Adaptability of a Twelve-Year School Program to the Holland High School

Clyde G. Johnson
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ADAPTABILITY OF A TWELVE-YEAR SCHOOL PROGRAM

TO

THE HOLLAND HIGH SCHOOL

by

CLYDE G. JOHNSON
Submitted in partial fulfillment
of the requirements
of the
College of William and Mary
for the degree
Master of Arts
1950
ACKNOWLEDGMENTS

The writer wishes to express his grateful appreciation to the members of his Committee, Dr. George J. Oliver, Mr. Kenneth H. Cleton and Dr. James E. Pate, for their suggestions and guidance. Special gratitude is extended to the Chairman of the Committee, Dr. Oliver, for his understanding and consideration. To all who have helped in any way grateful appreciation is sincerely expressed.
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CHAPTER I

INTRODUCTION

Reasons for Making the Study

The American people are keenly concerned at this time as to the growth and quality of secondary education. This concern for the development of an adequate system of secondary education prevails among professional educators and the citizenry alike. Among educators there is a strong conviction that changes in the curriculum of the secondary school are necessary for the security of our American institutions and for the economic welfare of the people.¹ In the state of Virginia, and in the nation as a whole, the adequacy and efficiency of secondary education is of active concern to lay people as well as to professional educators. For example, the Virginia State Chamber of Commerce organized a study of public education in Virginia for which the considerations responsible for the undertaking were stated as:

1. The recognition that education affects the general welfare more intimately than any other state or local activity, and
2. the statistical evidence of the low rank of

¹Educational Policies Commission, Education for All American Youth, National Education Association of the United States, Washington, D. C., p. v.
Virginia among the states in nearly all factors used as a measure of effort and achievement in education.\(^2\)

The committee conducting the study, in their recommendations for the improvement of education in Virginia, made the following statement concerning curriculum improvement:

The present curriculum offerings of most Virginia high schools fail to meet the needs of a large proportion of the pupils who enter high school. Long term curriculum planning that will give greater attention to vocational training is urgently needed.\(^3\)

An important factor which has caused a need for changes in the high school curriculum is large increases in pupil enrollment. The rapid growth of high schools in the United States since 1900 has been accompanied by a similar growth of such institutions in Virginia. In 1914 there were 186 accredited high schools in Virginia with an enrollment of 15,140; in 1942 there were 450 accredited high schools with an enrollment of 111,717.\(^4\) This increase in high school enrollment is accounted for only in part by a growth in the population, because increasingly larger proportions of the population have enrolled in high school. Only forty-two and two-tenths per cent of the Virginia population between


\(^3\)Ibid., p. 103.

\(^4\)Ibid., p. 109.
ages of five and twenty was attending school in 1900, while in
1940 the proportion of the population attending school had reached
the figure of sixty-three and nine-tenths per cent. These
enrollment data are significant because, during the earlier period,
the pupil population of the secondary school was relatively homoge-
neous in character; but at the present time our schools have an
unselected population which may be characterized as heterogeneous.5

In January, 1944, the Virginia State Board of Education
adopted a program of education for Virginia with nine points of
emphasis. One point in the resolutions reads as follows:

That the school program be changed at the earliest
possible date from an eleven to a twelve year system
in order that there may be better preparation for
college for those who plan to attend college, thus
permitting the colleges to concentrate upon more advanced
work, and in order that the work in several fields of
vocational education be strengthened and broadened for
the benefit of that large group that will not attend
college, and further that some pre-vocational instruc-
tion be incorporated in the work of the upper elementary
grades.6

The Virginia Education Commission arrived at a conclusion
similar to that of other studies of the school curriculum. This
Commission said:

5 Ibid., p. 8.
6 The Twelve Year School Program, Virginia State Depart-
ment of Education, Richmond, Virginia.
The present trend toward extending the school program from eleven to twelve years has much to commend it and the change should be made as rapidly as possible. This will provide for an enriched program in that there may be better opportunity for science, language, and mathematics for those preparing to enter college or technical school, and will tend to place the Virginia students on the same level as those from other states where the twelve-year program is in effect. Even more important is the greater opportunity for training in the vocational subjects for those who do not go beyond the high school in their formal education. 

The statement from the Southern States Work-Conference as to the responsibility of local leadership in curriculum building is readily acceptable:

The main burden of building the details of the school curriculum falls on the local school and school system. State, regional and national agencies can and should help, but for all practical purposes what happens to the school curriculum in the Southern Region will happen in local communities under the leadership of the local people. The procedures and techniques of local curriculum leadership, therefore, become of impressive significance.

It would appear from the foregoing discussion, therefore, that a study having to do with curriculum expansion and adjustment to meet the needs of the secondary school population of a particular

---


community would be both timely and significant. It would deal with matters which are of concern to both laymen and professional educators in Virginia; it would attempt to effect in an actual school situation recommendations of such agencies as the State Board of Education and the Virginia Education Commission, and it would seek to determine what modifications of the curriculum offering are suggested by the rapid growth in number of high schools, with the resulting inclusion in the school enrollment of an increasing percentage of the total population of school age.

Statement of the Problem

The purpose of this study is to determine, through analysis of pertinent characteristics of the community and the students to be served, whether or not the Holland High School should change from an eleven-year to a twelve-year program. The Holland High School is a consolidated school serving the white population of Holy Neck District, of Nansemond County, Virginia. In the present eleven-year program there are seven years in the elementary school and four years in the high school. The pattern of organization prevailing in the majority of the schools in Virginia that have already adopted a twelve-year program is seven years in the elementary school and five years in the high school.9

For the purpose of this study the pattern as stated above is accepted for the twelve-year program.

The school is the principal agency in the community for education and the study is concerned, primarily, with that agency. However, it is recognized that other agencies also can afford recreational, vocational, and cultural opportunities.

Scope and Limitations of the Study

The study is limited to the consideration of the educational needs of the pupils of the Holland High School which serves the white population of the Holy Neck District. The conclusions and recommendations will be concerned with the type of program which would seem to be suggested by the educational needs of the children of secondary school age in the area.

No attempt will be made to give a detailed analysis of the cost of the program recommended. Certain facts are presented concerning the economic status of the district and of Nansemond County of which it is an integral part, but the primary purpose for the introduction of these data is to present information about the community which is essential in arriving at the curriculum needs of the youth. Recommendations and conclusions concerning cost of the program, physical equipment and personnel are regarded, therefore, as incidental rather than essential to the study.
Sources of Data

The offices of the County Treasurer and County Commissioner of Revenue supplied information as to taxable valuation of property, tax levy, amount of taxes collected, land valuation, and related facts.

The office of the County Agricultural Agent of the Extension Division of the United States Department of Agriculture afforded information as to the number of farms, land use and value, amount of acreage and value of certain crops, and facilities of farm houses.

Data relative to the administration of schools, such as school census reports, per capita costs of instruction, and the like were secured in the office of the Nansemond County School Board.

The United States Census Reports supplied information as to the population of the county and district, occupational status of the population, and related information.

Data concerning the graduates of the Holland High School were secured from the high school principal's records. In this office a card system of records is kept giving information concerning the graduates' places of residence, occupation, length of time spent in college, and marital status. From the permanent school records information relative to courses pursued in high
school and grades received by graduates in all their classes was obtained.

Finally, a study entitled "A Village Consolidated School in Relationship to Its Community", made by W. R. Savage, Jr., in 1940, which contained a detailed survey of life in the community under study is drawn upon for data pertaining to the local situation. Certain information from this study relative to social, economic and occupational status, activities of out-of-school youth, educational status, and educational activities which are pertinent to the problem under consideration, is used, and grateful acknowledgment of the writer's debt to this previous study is herewith expressed.

