine girls and fourteen of the seventy-one boys were interested in employment requiring training higher than they can receive in the Pleasant Garden school with the present curriculum.

Summary

The Pleasant Garden community is located in Fentress Township in the southern part of Guilford County. The exact population is not known, but the community is spread over most of the township. The main occupations represented are those of farming, selling, and textile manufacturing, with thirty-five percent of all wage earners engaged in one of the three. With only thirty-four business establishments in the community, most of the wage earners are obliged to seek employment outside the locality. Housewives, representing twenty-six percent of the total, were the largest single group responding to the occupational questionnaire.

This questionnaire was used not only to determine the kind of work engaged in by the patrons of Pleasant Garden School but also to determine the location of their place of employment. The results of the employment questionnaire show that the two groups, salespersons and textile workers, comprise the largest segment of wage earners and establish the fact that

over eighty-one percent of the patrons of the school are obliged to leave the community to seek employment.

There is no prospect for further industrial development within the school community and it does not now appear that a great change will take place any time soon in the vocational opportunities of those living in the Pleasant Garden community.

CHAPTER IV

THE CURRICULUM OF PLEASANT GARDEN HIGH SCHOOL

Since this study is an evaluation of the curriculum of Pleasant Garden High School, it becomes obligatory to define the term curriculum. This word has conveyed different ideas to different people during the past decades. One of these concepts, which has persisted far into the present century, is that it is a list of subjects taught in classes from textbooks. All other activities were classed as extra-curricular and frowned upon by both parents and educators. However, Florence Stratemeyer departed from this idea and defined curriculum as that which "include(s) the whole body of experiences which condition and make up the total activity of the child for which the school assumes responsibility."¹ Today this concept of the term curriculum, accepted by all educators and most parents, has caused the expression, extra-curricular, to disappear from school usage. Today most school systems include all activities under the term curriculum. Therefore the Stratemeyer idea of the curriculum is the accepted one in this study.

Factors Influencing the Curriculum

There are, however, certain factors which influence the content of the Pleasant Garden High School curriculum;

1. Hollis L. Caswell and Doak S. Campbell, Readings in Curriculum Development. New York: American Book Company, 1937. p. 160.

namely the department of public instruction, college entrance requirements, local needs, and the small number of teachers assigned to the faculty. The factor of the greatest influence is the state department of public instruction, which makes it mandatory that designated subjects and activities be included in the school curriculum if accredited status is to be maintained. Colleges are almost as adamant in insisting that certain traditional subjects be required of the high school graduate if his work is to be recognized by the institutions of higher learning. However, since the establishment and maintenance of schools is primarily for the purpose of meeting the needs of the people of the community, it follows that such needs must be considered in planning the curriculum of the institution if it is to fulfill its purpose. But, even if it were possible to discount all other influences brought to bear upon curriculum planning, the lack of sufficient personnel would inevitably limit the subjects and activities that can be included in the curriculum of any school.

Courses Offered

Pleasant Garden High School offers three courses of study, but specific mention of them is seldom heard. Nevertheless, when an examination is made of the content of each, there appears a readily recognizable distinction. These courses are designed for those who wish to continue their education by attending college, for those who wish to enter business, and for those who are inclined neither toward college nor to a business career. For convenience in this study the courses offered by

the Pleasant Garden High School will be classified as college preparatory, business preparatory, and the general course. The requirements of each of these courses will be found in Table VI.

The influence of the state department of public instruction is reflected in the subject matter included in the general course, which, as can be seen from the following table, adheres closely to the schedule of subjects required for graduation by the state.

TABLE VII

STATE REQUIREMENTS FOR GRADUATION ²	
SUBJECTS	UNITS
English	4
Mathematics	1
Social Science	2
Science	2
Health and Physical Education	1
Electives	6
Total	16

The content of the college preparatory course is affected by the prerequisites established by many colleges. The high schools are obliged to strive to prepare graduates to enter institutions of higher learning on the same unit level as all other young people entering the freshman class. Likewise, local

2. Handbook for Elementary and Secondary Schools 1947, Raleigh: State Department of Public Instruction, 1947.

TABLE VI

COURSES OFFERED IN THE PLEASANT GARDEN HIGH SCHOOL

GENERAL		COLLEGE PREPARATORY		BUSINESS PREPARATORY	
English	4 units	General Course	10 units	General Course	10 units
Mathematics	1 unit	French	2 units	Bookkeeping	2 units
American History	1 unit	Algebra (Second year) or Geometry	1 unit	Typing	1 unit
World History or Sociology and Economics	1 unit	Electives	3 units	Electives	3 units
Biology	1 unit				
Agriculture or Home Economics Second Year	1 unit				
Health and Physical Education	1 unit				
Electives	6 units				
Total	16 units		16 units		16 units

needs of students are responsible for the growth of the business preparatory course, and the subjects offered by it are those demanded by a career in business.

All students of the school, regardless of their choice of course, are obliged to complete four years of English, one year of biology, one year of American history, one of health and physical education combined, one of mathematics, which may be either general mathematics or first year algebra, and one of world history or sociology and economics.

Students who wish to enter college must take, in addition to the general course, two years of French, one year of advanced algebra, one year of plane geometry, and a second year of science. Since the school does not offer this second year of science, it becomes necessary for the student to substitute either agriculture or home economics. Owing to a ruling of the state department of instruction, any pupil who is obliged to make the substitution of either home economics or agriculture for a science course will of necessity take a second year of one or the other because only the unit earned in the second or third year of either can replace a science credit. Because of this ruling there is left to the student only two electives with which to fulfill the requirements of graduation. These two electives may be chosen from distributive education, dramatics, typing, or bookkeeping.

Those who wish to take the business preparatory course are obliged to meet the general requirements, to which must be added two years of bookkeeping and two years of typing.

This course allows for four electives, which may be selected from distributive education, home economics, dramatics, agriculture, French, or second year algebra. The number of electives in the general course is greater than that in the other courses, for the students are allowed to choose from seven subjects. These seven optional units may be selected from first or second year French, first or second year algebra, home economics, agriculture, first or second year bookkeeping, first or second year typing, or dramatics. Yet these choices are limited because of the difficulty encountered in trying to make a schedule that will allow the student to enroll in all the courses he desires to take.

