1954

An Analysis of the Extent to Which a High School Meets the Needs of a Community

E. Vernon Gilbert

College of William & Mary - School of Education

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AN ANALYSIS OF THE EXTENT TO WHICH A HIGH SCHOOL MEETS THE NEEDS OF A COMMUNITY

A Project
Presented to:
the Faculty of the Department of Education
The College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
E. Vernon Gilbert
August, 1954
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CHAPTER I

INTRODUCTION

THE PROBLEM

The purpose of this study is to evaluate the program of a High School in order to determine how effectively the school is meeting the educational needs of the community.

DEFINITION OF TERMS

Society. "... It is a system of usages and procedures, of authority and of mutual aid, of groupings and divisions, of controls and liberties. The whole organization we call society." ¹

Community. Webster defines a community as a "body of people having common organizations or interests, or living in the same place under the same laws and regulations". ²

School Community. "The school community ... refers to the population of the immediate geographical area in


which the school is located. . . . 3

Population. "The population in the whole number of people or inhabitants in a given community, section or area." 4

School Population. "The school population for a public school singly serving a community is defined as the total number of youth in the community of ages normally included in the school unit. . . . 5

SCOPE AND LIMITATIONS OF THE STUDY

This study is limited to the area served by Stony Creek High School which legally comprises two districts of Sussex County, Virginia. The names of the two districts are: 1. Courthouse; 2. Stony Creek.

This study is also limited to the white population of the two above-mentioned districts since only white students are enrolled at Stony Creek High School. The school data are based on the year 1951 except cases in which information


4Eislen, op. cit., p. 1921

covered a period of years, 1950 is the year for which all community data were obtained. These data were revised in the light of certain determined changes.

SIGNIFICANCE OF THE STUDY

Modern society needs for its youth the preparation necessary for becoming an integral part of that society. This means that the incompetent individual should be made as competent as his abilities will allow and that the talented youth be fully developed for the possibility of superior leadership in order to contribute to the advance of society itself. Society has provided the public school in an organized effort to meet these general needs.

Large sums of public money and much time are required to promote and achieve this program of public education. It is necessary that responsible persons in society analyze the school's programs to see that they are providing the best possible educational advantages for the people of the community served by each specific school. This study is an attempt to isolate and define the requirements of a particular society in the education of its youth and to determine the degree to which these requirements are met.

CONCLUSIONS

The writer has made studies of both the school and
the community, and in light of these relationships certain recommendations are made. A detailed account of these studies and findings will be found in the following chapters. They are as follows:

Chapter II Organization of the Project
Chapter III Presentation of Data
Chapter IV Establishing Evaluative Standards
Chapter V Application of Selected Standards to Data

Chapter VI Summary of Findings and Recommendations
CHAPTER II

ORGANIZATION OF THE PROJECT

SOURCES OF DATA FOR THE COMMUNITY

In an effort to obtain accurate information concerning the community served by Stony Creek High School, the following agencies were visited:

County Clerk. In the office of the County Clerk there were available records of personal property tax listings, capitation tax lists; treasurer's statement of taxes, valuations, levies, assessments and collections, as well as many other related facts.

Welfare Department. The Welfare Department made available records of persons in the community who were handicapped, unemployed, on relief, aged, criminals and those who in other such ways deviated from the community group.

County Agent. The County Agricultural Agent furnished such information as forest and crop values, crop acreages and production, recommended use of the land for best conservation and productivity and other information of a socio-economic nature.
Health Department. The Health Department was able to furnish information on prevalence and types of disease, sanitary conditions and vital statistics.


Sources of Data for the School

Local School Records. For many years, records of the schools' activities have been maintained for the purpose of reporting to the parents, the Superintendent, and the State Department of Education, as well as to enlist support in guidance and over-all educational program. From the local school records are available such data as enrollment by grades, age-grade distribution, mental ability of pupils, stability of pupil population, withdrawals from school and reasons for these withdrawals, information on graduates with their educational and occupational intentions, educational and occupational status of the parents, home conditions of pupils, salaries of teachers, instructional costs of the school, information relative to transportation of students, and many other related facts.

Sources of Data for Both School and Community

Because of the relationship and interaction between
the school and the community, it is often difficult to
distinguish information pertinent solely to one or the
other. The principal sources of such information are:

**Superintendent of Schools.** Information from the
County Superintendent's office consisted of such items as
financial reports, income and expenditures for school use,
child population data by years of age, names and occupations
of parents, children in and out of school and other statis-
tical facts.

**Interviews.** Interviews with certain persons in
official capacities in the community and in the school
system, as well as lay-people, were necessary in order to
furnish the data necessary for this project.

**HISTORICAL BACKGROUND OF STUDY AREA SCHOOL CONJUNITY**

In 1870 Captain William D. Briggs was appointed the
first Superintendent of Schools for Sussex and Greensville
counties, but was not allowed to accept the office because
he had served in the Confederate Army. His place was filled
by John H. Mason until 1873 when the legal technicality
barring him from office had been removed. At the end of
the first year John H. Mason was able to say that although
most of the whites had at first opposed public education,
many had become converted. By 1879 the superintendent,
Dr. E. Caroline Briggs, declared in his report that the opposition to the public schools was nil.

Through all the history of Virginia prior to the close of the Civil War, free education and pauper education had been synonymous. For this reason the public school system was not received very gratefully in its early stages by the public. In spite of this feeling, public schools were started in three of the six districts of Sussex County. The white schools were located in each of the two districts with which this study deals, namely, Courthouse District and Stony Creek District. These were little more than small community or family schools having little connection with the state school organization.¹

Sussex County now constitutes one school division. Each of the six districts in Sussex County originally had its own school but for reasons of expediency, some schools were combined. At present, there are four white high schools serving six districts.

In 1909 and 1920, respectively, Sussex High School and Yale High School were established as high schools. Due to decreases in school population in the period from 1926 to 1930, all grades, both high school and elementary, were

¹Virginia Writers Project, Sussex County (Richmond: Whittot and Shepperson, 1942) P.P. 135-137.
transferred from Yale to Sussex High School. Both of these schools were located in the Courthouse District.

In Stony Creek district, a new brick building was constructed in 1922, and in 1932, the Croshaw school, also in Stony Creek district, was combined with Stony Creek High School. In 1936, a new addition which included two classrooms, a library, a music studio, and an infirmary, was added to the old building of Stony Creek High School. In the same year a separate building was constructed, housing a vocational agriculture shop and classroom and a home economics department. In 1940, the old part of the school burned, and in 1941 was rebuilt with a number of modern improvements.

In the summer of 1941, Sussex High School was consolidated with Stony Creek High School because of its small enrollment and lack of adequate vocational courses which were available at Stony Creek High School. After the 1941 school session, Sussex School closed and all pupils were transported to Stony Creek High School. Thus Stony Creek High School became the only white school in the two districts, and the course of public education for the white population of the school community made up of Courthouse and Stony Creek Districts of Sussex County.
PHYSICAL CHARACTERISTICS OF THE SCHOOL

Some reference to the school plant has of necessity been made in giving the historical background. It is the purpose herein to give a more complete picture of the school plant. The oldest construction in school buildings at Stony Creek High School is thirteen years old and is kept in a good state of repair.

"The committee was favorably impressed with the manner in which present buildings have been maintained, with the spaciousness of many classrooms, and with the quality and adequacy of furniture provided in most classrooms."2

One may infer that these facilities should give service for some years without being worn out or becoming antiquated.

The main building is of brick construction with slate roof, which makes it substantial and fire resistant. It has eight classrooms. One of these rooms is equipped for laboratory use, having modern laboratory tables, running water, gas, and electrical outlets. Laboratory equipment is available to teach the three science courses offered in the school. The remaining seven rooms are used as general

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classrooms and are equipped with movable student desks, teacher's desk, bulletin-boards, map-rail, blackboards, filing cabinets, storage and clock closets, and room library stationary book cases. These rooms are furnished for practical use but little attention is paid to improving their attractiveness.

Included in the main building is the auditorium, which has a seating capacity of 306. This, except on rare occasions, is ample for both school and community needs if proper scheduling is arranged. The auditorium has an inclined floor and a raised, well-lighted stage. There is also storage space and a projection booth for the showing of films in the auditorium. The auditorium may be darkened so that films may be shown in the daytime. In addition to classrooms and auditorium, the lunchroom and kitchen are located and equipped to serve both the student body and the community needs with proper scheduling. The library is stocked with more than 4500 books and thirty-five periodicals and is available for reading and study. There is also a music studio, a typing room and a boys' and a girls' wash rooms.

In addition to the main building, there are frame buildings housing the Home Economics Department, which is equipped with modern home-making laboratory equipment; the Agricultural classroom and shop, which provides space and
tools for experience and instruction; the bus storage garage; and the community cannery.

The athletic field and playground comprises approximately five acres of land. The location of the play space and the equipment are adequate for the current needs. There is no gymnasium or suitable place available for teaching physical education in cold and/or rainy weather.

The school is located at the junction of number 40 and number 301 highways in the village of Stony Creek. This location is at about the center of the community.

**PHYSICAL CHARACTERISTICS OF THE COMMUNITY**

Stony Creek High School community includes the Courthouse and Stony Creek Districts. The area is bounded on the north-east by Prince George County, on the north-west by Dinwiddie County, on the south-west by Greensville County, and on the east by Newville District. This area comprises one third of the total county area which contains about 496 square miles. Most of this area is heavily wooded or cleared farmland. There are public utilities in the area in the form of electric service, telephone service, and the Atlantic Coast Line Railway. The main highways through the area are U. S. 301, State 40 and State 308. Several other connecting roads are hard surfaced or improved so that
transportation and travel, as well as communication and electric power, are readily accessible throughout most of the community area.

There are several communities within the Stony Creek School community. These are located around church areas and trading centers such as stores and small villages.

The white churches in the area are: Concord Methodist Church in the extreme north-west corner of the county, Sappony Baptist Church near the Dinwiddie County line, Port Grove Methodist Church in Stony Creek, Reedsville Baptist Church at Sussex Courthouse, Sharon Methodist Church between Yale and Sussex, the Seventh Day Adventist Church between Yale and Sussex, and the Antioch Baptist Church in the extreme south-east portion of the school community. So far as is known, there is no religious group represented in the area other than Protestant.

The community around the Seventh Day Adventist Church is composed of a population principally of Russian descent, and most of its members belong to the Seventh Day Adventist Church. Some adjustments have to be made both with them and the surrounding community in order to provide for the different ways of living due to the different religious faiths. The Baptist and Methodist Churches influence their members to work together in cooperation with groups as well as serving as recreational, social,
cultural and religious gathering places. The Seventh Day Adventists are inclined to be very group conscious and clannish, with little desire to cooperate or associate with others. There is evidence that this trait is more a language difficulty than a fundamental religious difference.

