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The School Progress and Social Adjustment of a Selected Group of Pupils Entering Alexandria, Virginia, High School in 1926

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THE SCHOOL PROGRESS AND SOCIAL ADJUSTMENT
OF A SELECTED GROUP OF PUPILS ENTERING
ALEXANDRIA, VIRGINIA, HIGH SCHOOL IN 1926
by
Henry T. Honour
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF
COLLEGE OF WILLIAM AND MARY
for the degree
MASTER OF ARTS
1936
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Chapter I

The Problem and Sources of Data

This thesis is concerned with the progress through school and the subsequent social adjustment of the pupils who entered the Alexandria High School in 1926.

There are many things which the investigator must know before attempting to determine the educational progress of a group of pupils. The physical features of the school building, the qualifications of the teachers, the classes taken, passed, failed and repeated, all contribute to an understanding of the progress made, and among others, are important factors to be studied.

The social and economic background, as well as the history of the development of the city, are essential in ascertaining the after-school adjustment of these former pupils.

This study has included those factors which promise an indication of school progress and after-school adjustment; it is not an attempt to survey the school, nor to criticize the instruction. The objective is to ascertain the progress of the pupils who entered the Alexandria High School in 1926 and to determine the extent of the
social and economic adjustment of the group after leaving school; in the light of such factors as background, environment, education and opportunities existing in the community.

Sources of Data

There is no set procedure for a study of this type. There is a wealth of surveys, reports of investigations, educational survey outlines, government statistics, and suggestions dealing with case studies of individuals. Though many of these materials have been helpful in making this study, none has served as a complete guide. Little or no data could be obtained for any part of the study, except from public records and a questionnaire.

The group entering in 1926 was selected because of a desire to study both the school record and the after school occupations of the pupils. The school data were fairly adequate since they included an intelligence test score, grades for the work done each semester, statements of parents' education, the health record, and the pupil's age.

1. The chief sources of historical data were: The History of Old Alexandria, from 1749 to 1861, by Mary C. Powell; Jottings from the Annals of Alexandria.
by James R. Caton; *The Romance of Historic Alexandria*, by Eugene B. Jackson, D. D.; and other writings, including those of Benjamin Hallowell, Frank L. Brokett, George W. Rock, and Mary Lindsey. As no historical account of the city, as such, was complete from the origin of the city to the date of this study, the history was compiled from the sources just enumerated.

2. The social and economic survey was made from an outline arranged by Miss Bess Goodykoontz, of the Office of Education, Department of the Interior, Washington, D. C. Accuracy and acquisition of authenticated statements have been given careful attention in the investigation, especially that part of the survey of the city which necessitated personal interviews. No material has been included in this study which has not been substantiated by exact reference, close scrutiny and careful interpretation.

3. (a) Additional data have been obtained from the files of the Alexandria High School, 1926 to 1934, school circulars, report cards, announcements, state reports, year books of the Southern Association of Colleges and

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1. A Social-Economic Survey as a Basis for an Educational Survey.
Secondary Schools, A Survey of the City School System, and a questionnaire sent the pupils who entered the Alexandria High School in 1926.

(b) The following were most helpful in the survey division of the study: The Alexandria Chamber of Commerce, The Alexandria Retail Merchants Association, the city treasurer, the postmaster, court officers, librarians of the city and school libraries, the superintendent of schools, the city department heads, the telephone company, the Red Cross authorities, insurance company employees, clergymen, and heads of prominent business establishments.

(c) Records of the commissioner of revenue for the year 1926, the city treasurer and the clerk of the corporation court were used to obtain the figures pertaining to the tax study.
Chapter II

Beginning and Growth of the City of Alexandria

Captain John Smith set out from Jamestown in 1608 to explore the Chesapeake Bay and its mighty rivers which he traversed as far as the falls of these rivers. It is evident then, that the first white men to journey to what is now Alexandria were with the famed Captain from America's first permanent English settlement, only a year after the first landing at Jamestown. To the invading pale faces the Indian was reluctant to leave his prolific game fields at the falls of the Potomac, and he relinquished them only after a prolonged contest. It was some time after Smith's visit before private enterprise was successful in establishing a town in the heart of this Indian hunting ground. As late as 1676 a general Indian attack was made from the "falls of the Potomac" to the tidewater of the James. It was not until 1679 that another captain, Howsen by name, brought one hundred and twenty colonists to Virginia, for which he received a deed to a crown patent of 6,600 acres of land extending along the Potomac River northwest of what is now known as Analoston.

Island. This land was later sold to John Alexander "in consideration of 600 weight of tobacco."

A relative of the Alexanders by marriage, Simon Pierson, settled on Pierson's Island. Later a settlement was made at Jones's Point, where the shipyard now stands. In 1732 the "corner-stone" of Alexandria's actual beginning was laid, for in that year a tobacco warehouse was built, around which many men raised their homes. Many of these early settlers, who lived in and near Alexandria were destined to contribute liberally of their talents and stock, not only to Alexandria, but to the nation. Lord Fairfax, Baron of Cameron, Lawrence Washington, William Ramsey, John Carlyle, and many other names are still linked with the history of the countryside. Many famous homes and gardens, waterways, and streets in Alexandria bear their names. This honor roll includes the names Cameron, Washington, King, Prince, Princess, Duke, Lee, Fairfax, Pitt and St. Asaph. Although this is not a complete list, it serves to picture the times and the men. Each street name is a memorial with a history of its own.

John Carlyle, William Ramsey and John Pagan were prominent in establishing the city of Alexandria. These men came from Dumfries, on Quantico Creek twenty miles

below Alexandria, where they were agents for Scotch shipping firms. When we see today the size and condition of Quantico Creek, where the town of Dumfries had a shipping dock, we feel little doubt regarding the necessity of a search for better water facilities. The channel of the creek must have filled considerably in the century and a half since ocean-going vessels discharged their cargoes and loaded at that point, for the creek is now very shallow. Alexandria, with its warehouse and landing on the Potomac in the midst of a country well cultivated and watered, replaced Dumfries as a port of entry. Mills were built on the adjacent streams where corn and wheat were ground. In addition to these valuable products, tobacco was a contributing factor to the development of the little port.

The origin of the municipal government of Alexandria is very vividly outlined in Hennings Statutes. The lines and acreages, the names of owners and of men of prominence at that time, the name of the surveyor and the stipulations for building are all given in these chronicles. Here, too, is the authority for naming the city Alexandria.

The Scotch agents called the settlement "Belhaven;" others called it the town at Hunting Creek Warehouses.

The first legal name, however, was Alexandria. It is interesting to note the passage of an Act of the Legislature at the College in the City of Williamsburg "made in the twenty-second year of the Reign of our Sovereign Lord George, the second, by the Grace of God, of Great Britain, France and Ireland, King, defender of the faith, etc., and in the year of our Lord one thousand seven hundred and forty-eight, entitled an Act for erecting a town at Hunting Creek Warehouses in the County of Fairfax." The College of William and Mary, this "College in the City of Williamsburg," was the meeting place of the Legislature at that time, 1748, because the capitol had not been rebuilt after its first destruction by fire.

James R. Caton, who wrote the Legislative Chronicles of the City of Alexandria, says, "The first time the name of 'Alexandria' appears in the legislative history of the town, is found in the Act of October, 1752, providing for holding fairs in the 'Town of Alexandria.' I have found nothing in legislative history at least, designating the town by the name of 'Belle Haven,' or any other name.

12. Three Hennings, Statutes at Large, p. 419.
other than Alexandria." This point is of interest because of the existing ideas on the subject and the prevalence of the name "Belle Haven" in and about the city. In fact, tradition has long linked Belle Haven with the original name of the city.

The town developed rapidly; there was commerce on land and water. Since it was on the trail and post road between growing communities in the north and in the south, stage coaches came and left; ships docked from the markets of Europe and Central America. Five shipping companies were doing business in Alexandria a few years after the Revolutionary War. In consequence of such business activity, the tariff on this trade led to a dispute between Maryland and Virginia. This dispute prompted George Washington to call a convention in Alexandria. This convention later met at St. Vernon, Annapolis, and finally in Philadelphia. It developed through several steps into the Philadelphia Convention which produced the National Constitution. Thus Alexandria stands high in the inauguration of meetings which led to the formation of the Constitution.

By an act of the legislature, Virginia ceded to the

District of Columbia, in 1801, a tract of land upon which
was to be built a part of the capital city of the nation.
The City and County of Alexandria remained a part of the
District of Columbia until Congress approved recession
16 legislation in 1846-7. At the time of its establishment,
and even when the capital was moved from Philadelphia,
Washington was the town and Alexandria, the city. Naturally,
the accommodations offered by Alexandria attracted many of
17 the Congressional and other official groups. Gadsby's
Tavern was at the height of its popularity, which, with the
attractions of Virginia’s mode of living, influenced many
government leaders of the day to live in Alexandria. Life,
to the Cavaliers who had come to Virginia for fortune and
adventure instead of for religious freedom, was quite
different from life to the people in the North. After he
had endured the hardships and sufferings of the early years
in this country, including the period of the Revolutionary
War, the Virginia Cavalier was filled with the zest of
living and sought ways and means of expressing his feeling.
An era of unusual gaiety followed the period of the late
eighteenth century. The theatre, colonial balls, horse

and Act of Congress, United States Statutes at Large
1846-1851, p. 35-37.
racing, and card playing were indulged in by the colonial 18
gentleman with great fervor. Alexandria was a center of
these activities.

The gallantry and respect for women, the Chesterfieldian
manners of the Cavalier, and the comforts of the growing
town did much to attract to Alexandria many who had a kindred
attitude toward life. Before 1800, in this thriving little
cosmopolitan seaport, flourished a theater giving the best
plays of the day, including those of Shakespeare and Gold-
19
smith. The Masonic order was established in 1783. In
addition to the social and fraternal aspects of the order,
the masons established a museum which has contributed to
the preservation of countless valuable relics of early
21
Americana. Literature and the arts were not neglected, for
22
a library was opened in Alexandria in 1792.

The first school incorporated in the town was the
23
Alexandria Academy in 1786. The act of incorporation
provided for the election of the trustees, and named the
following: William Brown, David Stewart, John Fitzgerald,

18. J. A. C. Chandler and T. B. Thames, Colonial Virginia,
p. 285-293.
21. Ibid., p. 18.
Charles Lee, William Baker, Isaac S. Keith, Josiah Watson, Benjamin Dulany, and Charles Simms. The incorporation of the Female Free School of Alexandria was accomplished in 1847, and in 1849 the "Board of School Commissioners of the County of Alexandria" was authorized to support the "Lancasterian School." The Protestant Episcopal Theological Seminary and High School in Virginia was incorporated in 1854. Since an Act of the General Assembly of Virginia in 1870 permitted the loan of arms for drill purposes to St. John's Academy this school also was in existence prior to that date. The first or "Uniform System of Public Free Schools" in Virginia was established by the adoption of the Act of 1870 providing for the establishment, development, and support of "Free Schools" in Virginia.

Negro education was cared for by the incorporation of the "John Hay Normal and Industrial School of Alexandria, Virginia" in 1898. The incorporation of the "First Free School Society of Alexandria, Virginia" for the promotion of the education and welfare of the children of the colored race in Alexandria was accomplished by Washington N. Jackson,

24. Twelve Hennings, Statutes at Large, p. 392.
26. Ibid.
28. Ibid., p. 183.
Freeman H. M. Murray, Robert W. Bentley, James W. Lumpkins, and others in 1900.

It is interesting to note that the Educational Society of Maryland and Virginia was founded in 1818 by clergymen and laymen resident in Washington and Alexandria, D. C. This society was responsible for the founding of the Theological Seminary at Alexandria. The society at a meeting on October 26, 1820, voted to establish a professorship of theology under direction of William and Mary at Williamsburg, Virginia, the teaching to be done at Alexandria, in the District of Columbia. By virtue of this resolution the Reverend Dr. Griffith's home on Washington Street was rented, and in 1823, Dr. Reuel Keith was made the professor. Additions to the faculty of this theological school during the next five years were Dr. William H. Wilmer and the Rev. Oliver Norris. In 1827 the Seminary was moved to its present location just outside the city. The Seminary is still operating (1935) with seventy students in attendance. The Episcopal High School is also operating with a student body of two hundred boarders and twenty day scholars.

31. Registrar, Theological Seminary, Records.
32. Registrar, Episcopal High School, Records.
St. Mary's Academy has also been influential in the cultural growth of Alexandria since its founding in 1869. An application requesting the privilege of organizing a school was made to the Superior of The Sisters of the Holy Cross at St. Mary's, Notre Dame, Indiana, in 1869. The application was approved. Shortly thereafter five sisters were sent to open the foundation. A building on North Fairfax Street was obtained. The school was later moved to its present location on Prince Street.

The annals of the Sisters of the Holy Cross in Alexandria contain a story of hardships and sacrifices; there were times when the necessities of life were lacking. In spite of adversity the school obtained the support of the community, and in 1889 a larger and more centrally located building was secured. The annals of this school contain no note of discord; in fact they mention "that the people of Alexandria of all creeds have been kind and helpful." At present the enrollment of one hundred and twenty-five is made up entirely of girls. The other Roman Catholic school, the Xaverian School for Boys, was established in 1919, but closed its doors at the end of the 1934 session.

34. Annals of St. Mary's Academy, Manuscript by the Sister Superior Assumpta, 1935.
The form of government which predominated in the city from time to time was varied. Beginning as a colonial city, it was later incorporated in the territory known as the District of Columbia. Later it was included within the boundary of Alexandria County, which was finally changed to Arlington County, and Alexandria became a city with no county affiliations. It is one of the very few cities in the country to be designated as what is commonly known as a "free city."

In 1930, the town of Potomac and a part of the counties of Fairfax and Arlington were annexed to the city, through legal action, increasing the population about six thousand.

No history of Alexandria would be complete without the mention of influential agencies, businesses, and places of interest which have contributed to the attractiveness and growth of the city: Mount Vernon, the home of Washington; Gunston Hall, the home of George Mason; Belvoir, Wellington, Woodlawn, the canals, the railroads, the famous post-roads and turnpikes, the market and the market square, the Ramsey House, the Carlyle house, Christ Church, the old Presbyterian Meeting House, the Alexandria Academy building, the Royal George

Tavern, The Rainbow Inn, Washington's town house and many other landmarks interest Alexandrians and visitors alike.*

Commercially, the establishment of the Potomac Yards terminal; the Fruit Growers Express, a railway car reconditioning plant; the Mutual Ice Company, which re-ices railroad cars containing perishables; the American Agricultural and Chemical Company, and more recently, the Ford Motor Company's assembly plant deserve mention.**

Implications of the Historical Material

It can rightly be said that Alexandria has a history worthy of the pride of its people, and worthy of the interest of the thousands of visitors who come each year. The city's business is connected chiefly with the railroads and associated industries, though there are many other enterprises. Recently the charm of Alexandria's suburbs has attracted many business men, who rent their homes in Alexandria, and commute to their places of business in Washington and the vicinity. With these factors in mind, as well as the inheritance of the schools and the atmosphere of the city as it is pictured in this short resume, one is better able to

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*A more detailed discussion of the prominent places of historical interest may be found in the appendix.

**Numerous other industrial concerns are mentioned in the survey of the city which have contributed to its development.
get a full understanding of the problem. It should be kept in mind throughout the thesis that traditions dictate certain procedures and that these procedures are in conflict with the philosophy of public secondary education. Recall that the railroads and their associated businesses influence the supply and demand of employment to a large extent. Bear in mind that the increase of commuters to Washington opened new fields of business. Remember that there have been many other schools which have served the educational demands of the community, and that these schools formerly influenced the people who would otherwise have been more interested in the progress of a public school system.
Chapter III

The Survey of the City*

A complete survey of the city provided in the appendix gives an insight into the economic and social background of the city, in which the pupils dealt with in this study lived and sought employment after attending school. Since a part of the study deals with the occupational status and compensation of the group, this survey is an important feature. Such an examination, moreover, indicates the extent to which the city is dependent upon a given type of industry, any curtailment of which would definitely affect employment in the city. For example, the inroads made by motor vehicles into the business of the railroads have seriously affected the entire economic status of the city.