The small number of teachers assigned to the Pleasant Garden High School makes it very difficult to plan a curriculum with any breadth to it. Consequently, the number of subjects that can be offered in each grade, as shown in Table VIII, is limited.

Content of the Curriculum

The method of designating the various subjects in the curriculum is clear to those who work in the school, but inasmuch as there is no method in use that is uniform for all educational units, confusion may easily result if an attempt is made to interpret the scheduled subjects by one unfamiliar with the accepted terms in the Pleasant Garden High School. For instance, the four years of English are labeled English I, II, III, and IV, which means to the pupils and teachers of the school that each designation identifies the course with the

TABLE VIII

SUBJECTS BY GRADES IN THE PLEASANT GARDEN HIGH SCHOOL

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English I	English II	English III	English IV
Algebra I or General Mathematics	Algebra I	Algebra II	Algebra II
Health and Physical Education	World History	World History	Dramatics
Home Economics I	Typing I	Typing II	Economics and Sociology
Agriculture I	Agriculture II	Agriculture III	Health and Physical Education
	Home Economics II	Home Economics III	Typing II
	Biology	Bookkeeping I	Bookkeeping II
		French I	French II
		Distributive Education	

year in which it is to be taken, but has nothing to do with the content of the study. The component parts of English are two, grammar for the first eighteen weeks of the first year high school and literature for the next four and one-half months. In fact, as the courses are taught in Pleasant Garden School, all four years of English are divided into the same two parts--grammar and literature. The difficulty of the grammar and the selections for literature study are the only characteristics that distinguish the one from the other.

The mathematics curriculum is divided into three courses, Algebra I, Algebra II, and General Mathematics. A choice is given the ninth grade students between Algebra I (beginner's algebra) and General Mathematics. This latter includes a study of problems in arithmetic dealing with a variety of subjects and is usually elected by those students who are planning to go to work after graduation. Even though Algebra II (advanced algebra) is listed as an eleventh-grade subject in Table VIII, it is also offered to the twelfth-grade students. This gives the students the opportunity to earn one unit in algebra one year and one in geometry the next, since these subjects are offered only every other year.

Because of the difficulty of some students in planning a full schedule for the year's work, world history is offered to all those whose schedule leaves them free from required subjects during the period in which this history is taught.

Regardless of the fact that the state insists that health and physical education be included in the activities of every high school, many colleges do not recognize the unit earned by the students who participate in the two courses. Furthermore, many complaints arise concerning the content of the course, for health is a lecture-study course and physical education often becomes just another play period, without much guidance in physical or emotional development.

If a minimum speed of thirty words a minute be attained and acceptable quality of copy work be produced, one half unit may be earned by completing first year typing (Typing I). If an average of forty-five words a minute be attained and an acceptable quality and quantity of copy work be produced, another half unit may be earned by completing second-year typing (Typing II). These are the only typing courses offered at the Pleasant Garden High School.

Elementary bookkeeping (Bookkeeping I), which includes textbook study, workbook exercises, and two practice sets, is offered to the members of the eleventh grade. Advanced bookkeeping (Bookkeeping II) is a continuation of Bookkeeping I and consists of the same elements, the difference being in the subject matter. This course is open only to members of the twelfth grade who have successfully completed Bookkeeping I.

The only foreign language taught in the Pleasant Garden High School is French, which is divided into two courses, French I and II. French I (beginner's French) is offered to the eleventh grade and consists of a study of

grammar and vocabulary with some reading and translation. French II (advanced French) is a twelfth-grade subject in which much attention is given to reading, writing, translating, and speaking the language. Students who wish to attend college are obliged to take French in both the eleventh and twelfth grades.

Vocational Curriculum

In the strictly vocational field, three courses are available to Pleasant Garden High School students; namely agriculture, home economics, and distributive education. Most people are familiar with agriculture and home economics and know that the one deals with farming and the other with home-making, but distributive education is relatively new in the vocational field and many school patrons and teachers know little about it. The distributive education course is set up according to a plan approved by the state. The course of study or content of the course is also furnished in manual form by the state. The course includes information dealing with all phases of buying and selling, with methods of getting along better with others, and ways of making friends and keeping them. Students who elect this course attend classes in the morning and work as sales people in the afternoon. They must work an average of fifteen hours each week at a regular job under strict supervision. Distributive education in Pleasant Garden High School is unique in that it is the only course offered in which actual practice is demanded during the study period and also in that it is the only such

course in rural Guilford County. It is supported by the state and federal governments without county aid.

Requirements for Graduation

When the requirements for graduation from the high school of Pleasant Garden are compared to those of the state, differences are found only in the fact that names of subjects appear in the local requirements. Table IX shows these differences:

TABLE IX

<u>STATE AND LOCAL REQUIREMENTS FOR GRADUATION</u>		
<u>STATE SUBJECTS</u>	<u>LOCAL SUBJECTS</u>	<u>UNITS</u>
English	English, four years of Grammar and Literature	4
Mathematics	First-year Algebra or General Mathematics	1
Social Studies	American History and World History	2
Health and Physical Education	Health and Physical Education	1
Science	Biology Second-year Home Economics or Second-year Agriculture	2
Electives	Electives	6
Total		16

Class Schedule for 1949-1950

Many difficulties are encountered each year in attempting to establish a schedule of classes that will offer

the most subjects to the largest number of students. This year four attempts were made before a workable schedule was secured. There are still conflicts in the program, but due to the limited number of teachers available, there seems little hope of improving the class arrangements soon. The schedule of classes under which the school operates at present is found in Table X. The numbers at the top of the columns of this table designate teachers and the subjects under each number indicate the courses for which the teacher is responsible.