Stony Creek is the largest trading center in the school community. It is a village of about two hundred white inhabitants. Sussex Courthouse has the distinction of being the seat of government for the county but is a very small village. Yale is about the same size as Sussex Courthouse and includes the same type of trading center with a small group of homes, several general stores, a post office and filling stations.

Since the community is distinctly rural, comparatively little of a business and industrial nature is present. The 1949 census of business for Sussex County lists the four leading businesses in regard to income, as: (1) food groups, (2) general merchandice stores, (3) automotive group, and (4) lumber.\(^3\) Farm crops, livestock, and timber are by far the most important products of the land.

GENERAL RELATIONSHIP OF THE SCHOOL AND COMMUNITY

In the community are a number of organizations which

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use the school facilities for general or special meetings. Regular meetings are scheduled for the use of school facilities by the Woman's Club, the Junior Club, and the Parent Teachers Association. Special groups such as church societies, agricultural groups, fraternal groups, and volunteer firemen use the school facilities for special public and closed meetings.

These same facilities are used under school sponsorship for music recitals, plays, concerts, club activities, banquets, assembly programs, graduation exercises, movies, and special programs to which either sections of the community, or the community at large, are invited. Adult classes are held in the school for the public in farm machinery repair, general shop, and veterans' training classes.

The Community Planning Board is the sponsoring agency for the School Cafeteria and takes an active interest in other school and community activities. The Community Planning Board meets once each two months in the school building to review community needs and worthwhile projects. The Community Planning Board is made up of an officer or representative of each of seventeen recognized community organizations. Four of these representatives are also members of the school faculty.

Since the school, in a sense, is an extension of the home, most parents are vitally interested in the school
because their children are there. Conversely the school is interested in the home and parents because it is training their children. The school library is open to the public each school day for study and to borrow reading material. In many ways the school is truly a community center.
CHAPTER III

PRESENTATION OF DATA

Fundamental Data Regarding the Community

Population for the school community. The population of the school community, for the purpose of this study, is the number of people in the area served by the school. It was the writer's intention to use the 1950 census figures. However, it was found that these figures were not available for smaller than county areas. Therefore, other means of determining population had to be found.

Using the personal property records at the County Clerk's office as base information, this list of names was checked against the treasurer's capitation tax lists and the school census, which contains the names of all persons who have children in school between the ages of one and twenty years. From the school census, an accurate count of children was available. The task remaining was to complete the adult list. The combined list of names, in alphabetical order, by districts, which had been compiled from the three previously mentioned sources, eliminating all duplicates, was checked at the Department of Welfare and Public Health Offices, in an effort to add shut-ins, disabled, and other underprivileged persons who would not likely be on the list already compiled. In order to
complete the population count, the investigator interviewed leading citizens in the local communities soliciting their help in eliminating duplications and adding names of any people in the area not on the list. This latter method would be almost useless in an urban area, but in a strictly rural community, everybody is known by the permanent residents.

In compiling this list of names of residents of the school community, not only was the number being computed, but the occupation and education of each individual was noted. It cannot be said that a perfect accounting has been achieved but it is believed accurate enough for the purpose of this investigation.

The results of this part of the survey with additional significant data are presented throughout this chapter in tabular form, with supplemental explanations and interpretations.

Table I, Population of Sussex County and Districts of the County 1940 census includes the latest available population figures broken down on the basis of districts of Sussex County. It is not the purpose of this project to make any analysis of the negro schools or population, but simply include such information to show the predominance of Negro population in all districts. This Negro population without question, has social, political, and economic
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<th>Total Negro</th>
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<tr>
<td></td>
<td></td>
<td>F 1,173</td>
<td>328</td>
<td>1</td>
<td>844</td>
<td>329</td>
</tr>
<tr>
<td>Newville Dist.</td>
<td>1,446</td>
<td>M 769</td>
<td>197</td>
<td>2</td>
<td>570</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 677</td>
<td>171</td>
<td>3</td>
<td>503</td>
<td>174</td>
</tr>
<tr>
<td>Stony Creek Dist.</td>
<td>2,588</td>
<td>M 1,369</td>
<td>408</td>
<td>5</td>
<td>956</td>
<td>413</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 1,219</td>
<td>382</td>
<td>5</td>
<td>832</td>
<td>387</td>
</tr>
<tr>
<td>Wakefield Dist.</td>
<td>1,741</td>
<td>M 870</td>
<td>340</td>
<td>0</td>
<td>530</td>
<td>340</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 871</td>
<td>351</td>
<td>0</td>
<td>520</td>
<td>351</td>
</tr>
<tr>
<td>Waverly Dist.</td>
<td>2,460</td>
<td>M 1,251</td>
<td>556</td>
<td>11</td>
<td>684</td>
<td>567</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 1,209</td>
<td>552</td>
<td>8</td>
<td>649</td>
<td>560</td>
</tr>
</tbody>
</table>

These data were taken from the United States Census Report for 1940.
significance in the area. The population of the county as shown by the 1940 census is almost exactly in the proportion of two negroes to one white person, while the school census shows three negro pupils to one white pupil.\textsuperscript{1}

The 1950 census\textsuperscript{2} shows an increase in population in Sussex County of three hundred and eighteen (318) persons over the 1940 figure shown in the foregoing table. The increase in population of the town of Waverly, in the same report, showed two hundred and three (203) persons, and Jarrett, not listed as a town in the census, has increased in population probably more than the remainder of the total increase in county population because of the population concentration around a Johns-Manville industrial plant located there. As a result of these known changes, it seems likely that population figures have remained constant in the other districts of the county, or may have slightly decreased.

By the method described above, it was found that there are one thousand, one hundred and ninety five (1,195) persons in Stony Creek School community, as is shown by Table II. Also shown in Table II is a breakdown, children

\textsuperscript{1}Summary of Sussex County School Census. Office of Sussex County Superintendent of Schools.

**TABLE II**

**WHITES POPULATION OF STONY CREEK HIGH SCHOOL COMMUNITY BY DISTRICT AND SEX FOR 1950**

<table>
<thead>
<tr>
<th></th>
<th>Children</th>
<th></th>
<th>Adults</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Stony Creek</td>
<td>111</td>
<td>109</td>
<td>220</td>
<td>251</td>
<td>265</td>
<td>516</td>
</tr>
<tr>
<td>Courthouse</td>
<td>78</td>
<td>52</td>
<td>130</td>
<td>169</td>
<td>160</td>
<td>329</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>189</strong></td>
<td><strong>161</strong></td>
<td><strong>350</strong></td>
<td><strong>420</strong></td>
<td><strong>425</strong></td>
<td><strong>845</strong></td>
</tr>
</tbody>
</table>

*Note: This table is a product of a survey of Stony Creek school community.*
(years 1-20), adults (years 20 and over), and totals for both male and female, by districts, and totals for the community.

The total of Table III is the figure shown as total children in Table II since Table III deals only with children. These are complementary tables—both dealing with the breakdown of population for the total community and for children of school and pre-school ages. It may be noted that there are 119 children of pre-school age, 231 of school age, which makes a total of 350 children of ages 1-20 years. There are also 645 adults, making a total of 1,195 as the total population of the community.

Also, it was found in the survey of the community that there are a total of 402 family units in the area. Of that number, 170 are families with children of ages 1-20, while 232 are families with no children in that age bracket.

Table III also shows the prospective numbers of school children for each grade, both present and future, provided that these children make normal progress in school.

Occupational Status of Adults. In order to understand a community, it is necessary not only to know the number, sex, and ages of individuals, but to obtain information concerning characteristics or patterns in the background of these individuals. It has been stated that this is a rural community and
### TABLE III
TOTAL WHITE INDIVIDUALS OF AGES 1-29 IN SUSSEX COUNTY AND STONY CREEK SCHOOL COMMUNITY

| Area          | Sex | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | Total |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Sussex County | M   | 40  | 43  | 62  | 33  | 39  | 53  | 45  | 40  | 31  | 38  | 33  | 37  | 39  | 39  | 39  | 35  | 39  | 34  | 23   | 732  |
|               | F   | 57  | 59  | 59  | 59  | 41  | 41  | 58  | 55  | 65  | 65  | 70  | 72  | 72  | 59  | 55  | 62  | 73  | 38  |      | 707  |
| Stony Creek   | H   | 2   | 5   | 5   | 10  | 5   | 5   | 11  | 5   | 2   | 11  | 4   | 6   | 6   | 5   | 6   | 5   | 6   | 100  |
|               | F   | 10  | 10  | 6   | 10  | 6   | 10  | 4   | 9   | 5   | 5   | 6   | 4   | 4   | 2   | 2   | 3   | 6   | 5   | 4   | 112  |
| District      | T   | 12  | 15  | 11  | 12  | 15  | 3   | 17  | 15  | 7   | 25  | 7   | 15  | 11  | 10  | 9   | 8   | 6   | 12  | 10  | 220  |
| Court House   | M   | 3   | 1   | 9   | 1   | 5   | 6   | 2   | 5   | 3   | 1   | 4   | 3   | 4   | 7   | 1   | 5   | 5   | 3   | 3   | 76   |
|               | F   | 3   | 7   | 3   | 2   | 2   | 4   | 5   | 3   | 2   | 5   | 5   | 3   | 1   | 2   | 1   | 1   | 3   | 2   | 0   | 54   |
| District      | T   | 6   | 8   | 3   | 7   | 5   | 10  | 6   | 9   | 6   | 5   | 9   | 2   | 6   | 8   | 5   | 3   | 130  |
| School Community | T | 10  | 23  | 23  | 15  | 22  | 10  | 24  | 23  | 17  | 26  | 16  | 21  | 16  | 19  | 11  | 14  | 14  | 17  | 13  | 350  |

Total Pre-School ---119

School Age --- 231

Summary of Sussex County School Census---1950 (White)
Table IV shows the number and percentage for men, women, and totals, by the types of occupation or ways of earning a livelihood of the individuals of the community. More than half of the men, 54%, are following the occupation of farming.

The next most popular occupation is operatives and kindred workers, with 18% of the male population in that category. This includes principally filling stations and other small businesses, sawmills, and a few operators in industrial plants not employed in this community. The next group, proprietors, managers, and officials, includes 15% of the men in the community. The classification of craftsmen, foremen, and kindred workers accounts for 9% of the men's occupations.

It is interesting to note that in the top bracket, that of professional and semi-professional occupations, there are 4% of the men. It is also true that in the three groups, Sales, Clerical, and Unemployed, there is less than 2% of the men in the community listed. This does not mean that there are not people engaged in those general lines, but that in small businesses these same people are owners, operators, partners, and so forth.