Furthermore, a survey of the city indicates the cultural background of the community as well as the general interests of the people. Some discussion will bring out these points more in detail.

*Authorities for references are noted in the body of the survey, which may be found in the appendix. The survey was made according to a form made by Bess Goodykoontz, Office of Education, Washington, D. C. Since the results of other surveys using this form were not available at the Office of Education, no comparable data were used.
Alexandria is a city of moderate size, having fewer than 25,000 inhabitants. Although its general atmosphere is typically that of an old city of the South, a strong influence results from its proximity to Washington, D.C. With traditions closely linked to old Virginia, its people are proud of the associations with the early history of the country. In fact, its history is rich in colonial connections, and its early inhabitants were conspicuously prominent in the great movements of the pre-revolutionary days, as well as in those following the Revolution. The people of Alexandria are justly proud of Christ Church, of Gadsby's Tavern, of the Old Presbyterian Meeting House, of the Carlyle House where General Braddock planned the attack on Fort Duquesne, and of the home of Robert E. Lee, who came to Alexandria to live and to go to school. They cherish the homes of George Washington, George Mason and Lord Fairfax, as well as the homes of the Lees, particularly the famous Arlington which overlooks the Potomac River not far from the city of Washington. Alexandrians esteem highly many other stately colonial houses on the outskirts of the city, because the former masters of these estates were the founders and builders of their city and nation.
Sentiment does much to formulate the attitude of a community, and the prevailing sentiment in Alexandria dictates that her past is to be revered. Naturally, the product of the schools is expected to assimilate and carry on this ideal. There is, however, an element which maintains that this attitude keeps the city from doing little more than living on its past.

Location and Accessibility

The city is located within five miles of the nation's capital and is less than two hundred miles up the Potomac River from the Atlantic Ocean. In the last century ocean-going vessels came to its docks, where now only the Norfolk-Washington Steamboat Company maintains a regular schedule. There are freight lines, however, which ship products to the city by water, though they do not maintain regular schedules.

At the time of the survey, 1932, there were fifty-three passenger trains going and coming each day. It was not surprising, then, that the slogan of the city should be: "Alexandria—the gateway to Dixie." Eight trunk line railways move each day through the city a total of twenty-five hundred freight cars. On the outskirts of the city two airports furnish ample transportation by air in all directions.
Population and Employment

The character of the population is almost entirely native American, unless we consider the one-fifth negro population otherwise. Less than 1000, chiefly Greeks and Italians are foreign born.

About one-fifth of the people exercise the privilege of voting, and one-half of the population of the city is gainfully employed. There were in 1932 as many as 12,465 wage earners, and thirty-four industries in the city. Sages for the various occupations averaged from $50 to $100 a month for clerks, $1.00 to $1.75 per hour for mechanics, and about $200 per month for railroad workers depending upon the type of position and length of tenure.

Wealth

In 1932 income taxes amounted to $743,203.17. There were $4,856,797.00 invested in taxable bonds. Money in bank amounted to $1,283,499.00. Post office receipts, generally considered an index to wealth, totaled $84,407.00. The operating expenses for the upkeep of the various municipal departments amounted to $661,199.00 for the year previous to the date of the study, the last year when figures were available for our purpose. These figures compare favorably with those of other cities of the state, according to the
Chamber of Commerce of Alexandria. The assessed personal property was valued at $1,182,876.00, which was forty percent of the actual value. The total wealth was placed at $37,000,000.00. The savings accounts in the banks totaled $3,470,445.93, in 1938.

Living Conditions

The city has a very old residential section, as well as many new developments, a condition which implies a somewhat diversified type of home and living conditions. There are forty tenements, twenty-five two-family flats, one hundred apartment buildings, and 5000 individual residences.

Rentals vary according to the location and type of house, ranging from $25.00 to $150.00 per month. Practically all homes have electricity and modern plumbing. About sixty per cent of the people own their homes.

Health

The city maintains a modern health department with a full-time physician in charge, assisted by two nurses and a sanitary inspector. Food inspection, milk inspection, garbage disposal, and inspection of the water supply are cared for by members of this department, in addition to clinical and quarantine duties, to which they give much of their attention.
A modern hospital treated 2,110 patients in 1931, averaging fifty-two a day. The number of operations was 1,100 during the year.

Compulsory vaccination for smallpox and strict quarantine for contagious disease are enforced. School teachers are required to present a certificate of health before they are given a contract each year. Police and safety committees keep the accident toll to an admirable minimum.

Delinquency and Crime

Juvenile crime is lower in Alexandria than in cities of comparable size. The number of cases brought into the Juvenile Court for the year of the survey was 203, chiefly for petty thievery, and the more common delinquencies of boyhood gangs. A probation officer works in conjunction with the Juvenile and Domestic Relations Court to bring these offenders under the jurisdiction of the Juvenile Court.

The city records each day an average of ten law violations of all kinds. Eight hundred convictions were secured in the courts during 1932.

Social Welfare and Charities

The Red Cross, The Children's Day Nursery, The Ann Lee Home for Old Ladies, The Associated Charities, The Salvation Army, The United Charities, in addition to the many church

36. Statistics of Police Department, City of Alexandria.
organizations and individual philanthropists, care for the needy. The city cooperates with nearby magisterial districts in the maintenance of a poor house.

Recreation

For recreation the city maintains a swimming pool, a small park, and three public playgrounds under a playground director and three assistants. Great need exists for much more space and equipment for recreation.

Schools

The public school system was composed of six graded schools and two high schools until recently. In 1935 a modern high school was built to care for all secondary education. The former high school buildings were converted into graded schools to relieve the congestion in the lower grades, some of which were operating on the double-day plan.

The schools of the city are accredited by the State Department of Education and the two high schools which existed when this study was made were accredited by the Southern Association of Colleges and Secondary Schools. In 1935 the total attendance was 5000; 1100 of these were in high school. Fifty per cent of each freshman class graduates from high school, and nearly twenty-five per cent of the graduates goes to college. In addition to the public
high schools there are four parochial schools in or near the city.

Educational Implications

In general, the social and economic background which the pupil of Alexandria High School has inherited is one of which he has a right to be proud. The social conditions are, on the whole, good. Economically, the city provides opportunities above the average, and its proximity to the capital city with a population of over one half a million is especially fortunate for those who desire to enter business after high school.

The survey shows that the employed population is predominantly in transportation occupations, which doubtless implies a need for industrial education. The opportunities for cultural advancement and community service are numerous, in that there are many institutions and clubs which sponsor the advancement of cultural and social activities, such as the Garden Club and the Cameron Club, which promote movements pertaining to the welfare of the community; the Business and Professional Women's Club, which has its social as well as its business aspects; three service clubs, the Rotary, Elwanie and the Lions, which in addition to their occupational interests, do much for the health and happiness of those who
are in unfortunate circumstances. The chief cultural advantage of living in Alexandria lies in the fact that Washington is easily and quickly reached, where such organizations as the National Geographic Society, the Corcoran Art Galleries, the National Museum, and many other uplifting agencies may be enjoyed by the public.
Chapter IV

A General Survey of the School and the Teaching Force

The group of pupils, 92 in number, selected for this study entered the Alexandria High School in 1926. This year was selected because it permitted the investigation of progress through the entire four years of high school and four years of subsequent social adjustment for those who graduated in normal time. Those who failed to complete the high school course, as well as those who graduated after 1930, were included in the investigation. Before discussing the group further it may be interesting to note the conditions and circumstances which influenced the work of the group.

There were six high schools operating in Alexandria and its immediate vicinity in 1926: namely, Alexandria High School, George Mason High School, Episcopal High School, Saint Mary's Academy, and the Xaverian Brothers' School. The first two are public, and the remainder are parochial schools. While the majority of pupils at the Episcopal High School are not from Alexandria, some Alexandria boys are enrolled. The Saint Agnes School, a private school also, enrolls a large percentage of its students from Alexandria. The two Roman Catholic schools,
Saint Mary's Academy and the Xaverian Brothers* School, enroll Alexandria pupils exclusively.*

A brief survey of the Alexandria High School which the group attended is necessary to give the conditions under which the group worked. For purposes of illustrating the individual characteristics of the school and teaching force, the year 1930 was selected. Comparisons however, were limited to the span of the study, which was from 1926 to 1934, though some statistics covering earlier and later periods were, in a few instances, considered advisable.

The Building

According to the corner-stone date, the Alexandria High School was built in 1915. Fifteen standard six© school rooms, an auditorium and two small rooms, all used for teaching, represent the available classroom space. Though basement space was converted into laboratories and two rooms in an abandoned grade school some distance away were used, the 690 pupils were inadequately provided for. Each of the twenty rooms had more than an average of thirty-four pupils per room, and two of the twenty rooms were of a size which implies that they were built to be used as offices, a situation which indicates the crowded condition of the building.

*Comparative percentages dealing with the public and private schools are given in a subsequent chapter.
The heating and ventilating system is of the hot-air type with a centralized air-circulating fan. No provision was made for the regulation of classroom temperature.

The athletic teams had a basement room where they bathed, dressed, and stored equipment. No gymnasium of any kind existed.

The auditorium was used as a study hall and library. It was also used by the student body for assemblies and meetings.

Toilet facilities and provision for attention to cleanliness were never adversely commented upon in the reports of various committees which inspected the school from time to time.

Organization

The Alexandria High School was organized on the seven-four plan; that is seven grades below the high school and four in the high school, making a total of eleven years in the public school organization.

Sixteen Carnegie units are required for graduation. A unit is equivalent to five hours classwork a week for thirty-six weeks; however, the minimum length of class periods is somewhat less in many schools of the state.

Enrollment

The enrollment for the year 1930, the year in which the group selected should have graduated, was 607, divided among
the four classes as follows: eighth, 230; ninth, 166; tenth, 125; eleventh, 86. There were sixty-one graduates, twenty-six of whom went to college the following fall.

Staff

The superintendent of schools was the executive officer of the entire school system. The principal was the executive officer of the high school under the direction of the superintendent. There were twenty-four teachers, including the principal and a part-time physical education teacher for the girls. The pupil-teacher ratio was twenty-four pupils to one teacher.

Teacher Preparation

Professional preparation of teachers is shown in Table I. All teachers held the collegiate or the collegiate professional certificate, which means that they had a bachelor's degree. Five teachers had no professional training and nine teachers had less than nineteen hours of professional training. If twenty semester hours in education, as a part of the training of the teacher, be taken as a standard of professional training, thirty-five per cent of the teachers had not been professionally trained. Fifteen teachers, or sixty-five per cent, were professionally trained, since five
TABLE I

Amount of professional training of teachers,  
Based on 1930 records

<table>
<thead>
<tr>
<th>Semester hours of education</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1-9</td>
<td>1</td>
</tr>
<tr>
<td>10-19</td>
<td>3</td>
</tr>
<tr>
<td>20-29</td>
<td>5</td>
</tr>
<tr>
<td>30-39</td>
<td>5</td>
</tr>
<tr>
<td>40-49</td>
<td>3</td>
</tr>
<tr>
<td>50 and over</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE II

The major and minor fields of study of the teaching staff

<table>
<thead>
<tr>
<th>Field</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>French</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Commercial</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Latin</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Domestic Science</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Bible</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: Graduate work has altered major and minor subjects of many teachers since graduation, that is, they have, in some instances, taken different work in the graduate college from that pursued in undergraduate work.
of them had more than nineteen hours, five more than twenty-nine, three more than thirty-nine, and two more than fifty semester hours of Education. This professional training includes both undergraduate and graduate work.

The distribution of the major and minor subjects taken in college is shown in Table II. The distribution extended over the entire field of subjects taught in the school for both majors and minors. In fact, all subject fields were covered by majors, with the exception of economics, French, and domestic science. There were ten who majored in education, four in English, four in history, two in science, and two in commercial work. The remainder of the subjects offered in the school, with the three exceptions noted, were taught by teachers who had majored in those subjects. Eighteen teachers minored in English, nine in history, four each in mathematics and science, three in French, five in education, two each in physical education and domestic science, and one each in Spanish, economics, Latin and Bible. Bible was not taught in the school. The fact that eighteen teachers minored in English enhances the value of those teachers who were teaching those subjects they majored in. It is an established fact that all teachers are English teachers, or should be. The nine history minors cannot be considered as other than incidental.

Professional Study of the Teachers

One progressive attitude of teachers is indicated by the
amount of study after employment. Four-fifths of the teachers in the Alexandria High School have earned more than six session hours credit per teacher since receiving their Bachelor’s Degree, according to the school’s teacher improvement records.

Experience of the Teachers

Table III gives the total years of experience of the twenty-four teachers in the Alexandria High School in 1930. Five teachers had no previous experience in the city, which indicates a turnover, in 1930, of more than twenty per cent. Only one teacher had served more than twenty years in the school, and three had served more than ten years. The median number of years of experience in Alexandria was slightly less than two years.

There were five teachers who had taught elsewhere before coming to the Alexandria High School. Four teachers had taught elsewhere for a period of from ten to fourteen years, and two for a period of six to nine years. The median amount of teaching experience of those teachers who entered the Alexandria High School was approximately two years.

The National Survey of the Education of Teachers shows that the median number of years of experience of the teachers

TABLE III
The total number of years taught by faculty in Alexandria and elsewhere.

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>Teaching experience in</th>
<th>Alexandria</th>
<th>Elsewhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6-9</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10-14</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20 plus</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
in the city high schools of Virginia is ten years. This is considerably more than the experience of the teachers in the Alexandria High School.

Program of Studies

Illustration I serves as an abbreviated catalogue for the high school. It contains instructions and suggestions, known as the Program of Studies and Parents' Guide. It was included in the study to show the courses and instructions regarding them received by each student. The folder also contains a statement of the standing of the school, the requirements for graduation, the status of the pupils who transfer to the school, and a discussion of credits, or units. It also explains attendance requirements, state requirements, school requirements, and other information pertaining to the three courses offered by the school. It explains briefly the preparation necessary for meeting entrance requirements of colleges and universities, as well as suggestions concerning necessary regulations.

A folder of this nature has been used each year, though constant revision is necessary to keep it accurate. As courses and classes change constantly, the guide must be kept up to date; it is worthless, even harmful, if it is out of date. The illustration, now a printed one, was until 1934 in mimeographed form. There is little difference in the cost, but the printed form has been retained longer and followed more closely by the pupils probably because of its compactness
In addition to the 14 required credits, 2 or more credits must be chosen from the elective list below, to make the necessary 16 credits required for graduation.

**Elective Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Methods</td>
<td>1/2</td>
</tr>
<tr>
<td>Cooking</td>
<td>1/2</td>
</tr>
<tr>
<td>Economics</td>
<td>1/2</td>
</tr>
<tr>
<td>European History</td>
<td>1 or 2</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
</tr>
<tr>
<td>Latin (3 or 4 years)</td>
<td>2, 3 or 4</td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
</tr>
<tr>
<td>Sewing</td>
<td>1</td>
</tr>
</tbody>
</table>

**NOTE:** Business classes with exception of Business Methods should not be taken in college preparatory courses.

Read your report card instructions carefully. Reports are sent to parents by the student six times each year.

Two hours' homework is recommended. There is no way for a student to prepare more than two lessons during the one study hour at school.

College attendance should be carefully considered from many angles. There is a special bulletin available which will give the parents and students data on college requirements and other information. While this school offers subjects which will enable students to enter any college, there is no high school curriculum which guarantees entrance to every college. Requirements differ among the colleges. The requirements are frequently changed; therefore, each student is held responsible for applying for classes which will enable him to enter the college of his choice. The principal will be glad to assist parents and pupils in ascertaining and following all college requirements. Do not make the mistake of picking the college after the course has been taken. They seldom fit. Write for the college catalogue and follow its requirements as far as subject requisites are concerned.

Every effort is made to avoid too many rules in conducting the school. However, a certain number of them are necessary for quiet and efficient operation. Every student is held responsible for the rules regarding attendance, conduct, scholarship, graduation requirements and all other necessities which experience has shown is necessary for the welfare of the individual and the group. They are taken up in detail in each room early in the year.