Number one is used to identify the principal of the school, and since his duties as principal occupy so much of his time, this fact accounts for the few subjects listed under number one. Teacher number two spends only three periods a day in classes and the remaining time is devoted to library work. Library work is essential to the operation of an efficient school; still when one teacher is taken from class to attend to such duties, the number of courses offered is limited. The school day of teacher number three is devoted to four periods of English and three library periods. Seven class periods a day are assigned to teacher number four. This teacher does not have a period free from class duties even though biology is one of his subjects. A period for preparing experimental materials would be greatly appreciated and would probably add to the interest of the course. One period a day is left free for teacher number five, who devotes six periods to class work and one to study hall supervision. Three periods of the day for teacher number five are devoted to class work and the other four to physical education. The schedule

TABLE X

Schedule For Pleasant Garden High School Classes 1949-1950

Teacher Number	1	2	3	4	5	6	7	8
08:40-08:50	Library	9th Grade*	10th Grade*	12th Grade*	11th Grade*	9th Grade*		
08:50-09:40	Algebra II	Library	Bookkeeping II	Dramatics	World History	Home Economics I	Agri- culture	I
09:40-10:30	Library	English I	Bookkeeping I	English IV	Physical Education	Home Economics I	Agri- culture	I
10:40-11:30	Library	Algebra I	English I	Typing II	American History	Physical Education	Home Economics II	Agri- culture II
11:30-12:20		Algebra II	Library	Distributive Education	Study Hall	Health	Home Economics II	Agri- culture II
Lunch								
12:45-01:35	Library	Economics II	English II	Typing II	French I	Health	Home Economics III	Agri- Culture III
01:35-02:15	Library	Mathematics I	English I	Biology	French II	Home Economics III	Agri- culture	III
02:15-03:05	Library	Study	Biology	Study Hall				

*Homeroom

shows teachers numbers seven and eight in the classroom four periods a day, but since these teachers are vocational teachers and work under regulations that forbid them to take other school activities, their free time from class work does not make any additional opportunities available to the students.

Many experiments were made to determine the period of the day that would be most satisfactory for activities. The activity period has been placed at the end of the school day, but this is not working out well, as biology is scheduled for that same period on three days of each week. Hence, the biology students are deprived of their activity period on these three days.

Enrollment

The average daily attendance of pupils for one year determines the allotment of teachers for the next. Thus the enrollment in the school is very important and is a deciding factor in the number of subjects and activities possible in an institution. Still the enrollment in the Pleasant Garden High School is small and absences further reduce the number of pupils attending daily. The enrollment by grades for 1949-1950 is given in Table XI.

TABLE XI

ENROLLMENT BY GRADES		
Ninth Grade	49	32.45%
Tenth Grade	36	23.48%
Eleventh Grade	39	25.16%
Twelfth Grade	27	17.21%
<hr/>		
Total	151	100.00%

A critical examination of Table XI reveals that the number of pupils dropping out of Pleasant Garden High School is too large. Several factors may be the cause of this condition, but two of these--age and number of failures--seem to exert the greatest influence. During the first or second year in high school most pupils reach their sixteenth birthday. The law keeps them in school until this date, but afterward it is interest in school that will hold them. For many this interest is not sufficient, and they cease to attend as soon as they are no longer bound by state regulations. The other cause of drop-outs is the number of failures occurring at the most critical time in the school life of the child, the time when he reaches the age where he is not obliged to attend. The subjects in which failures occurred, the number of pupils failing, and the distribution by grades is given in Table XII.

TABLE XII

FIRST TERM FAILURES, SUBJECTS AND DISTRIBUTION					
SUBJECTS	FAILURES	GRADES			
		9	10	11	12
English	11	8	3	0	0
Mathematics	8	6	2	0	0
Health	12	12	0	0	0
Agriculture	5	5	0	0	0
World History	3	0	3	0	0
Biology	2	2	0	0	0
Total	41	33	8	0	0

A glance at Table XII shows that all failures occurred in the ninth and tenth grades, the ninth accounting for thirty-three and the tenth for eight of the forty-one failures. This same table also shows no failures in the eleventh or twelfth grades. Although this is surprising, good reason for the lack of failures after the tenth grade can be found in the fact that only pupils whose interest is sufficient to cause them to do good work remain in classes after they become sixteen.

"Extra-Curricular" Activities

Some school activities which are often called extra-curricular are potential creators of interest. Since the expression extra-curricular is not used in the high school at Pleasant Garden, all activities are classed as a part of the

curriculum. The activities which take place outside the classroom and which do not carry credit are the clubs, the monthly newspaper, the school annual, the junior-senior banquet, and athletics.

Clubs

Membership in the various clubs is high for the enrollment of the school, but since each club has members who take part in other club activities, this is not surprising. Table XIII shows the club membership greater than the enrollment of the school; this suggests that club activities are popular and that every effort should be made to increase their value. Yet no attempt has been made in Table XIII to classify the clubs according to any scale of importance.

TABLE XIII

CLUBS AND MEMBERSHIP	
CLUBS	MEMBERSHIP
Beta Club	16
Glee Club	50
Scouts (girls)	20
Four-H Club	30
Dramatics Club	20
Future Farmers of America	40
Future Homemakers of America	68
Athletic Club	65
Library Club	30
Distributive Education Club	20
Total	
	359

The Beta Club is a national honor club intended to encourage scholastic efforts in school. To be a member of this

club a student must have an average of B, or above, in his tenth grade studies. Upon fulfilling this condition, he is admitted to the club in the eleventh grade. In order to remain a member, the student must maintain an average of B. This condition for membership accounts for the small number of students in the Beta Club.

The Distributive Education Club was established only two years ago, but it has been very active since that time. The members of this club are all members of the distributive education class and are all employed in the field of selling. The object of the D. E. Club, as it is popularly known, is to cultivate social correctness and promote better conditions for the people engaged in selling in the community.

Miscellaneous Activities

The school newspaper, the Spotlight, is published by the twelfth-grade students once a month during the school term. This paper is a mimeograph publication in magazine form, with the number of pages varying from month to month according to the amount of material gathered. Every class in the school is supposed to furnish articles for the paper, which is supported by advertisements and subscriptions.