Among the women, 81% are home makers, as would be expected in a rural community, 16% are professional or semi-professional, 3% are employed as proprietors, managers, and officials, 2% are saleswomen, and 8% are clerical. There
TABLE IV

OCCUPATIONAL STATUS OF ADULT MEMBERS OF STONY CREEK
SCHOOL COMMUNITY, 1950

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>%</th>
<th>Women</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional &amp; Semiprofessional Workers</td>
<td>6</td>
<td>3.66</td>
<td>10</td>
<td>5.92</td>
<td>16</td>
<td>4.80</td>
</tr>
<tr>
<td>Farmers and Farm Managers</td>
<td>88</td>
<td>53.66</td>
<td>0</td>
<td>-</td>
<td>88</td>
<td>26.43</td>
</tr>
<tr>
<td>Proprietors, Managers, and Officials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Except Farm</td>
<td>24</td>
<td>14.63</td>
<td>5</td>
<td>2.96</td>
<td>29</td>
<td>8.71</td>
</tr>
<tr>
<td>Clerical and Kindred Workers</td>
<td>0</td>
<td>-</td>
<td>13</td>
<td>7.69</td>
<td>13</td>
<td>3.90</td>
</tr>
<tr>
<td>Salesmen and Saleswomen</td>
<td>1</td>
<td>0.61</td>
<td>4</td>
<td>2.37</td>
<td>5</td>
<td>1.50</td>
</tr>
<tr>
<td>Craftsmen, Foremen, and Kindred Workers</td>
<td>15</td>
<td>9.15</td>
<td>0</td>
<td>-</td>
<td>15</td>
<td>4.50</td>
</tr>
<tr>
<td>Operatives and Kindred Workers</td>
<td>29</td>
<td>17.68</td>
<td>0</td>
<td>-</td>
<td>29</td>
<td>8.71</td>
</tr>
<tr>
<td>Homemakers</td>
<td>0</td>
<td>-</td>
<td>137</td>
<td>81.06</td>
<td>137</td>
<td>41.15</td>
</tr>
<tr>
<td>Unemployed or on Relief</td>
<td>1</td>
<td>0.61</td>
<td>0</td>
<td>-</td>
<td>1</td>
<td>0.30</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>164</td>
<td>100.00</td>
<td>169</td>
<td>100.00</td>
<td>333</td>
<td>100.00</td>
</tr>
</tbody>
</table>

This table is the product of a survey of the Stony Creek School Community.
are, however, many combination jobs such as homemaker-clerical, sales-clerical, etc., which have been listed in only one category.

**Educational Status of Adults.** Table V shows the educational characteristics or patterns of the community. More than 37% of the men and 28% of the women attended, but did not complete, elementary school. An additional 15% of the men and 9% of the women completed elementary school but did not go into high school. Of the total number in the community, 15% of the men and 14% of the women attended, but did not graduate from high school. The table shows almost an equal percentage for both men and women graduating from high school, more than 25% for each group. Those attending post-secondary schools but not graduating were 23% men and 3% women. No men and 11% of the women in the community completed a two-year college or post-secondary course, while 4% of the men and 6% of the women graduated from four-year colleges. Two percent of the men and none of the women obtained graduate study degrees.

Two apparent facts are outstanding in this table, (1) that a high percentage of both men and women received only elementary education. Those percentages are 52% men and 37% women, while a small percentage, 4% men and 3% women, graduated from college; (2) that the women received more education on the whole than did the men. The first
<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th></th>
<th>Women</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended but did not complete elementary school</td>
<td>159</td>
<td>37.42</td>
<td>120</td>
<td>28.43</td>
<td>279</td>
<td>32.94</td>
</tr>
<tr>
<td>Completed elementary school</td>
<td>64</td>
<td>15.06</td>
<td>39</td>
<td>9.24</td>
<td>103</td>
<td>12.16</td>
</tr>
<tr>
<td>Attended but did not complete high school</td>
<td>64</td>
<td>15.06</td>
<td>60</td>
<td>14.22</td>
<td>124</td>
<td>14.64</td>
</tr>
<tr>
<td>Graduated from high school</td>
<td>107</td>
<td>25.17</td>
<td>108</td>
<td>25.59</td>
<td>215</td>
<td>25.39</td>
</tr>
<tr>
<td>Attended but did not graduate from post-secondary school course</td>
<td>9</td>
<td>2.12</td>
<td>14</td>
<td>3.32</td>
<td>23</td>
<td>2.72</td>
</tr>
<tr>
<td>Completed a two year college or post-secondary school course</td>
<td>0</td>
<td>-</td>
<td>47</td>
<td>11.14</td>
<td>47</td>
<td>5.55</td>
</tr>
<tr>
<td>Graduated from a four year college</td>
<td>15</td>
<td>3.76</td>
<td>34</td>
<td>8.06</td>
<td>50</td>
<td>5.90</td>
</tr>
<tr>
<td>Enrolled in graduate study</td>
<td>6</td>
<td>1.41</td>
<td>0</td>
<td>-</td>
<td>6</td>
<td>0.72</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>425</td>
<td>100.00</td>
<td>422</td>
<td>100.00</td>
<td>847</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The numbers in the above table are the product of a survey of Stony Creek School Community.
fact is interesting for while more than 45% of the total population were educated only to an elementary level in public school, almost 6% in the area finished college. The second condition appeared probably to be the result of boys of the lower privileged classes being needed on the farms and not having an equal opportunity with the girls to attend school.

Rural Pupils. The fact that there is no particular concentration of population in the community area means that the great majority of the students are transported to the central school. Table VI shows the number and percentages of children transported. The fact that there is a high percentage of transported students in both elementary and high school makes it reasonable to believe that the high percentage will continue.

TABLE VI
RURAL PUPILS TRANSPORTED TO STORY CREEK HIGH SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>Transported</th>
<th>Not Transported</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>133</td>
<td>58</td>
<td>191</td>
<td>69.63</td>
</tr>
<tr>
<td>High School</td>
<td>58</td>
<td>8</td>
<td>66</td>
<td>87.00</td>
</tr>
<tr>
<td>Total</td>
<td>191</td>
<td>66</td>
<td>257</td>
<td>74.32</td>
</tr>
</tbody>
</table>

In studying the characteristics of a community, it is necessary to know something of the stability of its population. Table VII shows the population for Sussex County at
ten year intervals over a forty year period. While it is
not the purpose of this study to include the whole of Sussex
County, these are the available data on the subject. As has
been stated, there is no breakdown of census figures applic-
able to the school community studied. The high probability
that there is little change in Stony Creek community popula-
tion was discussed on page 23 of this chapter. From Table
VII two pertinent facts are apparent: (1) that for an area
of 496 square miles, 12,803 persons, one third of which are
white, means that there are a relatively small number of
white people for the area; (2) that over this forty-year
period, there has been a slight fluctuation in numbers but
no marked deviations from the trend at any time. In 1951
the county population is 661 less than it was in 1910; 31
less than it was in 1920; greater by 703 than it was in
1930; and greater by 318 than it was in 1940. Thus, it is
evident that "the population of the county is rather well-
established. No evidence was secured by the committee to
indicate that either a marked population increase or
decrease is likely in the foreseeable future."3

3Mr. Claude Crohan, chairman, "The School Building
Needs of Sussex County." (Unpublished committee report,
State Department of Education, Richmond, Virginia,
January, 1949.) P. 16.
TABLE VII

POPULATION TRENDS IN SUSSEX COUNTY

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td>13,136,864</td>
</tr>
<tr>
<td>1920</td>
<td>12,12,834</td>
</tr>
<tr>
<td>1930</td>
<td>12,12,100</td>
</tr>
<tr>
<td>1940</td>
<td>12,12,405</td>
</tr>
<tr>
<td>1950</td>
<td>12,12,803</td>
</tr>
</tbody>
</table>


Fundamental Data Regarding the School

Enrollment. Fundamental to a study of the school at Stony Creek is the accounting for both number and distribution of the children attending the school. Table VIII is designed to give that information over a period of six years. The enrollment is given by totals for each year for the elementary school (grades one through seven), while the high school enrollment by grades and the totals for grades (eight through twelve) are given individually. Also, totals given for the whole school, that is, elementary and high school combined. The number of graduates from the high school for each year of the period is also shown.

It is interesting to note the predominance of boys in each grade and in the total school. For the past several
TABLE VIII

ENROLLMENT IN STONY CREEK ELEMENTARY SCHOOL AND HIGH SCHOOL BY GRADES AND GRADUATES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-7</td>
<td>74</td>
<td>55</td>
<td>129</td>
<td>83</td>
<td>70</td>
<td>153</td>
</tr>
<tr>
<td>Grade 8</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Grade 9</td>
<td>11</td>
<td>6</td>
<td>17</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Grade 10</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Grade 11</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Grade 12</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Total Grades</td>
<td>31</td>
<td>31</td>
<td>62</td>
<td>36</td>
<td>31</td>
<td>67</td>
</tr>
<tr>
<td>Total School</td>
<td>103</td>
<td>39</td>
<td>197</td>
<td>119</td>
<td>101</td>
<td>220</td>
</tr>
<tr>
<td>Graduates for</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>each year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*B. - Boys; G. - Girls; T. - Total
years, there have been almost twice as many boys in high school as girls. To a considerable degree, this tendency is the result of the 1950 eleventh grade, which is made up of twelve boys and no girls. In the past six years, the range in elementary enrollment has been from 129 to 159, while for the last five years the range has been from 147 to 159, which shows a consistent enrollment. In the high school, the range has been from 60 to 68, while the graduates have ranged from 6 to 12 for the same period. These figures also show a high consistency in enrollment and in numbers graduated from the school.

**Age-Grade Distribution.** Fundamental to the study of Stony Creek High School is the distribution of all students by ages and grades. Table II is taken from the Elementary and Secondary Principal's or Head Teacher's Year Report for the school year 1950-1951. Many times children are not ready for school at the age legally permissible for them to start. Since the legal requirement for school attendance is not until after a child is 7 years of age, there is no retardation of children until a child fails to keep pace with his grade on the basis of reaching seven years for starting school attendance and completing one grade a year. Thus normal school progress permits a pupil to finish high school at eighteen years of age. Children finishing high school
TABLE IX

AGE-GRADE DISTRIBUTION FOR COLD CREEK HIGH SCHOOL,
YEAR 1950-1951 AND THE NUMBER OF PUPILS
PROMOTED AND RETAINED BY GRADES

<table>
<thead>
<tr>
<th>Grades</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>4</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>13</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>9</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
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<td>23</td>
<td>25</td>
<td>26</td>
<td>22</td>
<td>19</td>
<td>19</td>
<td>17</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>9</td>
<td>223</td>
</tr>
<tr>
<td>Number</td>
<td>Promoted</td>
<td>21</td>
<td>21</td>
<td>25</td>
<td>15</td>
<td>20</td>
<td>11</td>
<td>19</td>
<td>17</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>103</td>
</tr>
<tr>
<td>Number</td>
<td>Detained</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
earlier than eighteen years of age, preparing either to enter college or to follow some chosen vocation, are not mature enough to have received the most out of their school work or to do their best either in college or a vocation. Many times it is to the advantage of pupils to graduate at the age of eighteen rather than before the age of sixteen. The more gifted child may be an exception to this generalization.