*Less than two credits in each foreign language taken will not be accepted toward graduation.*

---

**PROGRAM OF STUDIES AND PARENTS GUIDE**

**ALEXANDRIA HIGH SCHOOL**

**Recognition.** This school is accredited by the State of Virginia and the Southern Association of Colleges and Secondary Schools. Its graduates are accepted without entrance examinations in all colleges and universities where students are accepted from any school without requiring entrance examinations. There are certain colleges which require entrance examinations of all applicants.

**Requirements for Graduation.** Sixteen units are required for graduation in all courses. There are certain minimum state requirements which must be met, though each course requires a different group of subjects in addition to the state minimum requirements.

Most subjects require a year's work for completion, though there are several half-year subjects. A unit's credit represents thirty-six weeks' work, taken five times a week for one hour a day except in the case of laboratory subjects which require little or no home study, such as typing and physical education. Typing is assigned one-half the credit value of the regular subjects and may be included in the sixteen units required for graduation. Physical education is not included in the sixteen units but is required of all physically fit students.

Less than two units in each foreign language taken will not be accepted toward graduation.

Credits earned outside of Alexandria will be accepted if accepted by the state department of education in the state from which the student comes, except where the requirement for graduation is less than that of the State of Virginia.

No diploma will be awarded unless the student has made at least three of his senior credits in this school.

Work done in non-accredited schools will not be accepted without examination, or until the pupil completes successfully an advanced semester of the same subject or subjects.

To receive credit a student must be enrolled in the subject. Home tutoring in subjects not enrolled for does not meet the State or School requirements. Work missed must be made up if credit is to be given. Legitimate absences are excusable and a note from the parent stating the cause of the absence, if accepted as an excusable cause, entitles the student to make up the delinquency. Going to the bank, buying clothes,
In addition to the 14 required credits, 2 or more credits must be chosen from the elective list below, to make the necessary 16 credits required for graduation.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Subjects</td>
<td></td>
</tr>
<tr>
<td>Business Methods</td>
<td>½</td>
</tr>
<tr>
<td>Cooking</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>½</td>
</tr>
<tr>
<td>European History (1 or 2 yrs)</td>
<td>1 or 2</td>
</tr>
<tr>
<td>French (1 or 2 yrs)</td>
<td>2</td>
</tr>
<tr>
<td>Spanish (1 or 2 yrs)</td>
<td>2</td>
</tr>
<tr>
<td>Sewing</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Business classes with exception of Business Methods should not be taken in college preparatory courses.

Read your report card instructions carefully. Reports are sent to parents by the student six times each year.

Two hours’ homework is recommended. There is no way for a student to prepare more than two lessons during the one study hour at school.

College attendance should be carefully considered from many angles. There is a special bulletin available which will give the parents and students data on college requirements and other information. While this school offers subjects which will enable students to enter any college, there is no high school curriculum which guarantees entrance to every college. Requirements differ among the colleges. The requirements are frequently changed; therefore, each student is held responsible for applying for classes which will enable him to enter the college of his choice. The principal will be glad to assist parents and pupils in ascertaining and following all college requirements. Do not make the mistake of picking the college after the course has been taken. They seldom fit. Write for the college catalogue and follow its requirements as far as subject requisites are concerned.

Every effort is made to avoid too many rules in conducting the school. However, a certain number of them are necessary for quiet and efficient operation. Every student is held responsible for the rules regarding attendance, conduct, scholarship, graduation requirements and all other necessities which experience has shown is necessary for the welfare of the individual and the group. They are taken up in detail in each room early in the year.

* Less than two credits in each foreign language taken will not be accepted toward graduation.

---

**Program of Studies and Parents' Guide**

**Alexandria High School**

**Recognition.** This school is accredited by the State of Virginia and the Southern Association of Colleges and Secondary Schools. Its graduates are accepted without entrance examinations in all colleges and universities where students are accepted from any school without requiring entrance examinations. There are certain colleges which require entrance examinations of all applicants.

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Most subjects require a year’s work for completion, though there are several half-year subjects. A unit’s credit represents thirty-six weeks’ work, taken five times a week for one hour a day except in the case of laboratory subjects which require little or no home study, such as typing and physical education. Typing is assigned one-half the credit value of the regular subjects and may be included in the sixteen units required for graduation. Physical education is not included in the sixteen units but is required of all physically fit students.

Less than two units in each foreign language taken will not be accepted toward graduation.

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To receive credit a student must be enrolled in the subject. Home tutoring in subjects not enrolled for does not meet the State or School requirements. Work missed must be made up if credit is to be given. Legitimate absences are excusable and a note from the parent stating the cause of the absence, if accepted as an excusable cause, entitles the student to make up the delinquency. Going to the bank, buying clothes,

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Illustration 1, Program of Studies and Parents' Guide, Alexandria High School.
compared with the mimeographed form. Because elective courses usually begin in the secondary school and because of the possibility of pursuing several different courses, an explanation such as that contained in the folder is helpful when the pupils enter the high school and each year thereafter.

The Alexandria High School offered a general course which simply met the state requirement for graduation. It consisted of four units in English, two in mathematics, one in science, one in United States history, one-half each in political and vocational civics, and in addition, seven elective units. A second type was a commercial course. In addition to the nine state-required units, the following were specified for the commercial diploma: bookkeeping, one unit; business English and business methods, one-half unit each; shorthand, two units, and typing, one unit, requiring two years' work. The remaining two units were elective.

A third course, known as the college preparatory course was divided into two types: (a) the arts type, and (b) the science type. The arts course required mathematics through geometry, two years of a language, an additional history course, and an additional science course, over and above the nine units specified by the state. The science type differed from the arts type in that it required four years of mathematics, four years of science, one year of history, and
no language, ancient or modern.

These three courses fitted the needs of all the pupils fairly well with the exception of those wanting industrial courses. There was no course available in woodwork, machine-shop work, type-setting, and the like. The character of a large part of the population of the city as depicted in the city survey indicates a need for courses of this type in the school.

Growth

A deep-seated tradition prevailed until very recently that the free schools were for those who could not arrange to go to private schools. A study of education in Alexandria, by R. W. Daves evinces the power of the private schools in Alexandria, though no direct quotation is available, nevertheless, the above conclusion is quite evident.

The free school was established in Alexandria under the patronage of George Washington, but its development was so retarded that there was no four-year high school until 1911. Before that date all high school preparation was

39. According to Irving Lindsey, a student of the class of 1913.
conducted in one room under the same teacher. Previous to that date those who obtained the equivalent of a secondary education had to choose between the free school, the Blackburn School, the Episcopal High School, and the Roman Catholic Schools. At the time of the study, 1932, all these schools still existed with the exception of the Blackburn School. The fact that these schools were in operation indicates that there was sufficient enrollment to keep them open and that there was a divided interest in the types of institutions offering secondary education in the city. The public schools did not enjoy the undivided attention of the community.

Recently there has been a transfer of general interest to the public schools. There was an increase of enrollment in the Alexandria High School between the session 1926-27 and the session 1930-31 of 62.44 per cent. The fact that the increase was evident through the years that positions were more or less plentiful, from 1926 through 1928, is significant. The increase continued through the depression, which is also significant. The years when work was plentiful, 1927-28 and 1928-29 showed an increase of 13.54 per cent and 15.84 per cent. The gain in 1929-30, however, was not so great as that of the two former years, 4.27 per cent to be

40. According to Irving Lindsey, a student of the class of 1913.
exact. In 1930-31 the increase rose to 13.11 per cent during the height of the depression. Table IV will make these points clearer.

There were two forces operating to affect the holding power of the school. First, plentiful work influenced pupils to leave school and accept remunerative employment. On the other hand, the parents were more able to provide for their children and to keep them in school. After the depression had started, the scarcity of work left the children free to return to school. The force which counteracted this condition was the necessity on the part of the unemployed parent, who encouraged the child who was employed to continue work for the support of the family.

Table V shows that there was a trend from the private to the public schools in Alexandria between 1925 and 1930. The percentage of the children of the city in 1925 attending the public schools was 56.23. In 1930 it was 76.01, a gain of twenty per cent. On the other hand, the 14.41 per cent in the private schools in 1925 decreased to 10.77 in 1930, a loss of about four per cent.

One might think that the depression forced the children from the private to the public schools. Actually the fact that the transfer occurred through four years of the plentiful era and only one year of the depression, indicated that the depression was not wholly responsible for the increased
### TABLE IV

Showing the Growth of Enrollment in Alexandria High School for a Five Year Period, 1926-7 to 1930-1.1

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>% increase over previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1926-27</td>
<td>428</td>
<td></td>
</tr>
<tr>
<td>1927-28</td>
<td>505</td>
<td>18.54</td>
</tr>
<tr>
<td>1928-29</td>
<td>585</td>
<td>15.04</td>
</tr>
<tr>
<td>1929-30</td>
<td>610</td>
<td>4.27</td>
</tr>
<tr>
<td>1930-31</td>
<td>690</td>
<td>13.11</td>
</tr>
</tbody>
</table>

### Table V

Showing percentage of pupils of high school age in Alexandria High School and private schools within the city and the percentage out of school. 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Public school</th>
<th>Private school</th>
<th>Out of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>61.69</td>
<td>Not available</td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td>56.23</td>
<td>24.41</td>
<td>29.36</td>
</tr>
<tr>
<td>1930</td>
<td>76.01</td>
<td>10.77</td>
<td>13.22</td>
</tr>
</tbody>
</table>

enrollment in the public schools. Another implication is that there was a general influx of pupils to the schools of the nation, also a general inclination to remain in school longer. The increase might have been due to these factors to some extent. Furthermore, the increased holding power of the school is evident. The percentage of pupils remaining out of school was less in 1930 than in 1925. The reduction was nearly fifty per cent in five years, a significant observation.

Illustration 2 shows that the increase of school attendance from 1930 to 1934 was six per cent. During this period the population of the city increased eight per cent. Taking 1930 as a basis, the school appropriations showed a decided decrease in 1931, amounting to eleven per cent. The next year showed an improvement of only one per cent, then a drop to thirteen per cent in 1934. Obviously, instruction and maintenance cannot improve under such conditions. As a result of this decrease in appropriations the teaching load was increased and the lower grades were put on a plan whereby one teacher taught one section in the morning and another in the afternoon. The maintenance of buildings was neglected. Perhaps maintenance can be ignored for one or two years in an emergency; but if the school plant is not given proper attention over a period of years, the results are disastrous.
Illustration 2

Showing growth of population, the increase of school attendance and the decline of school appropriations in Alexandria between 1931 and 1934.

1. Arranged from records found in the files of the Alexandria, Virginia Chamber of Commerce
The influx of school population was due to the influx of people to the suburban sections. Most of these people were connected with the various bureaus of the "New Deal." When the population of a city increases the school population, under normal conditions, will increase and greater expenditure must follow. This was not the case during the period mentioned in the City of Alexandria.

Summary and Implications

The presence of four private schools in the vicinity of Alexandria, doubtless, has affected the support and enrollment of the Alexandria High School. The organization and the staff of the school was of the traditional type. The enrollment increased 62.44 per cent during the five year period 1926 to 1931.

The fact that seven teachers had no professional training was significant. The major and minor studies of the teachers in college were well distributed. All teachers held at least the bachelor's degree, a commendable fact. The median experience of the staff was slightly less than two years, though five teachers had entered the system in 1930, a condition that indicates a large turnover.
There were three courses offered in the school, namely; the general, the commercial, and the college preparatory, with a science and an arts type under the college preparatory course. There was no provision for industrial and vocational education other than the commercial course. Growth was evident from the increase in enrollment from 425 in 1926, to 690 in 1930. The percentage of pupils attending the high school in 1925 was 56.23, and in 1930 it was 78.01, another indication of growth. There was also a decrease of nearly four per cent attendance in the private schools. Financial support decreased while school attendance increased during the period 1929 to 1934.

An increase of interest in the public high school is evidenced by the increase in attendance. The staff suffered a large turnover, which was due, possibly, to lack of funds; good teachers sought better paying positions elsewhere and were replaced by teachers who had had no experience. Certainly growth cannot continue and instruction cannot improve if the attendance increases while support decreases. Though these faults existed the year the survey was made, 1930, many corrections have since been made.*

*Note: A new high school, which is a credit to the city, was built in 1935. Many of the needed corrections have been and are being made.

#There were 609 pupils according to the September report and 690 listed in the June report.
Chapter V

The Group Which Entered Alexandria High School in 1926

The group which entered the high school in 1926 was composed of pupils who had been promoted from the grades to the high school and those who had transferred from other high schools and merited placement in grades above the eighth. The latter were not included in the final study because they were so widely scattered among the various classes and grades that the data concerning them in any one phase of the study were too meager to warrant scientific comparison with the others. This conclusion was reached only after the group in question had been given the same study received by the regular group. To avoid a rather long expression, the phrase, "the group," will be used hereafter in the place of the "group who entered Alexandria High School in 1926."

Intelligence of the Group

The intelligence of the group should be ascertained before showing the progress of these pupils; for if the ability were not average, the results of the study necessarily would be proportionately abnormal.
The group was given the National Intelligence test, Scale A, in October 1926. The results of this test, however, are not offered as an infallible means of ascertaining the mental ability of the group. One test, and frequently many tests, fail to include necessary factors in the intelligence of the individual. Furthermore, it has been ascertained that the test used does not correlate to an appreciable degree with other well-known standard tests, especially in the case of pupils' scores in the upper, or high-score group. With this in mind, the following data indicate the intelligence of the group in so far as this one test is an index of their intelligence.

The eighth grade norm was 130 (gross score), which was determined from the scores made by 2,832 pupils. The average made by the group was 126.8, one and two tenths months below the grade norm, for the ninety-two pupils given the test. The range was from 100-162, a rather wide range indicating that some pupils were low in ability. In fact, 102 is the low sixth grade norm.

41. Testing Programs for Secondary Schools, Burbank, California; Published by the author, J. M. Lee, 1934, P. 55-56.
Ilf the low seventh grade norm. The standard deviation was 13.5, indicating that 68.26 per cent of the group were within plus or minus 13.5 points of the mean. As a group, the pupils of the study may be said to be normal, or very close to normal, in so far as this test was an index to intelligence. It was evident, however, that a part of the group was so low in ability that it predicates a need of providing special attention to such individuals throughout the four years of high school.

Age-grade Status

The time spent in preparation for high school in the grade schools of Alexandria covers a period of seven years. Pupils were permitted to enter the first grade at the age of six. If the pupil progressed normally, a grade a year, he would reach the high school at the age of thirteen. Those who reached the eighth grade under that age are classified as under-age pupils; those who reached the eighth grade after that age are known as over-age or retarded pupils. At-age, refers to those of normal age in the eighth grade. Failure to reach the eighth grade at the normal age indicates that there was one, or more, factors which affected progress, such as late entrance, time lost by sickness, failure or poor teaching. There

were a few who reached the eighth grade at the age of twelve, indicating that these pupils either entered earlier than the age of six or skipped a grade. A range of two years is generally considered to be normal age for a grade. This study used a one-year grade, in order that the data may be compared with the age-grade tables compiled by the State Department of Education.

A comparison with such information throughout the state, according to Table VI, indicates that five per cent of the group were more under-age upon entering the high school than the state average. Eight per cent of the group were above the state average of the normal-age group. There was a difference of thirteen per cent in favor of the group, in comparison with the over-age status in the state. A comparison of the at-age group, with the average for the cities of the state, indicates that the group was 5.9 per cent greater, since the average of the cities of the state was 25.6 per cent. As the counties of the state had an average of 20.4 per cent at-age, the group was 11.4 per cent greater.