The Hi-Light, the school annual, has been published in printed form by the twelfth-grade students for the past three years. This book, a picture history of the activities and personalities of the school year, is financed by advertisements and subscriptions.

Three plays are staged each year by the students of the Pleasant Garden High School--the senior class play, the junior class production, and the Dramatic Club entertainment. The senior class activity fund profits by the sale of tickets to the senior class play, the junior class banquet-fund receives the proceeds from the junior class production, and the general school fund receives any profit made from the Dramatic Club entertainment.

The athletic program for boys in the Pleasant Garden High School is limited to participation in three sports, basketball, baseball, and softball. The basketball schedule includes twenty games played with teams from other schools and practice for these games. Only a few of the boys make the team and thus many are deprived of the benefit of organized activity in athletics. Similarly, the baseball schedule calls for fifteen games with other schools. Only the skilled are able to make the team; thus the majority of boys are not participating in athletics. Since soft ball is poorly organized, little importance is given it in the school's activity program.

The athletic program for girls in the high school of Pleasant Garden is limited to basketball. Hence, when the basketball season is over, the athletic activities for girls cease. Thus a greater part of the school year is left with no organized activity in sports for girl participation. No attempt is made to organize intra-mural sports for either boys or girls, but with such a program the athletic activities of the school would be greatly improved.

Summary

In this study Florence Stratemeyer's definition of curriculum has been accepted--an inclusion of the whole body of experiences which condition the child and for which the school assumes responsibility. This definition eliminates the use of the expression extra-curricular and gives importance to all activities in which pupils participate in school. In striving to devise a curriculum that will meet the needs of the greater number of students, school administrators find that their efforts are influenced by requirements imposed by the state department of instruction, by college requirements that students take certain subjects before being entitled to enter college, by local needs and conditions, by the desires of pupils who wish only to finish high school and by the limited number of teachers available.

The curriculum of the high school of Pleasant Garden adheres rigidly to the state requirements, but does not offer as wide a field as could be desired. However, local conditions are such that it will be difficult to enrich the curriculum at the present time.

An attempt has been made to meet the needs of the three largest groups of the adult population of the school district--the farmers, the homemakers, and sales people. The farmer is helped by vocational agriculture, the homemaker is given the opportunity to learn more about her vocation in home economics, and the distributive education class strives to improve the conditions and opportunities of sales persons. There is no attempt made to care for the needs of the textile mill workers, although

this group represents a large percent of the adult workers in the school community.

The subjects offered to the student of the Pleasant Garden High School are limited in number by the few teachers assigned to the school. Every means is taken however to make the curriculum as inclusive as conditions allow. The enrollment is small, only one hundred fifty-one, and this enrollment determines the number of teachers. There seems to be little hope for a larger number being assigned to the faculty soon.

The number of students leaving school before graduation is too large. There are two reasons for this condition--not enough interest created in the sixteen year old boys and girls to hold them in school and the number of failures in the ninth and tenth grades.

The various clubs in the school should help to create interest in the pupils to remain in school until graduation, but some complaints have been made that these clubs are not exerting as much influence as they should. There are eleven clubs with a membership of three hundred fifty-nine in the school. This is greater than the enrollment, but many students are members of more than one club. The school paper and the annual have little influence on the majority of the students, for only a limited number are connected with these two publications. It is not always true that numbers in an activity show its importance. If a more active part could be taken by more students, the value of the school papers would be enhanced.

The athletic program is limited to competition between schools and fails to meet the needs of the majority of the students, since only the skilled players are chosen for the different teams. A thorough reorganization of the athletic program with emphasis on intra-mural activities would improve the position of athletics in the school's curriculum.

CHAPTER V

PATRONS' OPINIONS OF THE SCHOOL CURRICULUM

To arrive at a logical conclusion concerning the effectiveness of a school's curriculum, the extent to which it meets the needs of the people of the community should be determined. The feelings of the majority of the school patrons toward certain subjects offered and activities participated in during their school life is an index which should show whether or not these patrons have derived little or much benefit from such courses and activities. If the larger number of people have the same ideas concerning the value, in their lives, of a given activity or course followed, it can be presumed that the impression is correct and trustworthy.

To determine the opinions of the patrons on the value of the curriculum of the Pleasant Garden High School, a questionnaire was prepared and three hundred copies sent out. This questionnaire (Appendix C) asked the following questions: What subjects do you class among the three best liked subjects? What three did you like least? Which helped you most? Which were less helpful to you? The questionnaire also asked the patrons to classify the activities of the school according to the importance attached to each of them and to suggest desirable changes in the curriculum.

One hundred sixty of the questionnaires were returned, but twelve of them were checked in such a manner as to make it

impossible to determine the intention of the person responding; consequently, these twelve questionnaires were discarded.

Results of the Questionnaire

On the one hundred forty-eight questionnaires accepted for this study, English was listed as one of the three most useful subjects by one hundred seventeen and as the best liked by forty-five of those answering the questions. (See Table XIV.) No one checked English as either the least liked or the least useful course. Home economics, likewise, ranked high in the estimation of the school patrons contacted, for forty women placed it among the three most useful subjects taken in high school and thirty-six listed it as one of the three best liked subjects. Home economics, like English, was not considered by anyone as among the least liked or least useful subjects.

History placed high in interest, with forty-two judging it one of the best liked subjects, but its usefulness did not impress many people, for only twelve classed it among the three most useful subjects they had taken. Civics did not receive a single vote in the useful group, but sixty patrons deemed the combination of history and civics of least use to them. These results point to an area in which improvement is desirable. These conditions may be caused by the number of times the teacher has been called away to other duties. However, this condition no longer exists.