On the basis of the above interpretation, retardation in Stony Creek High School as revealed in Table I shows nineteen retarded one year, nine retarded two years, three retarded three years, and one retarded four years. The table also shows a greater number of students in grades one through eight and a lesser number in each of the secondary school grades. This means either that in the future the secondary school will have an increase in numbers or that the school is losing many of its students between elementary and secondary school. Of the 210 students in school, 27 or 12.9% of the membership were retarded during 1950-51. This retardation has four possible causes: (1) poor previous preparation of the child; (2) low mental capacity of the child; (3) lack of interest or initiative on the part of the child; or (4) poor teaching in the school. Any one or all of these factors may work to cause retardation.
Mental Ability. Seizing upon the study of Stony Creek High School in the determination and classification of the mental capacities of the students. Table I presents this information for the high school students only. It appears that Stony Creek students have been average in mental ability. The eighth grade shows the highest capacity while the tenth grade shows the lowest, both as to the individual scores and ratings as a class. It also shows that fifty out of the sixty-five in high school, or seventy percent of the group, have normal intelligence or above.

Stability of Student Population. It has been shown earlier in this chapter that the total population is relatively constant. This is probably because (1) little new development is taking place in the community, (2) few new residents come to the locality, (3) new residents are usually exchanges for old ones, (4) the youth not needed to replace the retiring members of the community go to other localities. For these reasons most of the students have spent their entire school life in this school. The 1950-1951 graduating class, like many others, have spent all their school years at Stony Creek High School.

Withdrawals. An essential aspect of a study of a school is the drop-out record and reasons for pupils having dropped out of school before finishing. Table II
### TABLE X

MENTAL ABILITY OF STONY CREEK HIGH SCHOOL STUDENTS
1950-1951

<table>
<thead>
<tr>
<th>Range I. Q.</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Tenth Grade</th>
<th>Eleventh Grade</th>
<th>Twelfth Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>115-119</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>110-114</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>105-109</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>100-104</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>95-99</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>90-94</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>85-89</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>80-84</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>75-79</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>70-74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>65-69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>21</strong></td>
<td><strong>14</strong></td>
<td><strong>9</strong></td>
<td><strong>12</strong></td>
<td><strong>9</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

Note: The above test results are on the basis of the California Short-Form Test of Mental Maturity. For the eighth grade the intermediate '47 S-Form was used. For the ninth and tenth grades the intermediate '50 S-Form was used. For the eleventh and twelfth grades the advanced '50 S-Form was used.
TABLE XI
WITHDRAWALS FROM STORY CREEK HIGH SCHOOL
OVER A SIX YEAR PERIOD INCLUDING
1945-46 THROUGH 1950-51

<table>
<thead>
<tr>
<th>Reasons For Withdrawals</th>
<th>Boys</th>
<th>Girls</th>
<th>Total No.</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary difficulties</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>5.41</td>
</tr>
<tr>
<td>Entered military service</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>5.41</td>
</tr>
<tr>
<td>Financial reasons</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2.70</td>
</tr>
<tr>
<td>Illness of pupil</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Lack of interest in school work</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>8.11</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>18.91</td>
</tr>
<tr>
<td>Obtained work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Poor scholarship</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>13.51</td>
</tr>
<tr>
<td>Pupil's help needed at home</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>5.41</td>
</tr>
<tr>
<td>Transferred to another school</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>37.04</td>
</tr>
<tr>
<td>Death</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2.70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>18</strong></td>
<td><strong>37</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The above data came from a special study of withdrawals made by the writer.
indicates the number of boys and girls and the percentage of drop-outs in the several categories listed. It is shown that for boys alone "poor scholarship" accounted for the highest percentage, 13.51% of drop-outs, while for girls alone "marriage" accounted for the highest percentage, 18.92% of the drop-outs. A significant fact illustrated in this table is that 37.34% of the students transferred to other schools. This is not caused by a shifting population but (1) a desire to attend larger public schools or (2) took the advantage of private schools. Well over one-third of the withdrawals, therefore, are not stopping their education but are still continuing in school.

Graduates. Tables XII and XIII are companion tables, dealing with the graduates of the 1950-1951 graduating class. Table XII shows that 56% of the class is going to college while 33% do not intend to continue any further formal education. Table XIII shows that the college bound, or about 56% of the students, intend to prepare for professional, technical, or managerial work, while 33% of the class expect to follow agriculture.

Follow-Up Data on Graduates. In studying a school a knowledge of the quality of its product, the boys and girls who have graduated from the school, is important. Table XIV shows that in the past six years there have been fifty
TABLE XII
EDUCATIONAL INTENTIONS OF THE 1950-1951 SENIOR CLASS
OF STONY CREEK HIGH SCHOOL

<table>
<thead>
<tr>
<th>Plans for further education</th>
<th>Boys</th>
<th>Girls</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four year college</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>44.44%</td>
</tr>
<tr>
<td>Junior college</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>11.11%</td>
</tr>
<tr>
<td>Business college or</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>11.11%</td>
</tr>
<tr>
<td>technical institute</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>33.33%</td>
</tr>
<tr>
<td>Total members of senior class</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

TABLE XIII
OCCUPATIONAL INTENTIONS OF THE 1950-1951 SENIOR CLASS
OF STONY CREEK HIGH SCHOOL

<table>
<thead>
<tr>
<th>Categories</th>
<th>Boys</th>
<th>Girls</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, technical and managerial work</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>55.55%</td>
</tr>
<tr>
<td>Clerical and sales work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Service work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Agriculture, forestry and marine work</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>33.33%</td>
</tr>
<tr>
<td>Manual work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>11.11%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
**TABLE XIV**


<table>
<thead>
<tr>
<th>Educational and occupational categories</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School offering a Bachelor's degree</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>32.00</td>
</tr>
<tr>
<td>Professional, technical and managerial work</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>10.00</td>
</tr>
<tr>
<td>Clerical and sales work</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>14.00</td>
</tr>
<tr>
<td>Agriculture, marine, and forestry work</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>18.00</td>
</tr>
<tr>
<td>Mechanical work</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2.00</td>
</tr>
<tr>
<td>Manual work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Married</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>20.00</td>
</tr>
<tr>
<td>Unemployed</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4.00</td>
</tr>
</tbody>
</table>

The above data are taken from a special study by the author.
graduate, twenty-five girls and twenty-five boys.

Table XIV shows the numbers of boys and girls who, after finishing high school, have followed certain educational or occupational paths. Some graduates would qualify for several groupings, but have only been listed once. Seven boys and nine girls, or 32%, have continued their education by entering colleges. As was found to be characteristic of the community, more girls entered college than boys. Five boys and no girls have followed professional, technical, and managerial work. Four boys and three girls, or 14%, have chosen clerical and sales work. There have been no entries in service work for boys or girls. There have been nine boys and no girls who entered the fields of agriculture, marine and forestry work. One boy and no girls, or 2%, have followed mechanical work. The table shows that ten girls, or 20%, have chosen marriage as a career. None of the boys and two girls, or 14%, are unemployed.

School Organization: Stony Creek High School is a combination elementary and secondary school, organized on a 7-5 plan; that is, the first seven grades make up the elementary school and the next five grades, 8 through 12, make up the secondary school. Because of the small number of children and limited teaching space, most of the elementary
school teachers teach more than a single grade. In the secondary school, the enrollment is small and the classes offered are numerous, resulting in very small classes. The following quotation was based on December, 1948, enrollments but is just as applicable at the time of this study because the school attendance is constant.

"The number and variety of courses offered in schools is relatively high for secondary schools having enrollments below 100 pupils. The result of a relatively wide offering and small enrollments is a large number of small classes. There are 35 classes in the white high schools of Sussex County with enrollments of less than 10 pupils, and of this number there are 12 classes with enrollments of less than five pupils." 6

At Stony Creek High School for the session 1950-51, twelve of the twenty-five courses offered had less than 10 students enrolled.

The student body is organized into the Student Cooperative Association for the purposes of promoting a sense of responsibility for the general welfare of the school, improving attitudes of pupils toward the school and the community, providing practice in civic activities, and developing leadership. 7

Under the general supervision of this student


7Student Cooperative Association Constitution, (Revised 1947, Article III Purpose, Stony Creek High School) P. 1.
organization and the school faculty, clubs are organized, such as (1) The Future Farmers of America, organized for agriculture students; (2) Future Homemakers, organized for the home economics students; (3) Library Club, for boys and girls interested in learning about and assisting in the library; (4) The Music Club, for those boys and girls taking piano; (5) Dramatics Club, for boys and girls especially interested in dramatics; (6) Publications Club, for those boys and girls interested in writing and journalism; (7) Safety Patrol, for boys and girls interested in safety at home, on the bus, and in school. As the need arises, clubs may be added or dropped. These club meetings are held under the sponsorship of a faculty member during the first three periods of the second Tuesday of each month, with executive meetings more often, by special arrangement, if necessary.

The school day is organized into seven 50 minute periods, five of which are used for academic classes, and one each for physical education and glee club. With assemblies, special programs, and incidental activities, the school program is a crowded one. Both teachers and students must enter into many activities because of the small number of each involved.

The eighth grade is taught four of the seven periods of the day by one teacher in order not to cause too abrupt a change from elementary school procedure. Eighth grade
pupils take physical education with the high school boys or girls as the case may be. The eighth grade boys and girls have one period devoted to shop for boys and home economics for girls, and one study hall period. The eighth grade subjects are taught without credit earned toward graduation from high school. The aim of these courses is that they may be exploratory and of a remedial nature.

**High School Offering:** The school offering, though fairly comprehensive for a school the size of Story Creek High School, must of necessity be limited because of the small number of teachers employed and the small number of students attending the school. The policies and regulations of the Superintendent and the Casson County School Board are:

Beginning with the session 1940-41 the school board added a new eighth grade to the system, making a total of twelve grades. The high schools will include grades eight, nine, ten, eleven and twelve. Carnegie units of credit will be given only for work done above grade eight. No units of credit are granted for work below the ninth grade. Sixteen credits are necessary for graduation. The following are required:

- English I, II, III, and IV
- Algebra I
- Plane Geometry (Math. III)
- Civics IV
- U. S. History III
- General Science
- Chemistry, or
- Biology

The electives may be chosen from other subjects provided in the curriculum.

Credit may be offered in glee club, in band, and in physical education, but not as any of the sixteen units necessary for graduation.

Pupils, especially those who expect to apply for admission to college, should not take more than four units, as a part of the sixteen, in the vocational or practical arts. Additional units above the sixteen
required for graduation may, of course, be in the vocational subjects.