It appears from the comparison that the group was better than the averages for the state; that there were more at-age pupils in the group than was the case in the

45. Ibid.
TABLE VI

Age-grade status of the group in the eighth grade compared with pupils of the state as a whole in the same grade in 1930

<table>
<thead>
<tr>
<th>Age-grade status</th>
<th>Percentage Alexandria group</th>
<th>Percentage state as a whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than two years &quot;under-age&quot;</td>
<td>0.0</td>
<td>.7</td>
</tr>
<tr>
<td>One year &quot;under-age&quot;</td>
<td>12.6</td>
<td>7.0</td>
</tr>
<tr>
<td>&quot;Normal-age&quot;</td>
<td>31.4</td>
<td>23.2</td>
</tr>
<tr>
<td>One year &quot;over-age&quot;</td>
<td>26.0</td>
<td>25.2</td>
</tr>
<tr>
<td>Two years &quot;over-age&quot;</td>
<td>21.6</td>
<td>21.0</td>
</tr>
<tr>
<td>Three years &quot;over-age&quot;</td>
<td>8.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Four years &quot;over-age&quot;</td>
<td>1.0</td>
<td>6.3</td>
</tr>
<tr>
<td>More than four years &quot;over-age&quot;</td>
<td>0.0</td>
<td>3.1</td>
</tr>
</tbody>
</table>

other cities of the state, as well as in the counties. This fact may appear somewhat gratifying. On the other hand, can the school be giving the pupils or the taxpayers value received if fifty-seven per cent of the pupils are reaching the high school from one to four years late? Twelve per cent were under-age, thirty-one per cent at-age, and fifty-seven per cent over-age. In spite of the fact that the group average was better than the state average, the pupil retardation appears to be excessive. Since it was shown in the intelligence test study that the group was nearly normal mentally, the fault does not appear to be one of mental capacity.

Both the city and the State of Virginia have a large percentage of over-age pupils entering the high school. There is need of an investigation of the cause of this condition.

None of the children in the under-age group in the eighth grade withdrew from school. In the ninth grade one per cent withdrew, four per cent in the tenth, and none in the eleventh grade. The number and per cent of "under," "at" and "over-age" pupils dropping out of school each year is shown in Table VII.

The ages of the divisions of the group as they passed through the four years of high school as shown in Table VIII.
### TABLE VII

Number and percentage of "under-age," "at-age," and "over-age" pupils withdrawing.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number withdrawing by grades</th>
<th>Per cent withdrawing by grades</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
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<tr>
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</tr>
<tr>
<td>At-age</td>
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<td>5</td>
</tr>
<tr>
<td>Over-age</td>
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<td>8</td>
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<tr>
<td>Per cent of total group dropping</td>
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</table>

Total number of pupils in grades: 32 70 58 51
TABLE VIII

Number and per cent of pupils in the group, "under", "at", and "over-age" in each successive grade.

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<tr>
<th>Group</th>
<th>1926-7</th>
<th>1927-8</th>
<th>1928-9</th>
<th>1929-30</th>
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<td></td>
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<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>&quot;Under-age&quot;</td>
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<td>13</td>
</tr>
<tr>
<td>&quot;At-age&quot;</td>
<td>23</td>
<td>31</td>
<td>34</td>
<td>37</td>
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<tr>
<td>&quot;Over-age&quot;</td>
<td>62</td>
<td>57</td>
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<td>50</td>
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<td><strong>Total</strong></td>
<td>92</td>
<td>100</td>
<td>92</td>
<td>100</td>
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</tbody>
</table>
The "under-age" group was twelve per cent of the total when it entered the high school. Disregarding the withdrawals, this group was thirteen per cent of the total in the ninth grade, fourteen per cent in the tenth grade and sixteen per cent in the eleventh grade.

The under-age group had no pupils to fail in the first year of high school; eleven per cent failed the second; twenty-five per cent failed the third year; and none the fourth, as Table IX will show. It appears that the under-age group had difficulty with the third year's work.

The at-age group made up thirty-one per cent of the total in the eighth grade the first year (See Table VIII). They were thirty-seven per cent of the second-year pupils, and thirty-five per cent of both the third and fourth-year pupils, indicating another improvement as the group progressed. Table VII shows that the at-age withdrawals were one, seven, eight, and four per cent respectively for the four high school years. They failed six, twelve, zero, and eleven per cent, according to Table IX, in each of the four years in high school. Neither the number of withdrawals nor the amount of failure in the at-age group appears to be excessive. This group seemed to improve as it progressed through school by virtue of its ability. This cannot be said of the under-age group, since the percentage of failure was high.
TABLE IX

Percentage of failure in each grade of the "under-age," "at-age," and "over-age" pupils.

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<td>Over-age</td>
<td>30</td>
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</table>
Fifty-seven per cent of the group were over-age at the time of entrance. The second year fifty per cent were over-age; the third year fifty-one per cent; and the fourth year forty-nine per cent. The over-age group withdrawal, as is shown in Table VII, was four, eleven, twelve, and nine per cent of the total in each of the four high school grades. The failures in this division of the group were thirty, twenty-six, twenty-three, and eight per cent for each of the four years in high school. The failures for this division were many more than in the other divisions; this division also had a greater percentage of withdrawals from school. There is evident need for adjustments in the school system which will eliminate the cause, or causes, responsible for the pupils' being retarded. It has been shown that the major part of the failure occurred in this over-age division of the group, and that the majority of the withdrawals also occurred there.

Summary

The intelligence of the group was about normal, when considered as a group. The lower limits of the test scores were as low as the sixth-grade level. Some scores
indicated that pupils were above the eighth-grade level.

Twelve per cent of the pupils in the group were under-age. These pupils finished the four-year course with a percentage of sixteen, in spite of the fact that one per cent withdrew in the ninth grade and four per cent in the tenth grade. The at-age division had more to withdraw in each of the four years, but there were four more per cent in the eleventh grade than at the time of entrance. This group did not have an excessive per cent of failure. The proportion of over-age pupils was eight per cent smaller at the end of the fourth year; on the other hand, the failure was high and the number dropping out was also high.

Corrective measures need to be undertaken to remove the causes of pupils falling behind those of their own age. It is apparent that the majority of the failures occur in this over-age division of the group; moreover, the majority of those who drop out of school are also from this division.

Fifty-seven per cent of the pupils who entered the eighth grade in the Alexandria High School in 1926 were over-age. The fact that the average number of pupils in the state which entered the eighth grade was in excess of this number does not alter the fact that this condition is an unhealthy one. Steps should be taken to eliminate
such practices as late entrance, remaining out of school without justification, poor teaching, excessive failure, and maladjustments which discourage pupils to the extent that they drop out of school prematurely.

Class Enrollment and the Subject Pattern of Classes

The Alexandria High School required sixteen units for graduation; each unit representing the satisfactory completion of one year's study in a given subject. Some subjects were offered for one semester, while others continued for two semesters. A normal load for a pupil was four subjects each semester for four years.

An indication of efficiency in subject organization can be secured from a picture of the semester pattern of the classes taken by the pupils as they progress through the school. A measure of this factor is obtained by a study of the semester enrollments of the pupils.

English

Table I shows that all pupils were enrolled in English the first three semesters. An excess of 100 per cent enrolled in a subject indicates that some pupils were enrolled in two classes in the same department. This was the case in the English Department in the third, sixth, seventh,
TABLE X

Percentage of pupils taking each subject by semesters

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TABLE X (continued)

Percentage of pupils taking each subject by semesters

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Number of pupils in group

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TABLE X (continued)

Percentage of pupils taking each subject by semesters.

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<thead>
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<th>Subjects</th>
<th>Semesters</th>
<th>Number of pupils in group</th>
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<td>Book'ing 2</td>
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<td>Bus. Eng.</td>
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<tr>
<td>Total</td>
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</table>

Percentage by semesters.
and eighth semesters. There was an excessive number of pupils enrolled in English 2, 4, and 5 at a time which indicates an abnormal situation. The fact the number of pupils enrolled in English each semester amounted to 100 per cent implies that this department was reaching the proper number of the group. Summer school attendance is shown in Table XI though it did not materially alter the subject pattern.

Mathematics

A minimum of two units in mathematics was required for graduation. The arts division of the College Preparatory course required three units, while the science division of the same course specified four units.

Further reference to Table X will show that 100 per cent of the pupils of the group were taking mathematics the first two semesters, eighty-five per cent the third, and forty-five per cent mark through the four years to the end of the eighth semester. This is prima facie evidence that the percentage taking mathematics more than met the minimum requirements, with a large margin to spare. In fact, more than sixty per cent took mathematics during the four years.

A comparison which appears to be appropriate at this point is one dealing with the amount of Algebra taken by the pupils in the Alexandria High School. Table XII lists
The five states having in 1928 the highest percentages of pupils in public schools enrolled in Latin, algebra, art, and manual training.

<table>
<thead>
<tr>
<th>Subject and state</th>
<th>Percentage of pupils enrolled</th>
<th>Subject and state</th>
<th>Percentage of pupils enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Latin:</strong></td>
<td></td>
<td><strong>Art:</strong></td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>34.8</td>
<td>Maryland</td>
<td>38.2</td>
</tr>
<tr>
<td>Kentucky</td>
<td>34.0</td>
<td>New York</td>
<td>38.0</td>
</tr>
<tr>
<td>Nebraska</td>
<td>32.9</td>
<td>Pennsylvania</td>
<td>29.6</td>
</tr>
<tr>
<td>Virginia</td>
<td>32.9</td>
<td>Rhode Island</td>
<td>29.8</td>
</tr>
<tr>
<td>Georgia</td>
<td>32.6</td>
<td>Massachusetts</td>
<td>29.5</td>
</tr>
<tr>
<td><strong>Algebra:</strong></td>
<td></td>
<td><strong>Manual training:</strong></td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>59.8</td>
<td>New Hampshire</td>
<td>31.4</td>
</tr>
<tr>
<td>North Carolina</td>
<td>58.1</td>
<td>Maryland</td>
<td>25.8</td>
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<tr>
<td>Georgia</td>
<td>55.4</td>
<td>California</td>
<td>21.7</td>
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<td>Tennessee</td>
<td>55.0</td>
<td>Utah</td>
<td>21.1</td>
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<tr>
<td>Texas</td>
<td>52.7</td>
<td>Indiana</td>
<td>17.4</td>
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</tbody>
</table>


Note: The table does not give the number of years or sessions subjects were pursued within the high school course. Comparisons with the group are based on enrollment only.
the five states having the largest percentage enrolled in certain subjects. South Carolina had the largest percentage enrolled in Algebra, 59.8 per cent to be exact. The other four states are all southern states. The same year, the Alexandria High School had 65.7 per cent of its pupils enrolled in Algebra. Table XIII which lists the five states having the smallest percentage of pupils enrolled in Algebra shows that none of the five states enrolled as many as twenty-seven per cent of the children in this subject. These five states were in all sections of the United States with the exception of the South. Compared, therefore, with the averages of pupils taking Algebra in the rest of the country, Alexandria enrolled more pupils in this subject than the state with the highest average.

It is interesting to note that some of the states not having such a large enrollment in Algebra did have a large enrollment in manual training and fine arts. The Alexandria High School offered neither of these courses, though as has been pointed out in the 'resume' of the survey of the city, manual training was one of the needed subjects.

Social Science

Social Science had a registration of ninety-one and ninety-six per cent of the group the first two semesters. The seventh and eighth semesters also attracted a large
TABLE XIII

The five states having in 1928 the lowest percentages of pupils in the public schools enrolled in Latin, algebra, art, and manual training.

<table>
<thead>
<tr>
<th>Subject and state</th>
<th>Percentage of pupils enrolled</th>
<th>Subject and state</th>
<th>Percentage of pupils enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Latin</strong></td>
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<td><strong>Art</strong></td>
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</tr>
<tr>
<td>Utah</td>
<td>4.5</td>
<td>North Carolina</td>
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<tr>
<td>New Mexico</td>
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<td>Mississippi</td>
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<tr>
<td>Nevada</td>
<td>9.5</td>
<td>Idaho</td>
<td>2.7</td>
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<tr>
<td>California</td>
<td>10.7</td>
<td>New Mexico</td>
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<td>Arizona</td>
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<td>South Carolina</td>
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<tr>
<td><strong>Algebra</strong></td>
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<td><strong>Manual training</strong></td>
<td></td>
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<tr>
<td>Minnesota</td>
<td>24.0</td>
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<td>California</td>
<td>25.1</td>
<td>North Carolina</td>
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<td>Utah</td>
<td>25.4</td>
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<tr>
<td>Massachusetts</td>
<td>26.2</td>
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<tr>
<td>West Virginia</td>
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<td>North Dakota</td>
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</table>


Note: The table does not give the number of years subjects were pursued. Comparisons with the group are based on enrollment only.
percentage of pupils, eighty-one per cent in each case. After the second semester, social science was taken by a group, very heterogeneous in achievement in this subject. This is indicated by the spread of the subject pattern over a number of different semesters for each of the classes in the social science group.

United States History was changed from a one to a two-semester course in 1928. The fourth year pupils were permitted to take either the one or the two-semester course in United States History until the change in the course was consummated. Though some of the spread of the subject pattern can be explained by this procedure the spread of other subjects was excessive, especially in the third and fourth semester's work.

The Natural Sciences

The general and commercial courses required one year of science. The arts division of the college course specified two years of this subject and the science division four years. There were four sciences available, though biology was not offered until the group had been in the school three years.

It was not until the third semester that science passed the fifty per cent mark, which continued until the seventh semester, and then declined to thirty-three per cent. General Science was taken by the largest number of pupils in this department and was spread over the largest number of semesters.
Some guidance appears to be needed here, since a mixture of pupils from different years in high school causes complications detrimental to the learning and teaching processes. Chemistry was being taken by more pupils than physics. Investigation was needed to determine whether the reasons for this difference were justifiable.

Languages

Either an ancient or a modern foreign language was required only by the arts division of the College Preparatory course; but both ancient and modern languages classes might have been taken as an elective in any course. In any event, two years of a language were required before credit was given. An average of over ninety per cent of the pupils in Alexandria High School were enrolled in a language course other than English during the first four semesters. The percentage dropped to forty-nine in the fifth semester and continued to decrease to twelve per cent the last, or eighth, semester. This is a very large enrollment for language courses. Table XII lists the five states which have the largest enrollment in Latin, Algebra, Manual Training, and Fine Arts. Table XIII gives the percentage enrolled in these same subjects in the five states having the fewest pupils enrolled. Alexandria High School had an average of thirty-six per cent of the group taking Latin in the four-year period.
South Carolina with thirty-five per cent was listed as the state with the highest average taking this subject. Virginia, averaging thirty-three per cent, ranked third in the group of states with the highest percentage. With the exception of Nebraska, all in this list were Southern or Southern border states. All five states listed as having the smallest enrollment had fewer than eleven per cent taking this subject. The trend appears to be away from the Latin in the United States, with the exception of the Southeastern states.

French did not have the percentage of enrollment that Spanish attracted. Thirteen per cent registered for French compared with thirty-five per cent for Spanish.

Domestic Science

Table X shows the percentage taking Domestic Science. Fifteen and seventeen per cent were enrolled in cooking and sewing respectively for the third and fourth semesters. Twenty-four and twenty-five per cent took these two classes during the seventh and eighth semesters. A negligible percentage was attracted by these subjects the remainder of the semester. Domestic Science was an elective in all courses.
Business Subjects

Shorthand, typewriting, bookkeeping, business arithmetic, business English, and business law have been classified in Table X as business subjects, all required in the business course. Pupils in the general and commercial courses were permitted to take business arithmetic after they had completed one and one-half years of algebra to meet the two-year mathematics requirement. There was little or no enrollment in the other business subjects by pupils taking the general and college preparatory courses.

Although all pupils were permitted to take typewriting, the demand for it in the business course was so great that other pupils were admitted only after pupils taking the business course had been accommodated. As pupils were not permitted to take shorthand and typewriting classes until the fifth semester, there were no enrollments until that time except by those who took typewriting as an elective in the general and college preparatory courses.

There were eighty-two per cent of the pupils enrolled in the business classes during the fourth semester. This percentage increased each semester until the eighth, when 110 per cent were enrolled. The number in shorthand, typing, and bookkeeping was slightly less than thirty per cent for
TABLE XI

Percentage of pupils taking each subject by summer sessions

<table>
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<tr>
<th>Subjects</th>
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</tbody>
</table>

Total: 100
each of these subjects. In business arithmetic, business law, and business English the number was somewhat less, ranging from ten to twenty per cent.

Subjects taken after the eighth semester are not included in the discussion though they are shown in the tables.

Summer School

Though new and repeated courses were permitted in summer school, most of the enrollment consisted of pupils who were repeating subjects failed. An examination of Table XI will show that algebra, history, and English were the subjects most frequently taken in the vacation school. The attendance of the group of pupils in the study was concentrated in the first and third summer sessions.