In contrast to history's low rating, algebra's high rating as a useful subject is surprising because twenty-four deemed it most useful. This classification was made mainly by

TABLE XIV

CLASSIFICATION OF SCHOOL SUBJECTS BY PATRONS

SUBJECT	MOST USEFUL	LEAST USEFUL
English	117	00
Home Economics	45	00
Algebra	24	27
Health	21	00
Agriculture	18	6
General Mathematics	12	00
U. S. History	12	27
Bookkeeping	12	00
Civics	12	15
Latin	6	6
Physics	3	3
French	3	39
Distributive Education	10	2
Business Arithmetic	3	00
Business English	3	00
Chemistry	0	6
Biology	0	42
Economics	0	6
Shorthand	0	3
Total	301	182
Patrons Responding	97	69

those attending college, but the twenty-seven votes designating it as one of the three least useful subjects diminishes its apparent importance. Not one of the farmers, housewives, sales persons, or skilled laborers found that algebra had been helpful in any manner. This is not surprising, for algebra is rarely used by these people and what is not used, cannot be helpful.

The school patrons rated health high among the three most useful subjects, twenty-one placing it in this category. Only four considered it least useful. The high rating given health is readily understood in the light of the necessity of all to strive to maintain their own health and also that of the family group. Yet one thought-provoking fact developed: health was not placed in the group of best liked subjects by anyone. This might mean that methods of teaching so important a subject could be improved.

Inadequacy of Science Department

Likewise serious thought should be given the answers concerning biology. Forty-two of those who listed biology as one of the subjects studied in high school checked it among the three least useful and eighteen classed it as one of the least liked subjects. These results can probably be ascribed to the conditions under which the course has been taught for a number of years. Facilities for laboratory work have been very limited and the lecture-demonstration method has been in use. This method apparently does not appeal to students and they do not get as much from it as could be desired. The facilities are to be improved shortly, and plans are ready for a laboratory

large enough and so equipped that each pupil will be able to perform every experiment and to carry on class projects when these are deemed advisable and useful. The plans also provide for darkroom facilities where slides, pictures, and films can be shown to enrich the subject matter. With these improvements, biology's importance in the lives of those who study it should increase. Since all students are obliged by the state to take a unit's work in biology, this subject should be high in interest and usefulness to the students. One encouraging sign is that thirty of the patrons listed biology among the best liked subjects.

Chemistry has not been included in the curriculum of Pleasant Garden High School for several years and perhaps this accounts for its classification. (See Table XV.) Six persons ranked it among the three least liked and twelve as among the least useful subjects. Likewise physics is not included in the school curriculum and only fifteen persons mention it in the answers to the questionnaire; nine deemed it best liked, three least liked, and three least useful. Since neither physics nor chemistry are taught in the Pleasant Garden High School, it would be a waste of time to strive to find reasons for the classifications given both these subjects. Several requests have been made for a course in physics, but until a well-equipped laboratory is provided, the advisability of such action is questioned.

TABLE XV

CLASSIFICATION OF SUBJECTS BY PATRONS		
SUBJECT	BEST LIKED	LEAST LIKED
English	45	36
History	42	42
Home Economics	36	00
Algebra	33	39
Biology	30	18
Agriculture	30	00
Bookkeeping	30	00
Typing	30	00
French	9	21
Physics	9	12
General Mathematics	9	00
General Science	6	00
Geometry	6	21
Civics	3	18
Economics	3	9
Latin	3	6
Salesmanship	3	00
Total	327	222
Patrons Responding	109	74

Rating of Agriculture

Another field of study of the school curriculum in which much interest was expected to be shown is that of agriculture. However, the results of the questionnaire are disappointing, inasmuch as this subject is not rated in importance in proportion to the number of people in the community who are engaged in farming. Only eighteen listed it among the most important studies and six mentioned it as the least useful subject. One explanation of these results can be found in the fact that many of the patrons who now give farming as their occupation do not list agriculture as one of the subjects taken in high school. Another explanation of the many failures of farmers to list agriculture as one of the most important subjects is the fact that some did not have the opportunity to attend high school and were thus prevented from taking agriculture. Farmers who are now attending agriculture and farm machinery repair classes at night in the Pleasant Garden School shop attest the high esteem they have for such information.

The Business Field

The fact that only twelve answers to the questionnaire rated business subjects as among the three most important studies does not indicate that these courses are not deemed important in the community. Business subjects have been included in the Pleasant Garden School curriculum for the past three years, but only two classes, 1948 and 1949, have graduated since their introduction into the school. An evaluation of the business courses should be made sometime in the future

after results can be determined. The classes are too new for a worthwhile evaluation at present, but it is encouraging to note that sixty-three of those who have had some business or commercial courses classed at least one of them among the three best liked subjects. At present the business courses are not complete, as no general business, business English, or shorthand is taught. Shorthand should be included in the curriculum in order to qualify the typists for stenographic work. Shorthand was included in the curriculum for two years, 1947 and 1948, but there was little interest shown; in fact the number of students in the classes did not justify the time and effort of a teacher badly needed to teach courses where more students would profit. Because more interest and enthusiasm have been shown in the business subjects since the courses have been better organized, it is believed that many from the typing classes would enroll for shorthand were it offered now.

Foreign Language

Despite the fact that only twelve pupils comprise the membership of both the first- and second-year French classes, these two courses are retained in the curriculum with the idea of giving to those who desire to attend college the opportunity to earn two units in a foreign language. However, the low classification given to French by the patrons of the school in the answers to the questionnaire is not surprising. Although thirty-nine deem it of least use and twenty-one as least liked, these results do not show the importance of the courses nor do they reflect the quality of teaching in the French classes.

The patrons' ideas concerning French must be explained in the light of two circumstances surrounding its position in the school. French is designed primarily for college students, and the percent of the student body who usually enter college is small. The second factor which helps to clarify the seemingly unimportant place in the curriculum given French by the school patrons is accidental. Many of the students who have enrolled in the French classes in the past have done so because of necessity. This class being the only subject offered at an hour when the schedule left certain students free, these students chose French to earn credit, and thus fill their daily program. Since many have elected French as an expedient to obtain credit and not because of interest or desire, these students, later farmers, sales persons, or textile workers, cannot be expected to regard a language they never use as important.