Organization of the Study

In Chapter II an analysis of the social, economic and educational background of the area served by the school is undertaken. The Holland High School is only one of the schools of Nansemond County and is a unit in a county system which is administered by a single board of education. Since this is true, certain information is given for the county as a whole as well as for the district in order that an understanding of the setting of the problem may be more complete. Virginia schools are operated on a dual-system basis, and for that reason information concerning the Negro population is helpful to clear understanding of the
background of the problem.

The last section of Chapter II sets forth certain information about the graduates of the Holland High School. The study of the Holland Community made by Mr. Savage gives valuable information relative to the graduates for the period 1930-1939. The data pertaining to the graduates during this period are compared with similar data for the graduates in the period 1940-1946.

Chapter III presents the educational needs of youth recognized by authorities in the field of education. Reference is made to data concerning the graduates of the Holland High School to determine specific needs that are implied.

Information from the study of high school education in Virginia made by the Virginia State Chamber of Commerce pertinent to the problem is cited. The Report of the Evaluating Committee which evaluated the Holland High School in 1942 using the Evaluative Criteria of the Cooperative Study of Secondary School Standards is quoted, since portions of this report bear directly on the problem.

On the basis of an analysis of the data presented certain conclusions as to the type of program that meets the needs of the students are reached in Chapter IV, and in terms of that program a recommendation as to its organization is proposed.
CHAPTER II

SOCIAL, ECONOMIC AND EDUCATIONAL BACKGROUND

Holy Neck District is in the southwestern part of Nansemond County, Virginia. The District is bounded on the south by North Carolina, Southampton County on the southwest, Isle of Wight County on the west, Chuckatuck District of Nansemond County on the east. Holy Neck District contains about 186 square miles of the territory, the total area of Nansemond County being 402 square miles.¹ School levies in Nansemond County are made without regard to district lines, there being a single board of education for the county.

In Virginia the welfare of any school district is so inter-related with that of the county as a whole it is pertinent to describe the county setting.

Nansemond was first visited by the white man in 1608.² He found there a large and powerful tribe of Indians who called themselves Nansemonds; it was from these that the county derived its name. In 1618 the first successful settlement was made.³ The steady pressure of the white settlers decreased the Indians

¹Chamber of Commerce, History and Geography, 1928, Suffolk, Virginia, p. 20.
²Ibid., p. 3.
³Ibid., p. 4.
in numbers until they are now extinct.

About 1630 the land in this area began to be patented and by 1704 when the first complete land book of the county was made practically all the land in Nansemond County had been patented and was being settled.

Progress of the county during the 18th century was marked by the establishment of trade centers on the Nansemond River; a monthly mail route from Williamsburg by way of Jamestown through Nansemond to Edenton, North Carolina; formation of lumber companies to develop timber resources; the establishment of a school; the growth of churches, and other significant events. 5

By the end of the century the county was well developed agriculturally with the masses of the people living on the products of their farms. It was during this period that peanut culture was imported into the county.

A definite pattern of progress continued during the 19th century. The first railroad was built through the county, a newspaper made its appearance, telegraph lines were constructed, and progress was made in commercial life, as well as in education and religion. The county, due to its location, felt very deeply the effects of the Civil War. The people were undaunted by the war, 6

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4 Ibid., p. 5.
5 Ibid., p. 5.
however, and the latter part of the nineteenth century was a period of much progress and development. 6

The early part of the 20th century was a continuation of growth and progress. Outstanding developments in the improvement and construction of roads were made. Many miles of telephone and power lines now stretch across the county.

Nansemond County is one of the most fertile and productive counties in the state. The fertile loam soil produces crops in abundance, it is easy to cultivate, can be highly improved, and will retain to a high degree minerals added. The county ranks third in the amount of peanuts raised, 199,177 bags being harvested in 1942. 7 The average bags produced per acre was 12.3. The city of Suffolk, located in the center of Nansemond County, is recognized as the world's largest peanut market. Cotton formerly was an important source of revenue to farmers. The acreage planted in this crop has fluctuated a great deal due to the fluctuation in the market price of this commodity and the prevailing labor supply. In 1942 4,264 acres were planted in cotton with a yield of 3,980 bales. 8 Corn is another valuable crop in the county. Since Nansemond is an important pork producing county, most of the corn is fed to hogs rather than sold.

6 Ibid., p. 7.
7 Virginia Farm Statistics, Virginia Department of Agriculture, Bulletin No. 44, Richmond, Virginia, 1944.
8 Ibid., pp. 56-57.
on the market. In 1942, 21,200 acres were planted in corn. On January 1, 1942, there were 29,900 hogs in the county. Nansemond County ranks second in the state as to number of hogs produced for market.

The Population

Table I shows that there has been a continuous increase in the population since 1900. The exception in the figures for the year 1920 is due to the fact that the city of Suffolk's population is shown in the 1910 census. After 1910 Suffolk became independent of the county politically. A very significant fact is the ratio between the white and Negro population. In 1940, there were 7,489 white and 17,282 Negroes, or 32.9 per cent white and 67.1 per cent Negro.

**TABLE I**

**POPULATION OF NANSEMOND COUNTY, VIRGINIA, SINCE 1900**

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Negro</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>-</td>
<td>-</td>
<td>23,073</td>
</tr>
<tr>
<td>1910</td>
<td>11,349</td>
<td>15,536</td>
<td>26,885</td>
</tr>
<tr>
<td>1920</td>
<td>7,324</td>
<td>12,875</td>
<td>20,199</td>
</tr>
<tr>
<td>1930</td>
<td>7,327</td>
<td>15,203</td>
<td>22,530</td>
</tr>
<tr>
<td>1940</td>
<td>7,489</td>
<td>15,282</td>
<td>22,771</td>
</tr>
</tbody>
</table>

*These data were taken from the United States Census Reports for the years shown.

9Ibid., pp. 46-47.
10Ibid., p. 122.
Table II makes a comparison of the population of Holy Neck District with that of the entire county. Of a total of 22,771 for the entire county, 6,079 reside in Holy Neck District. The district has, therefore, 26.7 per cent of the population of the county. Since there are five districts in the county this indicates that Holy Neck District has a relatively large share of the population of the county.

### TABLE II

**POPULATION BY RACE AND SEX FOR NANSEMOND COUNTY, HOLY NECK DISTRICT AND OTHER DISTRICTS COMBINED**

<table>
<thead>
<tr>
<th></th>
<th>Nansemond County</th>
<th>Holy Neck District</th>
<th>Other Districts Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>22,771</td>
<td>6,079</td>
<td>16,692</td>
</tr>
<tr>
<td>Male</td>
<td>11,523</td>
<td>3,103</td>
<td>8,420</td>
</tr>
<tr>
<td>Female</td>
<td>11,248</td>
<td>2,976</td>
<td>8,302</td>
</tr>
<tr>
<td>White Population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3,843</td>
<td>1,150</td>
<td>2,693</td>
</tr>
<tr>
<td>Female</td>
<td>3,623</td>
<td>1,118</td>
<td>2,510</td>
</tr>
<tr>
<td>Negro Population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7,667</td>
<td>1,950</td>
<td>5,717</td>
</tr>
<tr>
<td>Female</td>
<td>7,615</td>
<td>1,857</td>
<td>5,758</td>
</tr>
</tbody>
</table>

The preponderance of Negro population compared to the white has many social implications. Table III indicates the ratio in per cent of whites and Negroes for the entire county, Holy Neck District and the remaining districts in the county.

**TABLE III**

<table>
<thead>
<tr>
<th></th>
<th>Total Per Cent</th>
<th>Whites Per Cent</th>
<th>Negroes Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nansemond County</td>
<td>100</td>
<td>32.9</td>
<td>67.1</td>
</tr>
<tr>
<td>Holy Neck District</td>
<td>100</td>
<td>37.4</td>
<td>62.6</td>
</tr>
<tr>
<td>Remaining Districts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
    Combined           | 100            | 31.3            | 68.7             |

*These data were obtained from the Sixteenth Census of the United States, 1940. Vol. II, Part VII, Washington, D. C. p. 246.*
School Population

The trend in population of persons of school age can be determined by examination of the school census reports made in 1930, 1935, 1940, and 1945. The census for each of these 5-year intervals was taken under the direction of the Nansemond County School Board with the authorization of the State Board of Education.