Spanish was offered only one year; the sciences were not offered at all; and shorthand, bookkeeping, and typewriting were also omitted in the summer school curriculum.

A Recapitulation With the Group Reduced to Percentage

A clearer picture of the subject-matter pattern, as shown in Table X, may be obtained from Table XIV, which shows the per cent of pupils taking each subject each semester,
TABLE XIV

Showing the percentage of pupils enrolled in each subject each semester.

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<th>Subject</th>
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<th>Percentage</th>
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</table>

Note: Over one hundred per cent indicates that more than one course in the same subject was being taken by the same pupil.
1. It will be noted that 100 per cent of the group took English each of the eight semesters.

2. Mathematics attracted 100 per cent of the group the first two semesters. A gradual decline of the number enrolled in this subject followed, though approximately a third of the group was taking mathematics during the eighth semester.

3. Languages were taken consistently by ninety per cent of the group for the first four semesters; then, beginning with the fifth semester, there was a gradual decline in the enrollment in these subjects.

4. Social Science was taken by the entire group the first two semesters. This number was divided in half each semester thereafter until the sixth semester when the number enrolled increased to seventy per cent.

5. Natural Science was not selected to any great extent until the third semester; from then on, about half of the group was enrolled.

6. Domestic Science did not attract as many of the pupils as did the other subjects. At no time were there more than thirty per cent enrolled.

7. Business courses were pursued by more than eighty per cent of the group after the fifth semester.

Summary

1. Algebra was taken by a large percentage of pupils in
the Alexandria High School than the average in any state in the nation.

2. It was noted that the states in which a small percentage of the pupils were enrolled in algebra had a large percentage enrolled in manual training and fine arts.

3. Fewer pupils were taking chemistry than physics. The sciences were attracting a normal number of pupils.

4. As was the case in algebra, there were more pupils enrolled in Latin in the Alexandria High School than the average enrollment in any state in the country.

5. More pupils were taking Spanish than French.

6. Domestic Science was not attracting as many pupils as the other classes, only thirty per cent were enrolled in this subject.

7. There was a heavy enrollment in the first two semesters in history. All social science classes were distributed over a large number of semesters, a fact which indicated that the pupil experience in these classes was diversified.

Dropping Out of School

The distribution of the pupils who dropped out of school is shown in Table XV. A study of this condition will indicate the stage of progress at which, for one reason or another, pupils dropped out of school. A knowledge of this factor enables the administrator to
TABLE XV

Number of pupils in school and percentage dropping each subject.

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*All subjects are given though some have no drops.*
penetrate one of the most important problems that he is called upon to solve, the problem of pupil failure and pupil progress. Of paramount importance also is the problem of pupil tenure. No community can profit by its educational organization, no matter how elaborate, unless it manages to keep the children of the community enrolled in the schools.

Though obviously the school cannot be blamed for all the circumstances which cause the pupils to drop out, nevertheless, many withdrawals are attributable to various policies, lack of guidance, disciplinary attitudes, methods of procedure, and objectionable teacher-pupil contacts.

A pupil was not permitted to drop a class unless he had been permitted to take more than the normal load of four subjects.

The percentage of pupils who dropped English the fifth semester represents the number which dropped out of school, for it was shown in the study of subjects taken that English enrolled approximately 100 per cent of those in the school each semester.

The number of withdrawals from mathematics in the fifth semester, which amounted to fifty-eight per cent, was normal, since the mathematics requirement had been met during the two previous years. The same is true of the languages.

No such natural explanation can be found for the number of withdrawals in the business course during the fifth
semester. The same must be said of the excessive number who dropped general science in the seventh semester. The fifty per cent who dropped the history course the fifth semester represent the group which had completed the two European History courses offered in the freshmen and sophomore years.

Implications

The fifth semester appears to be the point at which the majority of withdrawals occur, irrespective of the exceptions noted.

Mathematics, history, and English are the specific subjects which seem to have been dropped most frequently.

Investigation of the causes for withdrawing in the fifth semester should have been made. The subjects which needed investigation were the three noted above, mathematics, history, and English.

Frequency of Subject Repetition

Failure is the cause of more anguish to the pupil, the teacher, and the parent than any other one factor connected with the school, and in addition it has become a financial consideration. Every pupil who fails adds to the budget, for a class must be provided for approximately every thirty pupils. The cost of teaching a pupil after failure is as great as before. The failure of the group was discussed in detail in another part of this chapter. To avoid repetition another approach
**TABLE XVI**

Number of repetitions in each subject and semesters in which these repetitions were made

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<td>1</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>History 1</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History 2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History 3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History 4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History 5</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History 6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History 7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History 8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History 9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE XVII
Number of pupils repeating each subject, once, twice and thrice.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Once</th>
<th>Twice</th>
<th>Thrice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>13</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Algebra 2</td>
<td>16</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Algebra 3</td>
<td>11</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Algebra 4</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Geometry 1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>General Math.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>English 1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English 3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English 4</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>English 5</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 8</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Gen. Science 1</td>
<td>7</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Gen. Science 2</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry 1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>French 1</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Latin 1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Latin 2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Latin 3</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Spanish 1</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Spanish 2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish 3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Business Arith.</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business Eng.</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Typing 3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing 4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>History 1</td>
<td>10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>History 2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>History 7</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>History 8</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>History 9</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>86</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
will be made here.

It is not enough to know how many pupils repeated subjects, but the time when failed subjects were repeated is also an important factor. Preliminary to this discussion, the fact should be pointed out that the data given in Table XVI coincide with those given in Table XVII in cases where the pupil repeated the work each consecutive semester. If they failed to do this, to that extent the tables do not coincide. Table XVI shows sixteen repetitions in algebra in the second semester and one repetition in algebra in the third semester, making a total of seventeen repetitions. Table XVII shows that thirteen pupils repeated the same subject once and two pupils repeated it twice, making a total of seventeen repetitions. This figure is arrived at by multiplying each number of failures by the number of pupils failing, as in this instance, thirteen plus four, or a total of seventeen repetitions.

Furthermore, summer school attendance according to Table XVIII affected the sequence in which the subjects were taken. Table XVI, giving the semesters in which subjects were retaken, shows that Algebra 3, English 2, and Latin 4 were not repeated as soon as it was possible to do so. Failed subjects should be retaken as soon as arrangements can be made to do so. In some instances, however, it is better psychologically, to delay the repetition until the habits which caused the failure have been forgotten. If this is done, there is
TABLE XVIII

Showing number of pupils repeating subjects and summer in which subject was repeated.

<table>
<thead>
<tr>
<th>Subject</th>
<th>1927</th>
<th>1928</th>
<th>1929</th>
<th>1930</th>
<th>1931</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 3</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>English 3</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 4</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>History 8</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
not so much chance of a student's becoming delinquent the second time, since the element of forgetting is not so great.

On the whole, this factor was not very badly neglected. Crowded classes, indecision on the part of the pupils, conflicts, and other deterring factors frequently affect the making of the pupil's program.

Three classes, namely, Algebra 3, English 2, and Latin 4, were repeated at a time not contributory to the best interest of the pupil.

There was not an excessive amount of delay in retaking classes except in the three subjects just enumerated.

The number of pupils repeating work was tabulated in Table XVIII. This table contains the record of all those who failed and repeated subjects. Although there were some who failed work and never repeated it, such cases were confined to the elective subjects. So that there may be no repetition, therefore, the discussion will be confined to the subjects repeated.

More pupils repeated the third semester of Algebra than any other subject. Eleven pupils repeated it once, six repeated it twice, and two repeated it three times. The failure in Algebra the first and second semesters was nearly as large. On the other hand, the average failure in 1930 in the state in
all subjects was approximately twenty per cent. According to the school records the average failure in all subjects in the Alexandria High School for the same year was nineteen per cent.

Further reference to Table XVII shows the following facts to be significant:

1. There were eleven pupils who repeated English 2, an English Grammar class.

2. General Science 2 was taken the second time by nine pupils.

3. Latin 1 and 3 were repeated as many as three times by two pupils. The time extended over the first three semesters. The third semester was the most frequently repeated.

4. History 1 was taken the second time by ten pupils, and the third time by two pupils. This occurrence should have been investigated.

5. The repetition in History 9 was excessive, this was a required course, which was not the case with History 1.

Summary

Algebra was the subject which the majority of pupils repeated. This was particularly true of the first three

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semesters, especially the third. English 2 was repeated by an excessive number of pupils. Latin, general science, and the lower history courses were the other subjects repeated more frequently.

The failure in the Alexandria High School for 1930 was one per cent less than that of the average for the State of Virginia.

Time of Graduation

Failure to graduate at the end of the eighth semester necessitates more than normal attendance. Since frequently only an additional credit, or unit, is needed to make the required total of sixteen, pupils lacking this credit must return to school for an additional semester to make up the needed subjects. This condition represents loss of time to the pupil and adds to the enrollment of the school. It is particularly unfortunate in cases where the pupil had one class to take.

Some pupils take a full course under such circumstances and profit accordingly. On the other hand, some take a full course but neglect all except the one needed to graduate. Every effort should be made to avoid allowing pupils to fall in this category.

Tardy graduation is a significant factor in school administration. In addition to the problems already pointed
out, it contributes to the crowded conditions of the schools and is an important item in the expenditure of the tax dollar, for it necessitates repeated instructional costs.

The extra number of semesters required for the group to graduate after the normal eight semesters is shown in Table XIX. The date of normal graduation for the group which entered the Alexandria High School in September, 1926, was June, 1930. Thirty-two pupils finished the course in this year, but sixteen were not graduated until a later date. The distribution was extended from 1930 through June 1933. The delay in graduating was not so bad as it appears in Table XIX. One pupil took three classes each semester by order of his doctor. One pupil remained out of school the whole year of 1930, on account of sickness. Two pupils did not return to school until 1932. Irrespective of these cases, the number of tardy graduations was excessive.
TABLE XIX

Showing date of graduation for group entering the eighth grade September 1926.

<table>
<thead>
<tr>
<th>Date of Graduation</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930-June</td>
<td>32</td>
</tr>
<tr>
<td>1930-August</td>
<td>2</td>
</tr>
<tr>
<td>1931-February</td>
<td>1</td>
</tr>
<tr>
<td>1931-June</td>
<td>7</td>
</tr>
<tr>
<td>1932-February</td>
<td>1</td>
</tr>
<tr>
<td>1932-June</td>
<td>2</td>
</tr>
<tr>
<td>1932-August</td>
<td>1</td>
</tr>
<tr>
<td>1933-June</td>
<td>2</td>
</tr>
<tr>
<td>Total graduating</td>
<td>48</td>
</tr>
</tbody>
</table>
Chapter VI

A Questionnaire Study of the Group

In 1935 a questionnaire was sent to the pupils who entered the Alexandria High School in 1926. The content of the request for information was decided upon after a trial set of questions was sent a small number of pupils. The final form asked the year and date they worked, the amount of salary they received and questions pertaining to college attendance.* A second request for the information was sent those pupils who failed to answer the first letter. Twenty-two boys and an equal number of girls returned the form filled out in a usable manner. Accurate dates could not be associated with the occupations and salaries, as the answers covered many overlapping positions held during a period from 1926 to 1934. The following occupations were ascertained by private interview: work for the railroads and associated businesses, salesmanship in stores, oil station work, stenographic and secretarial positions, truck driving, insurance, house painting, government clerical work, beauty parlor operating, and printing. Transportation led other types of work in the number it attracted, clerking in stores ranked second, and stenographic and secretarial work was third. It is interesting to note that there were no factory employees in the group.

Before discussing the occupations in which the pupils

* A copy of the questionnaire may be found in the appendix.
actually found employment it is of interest to note the characteristics of the working population of the city. Table XX contains the composition and characteristics of the working population of Alexandria.*

From an educational point of view the vocational success of the children who leave the school is too frequently neglected by the school; few business concerns ignore the progress of their product after it is put on the market. It is the duty of a school to look into the needs of the community and permit these needs to dictate to some degree the educational policies and content of the curriculum in order that its product may find a ready market.

Table XX shows that the steam and street railways employed the largest percentage of the population in 1932, and the wholesale and retail-trade ranked second. As the largest number of pupils will likely find employment where there are the most positions, if they are prepared in that field of industry, there is reason to believe that the school system should prepare its children for the positions in which they are needed to supply the employment demand.

The fact that there is a preponderance of industrial occupations in the city indicates a need for industrial arts in the curriculum of the school. Obviously, the curriculum of the school was not meeting the largest employment opportunity in the city.*

*A classification of the occupations, the wage scales, and the various types of business are given in the appendix, page 134 and 135.
TABLE XX

Composition and characteristics of the population ten
years old and over engaged in gainful occupations in
Alexandria according to 1930 census. 1

<table>
<thead>
<tr>
<th></th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Per cent of total population in Virginia</td>
<td>74.40</td>
</tr>
<tr>
<td>ten years old and over in gainful occupations</td>
<td></td>
</tr>
<tr>
<td>Per cent of total population in Alexandria ten years old and over in gainful occupations</td>
<td>77.58</td>
</tr>
<tr>
<td>Total number ten years old and over in all industries</td>
<td>7427</td>
</tr>
<tr>
<td>Building industries</td>
<td>8.62</td>
</tr>
<tr>
<td>Chemical and allied industries</td>
<td>3.13</td>
</tr>
<tr>
<td>Iron and steel industries</td>
<td>6.84</td>
</tr>
<tr>
<td>Paper, printing, and allied industries</td>
<td>1.40</td>
</tr>
<tr>
<td>Other manufacturing industries than independent hand trades</td>
<td>5.44</td>
</tr>
<tr>
<td>Construction and maintaining of streets, etc.</td>
<td>2.03</td>
</tr>
<tr>
<td>Steam and street railroad</td>
<td>22.00</td>
</tr>
</tbody>
</table>

1. See continuation of this table on next page for source authority.
<table>
<thead>
<tr>
<th>Type</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation and communication other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short line telephone, telephones, and postal service</td>
<td>3.16%</td>
<td></td>
</tr>
<tr>
<td>Insurance and real estate</td>
<td>2.10%</td>
<td></td>
</tr>
<tr>
<td>Wholesale and retail trade, except food</td>
<td>12.17%</td>
<td>14.21%</td>
</tr>
<tr>
<td>Public service not otherwise classified</td>
<td>7.72%</td>
<td>10.54%</td>
</tr>
<tr>
<td>Professional and semi-professional service</td>
<td>7.82%</td>
<td>1.81%</td>
</tr>
<tr>
<td>Other service other than transportation or office</td>
<td>3.32%</td>
<td>3.61%</td>
</tr>
<tr>
<td>Hotels, restaurants, boarding houses, etc.</td>
<td>1.60%</td>
<td>1.64%</td>
</tr>
<tr>
<td>Other domestic and personal service</td>
<td>1.65%</td>
<td>35.39%</td>
</tr>
<tr>
<td>Dry goods, clothing, and cleaning, and expressing shops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male, not specified</td>
<td>0.64%</td>
<td></td>
</tr>
<tr>
<td>Percentage above groups of ten years old and over engaged in gainful occupation</td>
<td>37.86%</td>
<td>7.02%</td>
</tr>
</tbody>
</table>

Professional and semi-professional service, other than recreation, attracted 11.2 per cent of the female white population. The school was meeting this employment opportunity by offering business and secretarial courses from which many of the girls went directly into the business offices of the city. The remainder of the occupational opportunities, based on the percentage employed in the various fields of work, were more or less widely distributed.

Before the employment status of the group is followed further, other factors should be pointed out, such as, the amount of time spent in school by the group, which responded to the questionnaire. This distribution, presented in Table XXI, records less than one-half to twelve semesters spent in the high school. With one exception, each of the twelve semesters is represented in the forty-four replies. The distribution of replies made possible the classification of the group into three divisions: namely, the non-graduate; the normal, or four year graduates; and those who required more than four years to complete the high school course. These divisions will be used in the discussion hereafter in this chapter.