No combination and alternation of classes should be made unless and until all teachers have as many as five regular classes not including physical and health education. In order to avoid assigning a teacher six regular classes, combinations and alternations are suggested. It is further suggested that, if it is necessary in order to comply with the above suggestions, combinations and alternations be made in the following order:

1. Chemistry and Biology
2. U. S. History and Civics
3. English III and English IV
4. Algebra II and Plane Geometry
5. History I and Civics I

It has been suggested that the eighth grade subjects, not including industrial arts, agriculture, home economics, and music be taught by one or possibly two teachers.8

The required courses offered for credit at Stony Creek High School are:

English I, II, III and IV
Mathematics III (Plane Geometry)
Mathematics I (Algebra I)
History III
History IV (Civics)
Science I (General Science, or Chemistry, or Biology)

Thus there are nine required subjects for graduation at Stony Creek High School, and of those nine required subjects, four are taught each year, while five are combined and alternated and taught each alternate year.

The electives taught for credit at Stony Creek High

---

School, from which the other seven credits may be earned, are as follows:

<table>
<thead>
<tr>
<th>History I (Civics)</th>
<th>Agriculture II</th>
</tr>
</thead>
<tbody>
<tr>
<td>History II (World)</td>
<td>Agriculture III</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Agriculture IV</td>
</tr>
<tr>
<td>Biology</td>
<td>Home Economics I</td>
</tr>
<tr>
<td>French I</td>
<td>Home Economics II</td>
</tr>
<tr>
<td>French II</td>
<td>Home Economics III</td>
</tr>
<tr>
<td>Mathematics II (Algebra II)</td>
<td>Typing I</td>
</tr>
<tr>
<td>Agriculture I</td>
<td>Shorthand I</td>
</tr>
<tr>
<td></td>
<td>Bookkeeping I</td>
</tr>
</tbody>
</table>

If a student should want to take only academic subjects in preparation for college entrance, he would have to take all the subjects offered at Stony Creek High School, other than the vocational and commercial subjects, to get the sixteen required units for graduation. That individual would have to enroll in the nine required subjects and the first seven elective subjects listed above. Four units may be earned by boys in Agriculture and three by girls in Home Economics, while three commercial units are available to both boys and girls.

In addition to the above subjects taught for credit, there are offered, full-time or fifty-minute periods daily, Choo Club and Health and Physical Education. Instruction is given in band music one day a week. Piano lessons are also available at the school.
School Personnel. The entire school is operated with fourteen teachers. Five are full-time elementary teachers teaching seven grades. This means that most of the elementary teachers teach more than one grade in a room. Some grades must be divided also on account of numbers of pupils in the room. One teacher devotes his full time to Veteran's on-the-job-training in agriculture. There is one full-time teacher of agriculture for the high school group and one full-time teacher of home economics. There are two part-time teachers in the fields of vocal and instrumental music. One teacher devotes her entire day to instruction of the eighth grade with the exception of one period. One teacher devotes her entire day with the exception of two periods to commercial subjects. The principal teaches three periods daily.

The principal and one other teacher teach all the academic subjects taught at Stony Creek High School, with the exception of two English courses, one taught by the eighth grade teacher, and one by the commercial teacher.

The school staff is responsible for the pupil guidance services. The entire faculty assumes this over-all responsibility, while certain individuals have specific duties not expected of all. The principal is coordinator and chief counselor. The special counselor for girls is the home economics teacher and for boys, the agriculture teacher and coach.
The demand on so few teachers to teach so wide a variety of subjects means that teachers must have had normal preparation in more than the usual number of subject-matter fields and a wide experience in teaching a variety of subjects to meet the demands made on a rural school teacher. Teachers with so much preparation and experience are not usually available to rural schools. Consequently, courses in high schools are taught by teachers who are not certificated to teach those subjects. Teachers must also promote many activities in school for which they have had little or no training.

**Adult Education.** Formal courses for adults are available to veterans in agriculture and shop through the Veterans Training Program. Night classes are held both in school and in the community by the regular agriculture instructor. Classes in food conservation are available through the use of the school-operated community cannery. Home making classes are available through the home economics department if they are desired.

**Community Center.** The school is used as a community center throughout the entire year by organized clubs and groups.

**Exceptional Arrangements.** School sponsored activities
are not held on Friday nights if cooperation from the Seventh Day Adventists pupils is required or expected. Their Sabbath starts at sundown on Friday and there is a rather strict observance of this day. All school functions in which their cooperation is sought must be scheduled other days during the week.

**School Facilities.** The school facilities do not include any provision for rainy day and winter time needs in physical education and recreation. Maintenance and janitorial help is meager. Little effort or imagination is used in beautifying the school and making it and its surroundings attractive. Due to a lack of classroom space in the high school department, both the library and the laboratory are used for regular classrooms.
CHAPTER IV

ESTABLISHING EVALUATIVE STANDARDS

In analyzing the data contained in the foregoing chapters concerning the school and the community, it is necessary to devise a set of standards which can be generally applied to schools and their community relations. In this chapter three instruments are used for setting up general categories or areas in which a good school meets the total needs of its community. These instruments are:

1. "The Philosophy of the School" as developed by the faculty, patrons, and pupils of Stony Creek High School.¹

2. "The Educational Needs of Youth" as presented in Section C of the Evaluative Criteria.²

3. "The Comprehensive Public School" as presented by R. Glenn Grahame.³

Since this study is limited in purpose to the evaluation of the educational program of Stony Creek High School,

¹Statement of Plans and Progress of Accredited High Schools: (Stony Creek High School, Sussex County, Virginia, to the State Board of Education, Commonwealth of Virginia, 1950-51) P. 6.


in order to determine how effectively it is meeting the educational needs of the community served by the school, it necessarily follows that (1) the philosophy presented involved the thinking of those individuals interested in, and responsible for, the school at Stony Creek; (2) that the educational needs were those of youth usually involved in an elementary and secondary school program; and (3) the satisfaction of needs were interpreted in terms of school offerings and experiences designed to meet the needs of youth in the community.

Evaluative Standard Number One

The Philosophy of the School. The philosophy of the school as accepted by the faculty, students, and patrons of Stony Creek High School for the year 1950-51 is as follows:

"Believing that the child in our care is an all important being and that education should center about the individual, we, the teachers, students, and the patrons of Stony Creek School, adopt the following philosophy of education.

"We believe in the cooperation between pupils, teachers, and patrons in promoting education to meet the moral, physical, social, and mental needs of both youth and adults.

"We believe that the educational program should be centered about the child and should provide for both the interest and needs of the child as determined by the present and probable future.

4Stony Creek High School op. cit. p. 6.
"To believe that education should be for the purpose of preparing an individual to live a happy, normal, useful, and healthful life.

"To believe that pupils should be taught the advantages and responsibilities of living in our democratic society and to visualize the workings of democracy by taking an active part in a democratic school program. To believe that the school, the home, the church, and the community should work closely together, so that the pupils' education might be more fully realized.

"To believe that the school's program should be broad enough to prepare some students for college, and to adequately train those students who will not continue their formal education after graduation, for starting in some worth-while occupation.

"To believe that education should never be considered as finished, either for the teacher or the pupil."

This is a broad and general statement of the relationship between the school and the community it served. It represents the thinking which justifies the school and sets the pattern for any recognized need of change for the school program in the future.

For convenience of discussion the above statement of philosophy is itemized as follows:

1. Educational opportunity for all
2. A child centered school
3. Cooperation between school and community
4. Physical, social, moral and mental needs of youth
5. The school should serve the adults of the community as well as the children
6. Education should provide for the present as well
as the probable future.

7. The object of education is a happy, normal, useful and healthful individual.

8. Experience in democratic procedure is necessary to effective participation in a democracy.

9. The school was only one of the educational institution's in each child's life.

10. School should prepare the child for college or vocation, or both.

Evaluative Standard Number Two

The Educational Needs of Youth. As stated above, the educational needs of youth were used as the second standard for evaluating the school at Stony Creek. The needs of youth used in this study are listed in the 1950 edition of the evaluative criteria. They are as follows:

1. The youth need to learn to live with other human beings.

2. They need to achieve and maintain sound mental and physical health.

3. They need to learn to live in their natural and scientific environment.

4. They need sound guidance.

5. They need to learn to think logically and to

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5Evaluative Criteria op. cit., p. 35.
express themselves clearly.

6. They need to prepare for work, for further education, or for both.

7. They need to learn to use their leisure time well.

3. They need opportunity for wholesome personal development.

Both the school philosophy and the educational needs of youth have many basic ideas in common, while each has points of separate emphasis. The school philosophy was developed to support a broad and comprehensive educational concept with a particular school in mind, while the educational needs of youth were developed to incorporate all the needs of youth wherever schools are found. A general discussion follows which will treat most of the points brought out in both the school philosophy and the educational needs of youth.

Interpretation of Standards One and Two

Educational opportunity for all. The principle of public education for all children is a cardinal principle fundamental to the educational system in American democracy. When all are citizens and potential participants in our government, and our society at large, all youth should have an opportunity for a public education. Section C of the
evaluative criteria states: "It is generally accepted that the main purpose of secondary education in American democracy is to meet the educational needs of all youth of secondary school age."6

A child centered school. The emphasis in education should be on the needs of the child rather than on teaching any prescribed course or curriculum. The progress of the child rather than the teaching of a definite course is important. All of the school activities should be judged in relation to that they do to and for the child rather than activities for activities sake. This principle should apply to the whole range of school activities.

Cooperation between school and community. In order to get the maximum support and rapport necessary to the mutual benefit of the school and the community, a close working relationship must be maintained. Only as the school and the home work in close relationship with each other can the best teaching of the child be accomplished.

Physical, social, moral and mental needs of youth. These attributes of a well rounded, well balanced individual should be taught both formally and informally. Each teaching to meet these needs may be done as a part of the

6Ibid. P. 36.
school curriculum and such teaching must be done by precept and example. None of the attributes should be cared for at the expense of the others. Each is important to the production of the most worthwhile individual.

The school should serve the adults of a community as well as the children. Wherever educational needs are apparent in a community among the adults, the school should help out in this situation in addition to meeting the educational needs of children. In some cases the needs of adults may be the same as the needs of children and in those cases the same aid should be given in separate teaching situations. In many cases the educational need of adults may be very different from those of youth. In such cases the school should try to meet those needs in part-time and evening teaching situations.

Education should provide for the present as well as the probable future. Since the child in the school is there because society has provided the school and has seen fit to make it available for the training of all children in preparation for living useful lives in that society, it is necessary to give the children the skills, facts, and moral training to meet their present needs. It is also necessary to foresee their future to the best of our ability and to teach the skills and facts and to provide the moral training.
which will meet the probable needs of a worthwhile individual in the future.

The object of education is a happy, normal useful and healthful individual. These attributes are largely a product of good mental and physical health. It is necessary for each child to become a well balanced individual.