New Vocational Subject

Three years ago a third vocational subject, distributive education, was added to the curriculum of Pleasant Garden High School, and since then fifty-two boys and girls have been enrolled. Distributive education is a course designed to prepare sales people to do a better job, to get more pleasure out of it by knowing more about what is required of them in their employment, and to learn how to get along with the people with whom they work. Only two classes have graduated since distributive education was established in the school; consequently, it is not surprising that only ten classed this course as most useful. Several students have declared that they were enabled

to continue in school and graduate because distributive education made it possible for them to work in the afternoons and earn money with which to pay expenses. The school records show that 60 percent of those graduates who have been in the distributive education classes are at present working in a selling capacity.

By the addition of distributive education to the curriculum the school authorities provided for the vocational training of three of the largest occupational groups represented in the Pleasant Garden community--the farmers, housewives, and sales people. The textile workers, however, who represent 10.76 percent of the adult population studied were not considered by the school's curriculum planners. This group has to rely upon the training given after they have obtained a job. This condition makes it difficult for some of the boys and girls to obtain employment, and when jobs become scarce, it is the experienced workers who are preferred. It seems that some effort should be made to meet the needs of this large segment of the employed persons of the community.

Patrons' Needs in Relation to Activities

The students of Pleasant Garden High School participate in a variety of activities not directly connected with class work. These activities comprise the clubs, sports, editing the school papers, and the junior-senior banquet. Many of these activities have been included in the school life of Pleasant Garden for a number of years, even when they were classed as extra-curricular. Today all activities of the school are included in the curriculum and are treated as important

parts of the school's program of education. Still, in order to determine the extent to which the curriculum of the school is providing for the needs of its patrons, it is advisable to know what value is placed upon the various activities by those who have taken part in them and who are now out of school. There is a possibility that too much emphasis is placed where little profit can be expected.

The second part of the questionnaire was designed to determine the opinion of the population of the school community concerning the value derived from participation in school activities not connected with the regular class work. The number of replies was surprising; of the one hundred forty-eight questionnaires accepted, one hundred twenty-nine designated the activities which the patrons felt had been of most help and thirty-six listed those activities of little or no value to the persons replying. The results of these two sets of questions are given in Table XVI.

Sports

Sports (basketball, baseball, and the athletic club) led the activities deemed most helpful, with eighty-one of the responses so designating them. Yet thirty of the responses listed athletics as of little or no value in the later life of the participant. The athletic club is responsible for fifteen of the votes cast against this program. The large number of people designating the sports program as of little or no value might indicate that improvement should be made in the administration of these activities. Accordingly, several suggestions

TABLE XVI

RATING OF SCHOOL ACTIVITIES BY PATRONS

ACTIVITY	MOST USEFUL		LEAST USEFUL	
Basketball	36	15.58%	3	5.55%
Dramatics	33	14.30%	0	0.00%
Baseball	24	10.39%	12	22.22%
Scouts (girl)	21	9.09%	3	5.55%
Athletic Club	21	9.09%	15	27.78%
Debating Club	21	9.09%	0	0.00%
Glee Club	18	7.79%	6	11.11%
Beta Club	18	7.79%	3	5.55%
Future Homemakers	15	6.49%	3	5.55%
Future Farmers	9	3.94%	3	5.55%
Distributive Education Club	9	3.94%	0	0.00%
Library Club	3	1.29%	3	5.55%
Four-H Club	3	1.29%	3	5.55%
Total	231	100.00%	54	100.00%
Patrons Responding	129		36	

for improving athletics will be given in Chapter VI of this investigation.

In addition to athletics, the school curriculum provides clubs and activities designed to satisfy the needs and interests of the students of Pleasant Garden community.

Clubs

The club membership is large when compared to the enrollment in the high school, for there are 359 students participating in club activity, while there is an enrollment of only 151 in the high school. This large membership is due to the fact that many pupils are active in more than one club. The ten clubs and their membership are shown in Table XVII.

The Beta Club is a national honorary club designed to foster and encourage scholastic achievement. The requirements for admittance in the club are exacting and this accounts probably for the relatively small number who belong. Before one is admitted to the Beta Club, it is necessary that he attain an average of B or above in his tenth-grade school work, and after he becomes a member, he must maintain this average if he wishes to retain his membership. Meetings of the club are held bi-monthly during the school year. Eighteen of the school patrons who had been members of the Beta Club classed it, in the responses to the questionnaire, as being of most help to them, and no vote was cast against its usefulness.

The position of the dramatics club has been improved by the addition of a regular dramatics class in the school curriculum. Before the beginning of the school year, 1949-1950,

TABLE XVII

SCHOOL CLUBS AND MEMBERSHIP	
CLUBS	MEMBERS
Homemakers	68
Athletic Club	65
Glee Club	50
Future Farmers	40
Library Club	30
Four-H Club	30
Distributive Education Club	20
Dramatics	20
Scouts (girl)	20
Beta Club	16
Total Membership	359

the dramatics club was composed of those students who were chosen to take part in one of the two plays staged in the school each year, but no effort was made to cultivate the talents of pupils who were not chosen for these plays. Since dramatics is now taught in class, more pupils are reached and the casts for the plays are chosen according to the ability and the interest displayed by members of the dramatics club. This method of choosing those taking part in the dramatic productions stimulates more interest during the class period and choices of characters seem to meet less criticism from the student body. The dramatics club membership is limited to those who are enrolled in the dramatics class.

The replies to the questionnaire from the college students are responsible for the high place given the Glee Club in the field of usefulness. Eighteen of those attending college voted it as one of the most useful activities. This is easily understood when it is considered that most of the college students are to some degree connected with music in their school activities. The patrons not in college did not think so highly of the Glee Club, for six of them considered it in the class of the least useful. There are several conditions which might be responsible for the little importance attached to Glee Club activities by the school patrons who are not in college. One of these is the lack of a regular public school music teacher; another is the fact that no credit is given for participation; another is that there is no regular period set aside for musical activities; and the last factor is the fact that a tuition fee is charged for belonging to the club. With

a better organized program, this club might have more influence on the lives of its members.

The youngest club in the school is the Future Homemakers of America. This club was organized in May, 1949, and became active only with the opening of the 1949-1950 school term. This probably accounts for the small number of votes classifying it as of most use. Had the questionnaire listed this club as the Home Economics Club, it is felt that there would have been a better response, as more patrons would have understood what was meant.