The questionnaire was answered by twenty-two girls and an equal number of boys. The summarized information in Table XXII shows the following significant facts.
<table>
<thead>
<tr>
<th>Years in school</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ( \frac{1}{2} )</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>( \frac{1}{2} )</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>( 1\frac{1}{2} )</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>( 2\frac{1}{2} )</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>( 3\frac{1}{2} )</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>( 4\frac{1}{2} )</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>( 5\frac{1}{2} )</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Grand Total</td>
<td>22</td>
<td>22</td>
<td>44</td>
</tr>
</tbody>
</table>
TABLE XXXI

Number of boys and girls who had been employed and the number who had not been employed, distributed according to educational level.

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Number working</th>
<th></th>
<th>Number not working</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Non-graduates</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>4 yr. graduates</td>
<td>6</td>
<td>13</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Graduated in more than 4 years</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>15</td>
<td>33</td>
<td>4</td>
</tr>
</tbody>
</table>
1. Eighteen boys and fifteen girls had been employed.
2. Four boys and seven girls had not been employed.
3. Thirty-three pupils of the forty-four who answered the questionnaire had been employed.

Table XXXIII indicates that twelve boys and seven girls attended college. In addition to having a larger percentage attend college, the boys remained in college longer. Eighteen per cent of the girls dropped out of college after the first year, while only nine per cent of the boys and twice as many girls left college after the second year. Four times as many boys, or 18.2 per cent stayed in college three years, while twenty-three per cent of the boys went to college for four years. There were no girls in college the fourth year.

Nineteen pupils attended various types of educational institutions after graduating from the high school. Twenty-three per cent of the total graduates attended colleges and universities, while thirty-one per cent attended other types of institutions.

In 1928 the average number of graduates from public high schools in college freshman classes for the country as a whole was thirty per cent, and in other types of institutions ten per cent. Though the years are not exactly the same, the comparison may be of value. There were fewer attending college

from Alexandria than the average for the country as a whole, in 1928; while a larger number went to other kinds of institutions.

**TABLE XXIII**

Number and per cent of boys and girls answering questionnaire who went to college, and number of years they attended colleges.

<table>
<thead>
<tr>
<th>Number of years attended college</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>12</td>
<td>7</td>
</tr>
</tbody>
</table>
Earning Capacity of the Group

All except eleven of the questionnaires indicated that the pupil had been employed for one or more years. A comparison of the compensation received in the three divisions is presented in Table XXIV. The boys in the non-graduate division earned from $60.00 to $108.00 a month, with an average wage of eighty dollars. In the same division the girls earned from $50.00 to $104.00 a month, with an average of seventy-seven dollars.

The normal, or four-year graduates, averaged $106.00 a month, the salary ranging from $80.00 to $170.00. The girls of the same group averaged $80.00 a month, with a range from $50.00 to $125.00. Sixty-eight per cent of this group of girls was employed, compared with thirty-two per cent of the boys.

The boy's division of the group which required more than the normal four years to complete the high school course averaged $91.00, with the range from $50.00 to $123.00. There were no girls in this division.

The comparisons indicate that there was a relation between graduation and better salaries. The boys made an average of seven dollars a month more than the girls in the
TABLE XXIV

Average salary earned by boys and girls of the group divided according to non-graduates, four year graduates, and those who required more than four years to graduate.

<table>
<thead>
<tr>
<th>Group</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Range of salary</td>
</tr>
<tr>
<td>Non-graduate</td>
<td>4</td>
<td>$60-108</td>
</tr>
<tr>
<td>Graduate</td>
<td>6</td>
<td>$80-170</td>
</tr>
<tr>
<td>Those who graduated in more than four years</td>
<td>8</td>
<td>$50-123</td>
</tr>
<tr>
<td>Total working</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Average salary all groups</td>
<td></td>
<td>$89.66</td>
</tr>
</tbody>
</table>
non-graduate group. The normal group of boys made twenty-eight dollars a month more than the girls in the same division. The graduate boy in the normal division earned twenty-eight dollars more per month than the non-graduate boy, while the group which took extra time to finish school made an average of one dollar more than the non-graduates.

Though the lower groups show a slight relation between graduation and better salaries, the relation is marked in the case of the normal group. The graduate normal division of the girls' group earned seven dollars a month more than the non-graduate girls. Again, there is a relation between normal graduation and better salaries.

Summary

The largest number of people in Alexandria are employed in railway and street transportation. This type of employment engaged the services of the majority of the boys who answered the questionnaire, and those who were interviewed personally.

College attendance was not equal to the national percentage for the last available class record, 1928. The college attendance record of the boys was superior to that of the girls. Apparent correlation existed between graduation in the normal eight semesters and the highest salaries.
The high school graduate received wages comparable to the compensation of the better-paid clerks, the trained nurse, and the manager of a small store. The amount was about half the salary received by a mechanic, as may be noted on page 13 of the appendix.

The College Freshman Record

Different members of the 1936 group graduated in different years and entered college in the same staggered fashion. It was not possible to compare the record of the group with this school's college freshman records without ascertaining the individual records by private correspondence with the colleges, which was done.

Members of the group entered college in 1931, 1932, 1933, and 1934. The freshman grades were averaged and compared with the grades reported by the Southern Association of Colleges and Secondary Schools for the Alexandria High School as a whole, and with the record of the state of Virginia. As the Association did not report the grades in 1931, the discussion was limited to the years 1932, 1933, and 1934.

By referring to Table XXV, the observer will see that the three year average failure for the State was 14.7 per cent. For the Alexandria High School as a whole the percentage of
TABLE XXV

The semester hours failed in college freshman courses by graduates of Alexandria High School compared with the average semester hours failed by other Virginia high schools in the Southern Association of Colleges and Secondary Schools in 1932, 1933, and 1934.

<table>
<thead>
<tr>
<th>Year</th>
<th>Alexandria</th>
<th>State%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>3.4</td>
<td>16.0</td>
</tr>
<tr>
<td>1933</td>
<td>16.6</td>
<td>15.4</td>
</tr>
<tr>
<td>1934</td>
<td>13.3</td>
<td>12.7</td>
</tr>
<tr>
<td>Average</td>
<td>11.1</td>
<td>14.7</td>
</tr>
</tbody>
</table>

*Arranged from Year books of the Association of Colleges and Secondary Schools, 1932, p. 245; 1933, p. 281; 1934, p. 286; Premier Printing Company, Birmingham, Alabama.*
failure was 11.1. For the pupils of the group it was 10.0 per cent.

A tabulation of the percentage of failure in each college freshman subject taken by the group is given in Table XXVI.

The following observations are significant:

1. Eleven per cent failed English.
2. Nine per cent failed mathematics.
3. Three per cent failed the sciences.
4. Fifteen per cent failed miscellaneous subjects.
5. Neither history nor foreign languages had any failures.

From these data it appears that there was room for improvement in preparation of pupils for college in English and mathematics. The amount of failure, however, was not alarming. In fact, the per cent of failure compared favorably with the best schools of the state according to Table XXV. The group had one per cent less failure in college during the freshman year than did the school as a whole for the same period.

The three-year-average failure reported for the state was five per cent greater than the percentage failure within this group.
TABLE XXVI

The percentage of failure made by the group in college freshman subjects.*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Per cent failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Sciences</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>0</td>
</tr>
<tr>
<td>Languages</td>
<td>0</td>
</tr>
<tr>
<td>All other subjects</td>
<td>15</td>
</tr>
</tbody>
</table>

*Arranged from Year Book of the Southern Association of Colleges and Secondary Schools, 1932, P. 245.
Chapter VII

Comparisons of Achievement of the Pupils Who Entered Alexandria High School in 1926, Divided According to Three Educational Levels Attained by the Parents, Namely, Those Who Attended College, High School, and Grammar School

1. Studies have been made of the comparative education of father and son. Other studies have endeavored to show the frequency with which sons enter the occupations of their fathers. This study will attempt to show some differences between pupils whose parents had varying amounts of education. The pupil records were classified as follows: (1) Those whose parents had attended college, (2) those whose parents had high school work, and (3) those whose parents had attended grammar school only.

The analysis of pupil failure as shown in Table XXVII indicates no failures of children with college-trained parents throughout the whole four years in high school. Children of parents who had received high school training failed twelve per cent, and those whose parents had received only grade training failed twenty-one per cent the first semester. In the succeeding semesters the failure is comparatively small for the high school group, but the grammar school group continued to fail for the first six
The percentage of pupils from varying backgrounds failing in high school each semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Percentage of pupils failed with parents having a College education</th>
<th>High School education</th>
<th>Grammar School education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>
semesters before the percentage dropped appreciably. The failure was pronounced the first two semesters in the case of the grammar grade group.

In addition to the study of failures among the three divisions, comparison of other factors was made. Table XXXVIII shows the analysis of the percentage dropped, the subject failure, the pupil failure, the percentage of each division which graduated, and the percentage of pupils awarded the college preparatory diploma. The college and the high school groups both lost thirty-three per cent of their number before graduation, while the grammar grade group lost fifty per cent before that time. The subject failure for the college group was four per cent, for the high school group seven per cent, for the grammar-grade group fifteen per cent. Sixty-seven per cent of the college group, sixty per cent of the high school group, and forty-nine per cent of the grammar school group completed the high school course.

An analysis of the kind of diplomas awarded the pupils in the study divided according to the educational level of their parents is given in Table XXXIX. The percentage in

---

48. A pupil was counted failed if he did not pass two subjects in any single semester. Subject failure was based on the individual subjects failed each semester.
TABLE XXVIII

An Analysis of some factors differentiating pupils from varying educational backgrounds.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Percentage of pupils with parents having a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College education</td>
</tr>
<tr>
<td>Per cent dropped before graduation</td>
<td>33</td>
</tr>
<tr>
<td>Per cent of class failure before ninth semester</td>
<td>4</td>
</tr>
<tr>
<td>Per cent graduating</td>
<td>67</td>
</tr>
<tr>
<td>Number originally in group</td>
<td>15</td>
</tr>
</tbody>
</table>
TABLE XXIX

The number and percentage of each type of diploma awarded pupils with varying backgrounds of education.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number in Group</th>
<th>Type of Diploma</th>
<th>Total % in College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>College</td>
<td>Commercial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>preparatory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Pupils whose parents had had a college education</td>
<td>15</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Pupils whose parents had had a high school education</td>
<td>33</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Pupils whose parents had had a grammar school education</td>
<td>57</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>
this table was figured on the basis of the original number of entrants in each group. The following points are significant:

1. The college preparatory diploma was awarded to forty per cent of the college group, to twenty-four per cent of the high school group and to fourteen per cent of the grammar-grade group.

2. None of the college group took the commercial diploma; nine per cent of the high-school division received this diploma, and twelve per cent of the grammar group.

3. The general diploma was given to twenty-seven per cent of the college group, to the same per cent of the high school group, and to nineteen per cent of the grammar group. If this class is typical of the pupils in Alexandria High School, the total percentage receiving diplomas indicates that the pupil whose father had received a college education had two chances in three of finishing high school; with a parent completing high school, three chances in five; and one chance in two for the pupil whose father went no farther than the grammar school.

Implications

Apparently there is sufficient evidence to cause school executives to look for a predominance of failure among the
pupils whose parents are in the lower educational levels. Furthermore, the failure record indicates the value of obtaining the educational status of the parent on the pupil record card. The fact that most of the failures occurred in the first two semesters furnishes a possible answer to the perplexing question, where do the majority of failures in high school occur? Also, classification of pupils most likely to fail furnishes a basis for valuable guidance.

Though this study is based on a comparatively small number of pupils, nevertheless, the fact that the divisions show such marked differences seems to warrant a more thorough study of the relationships between the levels of education of the parents and the amount of education that the pupils obtained. A study of this nature seems to promise some value for prognostication.

8. The Relation Between the Home-ownership and the Educational Level

It is generally believed that home-ownership denotes a permanancy in the community and a certain degree of thriftiness on the part of the individual. Banks give superior credit rating to the man who has real estate assets. The man who owns property in a city is likely to be interested
in the general progress and welfare of his community. In fact, cities are interested in attracting this type of citizen who will become an asset to the community financially and otherwise. The man who owns his home is likely to remain a tax payer for a longer period than one who follows the rise of the employment curve from one city to another. This factor has a bearing on the education of his children, for the pupil who remains in one place throughout the course of his schooling usually has the advantage over the pupil who changes his residence frequently. Though there may be exceptions to this observation, on the whole permanency of residence is more desirable than constant moving from school to school. It can therefore be said that home-ownership is likely to be a contributing factor to the educational progress of the child, as well as a financial asset to the city.

The purpose of the present phase of the study is an attempt to ascertain the extent to which the difference in the educational level of the parent contributes to the financial support of the city, and to show, in so far as home-ownership is an advantage to the pupil, which educational level provides this advantage to the greatest degree.
Procedure

From information as to the education of the parents obtained from the pupil record card, the parents of the group were divided according to the education of the father as follows:

1) those who had attended college, (2) those who had gone to high school, and (3) those who had been in grammar school only. There were fifteen in the first group, thirty-three in the second, and fifty-seven in the third.

The assessment value of the homes of each group was obtained from the tax records in the office of the Clerk of the Corporation Court of the City of Alexandria, Virginia. In cases where more than one real estate assessment was listed under the parent’s name, the largest single item was used. The real estate assessment was approximately one-third the actual value of the home. The tax rate was $2.65 per hundred dollars assessment.

The difference between the groups are presented in Table XXX. The following facts are significant:

1. The home of the college man was assessed at a figure which was $250.00 more than the home of the man who had attended high school, and $914.00 more than that of the one who had attended the grammar grades only.
### TABLE XXX

Comparing the home-ownership of the parents of varying educational levels.

<table>
<thead>
<tr>
<th>Factors</th>
<th>College Group</th>
<th>High School Group</th>
<th>Grammar School Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number in group</td>
<td>15</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Total number owning homes</td>
<td>10</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Per cent owning homes</td>
<td>66</td>
<td>33</td>
<td>44</td>
</tr>
<tr>
<td>Total assessed value</td>
<td>$37,400.00</td>
<td>$31,600.00</td>
<td>$70,650.00</td>
</tr>
<tr>
<td>Average assessed value</td>
<td>$5,740.00</td>
<td>$2,990.00</td>
<td>$2,826.00</td>
</tr>
<tr>
<td>Estimated average sale value</td>
<td>$11,220.00</td>
<td>$8,670.00</td>
<td>$9,538.00</td>
</tr>
</tbody>
</table>
2. Fifty per cent more of the college group owned their homes than did the high school group. The difference between the college group and the grammar-school group in this respect was twenty-two per cent, the difference being in favor of the former group.

3. The assessed value of the average high school man's home was $64.00 more than the average of the man who attended the grammar school only.

4. The grammar school group owned a larger percentage of homes than did the high school men.

Implications

From the above data it is evident that children from the college-bred home have the greatest advantage in so far as home-ownership is an index. It is also significant that the city collects more taxes from the home-owner with the highest educational level. A most interesting observation is that although the high school group had a higher assessed value placed on their homes, the grammar group owned a larger percentage of homes.

The fact that the tax study shows that the parents with a high school education paid more taxes than the grammar group
indicates that the grammar school group invested in homes, while the high school group invested its money in bonds and other securities, for if this group did not pay taxes on real estate the taxes were paid on income and personal property.

3. Taxes and the Educational Level

The ability of a community to support education is dependent largely upon the taxes paid by the citizens of that community. The schools are supported by funds secured partly from the city and partly from state funds. The question of the individual source of local and state taxes, therefore, is not only of general interest but also may have some influence upon those who disburse school finances. If it could be shown that the amount of taxes paid into the state and city treasuries is in proportionate ratio to the amount of education the individual has received, doubtless the budget makers and those charged with the duty of approving budgets would be less inclined to curtail school expenditures. Few people claim that the value of an education is limited to the ability to acquire material wealth. The culturalist, of course, sees other possibilities, but even he cannot fail to see the objective of those who
advocate an education for its material value. The budget maker and the budget approver must be cognizant of the dollars-and-cents aspect of education. If investigation can show that there is a greater monetary return to the public treasury from the better educated man, then there is a basis for a claim that education begets more taxes, and more taxes beget more education, thus completing the cycle. Therefore, the purpose of the further study of our group is to show whether there is any relationship between college and high school attendance and the payment of higher individual taxes.