Experience in democratic procedure is necessary to effective participation in a democracy. Democratic living is based on individual freedom within the limits of individual responsibility. It capitalises on the worth of the individual in his ability and willingness to assume leadership. It assumes that every individual may be a contributing factor in society either in leadership or fellowship to the mutual benefit of all. Children must learn by experience how to become contributors to democracy by practice in democratic living. They must learn how to take responsibility and how both to lead and follow as the occasion demands.

The school is only one of the educational institutions in each child’s life. There are many educational factors in a child’s life. The home, the church, the family background, the locality, the associates, travel, means of communication, radio, television and many other factors contribute to the education of youth. This is as it should be and the school
should not undertake responsibilities which belong somewhere else. The school as the central public educational factor should be acquainted with and sympathetic to the educational needs of youth and be helpful in fulfilling these needs whether it be a school function or not.

School should prepare the child for college or vocation or both. All children on completion of the public school work must face the problem of what to do. This usually leads to a decision to go into some vocation or to continue their education. In either case the child should have attained the basic skills necessary to start in either or both of the categories.

Living with other human beings. First among the common needs of youth is the ability to communicate effectively with one's fellows. Each person must be able to understand and be understood by other persons. He must be able to comprehend the spoken and written word and reproduce it as well if he is to live effectively. Living effectively requires a knowledge of spelling, word usage, vocabulary, proper punctuation and enunciation, and the ability to reason.

Effective communication is only one necessity in living successfully with other human beings. The demands of American democracy in terms of responsibility, self-sacrifice, self-discipline, as well as rights and privileges,
must be learned in order to live effectively with one's fellows. Preparation for marriage, parenthood and homemaking, leadership and fellowship are necessary to understanding and contributing to community life and becoming an accepted member of society.

**Sound mental and physical health.** All youth need the mental and physical equipment which is necessary to make them worthwhile contributing citizens of the society in which they live and to make it possible for them to live happy, normal, useful, and healthful lives. Each student should have in daily life the opportunity to have activities which contribute to physical and emotional health.

Small children, because of their immaturity, their short interest span, and their rapid growth, need more supervised play and less supervised work. Supervised activities give the children a chance to learn to live together as well as to meet their physical developmental needs.

**Natural and scientific environment.** All youth need to know and understand their environment both as to how it affects them and how it may be used by them to their advantage or disadvantage. In our scientific age all children should be conscious of and have an opportunity to explore the effect of science on their lives. For the purpose of getting first hand scientific practice, the elementary school
child should have experience in fact finding through observation and simple experiments in attempting to study and understand the scientific world in which it lives. As the child advances, more complicated investigations should be attempted. The students should learn how to use and conserve our natural resources and to understand the economic relationships of varying amounts of production and consumption. They should learn to understand and appreciate the methods of science, the techniques of experimentation, the nature of proof, and some of the major scientific laws which govern our universe to the end that they recognize a plan and purpose for the universe above the knowledge and planning of man.

**Sound guidance.** Youth is in need of and entitled to competent guidance. As a prerequisite to self-guidance, they should have assistance in understanding themselves as individuals in terms of their own attitudes, aptitudes, abilities, interests and aims. They should also understand their strengths and weaknesses. They need help in understanding their strengths and weaknesses so that desirable use can be made of the strengths and satisfactory adjustments can be made for their weaknesses.

Youth also needs guidance in making educational, vocational and social choices. Guidance should include constant alertness for undeveloped aptitudes and interests. The formation of flexible aims which may be modified as
conditions change are necessary to good guidance. The purpose of guidance is to bring each individual to the point that he is capable of logical thinking, self direction and an understanding of life's problems.

**Think logically and express themselves clearly.** A mastery of the fundamentals of communication is necessary to logical thinking and clarity of expression. These fundamental tools of learning, reading, writing, spelling, listening, observing, speaking, are of inestimable value. The mastery of these tools of learning brings pupils in successive steps to the point of understanding and stating increasingly abstract ideas and information.

Youth should learn to use symbols, graphs, charts, tables and similar devices in various subject fields. Youth should be able to define problems, locate, select and organize information, to draw and test conclusions, present conclusions in an acceptable form, and respect the rights of others in their expressions and thoughts. Youth needs the opportunity to apply the tools of learning in conversation, discussion, debate, reading for information and pleasure, solving problems in laboratories, classrooms, council meetings, and other group activities. They need to acquire a genuine desire for mental growth.

**Logical thinking and clear expression probably are not accomplishments which may be obtained through the**
teaching of formal courses. These attributes are the accumulation of many activities and experiences in many and varied circumstances. They are learned in connection with such subjects as English, mathematics, science, public speaking, journalism, expression, drama, and to a greater or lesser degree, in all of the other formal and informal activities of the school.

Work, future education or both. Public schools are dealing with youth who have one of two objectives in view. Either they wish to go directly to work or to continue their education in schools of higher learning before going to work. It is the challenge of the public school to prepare youth for either or both of the alternatives. Youth should acquire concepts, skills and attitudes which will enable them to make a successful beginning in one or more areas of business or industry, or future education. They should have a knowledge of various fields of industry with their opportunities and requirements, with information concerning labor and management, with an appreciation for the necessity, the value, and the dignity of work. Youth needs to know their aptitudes and abilities in relation to work and to get as many first-hand experiences as possible in the field of work prior to making a final decision on a vocation.
Use of leisure time. Youth needs to learn to develop creative interests along the lines of fine and practical arts in which they may be at times active self directed participants in purposeful activities, and at other times, appreciative observers in which there is a balanced amount of time devoted to leisure and other aspects of life. Youth needs to learn to make intelligent use of available commercial resources for leisure time pleasure and to use their leisure voluntarily for the benefit of others as well as themselves.

Personal development. There is a close relationship between personal development and leisure time. This does not mean that if one has leisure time one will live aesthetically but youth does need time to appreciate the beauty of living when life is truly worthwhile. To appreciate the beauties of life, youth needs time and the inclination to spend some time with such sources of beauty as literature, art, music, and nature in order to appreciate the harmony and unity of good design, to be conscious of the possibility of improving the aesthetic aspects of the home and surroundings as well as the school and the community.

EVALUATIVE STANDARD NUMBER THREE

The Comprehensive Public School, Stony Creek
High School is both elementary and secondary, it is necessary to consider comprehensive offerings for both. The modern elementary school should meet some of the educational and recreational needs of both the children and the adults of the school community. A study of the needs of children and adults within a given community will reveal that the needs are both varied and many. If possible, all of these needs should be met in order that all children and adults may be provided their rightful opportunity to live productive and happy lives.

"The offering of the elementary school should include work in the following subject matter areas: Language Arts (English, Reading, Writing, Spelling), Social Studies (Geography, History, Civics, Community Life), Science, Physical and Health Education, Mathematics, Homemaking, Industrial Arts, and Fine Arts. The program and offering must provide ample for the development and maintenance of skills through the tool subjects."7

"It may be said that the high school program of instruction is adequate when it meets the educational needs of all the pupils of the community. It is adequate if it provides the college bound group with complete preparation for their work, if it definitely prepares those who go directly from high school into occupations for their work, if it offers rich and stimulating experiences which are vitally connected with the life of the community to both groups, and if its pupils are helped through guidance to find and pursue programs which are appropriate to their needs and in which they can succeed. In light of recommendations made in surveys of counties and cities over a long period of years, and on account of apparent agree-

ment of laymen and educators, it is generally recognized that an adequate offering of a comprehensive high school should include:

1. A broad and varied program of general education for high school students and adults as the need arises.

2. Preparation for technical, liberal arts or business college.

3. Vocational training in trades, agriculture, distribution and homemaking.

4. Adequate health and physical education including clinics and athletics.

5. Adequate library and library space for both pupils and community.

6. Evening and part-time classes for adults on a flexible plan.

7. Training and study in fine arts.

8. General shop work that is largely exploratory in character and serves to acquaint the pupils with elementary processes and manipulations of those trades and industries which are outstanding and important in daily experiences.

9. One or two years of additional work beyond the present high school level open to any youth or adult qualified or interested.

10. A variety of social and miscellaneous activities

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such as public speaking, public forums, lectures, literary societies, pupil and adult club work, student activities, socials and the like.

11. An adequate and full program of guidance.

Although the items presented in "The Philosophy of the School" and "The Educational Needs of Youth" were discussed earlier in this chapter in order to clarify their relation to school practice, no attempt is made to discuss the items enumerated in the "Comprehensive Public School". Since these enumerations are given in terms of school practice, they are used as an evaluative standard without further discussion.
CHAPTER V

APPLICATION OF THE SELECTED STANDARDS TO THE DATA

In the preceding chapter, three standards were developed by which school and community relationships may be evaluated. In this chapter the foregoing standards will be applied to the Stony Creek High School in light of the individual items found in each standard. This chapter will reveal how Stony Creek High School compares with the accepted standards.

Educational opportunity for all. All children of school age in the Stony Creek School area have been accounted for and are entitled to attend the schools provided for them. With the exception of the physically or mentally handicapped, all white children of the Stony Creek High School attendance area of compulsory school age are required to attend school. Although the number of physically or mentally handicapped children is small, educational opportunity is provided them and where it is needed and on a level suited to the child's needs. If a child is unable to attend school but is capable of profiting by school courses, such courses are offered by special teachers in the home. In cases where the mental attainment does not

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1 Supra, p. 23, p. 54.
warrant school work but the children are physically healthy, manual skills should be offered either in the school or in the community under the auspices of the school. The school has taken no responsibility in this matter.

In addition to aid to the handicapped, there is need of special educational opportunity for those individuals who do not care for or who cannot attain a high degree of language skill but are very capable in other lines. Many of the drop-outs in school are in this category of pupils and need specialized training. The need for specialized education is not satisfactorily met at Stony Creek High School.

A child centered school. Stony Creek High School, as all public schools, is maintained for training children to become contributing members of the society in which they live. Throughout the school program, school subjects and activities are provided which place emphasis on child training and development. In spite of the small number of children, a relatively wide variety of academic, fine arts, and vocational subjects are offered to meet the varied needs of the students. All of the school personnel are conscious of the need of growth in the idea and achievement of placing the welfare and progress of the child first.

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2 Supra. P. 43, P. 55, P. 64.
Cooperation between school and community. The Parent Teachers Association is an active link between the school and community. The Community Planning Board is made up of a cross-section of representative citizens, many of whom are school personnel. Most of the charitable campaigns such as Red Cross, Tuberculosis, Cancer, Polio and others, are supported and sponsored by the Stony Creek High School. At times religious, fraternal and civic organizations use the school facilities. Community activities are publicized through the student body. Part-time and evening classes are available to interested adults. School facilities are used for farm and agricultural group education.

In spite of this cooperation, there is not enough interest in the community concerning the school. Community thought and effort necessary to wise operation of schools is greatly needed in the Stony Creek High School area.

Physical, social, moral and mental needs of youth. To meet the needs named above Stony Creek High School requires four years of physical and health education, to which one full period of the school day is devoted. This period is not well used. Physical inspections and clinics

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3 Supra P. 15, P. 55.