The figures in Table IV indicate a definite downward trend in the school population of Holy Neck District. This trend is very gradual. The increase in the 5 to 9 age group in 1945 over that of the same age group in 1940 in spite of a decrease in the total may be very significant. These figures indicate that if the physical facilities for education are now adequate that they will serve the needs for the near future. Emphasis should be placed on the adequacy and quality of a program of education that best meets the needs of the pupils.
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Total Number</th>
<th>1940</th>
<th>1945</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 to 9</td>
<td>466</td>
<td>4.4</td>
<td>6.7</td>
</tr>
<tr>
<td>10 to 14</td>
<td>729</td>
<td>6.9</td>
<td>7.9</td>
</tr>
<tr>
<td>15 to 20</td>
<td>964</td>
<td>8.5</td>
<td>7.3</td>
</tr>
<tr>
<td>20 to 25</td>
<td>733</td>
<td>17.2</td>
<td>13.8</td>
</tr>
<tr>
<td>25 to 30</td>
<td>966</td>
<td>18.8</td>
<td>17.2</td>
</tr>
<tr>
<td>30 to 35</td>
<td>779</td>
<td>15.1</td>
<td>14.4</td>
</tr>
<tr>
<td>35 to 40</td>
<td>109</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>40 to 45</td>
<td>119</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>45 to 50</td>
<td>212</td>
<td>4.2</td>
<td></td>
</tr>
</tbody>
</table>

Additional evidence as to the trend in pupil enrollment in the district is obtained by examination of the enrollment and attendance figures at certain intervals over an extended period of time. This information is given in Table V.

**TABLE V**

**SCHOOL ENROLLMENT AND ATTENDANCE OF WHITE PUPILS IN HOLY NECK DISTRICT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>High School</th>
<th>Total</th>
<th>Attendance Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>476</td>
<td>123</td>
<td>599</td>
<td>513</td>
<td>85.6</td>
</tr>
<tr>
<td>1935</td>
<td>403</td>
<td>164</td>
<td>567</td>
<td>502</td>
<td>88.5</td>
</tr>
<tr>
<td>1940</td>
<td>359</td>
<td>167</td>
<td>526</td>
<td>476</td>
<td>90.4</td>
</tr>
<tr>
<td>1945</td>
<td>362</td>
<td>121</td>
<td>503</td>
<td>444</td>
<td>88.3</td>
</tr>
</tbody>
</table>

*These data were obtained from the office of the Superintendent of Nansemond County Schools, Suffolk, Virginia.*

Reasonably accurate figures as to the occupations of white adults of the district were obtained by a survey made in 1940. Since this survey includes approximately ninety per cent of the white adults it gives an accurate picture of the occupational status for the date studied. This information is given in Table VI.
### Table VI

**Number and Per Cent of White Adult Population in Various Occupations in Holy Neck District in 1940**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Total</td>
<td>1,209</td>
<td>597</td>
</tr>
<tr>
<td>Agriculture</td>
<td>409</td>
<td>405</td>
</tr>
<tr>
<td>Merchant</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Saleswork</td>
<td>78</td>
<td>36</td>
</tr>
<tr>
<td>Clerical Work</td>
<td>49</td>
<td>27</td>
</tr>
<tr>
<td>Homemaking</td>
<td>503</td>
<td>-</td>
</tr>
<tr>
<td>Saw-mill</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Professional</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Factory</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Mechanic</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Filling Station</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Unskilled Helpers</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Unclassified</td>
<td>38</td>
<td>36</td>
</tr>
<tr>
<td>Unemployed</td>
<td>45</td>
<td>15</td>
</tr>
</tbody>
</table>

A survey of employment status of out-of-school youth between the ages of 17 and 25 was also made in 1940. These data were collected by means of a questionnaire. Comparison of certain total figures with those from the United States Census indicates that the survey figures are reasonably accurate.

**TABLE VII**

**OCCUPATIONS OF WHITE OUT-OF-SCHOOL YOUTH IN HOLY NECK DISTRICT IN 1940***

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100</td>
<td></td>
<td>54</td>
<td>100</td>
</tr>
<tr>
<td>Farming</td>
<td>22</td>
<td>31.8</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Clerks</td>
<td>9</td>
<td>13.2</td>
<td>13</td>
<td>24.1</td>
<td></td>
</tr>
<tr>
<td>Service Station</td>
<td>11</td>
<td>19.9</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Highway Laborer</td>
<td>3</td>
<td>4.2</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Beautician</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>22.2</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>24</td>
<td>34.7</td>
<td>23</td>
<td>42.6</td>
<td></td>
</tr>
</tbody>
</table>

The predominance of agriculture in the economy of the county is shown by the figures from Table VIII. Though statistics for the district in these respects are not available, it is reasonable to assume that they are in practically the same proportion.

**TABLE VIII**

PERSONS ENGAGED IN GAINFUL OCCUPATIONS IN COUNTY IN 1940*

<table>
<thead>
<tr>
<th></th>
<th>County Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Industries</td>
<td>7,902</td>
<td>100</td>
</tr>
<tr>
<td>Agriculture</td>
<td>3,376</td>
<td>42.7</td>
</tr>
<tr>
<td>Farmers and Farm Managers</td>
<td>1,482</td>
<td>43.9</td>
</tr>
<tr>
<td>Farm Laborers and Foremen</td>
<td>1,576</td>
<td>46.7</td>
</tr>
</tbody>
</table>

Figures for a recent year as to the yield of the principal crops and the number of hogs and pigs produced suggest the types of farming that are carried on in the district. This information is shown in Table IX for the year 1944.

**TABLE IX**

ACRES PLANTED AND YIELD OF CORN, PEANUTS, COTTON, TOBACCO, AND NUMBER OF HOGS FOR HOLY NECK DISTRICT IN 1944*

<table>
<thead>
<tr>
<th></th>
<th>Acres Planted</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>8,522</td>
<td>235,673 Bushels</td>
</tr>
<tr>
<td>Peanuts</td>
<td>9,146</td>
<td>11,117,418 Pounds</td>
</tr>
<tr>
<td>Cotton</td>
<td>1,624</td>
<td>1,839 Bales</td>
</tr>
<tr>
<td>Tobacco</td>
<td>68</td>
<td>68,510 Pounds</td>
</tr>
<tr>
<td>Hogs</td>
<td>--</td>
<td>11,473 Hogs and Pigs</td>
</tr>
</tbody>
</table>

*These data were taken from mimeographed report, County Agent's office, Suffolk, Virginia.
There are five railroads and other public service corporations that have taxable property in Nansemond County. These properties in addition to the real estate in the county give Nansemond a relatively large assessment valuation.

The total amount spent for instruction and the per capita cost of instruction is shown in Table X.

TABLE X

PER CAPITA COST FOR INSTRUCTION FOR WHITE PUPILS ENROLLED IN HOLY NECK SCHOOLS*

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Per Capita Per Pupil Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>$24,186.67</td>
<td>$40.37</td>
</tr>
<tr>
<td>1935</td>
<td>18,767.00</td>
<td>33.09</td>
</tr>
<tr>
<td>1940</td>
<td>19,931.92</td>
<td>37.88</td>
</tr>
<tr>
<td>1945</td>
<td>19,063.00</td>
<td>50.57</td>
</tr>
</tbody>
</table>

*These data were obtained from the office of the Superintendent of Nansemond County Schools, Suffolk, Virginia.
In the survey made of the district in 1940 the level reached in school training of adults over twenty-five years of age was investigated. The results of this investigation are compiled in Table XI.