Procedure

The amount of taxes paid the state and city by the parents of the group which entered Alexandria High School in 1926 was obtained from the records of the Commissioner of Revenue of the City of Alexandria. The figures used in the study were the total amounts of taxes collected on real estate, personal property, and incomes. The group can be considered a typical one, since they were the parents of all the pupils who entered the eighth grade

49. The rates are shown on page 135 of the appendix.
in the Alexandria High School in 1926. Since the permanent record cards showed the educational level of the parents, a division was made as follows: (a) those who attended college, (b) those who attended high school, and (c) those who attended the grammar school. A comparison of the taxes paid by these three groups is presented in Table XXXI. From this tabulation the following observations are significant:

1. There were in the group fifteen pupils with college-bred parents, thirty-three from the high school level, and fifty-seven from the grade school.

2. The college group had eleven, the high school division twenty, and the grammar group thirty-seven to pay taxes to the state.

3. In the same order the three groups had ten, twenty-two, and forty-one per cent paying taxes to the city.

4. The percentage paying taxes to the state for the same three groups was seventy-three for the college group, sixty-seven for the high school division, and sixty-five for the grammar grade group.

5. The percentage paying city taxes was sixty-seven, sixty-seven, and seventy-two for the college, high school, and grammar grade groups, respectively.

The average amount of taxes paid by the three groups was as follows: To the state, $27.21, $16.87, and $13.06 for the
TABLE XXXI

The number of parents, per cent of parents, and average amount of taxes paid the state and city by parents who attended college, high school, and grammar school.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Parents who attended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College</td>
</tr>
<tr>
<td>Number in group</td>
<td>15</td>
</tr>
<tr>
<td>Number paying taxes to state</td>
<td>11</td>
</tr>
<tr>
<td>Number paying taxes to city</td>
<td>10</td>
</tr>
<tr>
<td>Per cent paying taxes to State</td>
<td>73</td>
</tr>
<tr>
<td>Per cent paying taxes to city</td>
<td>67</td>
</tr>
<tr>
<td>Average amount paid state</td>
<td>$27.21</td>
</tr>
<tr>
<td>Average amount paid city</td>
<td>$10.79</td>
</tr>
</tbody>
</table>
college, high school, and grammar grade groups, respectively; to the city, $10.79, $8.17, and $6.67 for the same three groups.

Implications

It is evident that a larger percentage of the grammar grade group paid taxes to the city than did the college or the high school divisions. The college group paid a larger percentage to the state than either of the other two. The grammar group next, and the high school group was the lowest. On the other hand, the amount of taxes paid both the state and the city was in direct ratio to the three divisions according to the amount of education of the three groups; that is, the college group paid about twice as much as the grammar school group to the state and nearly a third more than the high school group. The college group paid twenty-four per cent more to the city than the high school group and thirty-eight per cent more than the grammar grade group. The high school group paid nineteen per cent more to the city than did the grammar grade group.

There appears to be a very constant relation between the higher levels of education and the highest average amount of taxes paid to both state and city. On the other hand, there seems to be no relation between the per cent paying taxes and the educational attainments of the three groups studied.
Chapter VIII
Summary and Conclusions

The central problem of this study deals with the progress through school and the subsequent social adjustment of the pupils who entered Alexandria High School in 1926.

To study adequately the school experiences of the group the investigator must know many things about the school, its standards, and its teaching staff. A study of pupil progress through the school requires a knowledge of the intelligence of the group, its age-grade status, as well as an insight into the subjects pursued, passed, failed, and dropped. Equally important is a knowledge of the social adjustment of the group after leaving school. The historical background and a survey of the city as it is today furnished this information. Further information was obtained regarding the comparative education of the parents and pupils of the group, the amount of taxes paid, and the differences in home-ownership among parents of varying amounts of education.

The following conclusions and implications appear to be justified by the study:

The school building was out of date and inadequate to
care properly for the number of pupils enrolled between 1926 and 1934.

The teaching staff was composed entirely of college graduates, however, one-third had not had teacher training courses, and one-fifth had not had previous experience before joining the Alexandria High School staff.

The organization and general standards of the school met the specifications for accrediting by the State Department of Education and the Southern Association of Colleges and Secondary Schools. Though it was accredited by these accrediting agencies it did little more than meet the minimum requirements. There were no courses in manual training and fine arts. Business courses were the only courses offered to care for vocational employment. School appropriations decreased during the last four years of the study, while the city and school populations increased.

The pupils who entered the school in 1926 were of average intelligence, in so far as the one intelligence test is an index. This conclusion is substantiated by the general accomplishments of the group in school, at college and after leaving school. The age-grade status of the group was above the average for the state. The subjects taken, and the time these subjects were pursued, were in accord with the best accrediting standards. Subject failure was somewhat higher than the average for the cities of Virginia, but the percentage was not so high as the average for the state. The percentage of dropped pupils was not
unfavorable when compared with the averages for the state. The number of delayed, or tardy, graduations apparently was excessive. This was due, to some extent, to some pupils remaining out of school for a year or more before returning to graduate, and not wholly to failure. The graduates, who obtained positions, held them longer and received more salary than those who did not graduate.

The historical background of Alexandria ranks among the foremost in the state, in fact, it is one of Virginia's oldest communities. George Washington, himself, assisted in establishing and supporting the first school in the community. The early schools of Alexandria were at first private academies, though provision was made in the establishment of the first school for the education of the poor. Private schools flourished throughout Alexandria's history, in fact, there were four private schools in the city when this study was begun. The presence of these private schools very likely delayed the development and growth of the public schools.

The survey of the city revealed that Alexandria offered ample opportunities for social and economic development. The city's proximity to Washington adds much to the opportunities existing in Alexandria itself, both commercial and cultural. The percentage of the population gainfully employed was above the average of the state.

The percentage of college attendance of the group did not equal the national average. Freshman success in college was
thirty-three per cent above the average of the state. The cost per pupil for secondary education in Alexandria High School was one-third more than the average for the state during the period of the study.

The comparative study of the parents and the pupils based upon the amount of education received disclosed the following significant facts:

Failure predominates among pupils whose parents are in the lower educational levels.

The college-bred man pays more taxes to the city and to the state than does the man with a high school or a grammar school education. The men with a high school education own homes which are assessed at a higher value than the men on the grammar school level. More parents on the grammar school level owned their homes, but those on the high school level owned more securities. The individual amount of taxes paid by these three groups was in the following order: (1) college; (2) high school; (3) grammar school; indicating that the city receives more return in taxes from those whom it educates.

According to this study, the pupil whose father had a college education had two chances in three to complete his high school course; with a high school education, three chances in five; and with a grammar school education, less than one in two.
Though this study is based upon a comparatively small number of cases, the marked differences between educational levels seem to warrant a more thorough study of parent and pupil educational relationships.
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Whipple, Guy M., National Intelligence Test, Supplement Number 3, World Book Company, 1924.
I. Physical Conditions

A. Location:
Situated in the State of Virginia, on the navigable Potomac River, about seven miles south of Washington, D. C., capitol of the United States.

B. Climate:
Temperate, favorable, influenced by large bodies of water.

C. Transportation facilities--1932:
1. Railway
   a. Number and names of railways serving the city:
   There are nine railroads, namely Atlantic Coast Line; Baltimore & Ohio; Chesapeake & Ohio; Pennsylvania; Richmond, Fredericksburg, and Potomac; Norfolk & Western; Seaboard Air Line, and The Southern. In addition to these, the Washington & Old Dominion Company operates between this city and Bluemont.
b. Fifty-three passenger trains daily.

c. Amount of freight, and number of trains daily.

   (1) Average number received:
       (a) 25 from the South
       (b) 17 from the North

   (2) Average number dispatched:
       (a) 25 to the South
       (b) 20 to the North

d. Volume of freight handled:

   2,600 cars per day

e. Additional facts indicating accessibility to markets:

   Cars dispatched to destinations in time for opening of markets North and East of Alexandria.

f. Freight stations:

   Two freight stations in Alexandria;
   one belonging to the Richmond, Fredericksburg & Potomac Railroad, and the other to the Southern Railroad.

51. Union Station Agent, Interview
52. Richmond, Fredericksburg & Potomac Freight Depot Agent.
53. Ibid.
g. Warehouse facilities:
   (1) Number--two
   (2) Capacity--one is 35 by 200 feet, and
       the other is 50 by 150 feet.

2. Water Transportation:
   a. There is one steamboat line--Norfolk &
      Washington Steamboat Company.
   b. Daily service to Southern and North-
      eastern markets.
   c. Name of markets:
      New York, Philadelphia, Boston, Prov-
      idence in the Northeastern section;
      Norfolk, Old Point, and all points South.
   d. Number of sailings:
      Seven each week.
   e. Connection with foreign and other markets
      at Norfolk.
   f. Terminal facilities and service very good.
   g. Depth of water:
      Channel approximately thirty feet.
   h. Warehouse facilities:
      One warehouse, owned by a closed corporation.

3. Air Service 1934:

There are two airports located near Alexandria, the Mt. Vernon Airways, Inc., about three and one-half miles south, and the Washington-Hoover Airport about three and one-half miles north. New York can be reached in less than two hours by fast planes.

4. Motor bus and truck service 1938:

a. Number and name:
   One company—A. B. & W. Bus Company.

b. Localities served:

c. Number of trips:
   Every ten minutes between Alexandria and Washington;—about an hourly service to Mt. Vernon.

d. Passenger service only.

e. One bus terminal.

5. City's Internal passenger transport facilities:
   a. Number—one line, private ownership with no competing companies.
   b. City regulation:
      (1) Adequacy of service:
           Satisfactory
      (2) Rates of fare:
           Local fare—five cents
           Washington—fifteen cents, straight fare.
           Round trip—twenty-five cents
           Ten tokens for one dollar.

D. Natural Resources:
   An important undeveloped natural resource is the water supply. Water from the Potomac, Occoquan, Bull Run, and other streams is naturally soft and suitable for manufacturing and chemical works.

E. Power:
   The Virginia Public Service Company serves Alexandria with adequate power. The company has a steam plant here and lines connecting with hydro-electric plants in Virginia.

57. Alexandria Barcroft and Washington Terminal Manager, Interview.
58. Chamber of Commerce, Records.
59. Virginia Public Service Company, Interview.
There is an abundant supply of white and colored, male and female, skilled and unskilled labor. There is no record of strikes or labor agitations that have originated in Alexandria.

Additional information:

Within 250 miles of Alexandria you will find:
- 15% of the population of the United States
- 11% of the wealth of the United States
- 14% of the value of manufactures in the United States
- 9% of the agricultural products of the United States

Scenic Attractions—places of historical interest:

1. Mt. Vernon

The home of George Washington is about ten miles from Alexandria on the Mount Vernon Memorial Highway. Through the untiring efforts of Anne Parmelia Cunningham of South Carolina, the "Greatest home in the world" was saved for posterity. It is now owned and efficiently cared for by the Mount Vernon Ladies Association of the Union, the oldest incorporated patriotic association in the United States composed of women.
2. Christ Church

This old Episcopal Church was one of the first churches built in Alexandria, and is another shrine dear to the people of the United States. It was built in 1733. George Washington and Robert E. Lee both worshipped here. White marble tablets on the east wall of the church mark the memory of these two great men. Thousands of tourists visit Christ Church each year.

3. Friendship Engine Company

This company was organized in 1774 and in 1775 George Washington presented the company with a fire engine. This engine was sold and is now in Baltimore. A reproduction was made which may be seen at the Friendship Fire House on South Alfred Street.

4. Old Presbyterian Meeting House

Completed in 1774 by John Carlyle. Many distinguished citizens of Alexandria's early days are buried in the church yard. The body and tomb of an Unknown Soldier of the Revolutionary War rests here, it receives its proportionate amount of

63. Dr. William J. Morton, Rector, Interview.
64. Caretaker, Friendship Fire House, Interview.
5. Gadsby's Tavern

This Tavern was built at a time when Alexandria was a world-famous port and a center of social and political importance. Adjoining this building is the old City Tavern. On three occasions Washington occupied it as his military headquarters. The first celebration of the adoption of the Constitution took place here in 1788. The last public celebration of Washington's birthday during his lifetime was held here with General and Mrs. Washington present. In November of the same year, he reviewed the local troops from the steps and gave his last military command.

6. Carlyle Mansion

Built in 1752 by John Carlyle on the foundation of an old stone fort. It was occupied for a time by General Braddock and since then has been known as Braddock's headquarters. This house is said to be the place where the revolution was born. Ten years before the Stamp Act the officials representing the British Government met here to consider the question of the taxation of the colonists.

67. Ibid.
3. Other old and interesting houses found in Alexandria.68

The General Henry Lee house where Robert E. Lee's father lived; the Lord Fairfax house; the Ramsey house, which is the oldest house in Alexandria; the home of Dr. Dick who attended Washington in his last illness; the home of Dr. Craik, who was a close friend and physician of Washington; the Lafayette house, where Lafayette was entertained on his second visit to America; the Marshall House where the first blood of the Civil War was shed.

8. Mount Vernon Memorial Highway69

This great highway passes through Alexandria and connects Mount Vernon with the nation's capitol. The originator of the idea to construct this boulevard was the late Mr. M. B. Harlow of Alexandria. Mr. Harlow started this movement some forty years ago and spent a lot of his time and money to promote the project. The total cost of the boulevard is over seven million dollars. It is regarded as one of the finest, if not the finest boulevard in the United States.

69. Ibid.
9. George Washington Masonic National Memorial

This great Memorial to George Washington, the Mason, is situated on Shooters Hill, in the western part of Alexandria, on the highway between the City of Washington and Mount Vernon, his old home. The imposing Memorial, 333 feet high, overlooks the City of Washington to the north and Mount Vernon to the south, while eastward at its foot lies Alexandria, which city he helped to plan. The unusual architectural features and the remarkable terraced approaches present a striking appearance. It is modelled after the ancient towers which were used as beacons to guide mariners into harbors, as exemplified in the beacon at Rhodes. The Memorial will house a priceless collection of memorabilia of Washington, including many articles closely connected with his career in the Masonic order. The cost of the Memorial will be $4,000,000. It is being built by the George Washington Masonic National Memorial Association.

70. Interview with Charles Callahan, Author of Washington, the Man and the Mason and originator of the Memorial Idea.
II. POPULATION

A. Numbers 1934

1. For city as a whole-----------------26,100
2. For suburbs----------------------5,377

B. Character of the population

1. By age groups
   a. Old--------------3,498 (retirement age)
   b. Middle----------11,276 (working age)
   c. Young-----------11,226 (children to 21 yrs.)

2. By Nationality
   a. Native born--25,580
   b. Foreign born--520
   c. Foreign born are mostly Greeks and Italians.

3. By Race
   a. White---------21,188
   b. Black---------4,902
   c. Yellow-------20

4. By Citizenship Status
   a. Voting Population 1934
      1. White-------5,091
      2. Black------279
      Total-------5,370

71. City Directory 1934, and records of Chamber of Commerce, 1934.
5. By Educational Level 1932:

a. Elementary School

1. White Students 3,832
   Teachers 101
2. Colored Students 838
   Teachers 22

Usually three-fourths of the Elementary Graduates enter High School.

b. High School

1. Students 896
   Teachers 34

c. High School Graduates (Public School)

Alexandria High School only.