4 Ibid. P. 15, P. 55.

5 Supra P. 15, P. 48.
are also provided as need and availability arise. Social life is encouraged by school sponsored socials and programs. Proper social relationships are encouraged by providing games, athletics, banquets, clubs and general mingling of students, faculty and adults of the community. High moral standards are encouraged by practice in fair play, honesty, courtesy, concern for one's fellows, proper boy-girl relations and personal integrity. The mental needs are met by organized classes in a wide range of subject matter. Laboratories, homemaking and shop facilities are provided for the purpose of first hand experience in connection with the theoretical subject material. The library is available the entire school day to those who seek information and leisure time activity. There is need for closer supervision and integration of these activities, not for the purpose of curbing or limiting them, but for making them more intimate and meaningful in the overall training of youth.

The school should serve the adults of the community as well as the children. Stony Creek High School makes its facilities available to many adult groups as described above. It also conducts on-the-job shop and agricultural

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6 Supra P. 15, P. 43, P. 55.
7 Supra P. 48, P. 56.
training for veterans. Farm machinery repair classes and young farmers classes are conducted at night for adults. Other adult classes, both day and night, are available if the need or desire justifies them. Although night classes in homemaking, fine arts, and other subjects are available from time to time, sufficient interest has not been shown to justify their continuation.

Education should provide for the present as well as the probable future. Stony Creek High School meets this standard by placing emphasis on the basic subjects with a varied program of using those tools of learning in elementary school. Thus the fundamentals are learned which are necessary to progress in high school work. In high school a broad variety of subjects and experiences are provided, intended to give basic learnings necessary to all pupils. These common and selected learnings and experiences are designed to prepare the student for the fundamentals necessary to pursuing higher education or a vocation. Public schools could not hope and should not undertake to make proficient workmen or finished students but should provide the pupils with those fundamentals or tools of learning which will put them in position to start, without too much

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8 App. A.

9 Supra, p. 56.
effort, in higher learning or performance of their chosen work. Stony Creek High School needs constantly to furnish the incentive and standard of a higher degree of proficiency in school preparation.

The object of education is a happy, normal, useful and healthful individual. Happiness and normality in human beings is largely a matter of appreciation of living, by a well-balanced individual. At Stony Creek High School a well-balanced, if limited, offering of subject-matter and experiences are offered. Care is taken to provide sound mental and physical health. Mental strains and personal problems are handled through counseling and school guidance. The child is taught his strengths and his weaknesses and encouraged in making the greatest use of his abilities in worthwhile fields of endeavor.

Experience in democratic procedure is necessary to effective participation in a democracy. At Stony Creek High School much liberty is given the individual in formulating one's own behavior pattern as long as it is not contrary to good school practice. The degree of liberty depends on one's demonstrated responsibility. The Student Cooperative Association is a pupil organization in which all activities

Supra P. 60, P. 64.
are carried out by the pupils with a minimum of adult supervi-
sion.\textsuperscript{11} Much responsibility is placed on pupils in clubs,
class sponsored activities, athletics, plays, programs,
literary events, competitive music and subject matter
planning.

The school is only one of the educational institutions
in each child's life. Since it is understood that there are
many factors contributing to the education of every child
other than the school, it is the practice at Stony Creek
High School to capitalize on these home and community
educational factors by both supplementing them with the
school program and supplementing the school program with
these educational factors.\textsuperscript{12} As far as possible the school
personnel is alert to satisfying the needs of school chil-
dren which are not met elsewhere, either in the school or by
bringing the need to the attention of other groups or indi-
viduals for solution.

Schools should prepare the child for work or college
or both. Stony Creek High School offers a relatively large
number of classes with small enrollment. All subjects are
taught which are designed to meet the common needs of youth.
In addition to the subjects needed by all youth, a variety

\textsuperscript{11} Supra P. 42, P. 57.

\textsuperscript{12} Supra P. 57.
of subjects designed to meet the special interests and inclinations of students are offered in the academic, fine arts, and vocational fields. Agriculture, shop, homemaking and commercial subjects are the vocational subjects stressed because of their practical value to a rural people. For those who are college bound academic subjects are stressed. It is possible for each group to receive the necessary training at Stony Creek High School if diligence is applied in their study and training. However, a greater incentive to high attainment in school work is much needed.

Living with other human beings. In order to live effectively with other human beings, communication and preparation for citizenship are two basic essentials. In order to prepare the pupils at Stony Creek High School for these basic accomplishments, training in language arts, history and geography of America, as well as other nations, is given. The pupils are thrown in close relationship with teachers and other pupils throughout their school career. This association of boys and girls with each other and their teachers gives vital experience in the give and take, the leadership fellowship exchange, and compromise, which is so essential to democratic living. Seven years are devoted to this process in the life of each child in the

13 Supra P.P. 45, 44, App. A.
elementary school in preparation for the more detailed and advanced work of high school.

In high school, four years of English and one year of American and Virginia history and one year of United States and Virginia government are required of all students who graduate in order further to prepare them in the art of communication and for active citizenship in American democracy. In addition to the required subjects, elective subjects designed to give the pupil the background for proper attitudes, skills and understandings necessary to effective living with other human beings, are taught.\(^{14}\) Verbal expression, reading, writing, spelling and the use of numbers are basic to the further advancement of the school child. At Stony Creek High School as many curricular and extracurricular activities designed to improve living with other human beings are offered as can be effectively maintained.

**Sound mental and physical health.** In Stony Creek High School health and physical education are considered a necessary part of the school program. Regular time is provided for this training in the regular school schedule. No qualified instructors are available in health and physical education but a program is carried on by the regular teaching

\(^{14}\)Supra P. 46; App. A.; Supra P. 58.
staff; which attempt to provide a reasonable substitute for this deficiency. There is also a lack of facilities for regular physical education in that there is no gymnasium in which these activities can be carried on during wet and cold weather. This situation results in a very poor physical education program.

Mental health of pupils is given special attention by teachers and other members of the school staff. It is the duty of the school staff to improve study habits, minimize frustrations and be constantly on the lookout for indications of mental strain and peculiar behavior indicating a lack of mental balance. In ordinary cases the pupil is referred to the members of the school staff who have special guidance responsibilities for investigation and counseling. In cases of persistent difficulty, special referral to guidance clinics and specially trained guidance workers is made. More again the training of the local personnel is inadequate without outside help.

**Natural and scientific environment.** In order that pupils can understand their natural and scientific environment at Stony Creek High School, rudimentary observations and experiments, especially in the field of natural science, are introduced in elementary school. In high school at

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Supra P. 49, P. 59.
least one organized laboratory science course is required of all students. Due to the close relationship of mathematics and science and the common need for all pupils to learn the effective use of numbers, two mathematics courses are required. In addition to the required science and mathematics courses, there are offered two laboratory science courses and one mathematics course.\textsuperscript{16}

**Sound guidance.** At Stony Creek High School guidance responsibilities belong to the entire educational staff, particularly the home-room teacher and the counselors. The principal is the coordinator and main counselor. Two teachers, one man for boys and one woman for girls, have the responsibility for general counseling. Cumulative records are kept for each student, informational files are maintained in the fields of education and the vocations. Counseling time is provided as needed. Every subject matter teacher is charged with responsibility of guidance services.\textsuperscript{17} Greater regularity of counseling and better trained guidance personnel are needed.

**Logical thinking and clear expression.** At Stony Creek High School logical thinking and clear expression are sought through study and practice in nearly all of the formal courses

\textsuperscript{16}Supra P.P. 45-46; App. A; Supra P. 59.

\textsuperscript{17}Supra P. 47; P. 60.
offered in the regular curriculum. Those courses are supplemented by such student activities as public speaking, assembly programs, Student Cooperative Association, clubs, plays, organized athletics, systematic use of the library and many others.16

Work, future education or both. The problem of preparing youth for future work or education or both is principally a problem of proper guidance at Stony Creek High School. In planning the school program each pupil is required to take nine required subjects and may select from the elective subjects taught seven more of his own choosing in either the academic or the vocational fields or both. Sixteen units are required for graduation. More than sixteen units may be earned before graduation if the pupil so desires. Making proper choices in the curriculum and making suitable application of this preparation to the future work or education of the student is a problem of guidance.19

In order that proper guidance services might be rendered, files are maintained containing educational and vocational information. Opportunity for students to study personal and educational problems is provided at the eighth grade level, which is the first year of a five-year high

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16 Supra P. 43, 61.

19 Supra P. 47; App. A, Supra P. 62.
school. Cumulative records are maintained on each student and are available to all teaching personnel. The student body and faculty are small enough that each student and teacher may become personally acquainted.

Use of leisure time. At Stony Creek High School academic, fine arts and handicrafts courses are offered, which are designed to provide worthwhile leisure time activities for the present and provide a background for the worthwhile use of leisure time in the future. Music (both instrumental and vocal), literature (for pleasure and information), home economics (for gentle and graceful homemaking), and agriculture and shop (for appreciation of nature, use of tools and handicrafts), are all present and are future aids to use of leisure time. In addition to the formal courses, outdoor and indoor social functions, sports, student club activities and student assembly programs are sponsored by the school. The school library is open to all students for the entire school day including one-half hour before and after school. As previously stated qualified full time library help is lacking. Greater emphasis should be put on leisure time activities and some should be expanded to give a wider range of leisure time experience. No art, as such, is offered in the school.

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20 Supra P. 43, P. 63.
Personal development. Personal development at Stony Creek High School is emphasized by the teaching of such principles as self-restraint, helpfulness to others, courtesy, honesty, appreciation of rights and responsibilities, and other self-disciplines. Such personal attributes as mentioned above are not the product of any one class or experience but are learned in all life's activities.

The Comprehensive School

The attributes of a comprehensive secondary school as given by Graham\textsuperscript{21} are:

A broad and varied program of general education for high school students and adults as the need arises.\textsuperscript{22} At Stony Creek High School sixteen academic units, ten vocational units and two fine arts units are offered in the school curriculum. This offers a minimum program which is intended to meet most of the basic educational needs of students in preparation to effective future progress in education or a vocation. Classes for adults are held in agriculture and shop for veterans, young farmers and farm machinery repair. These are of special value in our


\textsuperscript{22}Supra P. 65.
rural community. If a need existed, classes in home economics, business and academic work could be offered.

Preparation for technical, liberal arts or business colleges. For entrance in technical school several courses in mathematics and science should be offered at Stony Creek High School. For entrance in liberal arts colleges more foreign language would be advisable. For entrance to business college advanced courses in business training should be offered. Students who apply themselves well have little trouble entering the schools of their choice, and those who do not apply themselves well probably would not be prepared no matter how many additional courses were made available to them. In preparation for college only the minimum standards for college entrance are maintained.