**TABLE XI**

**SCHOOL TRAINING OF WHITE ADULTS IN HOLY NECK DISTRICT**

<table>
<thead>
<tr>
<th>Description</th>
<th>Holy Neck District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Total</td>
<td>1,090</td>
</tr>
<tr>
<td>No Formal Education</td>
<td>24</td>
</tr>
<tr>
<td>Discontinued in:</td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>355</td>
</tr>
<tr>
<td>High School</td>
<td>267</td>
</tr>
<tr>
<td>Discontinued after:</td>
<td></td>
</tr>
<tr>
<td>Graduation from High School</td>
<td>193</td>
</tr>
<tr>
<td>Discontinued in:</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>192</td>
</tr>
<tr>
<td>Graduated from:</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>59</td>
</tr>
</tbody>
</table>

In the same survey, made in 1940, quoted in the preceding table data were collected as to the training of the out-of-school youth, between the ages of seventeen and twenty-five years. It is important to bear in mind that the numbers used in this compilation do not include youth who were in school at the time.

**TABLE XII**

**EDUCATION OF OUT-OF-SCHOOL YOUTH IN HOLY NECK DISTRICT BETWEEN THE AGES OF SEVENTEEN AND TWENTY-FIVE YEARS**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>100</td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Discontinued in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>25</td>
<td>36.2</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>High School</td>
<td>13</td>
<td>18.8</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Graduated from High School</td>
<td>22</td>
<td>31.8</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>College Training</td>
<td>7</td>
<td>10.2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Business Training</td>
<td>2</td>
<td>2.8</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

The graduates of Holland High School

The geographical distribution of the graduates of the classes 1930-1939 as of 1940 is shown in Table XIII. Two hundred and thirty-four persons are included in this analysis. Fifty-one per cent of these graduates were residing in Holy Neck District. Twenty-two and three-tenths per cent reside in Nansemond County, but outside Holy Neck District. Eighteen and four-tenths per cent reside in other parts of Virginia; while seven and six-tenths per cent are living in other states.

TABLE XIII

GEOGRAPHICAL LOCATION OF HOLLAND HIGH SCHOOL GRADUATES
CLASSES OF 1930-1939 INCLUSIVE AS OF 1940*

<table>
<thead>
<tr>
<th>Locations</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>96</td>
<td>148</td>
<td>234</td>
<td>100</td>
</tr>
<tr>
<td>Holy Neck District</td>
<td>52</td>
<td>69</td>
<td>121</td>
<td>51.5</td>
</tr>
<tr>
<td>Nansemond County</td>
<td>10</td>
<td>42</td>
<td>52</td>
<td>22.3</td>
</tr>
<tr>
<td>Virginia</td>
<td>12</td>
<td>31</td>
<td>43</td>
<td>18.4</td>
</tr>
<tr>
<td>United States</td>
<td>12</td>
<td>6</td>
<td>18</td>
<td>7.6</td>
</tr>
<tr>
<td>Foreign Country</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

Table XIV carries identical information for the graduates of 1940-1946, inclusive, as of 1947. A smaller per cent of this group, forty and two-tenths per cent, are living in the district. The per cent living in the county, six per cent, is also smaller. The per cent living in Virginia, but outside the county, is larger being thirty-eight per cent as compared to eighteen and four-tenths per cent in the earlier group. Twenty-four or thirteen per cent are residing in the United States but outside Virginia. These conditions suggest that the program of the Holland High School should take into account general needs of youth and those specific needs which characteristics of the local community imply.

### TABLE XIV

GEOGRAPHICAL LOCATION OF HOLLAND HIGH SCHOOL GRADUATES
CLASSES OF 1940-1946 INCLUSIVE AS OF 1947*

<table>
<thead>
<tr>
<th>Locations</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>59</td>
<td>125</td>
<td>184</td>
<td>100</td>
</tr>
<tr>
<td>Holy Neck District</td>
<td>33</td>
<td>41</td>
<td>74</td>
<td>40.3</td>
</tr>
<tr>
<td>Nansemond County</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>6.3</td>
</tr>
<tr>
<td>Virginia</td>
<td>14</td>
<td>56</td>
<td>70</td>
<td>38.6</td>
</tr>
<tr>
<td>United States</td>
<td>14</td>
<td>20</td>
<td>24</td>
<td>13.3</td>
</tr>
<tr>
<td>Foreign Country</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Deceased</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>.5</td>
</tr>
</tbody>
</table>

*These data were taken from records in the principal's office, Holland High School, Holland, Virginia.
The kind and amount of training received after graduation is shown in Table XV. Twelve and three-tenths per cent entered college but did not graduate. Twenty-eight of the two hundred and thirty-four, or eleven and nine-tenths per cent graduated from college; while six per cent took some kind of vocational training. One hundred and sixty-three of the graduates, sixty-nine and six-tenths per cent, received no further training after graduation.

### TABLE XV

**COLLEGE ATTENDANCE OF THE MEN AND WOMEN GRADUATES OF HOLLAND HIGH SCHOOL FROM 1930 THROUGH 1939***

<table>
<thead>
<tr>
<th></th>
<th>Men Graduates</th>
<th>Women Graduates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>86</td>
<td>100. -</td>
<td>148</td>
</tr>
<tr>
<td>Attended College (Did not graduate)</td>
<td>11</td>
<td>12.8</td>
<td>18</td>
</tr>
<tr>
<td>Graduated from College</td>
<td>12</td>
<td>13.9</td>
<td>15</td>
</tr>
<tr>
<td>Vocational Training</td>
<td>2</td>
<td>2.3</td>
<td>12</td>
</tr>
<tr>
<td>No Further Training</td>
<td>61</td>
<td>70.9</td>
<td>102</td>
</tr>
</tbody>
</table>

Table XVI gives the college training of the graduates of the later period. Five and four-tenths per cent of these entered college, but did not graduate, eleven and nine-tenths per cent graduated, and fifteen and two-tenths per cent took vocational training. One hundred and twenty-four of the total, or sixty-seven and four-tenths per cent, had no training beyond high school.

TABLE XVI

<table>
<thead>
<tr>
<th></th>
<th>Men Graduates</th>
<th>Women Graduates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>124</td>
<td>184</td>
</tr>
<tr>
<td>Attended College (Did not graduate)</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Graduated from College</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Vocational Training</td>
<td>1</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>No Further Training</td>
<td>49</td>
<td>75</td>
<td>124</td>
</tr>
</tbody>
</table>

*These data were taken from principal’s office, Holland High School, Holland, Virginia.*
When the two groups are combined and analyzed the training beyond high school for four hundred and eighteen graduates covering a period of seventeen years is presented. Nine and three-tenths per cent graduated from college and ten per cent took vocational training beyond high school. Two hundred and eighty-seven, or sixty-eight and seven-tenths per cent, received no further training after graduation. These data indicate that for over two-thirds of the pupils who graduate from Holland High School graduation is the end of their formal education.