Still another group that has been in the Pleasant Garden High School for only a short time is the Distributive Education Club. When the distributive education course was introduced in the fall of 1947, the club came in as a part of the activities of the course. The membership of the club has been relatively small, as members have to meet special requirements before they can belong. Such requirements are to be a member of the distributive education class, to have a steady part-time job, to work at least fifteen hours a week in a selling capacity, and to be at least sixteen years of age. The purpose of this club is to promote social correctness in dealing with others and to encourage self-expression by participation in all club programs and discussions.

If the lack of interest expressed by the school patrons in the Four-H Club (three placing it in the important group and three classing it as of no importance) is to be taken as an index of its significance, it rates very low. This is not surprising for the Four-H is a club with all its real activity

centered in the homes of the children rather than in the school. The advisability of having such a club in the school is questionable.

The results of the questionnaire on activities should cause some serious thinking on the part of the school administrator and on that of the teachers and sponsors. This thinking should lead to some definite plans for bettering the conditions of the activities of the school. Moreover, this improvement should cause the curriculum to meet, in a more satisfactory manner, the needs of those whom the school is supposed to serve.

Changes Recommended in the Curriculum

No profit can be derived from any investigation or study unless such investigation or study gives means by which improvements may be achieved. Hence, in order to make this study useful in curricular planning, certain recommendations are given in Table XVIII.

Because no one made any recommendation concerning the subjects directly connected with vocational training, home economics, agriculture, and distributive education, it is presumed that the vocational needs of the patrons are fairly well met. It is surprising, however, that no mention of the need of a textile course was made, as 10.76 percent of the employed adults contacted are working in textile trades.

Another vocational group whose needs are apparently not met by the school curriculum is the clerical group. This group represents 3.2 percent of the adult patrons, and 22 percent of those contacted requested addition of more business

TABLE XVIII

RECOMMENDED CHANGES IN THE CURRICULUM

CHANGES	RECOMMENDATIONS	
Add Shorthand	15	14.86%
Add Journalism	10	9.80%
Add Music Class	10	9.80%
Improve Physical Education Course	9	8.82%
Add Foreign Languages	6	5.88%
Add Bible Study	6	5.88%
Improve Biology Instruction and Provide Laboratory	5	4.90%
Add Composition Class	4	3.92%
Add Literary Club	4	3.92%
Improve Chapel Programs	4	3.92%
Provide for Regular Vocational Counseling	4	3.92%
Add Business English	4	3.92%
Add Business Machine Instruction	4	3.92%
Add Woodwork Instruction	4	3.92%
Add Mechanics (auto)	3	2.94%
Add Mechanical Drawing	3	2.94%
Provide Greater Choice of Electives	3	2.94%
Stricter Discipline Enforced	2	1.96%
Add Geography	2	1.96%
Total	102	100.00%
Patrons Responding	70	

courses. Fifteen percent suggested two years of shorthand, and 7 percent wanted business English and business machine instruction added to the curriculum. The recommendation asking for two years shorthand is a valid request inasmuch as those who are now in, and those who wish to enter, the clerical field need shorthand. A large number of the patrons are engaged in clerical work, and many of the students in the school desire to enter this kind of employment when they graduate.

Three and nine-tenths percent of the patron group asked for woodwork in the school shop. This request could easily be granted, because the needed equipment and a teacher are available. However, the instructor is the vocational agricultural teacher and works under regulations that prevent the administration from using his services out of the field in which he teaches. Were woodwork taught, it would have to be in connection with the regular agriculture class and of necessity be limited to the agriculture students.

With 11.4 percent of the patrons listing English as one of the three most disliked subjects and 19 percent placing history in the same category, measures should be taken to improve the quality of instruction in these two subjects. The instruction in the biology course should be improved also, since 21 percent of the patrons deem it one of the three least liked, and 20 percent feel that it is one of the three least useful subjects. Plans are now ready to add laboratory facilities so that a better course in biology can be offered.

Reorganization of Athletic Department

A recommendation that should be taken seriously is the one concerning the athletic program. When 55.55 percent of the school patrons deem a program of least use, there is reason to question the method or organization of the activity. A reorganization of the athletic program to fit the need of all pupils of the school, not just the few who are selected to take part in competition between schools, would do much to enhance the value of athletics. Recommendations that are designed to add value to the program provide for organization of intra-mural activity and lessening of the importance of contests between schools. With all pupils actively participating under guidance and supervision, it is felt by the patrons of the school that the program would be of much greater importance in the lives of the pupils in the school.

In consideration of the number of students expressing a desire to enter occupations that require more training than can be obtained in the Pleasant Garden High School (Table V) more emphasis should be placed on subjects that are needed for college entrance, particularly written English and mathematics.

Serious consideration should be given all the recommendations suggested by the patrons of the school, but the advisability of adding a regular Bible study course is questionable in the light of court decisions in some of the states which have declared such courses unconstitutional. Requests for more foreign languages made by 5.88 percent of those who are or who have been connected with the school is surprising, since 14 percent of these same people classed French as one of the least

useful and 9.5 percent as the least liked course. Owing to college requirements, one foreign language must be kept in the school, but it probably would be unwise to add any besides the French which is now taught. To do so would necessitate the withdrawal of a teacher from some subject that could be of more benefit to a greater number of students than a second foreign language.

The establishment of a journalism and music class recommended in answers to the questionnaire should be taken under consideration and, if possible, should be heeded. Nine and eight-tenths percent of those suggesting changes or additions made this recommendation. The journalism class could be combined with one year of regular English and the time that is devoted to publishing the school paper could be used as an instruction period. On the other hand difficulties immediately present themselves when the music class is considered, for there is, first, no public school music teacher available, and, second, there will be difficulty in scheduling such a class so that it will meet the needs of the greatest number of students. Until a regular instructor is furnished by the state, there seems to be little hope of any change in music training in the Pleasant Garden High School.