Vocational training in trades, agriculture distribution and homemaking. Some vocational training along the lines of trades in shop are offered for boys and adults in Stony Creek High School. Homemaking is offered for girls in the regular curriculum of the school. Agriculture is an area of the regular curriculum for boys. Commercial subjects are offered for both boys and girls. No distributive education as such is offered at Stony Creek High School.

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23 Ibid., P. 65.

24 Ibid., P. 65.
Adequate health and physical education including clinics and athletics.\textsuperscript{25} The health and physical education program at Stony Creek High School is handicapped by lack of qualified instructors. There is no gymnasium with the result that there is no place suitable for a health and physical education program during cold and/or rainy weather. The athletic program for this reason is limited to the fall and spring. No medical and nursing services are available except through the health department of county and state in case of emergency, with the exception of dental, hearing and speech clinics promoted by the school with the outside help of patrons and service clubs in the community.

Adequate library and library space for both pupils and community.\textsuperscript{26} There is no qualified librarian at Stony Creek High School. Although there is space and reading matter available, it is not cared for in such a way as to produce the best service to the students and the community. Although the library is open all of the school day, much of the time there is no librarian in charge. Because of lack of teaching rooms, the library is used as a classroom. The community could use the library or borrow books but with

\textsuperscript{25}\textit{Ibid.} P. 65.

\textsuperscript{26}\textit{Ibid.} P. 65.
classes being taught in the library and no librarian in charge for much of the school day, no satisfactory arrangement has been devised to serve the public.

**Evening and part-time classes for adults on a flexible plan.**

As previously stated, classes in connection with agriculture and farm shop are taught for adults on a part-time basis. Conservation of food is a project for adults under the auspices of the school in the community cannery. Classes in home making and other formal courses could be taught when the need and interest justified their inclusion. All part-time classes are scheduled in seasons of need or greatest convenience to the community.

**Training and study in fine arts.**

The students at Stony Crook High School are offered music, both vocal and instrumental. Publications and dramatics clubs are extra curricular activities in the fine arts field. Two music teachers on a part-time basis are employed. No other fine arts subjects are taught but this satisfied a minimum program.

**General shop work that is largely exploratory in character and serves to acquaint the pupil with elementary**

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27Ibid. P. 65.

28Ibid. P. 65.
processes and manipulations of those trades and industries which are outstanding and important in daily experience. All eighth grade boys take an exploratory course in general shop and all eighth grade girls take an exploratory course in home economics. These courses are designed to acquaint the student with the many manipulations of tools and processes in the world of work. In addition to the eighth grade exploratory course offered at Stony Creek High School, two full years of shop are offered, introducing the student to many shop processes and trades important in his daily experience. No specialized shop instruction, comparing to apprenticeship or trade specialties, are attempted.

One or two years of additional work beyond the present high school level open to any youth or adult qualified or interested. Stony Creek High School does not offer any work above and beyond the present high school offering and will not in the foreseeable future plan such an offering.

A variety of social and miscellaneous activities such as public speaking, public forums, lectures, literary societies, pupil and adult club work, student activities.

\footnote{Ibid. P. 65.}
\footnote{Ibid. P. 65.}
socials and the like. At Stony Creek High School each class is organized for educational, social, and business activity. There are also the Future Farmers of America for boys taking agriculture, Future Home-Makers of America for girls in home economics, 4-H clubs for boys and girls with farm projects, Paderewski Music Club for boys and girls taking piano lessons, the Safety Patrol Club for boys and girls interested in school improvement and safety, and the Student Cooperative Association, which includes all high school students in a democratic student group for school improvement. All of these groups have their social and other activities from time to time. The adults are organized into the Parent Teachers Association and the Young Farmers Association.

The school is a member of the Virginia High School League and takes part in its literary and athletic program. All of these organizations engage in many types of activities. A few are lectures, public speaking, plays, banquets, dances, public forums and the like.

An adequate and full program of guidance. As previously stated, a guidance program is in operation which meets the simple needs of Stony Creek High School to a minimum degree.

31 Ibid. P. 65.

32 Ibid. P. 66.
CHAPTER VI

SUMMARY OF FINDINGS AND RECOMMENDATIONS

FINDINGS

The foregoing chapters of this project present pertinent data concerning the community and the school. Standards have been established for the evaluation of the school in relation to the community it serves. An evaluation of Stony Creek High School as compared to the evaluative standards has been made. In light of an analysis of this procedure, a statement of pertinent findings is summarized as follows:

1. Stony Creek High School community comprises approximately one-third of the area and slightly more than one-fourth of the white population of Sussex County. The area is sparsely populated with no large concentration of population anywhere within the school community. The population has been stable, and there is no reason to anticipate drastic population changes in the foreseeable future.

2. Farming, forestry and their related products and necessities constitute the major business classifications in the area. Youth not interested in one of those related industries, or automobile agencies and services, or in general mercantile businesses, are forced to leave the area to secure employment.
3. Forty-five percent of the present population received only elementary education, while only slightly over twenty-five percent finished high school, and six percent finished college. On the whole, women received more schooling than men. Twelve percent of the population went to college and forty-five percent of the high school graduates went to college.

4. Seventy-four percent of the school population is rural and must be transported to and from school. The school enrollment is stable, varying between 197-227 over a period of six years and there is little likelihood of change. There is retardation in the advancement of pupils; nineteen are retarded one year, nine are retarded two years, three are retarded three years, and one is retarded four years. Mental ability of the majority of the students is normal or above. Most of the pupils graduating started in the same school. There have been thirty-seven withdrawals over a six year period. Of this number, nineteen percent withdrew for reason of marriage, thirteen percent because of poor scholarship and nearly thirty-eight percent because of transfer to other public or private schools even though their residence remained in this school community.

5. Stony Creek High School exists for the purpose of meeting the educational needs of all the youth of the
school community. There is a close relationship between the school and the community.

6. Stony Creek High School serves adult educational needs by providing evening and part-time classes for adults as the needs arise. Experiences in democratic living are provided, and a minimum school offering in preparation for work or future education is available. Health and physical education are poorly taught because of the absence of trained personnel and gymnasium facilities. Full use of the library is prevented by lack of properly trained personnel and the need of using the library as a classroom. Training and study in fine arts and manual skills are available to all pupils, but those who have special interest in this phase of education and those who have special ability along these lines find the offering too limited. No effort is being made to provide any educational training beyond the present high school level. Many curricular and extra-curricular school activities provide a varied social and activity program.

RECOMMENDATIONS

Having studied the extent to which Stony Creek High School meets the needs of the community and having presented the findings, the author feels that certain suggestions should be made. In order to meet certain educational necessities, such as improved instruction, teacher welfare,
accreditation, strengthening the holding power of the school on potential drop-outs, and a comprehensive school program, the following recommendations are made:

1. That frequent evaluations be made by all persons concerned with the educational program in an effort to discover to what degree the needs of the community are being met.

2. That two class rooms be added for use in the elementary school to make possible the instruction of each elementary grade in a separate room.

3. That two elementary teachers be added to the present staff so that seven grades may be taught separately.

4. That two rooms be added for secondary school use in order to relieve the necessity of using the laboratory and library for regular classroom purposes.

5. That two teachers be added to the present secondary school staff who are certificated to teach the academic subjects of mathematics and science.

6. That a teacher-librarian certificated in library science be added to the school staff.

7. That industrial arts be included in the school curriculum with the necessary personnel (one teacher), room and equipment.

8. That teachers be selected who have, in addition to their academic majors, qualifications which will meet the
needs in health and physical education for both boys and girls, in art instruction, and qualities suitable to working with students in their extra-curricular activities.

9. That one course each in science, mathematics, and foreign language, be added to our present curriculum for better preparing our students for technical and liberal arts, college entrance, and to meet the academic standard for an accredited secondary school.

10. That greater regularity of counseling and better trained guidance personnel be provided.

11. That better handling of guidance materials be provided through an improved library.

12. That a gymnasium be constructed for use of the school and the community with facilities for varied indoor sports and recreation, and for the use of students in winter and rainy weather for exercise and recreation.

13. That better maintenance and janitorial services be provided.

14. That additional storage and student locker facilities be provided.

15. That some durable material replace paint and plaster on the walls from the floors to wainscoting height.

16. That sound absorbent material be provided for ceilings and floors, particularly in the classrooms, halls and cafeteria.
17. That classroom and hall walls be painted in good color combinations to improve lighting and to avoid the present drab uniformity.

18. That plane geometry no longer be required for graduation but be used as an elective subject toward graduation as suggested by the State Board of Education.

For reasons of efficiency and expediency, two alternate recommendations are made:

A. That the present Stony Creek High School building be used without additional construction as an elementary school only.

B. That all recommendations for construction and personnel changes concerning the secondary school be incorporated in a consolidation plan involving the four white high schools of Sussex County so that all pupils in the division could benefit by the more comprehensive program.
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APPENDIX A
REQUIRED AND ELECTIVE SUBJECTS

The subjects required of all students graduating from high school as published by the Virginia State Board of Education\(^1\) follows. Those taught in Stony Creek High School are indicated by an asterisk.

**Required Offering**

- English, 4 Units
- Mathematics, 1 Unit
- Social Studies, 2 Units
- Virginia and United States History (1 Unit)
- Virginia and United States Government (1 Unit)
- Laboratory Science, 1 Unit
- Health and Physical Education, 4 years

In addition to the eight subjects required for graduation from Virginia high schools, plane geometry is also required in the schools of Sussex County.

**Elective Offering.** A list of elective subjects designed to provide a wide range of subjects from which high school pupils may select those which meet their particular needs and desires follows. This list is taken from the Standards for the Accrediting of Secondary Schools\(^2\)

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\(^2\) Ibid. pp. 10-11.
with those subjects taught at Stony Creek High School indicated by an asterisk.

A. Academic Subjects:
- English and Literature
  - Advanced Literature
  - Creative Writing
  - Journalism
  - Systematic Grammar
  - Speech Arts
  - Types of Literature
  - World Literature

Mathematics
- General Mathematics
  - Algebra
    - Elementary
    - Intermediate
    - Advanced
  - Plane Geometry
  - Solid Geometry
  - Trigonometry
  - Consumer Mathematics

Science
- General Science
- Biology
- Chemistry
- Physics

Social Studies
- Civics
  - Economics
  - History
    - Early European
    - Modern European
  - World
  - Geography
  - International Relationships
  - Social Problems
  - Sociology

Foreign Languages
- Latin
- French
- Spanish
D. Fine Arts
   - Drawing (free hand)
   - Painting
   - Ceramics
   - Music
   - Hand Crafts

C. Practical Arts
   - Industrial Arts
   - Agriculture
   - Home Economics
   - Commercial Education
     - Bookkeeping
       - Commercial Arithmetic
       - Commercial Law
     - General Business
     - Office Practice
   - Dictation and Transcription
   - Typewriting
   - Stonegraphy
   - Trades and Industries
   - Shop Mathematics
   - Distribution Education
   - Diversified Occupations