**Occupational Status of Graduates**

The occupational status of the graduates, classes 1930-1939, inclusive, as of 1940 is shown in Table XVII. The largest number of men are farming, thirty-seven and two-tenths per cent, while thirteen, or fifteen and one-tenth per cent, are in industry. Over fifty per cent of the men are employed in those two fields. As would be expected, a large per cent of women, forty-three and two-tenths per cent, are engaged in housekeeping. When the men and women are considered together, twenty-seven and nine-tenths per cent are housekeepers, thirteen and two-tenths per cent are farming, ten and six-tenths per cent are clerks. Smaller percentages are engaged in the other occupations listed.
### TABLE XVII

**OCCUPATIONS OF THE HOLLAND HIGH SCHOOL GRADUATES OF THE YEARS 1930-39, INCLUSIVE AS OF 1940**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>100.-</td>
<td>148</td>
</tr>
<tr>
<td>Farming</td>
<td>32</td>
<td>37.2</td>
<td>-</td>
</tr>
<tr>
<td>Industry</td>
<td>13</td>
<td>15.1</td>
<td>4</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
<td>2.3</td>
<td>13</td>
</tr>
<tr>
<td>Nursing</td>
<td>0</td>
<td>-.</td>
<td>10</td>
</tr>
<tr>
<td>Beautician</td>
<td>-</td>
<td>-.</td>
<td>2</td>
</tr>
<tr>
<td>Army and Navy</td>
<td>9</td>
<td>10.4</td>
<td>0</td>
</tr>
<tr>
<td>Clerk</td>
<td>8</td>
<td>9.5</td>
<td>17</td>
</tr>
<tr>
<td>Secretarial</td>
<td>2</td>
<td>2.3</td>
<td>8</td>
</tr>
<tr>
<td>Part-time</td>
<td>5</td>
<td>5.8</td>
<td>5</td>
</tr>
<tr>
<td>Filling Station</td>
<td>6</td>
<td>7.</td>
<td>-</td>
</tr>
<tr>
<td>In School</td>
<td>5</td>
<td>5.8</td>
<td>4</td>
</tr>
<tr>
<td>Unemployed</td>
<td>4</td>
<td>4.6</td>
<td>20</td>
</tr>
<tr>
<td>Housewife</td>
<td>-</td>
<td>-.</td>
<td>65</td>
</tr>
</tbody>
</table>

In considering the occupations of the second group there is a striking correlation of the per cent of graduates in various vocations. Of the graduates, classes 1940-1946, thirty-seven and three-tenths per cent of the men are farming, twenty-three and seven-tenths per cent are in industry, this accounting for sixty-one per cent of the men. In this group fifty-two and eight-tenths per cent of the women are engaged in housekeeping. When the men and women are considered together, eleven and nine-tenths per cent are in agriculture, thirty-five and nine-tenths per cent in housekeeping, ten and nine-tenths per cent in secretarial work, and seven and six-tenths per cent are clerks. Twelve and five-tenths per cent are in school and three and eight-tenths per cent are unemployed. This information is given in Table XVIII, on the following page.
TABLE XVIII

PRESENT OCCUPATIONS OF THE HOLLAND HIGH SCHOOL GRADUATES OF THE YEARS 1940-1946, INCLUSIVE*

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Total</td>
<td>59 100.0%</td>
<td>125 100.0%</td>
<td>184 100.0%</td>
</tr>
<tr>
<td>Farming</td>
<td>22 37.3%</td>
<td>-</td>
<td>22 11.9%</td>
</tr>
<tr>
<td>Industry</td>
<td>14 23.7%</td>
<td>2 1.6%</td>
<td>16 8.8%</td>
</tr>
<tr>
<td>Teaching</td>
<td>-</td>
<td>5 4.0%</td>
<td>5 2.7%</td>
</tr>
<tr>
<td>Nursing</td>
<td>-</td>
<td>3 2.4%</td>
<td>3 1.6%</td>
</tr>
<tr>
<td>Beautician</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Army and Navy</td>
<td>3 5.1%</td>
<td>-</td>
<td>3 1.6%</td>
</tr>
<tr>
<td>Clerk</td>
<td>3 5.1%</td>
<td>11 8.8%</td>
<td>14 7.6%</td>
</tr>
<tr>
<td>Secretarial</td>
<td>1 1.7%</td>
<td>19 15.2%</td>
<td>20 10.9%</td>
</tr>
<tr>
<td>Filling Station</td>
<td>3 5.1%</td>
<td>-</td>
<td>3 1.6%</td>
</tr>
<tr>
<td>In School</td>
<td>10 16.8%</td>
<td>13 10.4%</td>
<td>23 12.5%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>1 1.7%</td>
<td>6 4.8%</td>
<td>7 3.8%</td>
</tr>
<tr>
<td>Housewife</td>
<td>-</td>
<td>66 52.8%</td>
<td>66 35.9%</td>
</tr>
<tr>
<td>Deceased</td>
<td>2 3.4%</td>
<td>-</td>
<td>2 1.1%</td>
</tr>
</tbody>
</table>

*These data were taken from the principal's office, Holland High School, Holland, Virginia.
When the two groups are combined for consideration of occupation, there is little variation from either of the individual groups. Fifty-four of the 145 men studied, thirty-seven and two-tenths per cent are engaged in agriculture, and eighteen and six-tenths per cent are in industry, these two fields accounting for fifty-five and eight-tenths per cent of the men studied. Of the women studied, 131, or forty-eight per cent, are housekeepers. When the men and women are considered together, twelve and nine-tenths per cent are engaged in agriculture as the leading gainful vocation.

This information is essential in order to plan an educational program suited to the needs of the youth of the community.

Summary

The most significant facts from the data presented in this chapter are summarized briefly in the following statements:

1. There has been a continuous increase in the population of Nansemond County and Holy Neck District.

2. In Holy Neck District a very large per cent of the population is Negro, the proportion being almost three Negroes to one white.

3. The total population of persons under twenty years
of age has declined for both whites and Negroes during the period 1930 to 1945. Despite a net decline, the population of the white age groups under 5 and from 5 to 9 showed a decided increase during the period 1940 to 1945.

4. Nonsenmond County is predominantly an agricultural area and the per cent of people engaged in agricultural pursuits in Holy Neck District is even greater than that for the county as a whole.

5. The large per cent of out-of-school youth, ages 17-25, engaged in farming further substantiates the fact that the community under study is an agricultural area.

6. The principal agricultural products of the district are corn, peanuts, cotton, tobacco and hogs.

7. One-third of the population dropped out of school before completing the elementary grades and an additional one-fourth did not complete high school.

8. The analysis of the education of the out-of-school youth suggests the same conclusion as above. In addition, the fact that thirty-seven and four-tenths per cent of this group finished high school, but took no further training establishes the fact that whatever education is secured for a large per cent of the youth must be provided by the high school and that this
should therefore be as rich and complete as these needs demand.

9. The per cent of attendance for the white pupils fluctuated in the period 1930 to 1945 from a low of eighty-five and six-tenths per cent to a high of ninety and four-tenths per cent.

10. Slightly more than half of the graduates of the Holland High School of the classes of 1930-1939, inclusive, lived in Holy Neck District in 1940. Of the graduates of 1940-1946, inclusive, forty and two-tenths per cent were living in the district in 1947.

11. Of the graduates from 1930-1946, inclusive, nine and three-tenths per cent entered college, but did not graduate; eleven and nine-tenths per cent entered college and graduated; ten per cent attended vocational schools, and sixty-eight and seven-tenths per cent of all graduates studied received no further training after high school.

12. Thirty-seven and two-tenths per cent of all men graduates studied were engaged in farming at the time the studies were made. The remaining graduates were distributed in smaller percentages in the following fields named in order of highest percentage: industry, students, Army, Navy, clerks, filling station, secretarial, and teaching. Of the women graduates, forty-eight per cent were housewives, ten and three-tenths per
cent clerks, nine and nine-tenths per cent were employed in secretarial work, and six and six-tenths per cent were teaching, with small percentages of women graduates in other types of employment.
CHAPTER III

THE EDUCATIONAL NEEDS OF THE YOUTH OF HOLY NECK DISTRICT

The information presented in Chapter II, which gives a portrayal of the social and economic pattern of life prevailing in the community, throws light on the curriculum needs of the youth of Holy Neck District. In our present pattern of economic life many of the children who grow up in rural communities must find their vocational opportunities and live their adult lives in urban communities. Therefore, attention must be given not only to their local community, but also to the larger world which is potentially theirs.