Another change recommended, the addition of a regular counseling period for the boys and girls of the school, is badly needed. There is no organized attempt to offer the young people the help they need. The difficulty in this situation is the lack of teachers to do all the work that is needed to be done in the time that it is supposed to be accomplished. The

lack of guidance is felt by all, but 3.92 percent specifically asked that steps be taken to correct the conditions surrounding the vocational counseling opportunities for the students.

Summary

A questionnaire (Appendix A) was prepared to determine the patron's opinions of the curriculum of the Pleasant Garden High School. Three hundred copies of the questionnaire were sent out and one hundred sixty responses were received. Twelve of the responses had to be discarded because the intentions of the persons responding could not clearly be determined. One hundred forty-eight of the questionnaires were accepted. The results were given in Tables XIV and XV.

The patrons were also asked in the same questionnaire to evaluate the clubs and activities included in the curriculum. These results were shown in Table XVI. Table XVIII gives the changes in the curriculum recommended by the patrons.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In order to study the curriculum in the light of the needs of the community, it was necessary to determine the occupations or vocations of the patrons, the value placed on different subjects by the patrons, the vocational preferences expressed by the students of the school, the evaluation of activities by the patrons, and the changes in the curriculum suggested by the patrons.

The vocations or occupations of the school patrons were determined by a questionnaire. (Appendix B) The results of this questionnaire, given in Table II, showed that 26.02 percent of the patrons of the school were full time housewives, 15.12 percent of them were farmers, 10.76 percent were textile workers, and 10.62 percent were sales people. These four groups embraced over 60 percent of all the patrons responding to the questionnaire. The remaining 40 percent were scattered over thirty-seven occupations.

In the study of the curriculum of the school, it was found that four factors affected the curriculum structure of the institution. These factors were the state department of public instruction, college entrance requirements, local needs, and the small number of teachers assigned to the faculty. The curriculum adheres closely to the state requirements but is not as broad as could be desired.

The opinions of the patrons toward the subjects and activities included in the curriculum of the Pleasant Garden High School was determined by a questionnaire. Of the three hundred sent out, one hundred sixty were returned.

Conclusions

From the information furnished in the answers to the questionnaire, the following conclusions were drawn:

1. The vocational needs of most of the patrons of the school are being met.
2. The laboratory facilities for science are not adequate.
3. Some activities should be discontinued and regular classes formed in their stead.
4. The counseling program is not adequate.
5. The sports program is not meeting the needs of the greater number of the students.
6. The business courses do not meet the needs of the patrons who enter clerical jobs.
7. Chapel programs are not given the importance that they deserve, and these programs are not scheduled.
8. Discipline is lax, at times, in the halls of the high school building.
9. Not enough emphasis is given to the importance of correct spelling in all assignments.
10. Instruction in the high school is not as well organized as it could be.

Recommendations

In consideration of the facts cited in the preceding chapters concerning the occupations of the patrons, the evaluation of the subjects by the patrons, the vocational preferences expressed by the students of the school, and the changes or additions suggested by the patrons, the following recommendations regarding the Pleasant Garden High School curriculum are made:

1. Provide vocational training in textile trades as soon as possible.
2. Improve instruction in biology and provide a laboratory with adequate equipment.
3. Establish a class in journalism.
4. Establish a class in music as soon as possible.
5. Provide time in the school program and a counselor for vocational guidance.
6. Organize an intra-mural sports program in which all the boys and girls of the school may take part and in which less emphasis will be placed on competition between schools.
7. Include a shorthand course as soon as possible.
8. Improve chapel programs and present them at regularly scheduled times.
9. Make the health course more practical by reorganizing it.
10. Provide stricter discipline, especially during class period changes.
11. Emphasize the use of correct spelling in all written work.

12. Improve instruction in the Pleasant Garden High School by in-service training of teachers.

APPENDIX

APPENDIX A

OCCUPATIONAL QUESTIONNAIRE

Name -----

Number of adults in the family -----

Place an (X) in the square after your vocation or occupation.

Farmer	Housewife	
Textile Worker	Carpenter	
Salesperson	Mechanic	
Stenographer	Student	
Electrician	Furniture Maker	
Truck Driver	Painters	
Telephone Operator	Railroad Worker	
Nurse	Express Clerk	
Linesman	Teacher	
Laborer	Machinist	
Ministers	Tile Setter	
Doctor	Lawyer	
Plumbers	Pressers	
Poultry Man	Meat Packers	
Dairy Operators	Newspaper Man	
Seamstress	Postal Clerk	
Construction Engineer	Lumber Man	
Clothes Manufacturer	Tobacco Worker	

Place the fraction $\frac{1}{8}$ in the square after the occupation in which you are engaged part of your time.

Do you work in the school community? Yes ___ No ___

APPENDIX B
 VOCATIONAL QUESTIONNAIRE

Name _____ Age _____ Sex _____

Grade _____

When you finish high school are you going to college? Yes ___ No ___

If answer is yes, which college? _____

Which do you expect to be after graduation? (Check one.)

Transportation worker	House wife
Secretary	Newspaper man
Teacher	Carpenter
Railroad worker	Plumber
Sales person	Electrician
Radio Announcer	Telephone operator
Religious worker	Telephone linesman
Mechanic	Textile worker
Manager	Barber
Librarian	Furniture shop worker
Lawyer	
Nurse	
Doctor	
Law Enforcer	
Beautician	
Farmer	

If you have not decided on your vocation, check here. _____

QUESTIONNAIRE

CURRICULUM

Check units completed in High School:

English I	Bookkeeping
English II	Typing
English III	Shorthand
English IV	Salesmanship
Algebra I	Agriculture
Algebra II	Home Economics
Geometry (Plane)	Dramatics
Geometry (Solid)	Music
American History	Voice
World History	French I
Civics	French II
Economics	Latin
Health	General Science
Chemistry	Business Arithmetic
Physics	Business English
Biology	

What years were you in High School? 19__, 19__, 19__, 19__, 19__.

List the 3 best liked subjects

List the 3 most useful subjects

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.....

.....

.....

List the 3 least liked subjects

List the 3 least useful subjects

.....

.....

.....

.....

.....

.....

Name _____

Occupation _____