Curriculum needs of the rural child, then, can be predicated upon an understanding of the particular child, a knowledge of and an understanding of the environment in which he lives, and a knowledge of and a belief in a desired way of life.¹

The Educational Policies Commission made a study of the needs of children and youth. This study examined organized society, both locally and nationally, and arrived at a philosophy of education which is accepted as being likely to accomplish the

desired way of life in our American democracy. The substance of
the report is summarized in the portion quoted below:

Schools should be dedicated to the proposition
that every youth in these United States -- regard-
less of sex, economic status, geographic location,
or race -- should experience a broad and balanced
education which will (1) equip him to enter an
occupation suited to his abilities and offering
reasonable opportunity for personal growth and
social usefulness; (2) prepare him to assume the
full responsibilities of American citizenship;
(3) give him a fair chance to exercise his right
to the pursuit of happiness; (4) stimulate intel-
lectual curiosity, engender satisfaction in
intellectual achievement, and cultivate the ability
to think rationally; and (5) help him to develop
an appreciation of the ethical values which should
undergird all life in a democratic society. It is
the duty of a democratic society to provide
opportunities for such education through its
schools.2

The Ten Imperative Needs of Youth listed by the
Commission are given below:

1. All youth need to develop salable skills and
those understandings and attitudes that make the
worker an intelligent and productive participant
in economic life.

2. All youth need to develop and maintain good
health and physical fitness.

3. All youth need to understand the rights and
duties of the citizen of a democratic society,
and to be diligent and competent in the performance
of their obligations as members of the community
and citizens of the state and nation.
4. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

5. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

The need for developing saleable skills is definitely indicated in the materials presented in Chapter II about the youth in Holy Neck District. Sixty and eight-tenths per cent of the graduates studied were gainfully employed or in school. Of the remaining thirty-nine and two-tenths per cent, thirty-one and three-tenths per cent were housekeepers, the remaining seven and nine-tenths per cent were unemployed or deceased.

Ibid., pp. 223-226.
The employed youth were distributed among nine occupations, the largest per cent, twelve and nine-tenths, being in agriculture. Sixty and seven-tenths per cent of the youth were engaged in homemaking, agriculture, clerking and secretarial work. Educators have long accepted the obligation of the school to provide vocational training in these occupational fields.

For the group engaged in teaching and other professional work the college preparatory courses constitute occupational training. This is evidence that an efficient school program should be provided in the above areas in order to meet the need for developing saleable skills. The school program should provide also appropriate pre-vocational training for the thirteen and five-tenths per cent of graduates whose occupations are not included in the analysis above.

The fact that sixty-eight and seven-tenths per cent of the graduates received no further training beyond the high school definitely indicates that the vocational training a large majority is to receive must be provided by the secondary school.

In the study of the youth of Holy Neck District, presented in Chapter II, detailed data were not presented as to the health and physical fitness of the graduates and the total population. The lack of detailed information about this area prevents a complete analysis of the needs of the youth in the district in this particular. However, the need to develop good health and a
high standard of physical fitness is so generally recognized as being necessary to one’s success and happiness that detailed evidence for this need may be superfluous. Schools have provided various facilities and services to develop youth in this area. Effective provision of physical and health education is an essential of an adequate secondary school program, and playground and building space for health education, for physical education and recreation, and for health services are recognized as being essential in a modern school plant.

A study of the statements of schools as to their needs in this area made by French\(^4\) in 1947 reveals general agreement that the school should provide, in addition to the physical equipment, easily available medical and dental services, a cafeteria supplying well-balanced and properly prepared meals and instruction designed to establish good health attitudes, habits and understandings.

To prepare youth to become diligent and competent members of the local community and citizens of the state, nation and the world, secondary schools must provide, in addition to a good program in the classroom, a rich and satisfying life in general for their pupils. There is need for the opportunity to

achieve "status", to practice in school life democratic participation in the management of their own affairs through offices, representative councils and delegated responsibility for carrying on all phases of school life. Through democratic experience in the school and in the curriculum, the students can come to understand the structure of government in a democracy and can be brought to accept the philosophy upon which it is based. In Holy Neck District thirty-two and five-tenths per cent of the adult white population did not complete grade school and fifty-two per cent did not complete high school. To discharge the duties of citizenship in a democracy, a higher level of education than this is needed. Guidance Services and adequate provision for dealing with personal problems, together with the experiences afforded through social studies courses, should be included in a program designed to develop qualities characteristic of good citizenship.

For a long period of time schools have made some contribution to consumer education. The school should assist the student in his determination to attain life at the highest standard he is capable of achieving. The school can meet this need through planned units on consumer problems which pervade the entire program. The program of the school should provide the training that will enable the student to handle with ease and competence the problems of shopping and dealing in a complex
market. There is the need to provide experience in the management of personal affairs competently and wisely which can be met through student participation in management of funds for classes and other school organizations. The school should assist the students in developing a discriminating sense of values and a philosophy of life, and in applying them to the problems of their everyday affairs.

The thirty-seven and two-tenths per cent of high school graduates in Holy Neck District engaged in agriculture need to be proficient as consumers. The skill used in purchasing seed, fertilizer and farm machinery has an important bearing on the farmer's success.

To understand the significance of the family for the individual and society and the conditions conducive to successful family life, certain definite experiences need to be provided by the school. Opportunity for participation in a wide variety of coeducational activities which will establish relationships which lead to intelligent selection of mates and living happily together should be provided. The teacher should use the many opportunities that arise for teaching family solidarity and mutual responsibilities of each member of the family. The pupils need the opportunity to investigate under guidance the personal and social problems which concern them in growing up and establishing new relationships with members of the opposite sex. In studying
modern family life the pupil also needs an opportunity to investi-
gate the factors in the community which affect family life, e.g.,
standards of living, cultural opportunities, the work of social
agencies, and the like.

The need to understand the methods of science, the
influence of science on human life, and the main scientific facts
concerning the nature of the world and of man becomes more press-
ing with each scientific discovery. To provide for this need
students must be taught to state problems, form generalizations,
make judgments, think critically, prove or disprove beliefs, and
change their minds as the evidence dictates. Opportunity should
be provided to develop reasonable explanations for the body
changes, for natural phenomena and daily happenings, and to
stimulate the use of scientific knowledge in daily living. Youth
also need to develop special abilities, hobbies, and interests,
conduct individual research, and some will pursue further study
to deepen their understanding of science. There is also the need
for first-hand contacts with the physical resources of the community,
and with laboratory facilities. In 1940 sixty-eight and two-
tenths per cent of the white population were engaged in agri-
culture. The methods and discoveries of science are of primary
importance to the farmer; to be successful he needs a knowledge
of soils, fertilizers, insect control, plant and animal diseases
and other findings of science, as applied in agriculture.
At the secondary school level all youth need opportunities to develop their capacities to appreciate beauty in literature, art and nature. The development of vocational competence in these fields is not the concern of this analysis. There is the need for comprehensive courses to discover the pupil's aptitudes and to assist him to see the part that music, for example, plays in making life worth living, and to have him feel that the development of his own creative abilities has a positive value for him. The discovery of these aptitudes and the encouragement of their development necessitates opportunity for exhibition of work to classes and other groups. In addition to the familiar school play, operetta and similar public appearances, there is the need for performances in which students other than the most outstanding can have a special part. Home-room programs, club programs and one-act plays are activities that meet this need. In Holy Neck District, as in most other rural communities, there is little opportunity for developing these appreciations and aptitudes unless provision is made for them in the school program.

The need to be able to use leisure time well is closely related to the need for development of the capacity to appreciate beauty in literature, art and nature. The person whose capacities for the enjoyment of beauty have been adequately developed has found a partial solution to his problem of leisure. Most of the
civic activities of a citizen take place during leisure time; therefore, there is need for opportunity to participate in school government and in the promotion of student enterprises. There is also a need for an athletic program that includes sports in which the individual can participate throughout life, such as, swimming, hiking, and table tennis, as well as a need for football, basketball and similar group sports, in which there may be active participation in youth and vicarious enjoyment in later life. As our economic system shortens the working hours of man, the school becomes more obligated to explore a wide range of leisure pursuits and the student's potential interest in and aptitude for those pursuits. In rural communities such as Holy Neck District the development of recreational and leisure time activities has lagged. Their development could contribute much to the attractiveness and fullness of life in the community. These considerations emphasize the responsibility of the secondary school to make in this area appropriate contributions to the lives of both youth and adults.

The many tensions existing in the world today emphasize the need of all youth to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others. To accomplish this aim the student must learn to evaluate all points of view
from the standpoint of the common good. Arranging the program of the school to give students an opportunity to plan and work together cooperatively to achieve group purposes is an effective method for meeting this need. The school should contribute to the pupil's achievement of self-direction with social responsibility. In Holy Neck District only thirty-seven and four-tenths per cent of the population is white, while sixty-two and six-tenths per cent is Negro. There is a necessity, therefore, for the development of social competence adequate to cope with the tensions which arise from this condition.

In order to teach a pupil to think rationally, to express his thoughts clearly, and to read and listen with understanding, the school must meet:

1. The need to give him techniques by which he may become an independent student.
2. The need to catch the interest or to challenge his thinking.
3. The need to teach him to listen and to think by participating in group discussions.
4. The need to give him practice in expressing his thoughts in both oral and written form.
5. The need to teach him to suspend judgment until he has studied all sides of the question.
6. The need to give him credit for thoughtfully formulating his own opinions.\[^5\]

\[^5\]Ibid., p. 143.
In the Virginia State Chamber of Commerce study made in 1943, tests were given in American history, English, arithmetic and reading. The Holland High School was one of the forty-three schools included in the study. Of the twelve-year county schools studied and the eleven-year county schools studied, the students in the twelfth grade of schools having twelve-year programs made consistently higher scores than students in the eleventh grade of schools having eleven-year programs. This evidence suggests that the students in eleven-year systems are below those in twelve-year systems with regard to achievement in the basic skills while in their last year of the secondary school and indicates a need for improvement.

All but four states now have twelve-year programs. Fifty-eight per cent of all the counties and cities in Virginia have adopted the twelve-year program. The high school students of Holy Neck District will compete in college, in the employment market and the other areas of living in our democracy with individuals who have had the advantages of a twelve-year school.

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6 Virginia State Chamber of Commerce, Opportunities for Improvement of High School Education in Virginia, Richmond, Virginia, pp. 22-27.
program. This definitely points to the desirability of a longer period of training to give the youth of Holy Neck District the maturity and the training needed to place them on equal footing with the youth of other localities.

In 1942 the school was evaluated by a committee using the "Evaluative Criteria". This committee recommended that the program be expanded to include business education, extension of the shop program, and that a better organized guidance program be developed. The conclusion drawn from this report is that when judged by recognized standards the youth of Holy Neck District need the opportunity for more vocational training and improved guidance services.

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CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The educational needs of youth in Holy Neck District established in the preceding chapter may be discussed under four main heads: general education, vocational education, college preparatory education, and guidance services.

General Education

The second imperative need of youth recognized in Chapter II was the need to develop and maintain good health and physical fitness. In the study of the youth of Holy Neck District no detailed data were presented concerning the physical fitness of the youth. The recognition of this need is so generally accepted that detailed local data would seem unnecessary.

To attain maximum physical development the health instruction should be both direct and incidental. There should be provision for instruction in areas such as first aid, personal hygiene, corrective exercise, safety, sex education, safe driving, and family living. Some of these can be introduced as units in organized science courses, others need to be presented in well organized and properly scheduled health courses. This can not be met by incidental teaching.
In addition to a program of health instruction, there is need for a wide range of physical activities in which the students may participate. These can be provided by physical education classes, intramural sports, and inter-school sports. The competitive sports program should be carefully planned so that the youth will compete with others of the same age and physical development.

In order to compete on this basis with pupils of schools having twelve-year programs, and more than fifty percent of Virginia high schools are twelve-year schools, the pupils of Holland High School should have the added maturity and physical growth which an additional year in school will afford.

Students are permitted to compete in inter-school sports for only four years, therefore, under a twelve-year program in the first year of high school opportunity is provided for all students to participate in a variety of sports and physical activities instead of concentration on a limited number of inter-school sports.

Planning a program to teach the wise use of leisure time is closely related to the physical education program due to the fact that many people spend part of their leisure time participating in sports and games and attending contests in the
A twelve-year program would provide in the first year of high school an opportunity for participation in a variety of activities and enable him to select those that give him a sense of satisfaction and achievement. This type of exploratory program could also include activities in the arts. Such a program would contribute to development of the student to pursue with pleasure participation in physical activity, group activities, and some hobby that can be practiced alone or with the family.

A twelve-year program would contribute to the development of appreciation for beauty by exploratory courses, especially in music and art, in which an alert teacher may discover significant responses to various experiences. An additional year of high school would provide time for training in the areas in which significant aptitudes and interests are discovered. The exploratory program and wisely selected activities would enable the student to discover his capacities and provide a social motive for practicing them.

In Holy Neck District the school is the only agency that has the possibility of contributing with reasonable adequacy to the development of an appreciation of art and training for the use of leisure time; it is essential, therefore, that the Holland High School provide a well-rounded
program to accomplish this purpose.

A twelve-year school program would improve the civic competence of the students through an improved social studies program. This improvement would be accomplished primarily by the addition of one year of work in this field in the first year of high school. This course should be planned to:

Assist the individual in achieving a satisfying place in the life of his social group.

Stimulate each individual to participate unselfishly in group activities.

Help each individual enrich and extend his personal interests.

Develop leadership which recognizes and appreciates the contributions which each individual can make to the life of the group.

Develop a followership which will accept the will of the majority without sacrificing personal conviction, a willingness to put aside personal interests when situations arise which afford an opportunity to work for the better social conditions for a group.

Develop basic habits of courtesy.

Help each pupil make better adjustment to high school.

Develop wholesome boy-girl relationships.

Help pupils understand and appreciate the resources of the community.

Appreciate community services provided by cooperative group effort.

Inspire respect for the dignity of honest work.
Increase ability to find facts, for opinions based on facts, and express these opinions and the reasons for them orally and in writing.

Develop an appreciation of the contributions of persons of different nationalities, races and religions to social well being.¹

**Vocational Training**

Vocational training in agriculture is suggested by the fact that sixty-eight and two-tenths per cent of the white population were engaged in agriculture, twelve and nine-tenths per cent of the graduates studied entered this field, and thirty-one and eight-tenths per cent of the out of school youth in 1940 were so engaged. The analysis further indicates that the program in vocational agriculture would be concerned with the culture of corn, peanuts, cotton, and swine production, since these are the principal agricultural products of the area. In addition to emphasis on the above types of farming, the program in agriculture should have as a goal the exploration of other possibilities for introduction of other crops that can be profitably cultivated.

The program in vocational agriculture should prepare the student for successful life on the farm. To accomplish this purpose it must provide training in the skills common to

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agriculture in general as well as specialized training in the type of farming practiced in Holy Neck District. Due to scientific and mechanical developments, to become successful in the field of agriculture a long period of training is required. The rapid mechanization of farming suggests that the program in agriculture should include training in shop skills as well as classroom instruction in general agriculture. The program should be so organized that the student with the aid of his parents and teacher has the opportunity to apply practices studied to his own situation, thus making his instruction highly functional.

Such a program of work in agriculture would provide one type of work experience training in which the habits of promptness, dependability, reliability and the realization of the importance of completing an undertaking can be developed. The development of such character traits are essential for success in any occupation and an imperative need for good citizenship.

The study of the occupations of the graduates of Holland High School revealed that sixteen and five-tenths per cent entered the business field. Acceptance of the first imperative need of youth as stated in Chapter III obligates the school to provide vocational training in this area. The fact that this training was not available probably prevented some graduates who were interested in this type of work from becoming so engaged. To meet this need the school should provide training in general business, typewriting,
shorthand, bookkeeping and some opportunity for a work experience program. This analysis also suggests the school should consider the feasibility of offering courses in distributive education and diversified occupations.

This recommended expansion of the curriculum should improve the holding power of the school since it would meet the vocational interest and need of a large group and provide a curriculum in which the students chances for success are much improved.

Forty-eight per cent of the women graduates, or thirty-one and three-tenths per cent of all graduates, were engaged in home-making. It is important to recall that this occupational study was made soon after students graduated from high school and it is probable that a larger per cent became so engaged later. This presumption is strengthened by the fact that the survey of the population in 1940 showed that eighty-two and one-tenth per cent of the adult women were homemakers. All the evidence indicates that a large per cent of the girls need a comprehensive program of training in home economics. Such a program would also provide vocational training for smaller groups who become employed in restaurants, interior decoration, sewing and related occupations. The program should be comprehensive enough to provide training in using the income and other resources of the family to provide
essential needs, feeding the family, clothing the family, housing the family and equipping the home, caring for children, protecting and maintaining the health of the family, and developing and maintaining happy family relations.

To develop this program of vocational education a twelve-year school program is necessary. In a twelve-year program there would be opportunity for diagnosing and strengthening weaknesses in the tool subjects before entering a vocational field. An additional year would also provide the time to offer exploratory courses in the three vocational fields considered.

To summarize, a twelve-year program with vocational training in the areas discussed would meet the vocational needs of sixty and seven-tenths per cent of the graduates as revealed by this study. Of the remainder, twenty-one and two-tenths per cent entered college and for these the college preparatory program, which is discussed later, constitutes vocational training. The addition of business subjects to the curriculum would probably result in an increase in the number of graduates who enter this field, due to the fact that they would have the advantage of vocational training at the high school level enabling them to secure positions. The general school program would provide prevocational training for the small per cent remaining.

The need for such a program is further emphasized by the fact that sixty-eight and seven-tenths per cent of the graduates
studied received no further training beyond high school, which suggests that whatever salable skills are to be developed for a large group must be accomplished at the high school level.

College Preparatory

The fact that twenty-one and three-tenths per cent of the graduates entered college suggests the need for a strong college preparatory curriculum. To provide such a program this school should have an opportunity at the eighth grade level for the study and diagnosis of the levels of skills in English, mathematics and science, this diagnosis to be followed by remedial instruction. To accomplish this a twelve-year school system is necessary, the eighth grade being concerned with the diagnostic and remedial work and the remaining years of high school devoted to pursuit of recognized courses in these fields. Such a program together with counseling records of activities and abilities would provide an excellent basis for rendering guidance service in the matter of college recommendations.

Guidance Services

The comprehensive and varied program suggested will impose the need for wise choices on the part of students. In the first year of high school many choices have to be made that have important bearing on the remaining years of high school and life
after school. In order to make wise choices as to what courses
to follow or what curriculum to pursue, exploratory courses
should be provided in the vocational fields and from the college
preparatory curriculum which would:

1. Provide the pupil with a better perspective of
   a field of work.

2. Offer pupils experience while they are exploring
   a field of work that will have intrinsic values.

3. Offer pupils a series of exploratory experiences
   which will have high guidance value, help pupils
   think more realistically of their own potentialities
   in relation to a field of work.

4. Help pupils realize the necessity for basic
   technical or scientific information required for
   success in various fields of work and study. 2

The program of studies recommended suggests an imperative
need for exploratory courses at Holland High School in vocational
agriculture, business, and home economics.

The opportunity for observing many phases of pupil be-
behavior under a variety of circumstances is a necessity for good
guidance. Time should be provided in order that the teacher may
study the individual at work, studying, at play and in his home.
Time must also be provided for the practice of the technique of
case studies. The school program should provide a wide variety of

2 Suggestions for the Inauguration of a Twelve-Year
   School System, Part II, Section III, State Board of Education,
situations in which the pupils' emotional behavior is observed, enabling the teacher to recognize more readily established behavior patterns. Child study and guidance must not be left to chance; it should be an integral and basic part of the program providing a basis for counseling that will function through all the years of high school.

The fact that fifty-two per cent of the white population did not complete high school indicates poor adjustment of the school program to individual needs and is evidence for the need not only for varied offering, but also for pupil guidance in selecting appropriate educational experiences in which he can succeed and find satisfaction.

The fact that sixty-eight and two-tenths per cent of the adult population of the District were engaged in farming, whereas only twelve and nine-tenths per cent of the graduates were so engaged has an implication for guidance service. Employment trends, based on Federal government reports, estimate that about sixty per cent of rural youth may expect to support themselves in their own communities. It would appear that a larger per cent of the graduates could profitably find employment in the field of agriculture, and that a good guidance program could steer more pupils

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with appropriate interests and qualifications into that vocation.

The responsibility of the school for making college recommendations and the obligation to train pupils to assess their own likelihood of success in college is further evidence of the need for guidance service. A well organized program in this area would provide the information necessary for making such decisions not by grades and credits, but from counseling records of activities and abilities.

To provide these essential guidance services a twelve-year school program is necessary. The additional year would provide the time for exploratory courses and for a systematic approach to the study of the pupils' personal and social problems.

Recommendations

To provide the educational program suggested by the needs of the youth, and outlined in this Chapter, the Holy Neck District should adopt a twelve-year school program because:

1. A twelve-year program would enable the students of Holland High School to attain the same chronological age and physical maturity as students of other schools with twelve-year programs with whom they compete in interscholastic events, thereby placing the competition on a more equitable basis.

2. Industry in general does not employ people before
they are eighteen or older which means that under the eleven-year program graduates who do not take further training are likely to have a year or more of unemployment. All students under a twelve-year program would have a year longer under the influence of their homes and parents.

3. The twelve-year program would improve the opportunity for providing a broader program of activities through which the school could offer the student rich and stimulating experiences which are vitally connected with the life of the community.

4. A twelve-year program will enable the school to provide at the eighth grade level diagnostic and remedial work in English, science and general mathematics. This would strengthen and improve achievement in the basic skills and give students at the ninth grade level an additional year of maturity which would enable them to pursue to greater advantage work in the organized fields of English, science, mathematics and vocational training.

5. The addition of another year of work to the high school would make feasible the broadening of the vocational training program of the school. Business training and possibly courses in diversified occupations and distributive education could be included. The longer period of time would improve the program in vocational agriculture and home economics through the exploratory work in these fields and by placing the student under the influence
of the school for a longer period of time. Such a program would meet with reasonable adequacy the vocational needs of the youth of the district.

6. Under a twelve-year program the college preparatory work would be strengthened and improved by diagnostic and remedial work at the eighth grade level. An additional year would enable the students to meet college entrance requirements with less difficulty by providing sufficient time to take required courses, for example, courses in mathematics to enter engineering schools.

7. A twelve-year program would implement a better guidance program by providing the time and organization necessary to good guidance services. Guidance is the keystone to a comprehensive school program. As school programs are expanded and the occupational possibilities for youth are multiplied the need to help students determine their individual aptitudes and to advise them in their choices of courses and vocations is imperative.

The twelve-year program would provide at the eighth grade level time for study of students' personal and social problems and for exploratory courses in the vocational fields in which training is offered. These experiences would provide the basis for a guidance and counseling program that would function through the remaining years of high school.

8. A broader offering, including additional vocational
training and good guidance services, would improve the holding power of the school.

9. There are only four states, including Virginia, that do not have twelve-year programs and fifty-eight per cent of the counties and cities in Virginia have the twelve-year programs. Therefore for the youth of Holy Neck District to have high school opportunity equivalent to that of the youth from other parts of our state and nation a twelve-year program would appear to be necessary.
BOOKS


PUBLICATIONS OF LEARNED ORGANIZATIONS


REFERENCE


PAMPHLETS


The Twelve Year School Program, Virginia State Department of Education, Richmond, Virginia.

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UNPUBLISHED MATERIALS

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