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
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<td>34</td>
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<tr>
<td>1927</td>
<td>23</td>
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<td>1928</td>
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<td>1929</td>
<td>29</td>
<td>32</td>
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<td>1930</td>
<td>34</td>
<td>36</td>
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<tr>
<td>1931</td>
<td>38</td>
<td>46</td>
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<tr>
<td>1932</td>
<td>38</td>
<td>39</td>
</tr>
</tbody>
</table>

72. Records found in office of Superintendent of Schools, Alexandria, Virginia.
From twenty to thirty, or about twenty-five per cent of the high school graduates enter College each year.

d. College Graduates
   Average six each year.

e. Number of Schools 1932:
   Elementary Schools----7
   High Schools-------------2
   Private Schools--------7

   Episcopal High School
   St. Agnes Episcopal School for Girls
   St. Joseph's Parochial School
   St. Mary's Academy
   St. Mary's Parochial School
   Kaverian Boy's School
   Episcopal Theological Seminary

III. ECONOMIC LIFE

A. Industries

   1. Number of Industries------34

B. Occupations

   1. Number in each occupation group, by sex.--1932

73. Records, Chamber of Commerce.
74. City Directory and Records, Chamber of Commerce.
<table>
<thead>
<tr>
<th>OCCUPATIONS</th>
<th>WHITE</th>
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<th>BLACK</th>
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<td>MALE</td>
<td>FEMALE</td>
<td>MALE</td>
<td>FEMALE</td>
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<td>Agriculture-------------------------</td>
<td>86</td>
<td>4</td>
<td>25</td>
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<td>Forestry and fishing---------------</td>
<td>25</td>
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<td>Extraction of minerals-------------</td>
<td>19</td>
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<td>Building Industries---------------</td>
<td>640</td>
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<td>110</td>
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<td>Chemical and Allied Ind.----------</td>
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<td>5</td>
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<td>Cigar and Tobacco Factories--------</td>
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<td>Clothing Industries---------------</td>
<td>16</td>
<td>76</td>
<td>7</td>
<td>7</td>
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<td>Food and Allied Industries--------</td>
<td>74</td>
<td>3</td>
<td>13</td>
<td>0</td>
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<tr>
<td>Automobile Factories and Repair Shops</td>
<td>111</td>
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<td>4</td>
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<tr>
<td>Iron and Steel Industries---------</td>
<td>508</td>
<td>6</td>
<td>16</td>
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<td>Saw and Plaining Mills------------</td>
<td>32</td>
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<td>0</td>
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<tr>
<td>Other Woodwork and Furnishings----</td>
<td>18</td>
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<td>0</td>
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<td>Paper, Printing and Allied Industries</td>
<td>104</td>
<td>39</td>
<td>21</td>
<td>3</td>
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<td>Silk Mills------------------------</td>
<td>16</td>
<td>42</td>
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<td>0</td>
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<td>Automobile Agencies and Filling Stations</td>
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<td>9</td>
<td>1</td>
<td>0</td>
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<td>OCCUPATIONS</td>
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<td>WHITE FEMALE</td>
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<td>----------------------------------</td>
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<td>--------------</td>
<td>------------</td>
<td>--------------</td>
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<tr>
<td>Wholesale and Retail</td>
<td></td>
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<td></td>
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<tr>
<td>Trade, except Automobiles-926</td>
<td>362</td>
<td>132</td>
<td>9</td>
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<td>Other Trade Industries-48</td>
<td>1</td>
<td>7</td>
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<td>Public Service -573</td>
<td>268</td>
<td>103</td>
<td>9</td>
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<td>Recreation And Amusement-46</td>
<td>15</td>
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<td>Hotels, Restaurants and</td>
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<td>Boarding Houses-119</td>
<td>118</td>
<td>52</td>
<td>41</td>
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<td>Laundries, Cleaning and</td>
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<td></td>
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<td>Pressing Shops-59</td>
<td>65</td>
<td>15</td>
<td>34</td>
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<td>Industries not specified- 360</td>
<td>43</td>
<td>164</td>
<td>11</td>
<td></td>
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<td>Textile Industries-2</td>
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<tr>
<td>Independent Hand Trades-27</td>
<td>32</td>
<td>4</td>
<td>11</td>
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<td>Other Manufacturing Industries-404</td>
<td>42</td>
<td>156</td>
<td>1</td>
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<tr>
<td>Construction and Maintenance of</td>
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<td>Streets-151</td>
<td>2</td>
<td>40</td>
<td>1</td>
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<td>Stations-56</td>
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<td>Postal Service-73</td>
<td>8</td>
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<td>Steam and Street Railroads</td>
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<td>233</td>
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<td>Telegraph and Telephones-50</td>
<td>75</td>
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75. Records, Chamber of Commerce, 1932
Other transportations and communications

<table>
<thead>
<tr>
<th>Industry</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>Banking and Brokerage</td>
<td>79</td>
<td>23</td>
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<tr>
<td>Insurance and Real Estate</td>
<td>156</td>
<td>58</td>
</tr>
</tbody>
</table>

2. Type of Industries:

- a. Agriculture
- b. Forestry and Fishing
- c. Extraction of Minerals
- d. Building Industries
- e. Chemical and Allied Industries
- f. Cigar and Tobacco Factories
- g. Clothing Industries
- h. Feed and Allied Industries
- i. Automobile Factories and Repair Shops
- j. Iron and Steel Industries
- k. Saw and Plaining Mills
- l. Other woodwork and furnishings Industries
- m. Paper, printing, and allied Industries
- n. Silk Mills
- o. Other Textile Industries
- p. Independent Hand Trades
- q. Other Manufacturing Industries
- r. Construction and Maintenance of Streets
- s. Garages and greasing Stations
t. Postal Service
u. Steam and Street railroads
v. Telephone and telegraph
w. Other transportation and communications
x. Banking and brokerage
y. Insurance and Real Estate
z. Automobile Agencies and Filling Stations
a'. Wholesale and retail trade, except automobiles
b'. Other Trade Industries
c'. Public Service
d'. Recreation and Amusement
e'. Hotels and Restaurants and Boarding Houses
f'. Laundries, Cleaning and Pressing Shops
g'. Industries not specified

3. Number of wage earners:

12,465 wage earners in Alexandria.
4. Average wages and working hours in each occupation, 1932

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>UNION Rate</th>
<th>UNION Hours Daily</th>
<th>UNION Hours Weekly</th>
<th>NON-UNION Rate</th>
<th>NON-UNION Hours Daily</th>
<th>NON-UNION Hours Weekly</th>
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<tbody>
<tr>
<td>Carpenters</td>
<td>$1.37$</td>
<td>8</td>
<td>40</td>
<td>$0.70</td>
<td>8--9</td>
<td>44--54</td>
</tr>
<tr>
<td>Brick Masons</td>
<td>1.75</td>
<td>8</td>
<td>40</td>
<td>1.25--1.50</td>
<td>8--9</td>
<td>44--54</td>
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<tr>
<td>Hood Services</td>
<td>.65</td>
<td>8</td>
<td>40</td>
<td>.40--.50</td>
<td>8--9</td>
<td>44--54</td>
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<tr>
<td>Machinist</td>
<td>1.00</td>
<td>8</td>
<td>40</td>
<td>.75</td>
<td>8--8½</td>
<td>45--47</td>
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<tr>
<td>Moulders</td>
<td>1.00 to</td>
<td>8</td>
<td>40</td>
<td>.80</td>
<td>8½</td>
<td>48</td>
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<td>Iron Workers</td>
<td>1.65</td>
<td>8</td>
<td>44</td>
<td>.80</td>
<td>8½</td>
<td>48</td>
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<tr>
<td>Stone Cutters</td>
<td>1.25</td>
<td>8</td>
<td>40</td>
<td>1.00</td>
<td>8--9</td>
<td>44--48</td>
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<tr>
<td>Stone Setters</td>
<td>1.25</td>
<td>8</td>
<td>44½</td>
<td>1.00</td>
<td>8--9</td>
<td>44--48</td>
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<td>Painters</td>
<td>1.12½</td>
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<td>44½</td>
<td>.70</td>
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<td>Plasterers</td>
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<td>44</td>
<td>.75</td>
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<td>Electricians</td>
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<td></td>
</tr>
<tr>
<td>Railroads</td>
<td>(employees are paid for the amount of mileage)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average salary $300 per month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store Clerks—Average wages—$2.50 to $3.00 per day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Labor—Average wages—$0.30 to $0.34 per hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above figures are based on normal conditions.

76. Chamber of Commerce, Records.
5. Stability in each occupation.
   a. Very little unemployment in normal times
   b. Permanency of position

Permanency of position depends entirely on the ability and efficiency of the employee. There is very little labor turnover in Alexandria.

C. WEALTH 1934

1. Estimate of wealth and income. Assessed Personal Property (40% of value) $1,182,275.00

   Wealth--$39,000,000
   Income--Real Estate--$18,112,804.00
   Public Service--$2,859,777.00

Total net income tax
collected $ 743,203.17
Bonds $ 4,856,797.00
Money in bank $ 1,283,489.00

a. Income taxes.

   1. Number of people paying income tax returns.
   2. Amount paid by industries.

This information is not obtainable in this city.

77. Commissioner of Revenue, Interview.
### Value of Manufactured Products

**Amount**: $4,813,000

<table>
<thead>
<tr>
<th>Classification of Stores in Alexandria 1932</th>
<th>Number of Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy and confectionery stores</td>
<td>4</td>
</tr>
<tr>
<td>Groceries—without meats</td>
<td>39</td>
</tr>
<tr>
<td>Combination stores—groceries and meats</td>
<td>49</td>
</tr>
<tr>
<td>Meat markets including sea foods</td>
<td>6</td>
</tr>
<tr>
<td>Food stores—all kinds</td>
<td>108</td>
</tr>
<tr>
<td>General Stores</td>
<td>1</td>
</tr>
<tr>
<td>Department Stores</td>
<td>2</td>
</tr>
<tr>
<td>Dry goods stores</td>
<td>11</td>
</tr>
<tr>
<td>General merchandise</td>
<td>3</td>
</tr>
<tr>
<td>Variety—five and ten—to a dollar</td>
<td>3</td>
</tr>
<tr>
<td>Motor vehicle dealers—new and trade-in</td>
<td>9</td>
</tr>
<tr>
<td>Filling stations</td>
<td>13</td>
</tr>
<tr>
<td>Garages and repair shops—repairs, gas, oil and storage</td>
<td>5</td>
</tr>
<tr>
<td>All other automotive establishments</td>
<td>0</td>
</tr>
<tr>
<td>Men's and boy's clothing and furnishings</td>
<td>8</td>
</tr>
<tr>
<td>Family clothing</td>
<td>3</td>
</tr>
<tr>
<td>Women's ready-to-wear specialty stores</td>
<td></td>
</tr>
<tr>
<td>Apparel and accessories</td>
<td>5</td>
</tr>
<tr>
<td>Women's Accessories</td>
<td>1</td>
</tr>
<tr>
<td>Other apparel stores</td>
<td>1</td>
</tr>
</tbody>
</table>

---

78. Chamber of Commerce, Records.
<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoe Stores</td>
<td>8</td>
</tr>
<tr>
<td>Furniture Stores</td>
<td>5</td>
</tr>
<tr>
<td>Floor coverings, draperies, curtains, and upholsteries stores</td>
<td>0</td>
</tr>
<tr>
<td>Household Appliances</td>
<td>2</td>
</tr>
<tr>
<td>Other home furnishings</td>
<td>1</td>
</tr>
<tr>
<td>Radio and music stores</td>
<td>4</td>
</tr>
<tr>
<td>Restaurants, cafeterias and lunch rooms</td>
<td>13</td>
</tr>
<tr>
<td>Other eating places</td>
<td>2</td>
</tr>
<tr>
<td>Lumber and building materials dealers</td>
<td>4</td>
</tr>
<tr>
<td>Electrical shops—without radio</td>
<td>2</td>
</tr>
<tr>
<td>Heating and plumbing shops</td>
<td>1</td>
</tr>
<tr>
<td>Paint and glass stores</td>
<td>1</td>
</tr>
<tr>
<td>Hardware Stores</td>
<td>7</td>
</tr>
<tr>
<td>Hardware and farm implement stores</td>
<td>1</td>
</tr>
<tr>
<td>Farmer's supplies stores—including foods and fertilizers</td>
<td>1</td>
</tr>
<tr>
<td>Book stores</td>
<td>2</td>
</tr>
<tr>
<td>Cigar stores and cigar stands</td>
<td>2</td>
</tr>
<tr>
<td>Coal, wood and ice</td>
<td>2</td>
</tr>
<tr>
<td>Drug stores</td>
<td>16</td>
</tr>
<tr>
<td>Jewelry</td>
<td>3</td>
</tr>
<tr>
<td>All other stores</td>
<td>12</td>
</tr>
</tbody>
</table>
Average wage of store clerks—$2.50 to $3.00 a day.

2. Taxes:
   a. Total collected in 1931—$466,221.50
   b. Per cent collected—87%
   c. Comparison with other cities—favorable
   d. Rates 1935:
      (1). $2.65 per hundred, assessed value, 30 to 40% sale value on real property.
      (2). Incomes:
         (a) Exemptions, single persons, $1,000.00
         (b) $2,000.00 married persons
         (c) $400.00 each dependent
         (d) Bonds .50 per hundred
         (e) Money in bank .30 per hundred
         (f) City and county bonds .25 per hundred
         (g) Capital $1.15 per hundred

3. Insurance:
   a. Kinds—Commercial and Residential
   b. Special conditions which affect insurance rates:
      Rate in the residential class is based on construction. In the Commercial class the rates are based on construction and hazard of business.

79. Chamber of Commerce, Records
80. City Treasurer, Interview
81. Agency, North American Insurance Company
o. Banking and Finance: 1932

(1) Number—four banks

(2) Type—three National and one Private

(3) Resources—stated in round figures—National Banks

(a) Total Resources—$8,000,000
(b) Total Deposits—6,000,000
(c) Total Time Deposits—3,500,000

Attitude toward extension of credit to new industries and commercial enterprises—Conservative.

(4) Savings Accounts in Savings Bank: 1932

(a) Total Amount—$3,470,446.93
(b) Each bank has a savings account.

(5) Names of banks:

(a) First National Bank
(b) Citizens National Bank
(c) Alexandria National Bank
(d) Burke and Herbert, Bankers

d. Assessed valuation of property: 1932

The assessed valuation of property is $19,494,610.

The oldest and most undesirable property is on the east side of Washington Street, extending from the

82. Bank Statements, Interviews
83. Chamber of Commerce, Records
84. Interviews, cashiers of the several banks
85. City Treasurer, Interview
Canal to the St. Mary's Catholic Cemetery. West of Washington Street is the new section of the town. Rosemont and Del Ray are the suburbs of Alexandria, both contain very desirable property. The former is wholly residential.

(1) Rents

(1) Rents vary according to location.

(2) Exact information in regard to value of owned homes could not be ascertained.

(2) Wholesale Trade

(1) Importance of City as a wholesale center. Alexandria's strategic location makes it an ideal distributing point.

(2) Number of wholesale outlets—three. Grain exchanges are the only special Industrial and Commercial Associations.

(2) City Government

(1) Form—Council-City Manager

h. Newspapers

(1) Number—one

(2) Circulation Area—Radius of 35 miles. Is the oldest daily newspaper in the country.

66. Records, Chamber of Commerce.
67. Ibid.
68. Interview, City Manager.
69. Managing Editor, Alexandria Gazette.
j. City Expenditures: Interest and redemption, general government, schools, highways, police, fire protection, hospitals, charity, cleanliness and sanitation, recreation, health, and other departments of the city for 1931.

1. City Council------------------------- $ 2,241
2. Office of the City Manager-------------- 2,470
3. City Manager's Salary----------------- 4,860
4. Office of Auditor--------------------- 2,278
5. Office of Commissioner of Revenue------ 9,692
6. Office of City Treasurer--------------- 2,715
7. Office of City Collector--------------- 6,644
8. Office of City Attorney---------------- 1,410
9. Engineering Department---------------- 8,660
10. Streets, sidewalks and sewers--Maintenance and repairs----------------------------- 30,790
11. Division of Street Lighting-------------- 25,111
12. Health Department--------------------- 13,340
13. Department of Recreation-------------- 7,484
14. Street cleaning, garbage and trash removal--------------------------------------- 32,541
15. Division of Police--------------------- 63,945

91. City Treasurers Records-1931.
16. Division of Fire----------------------------- $ 42,620
17. Courts----------------------------------- 16,005
18. City Jail------------------------------- 13,935
19. District Home-------------------------- 4,800
20. City Hall, Market, Armory and Community Hall 10,625
21. Contributions and Charities------------ 7,610
22. Registrations and Elections------------ 1,550
23. Deficits and Temporary Loans----------- 1,530
24. Contingent Fund------------------------ 44,556
25. Interest and Sinking Fund--For the payment of the public debt of the Corporation and interest thereon-------------------------------- 133,818
26. School fund--For defraying the general expenses of the public schools------------------- 170,000

1. Note: Represents city's part of school expenses only; does not include receipts from State Department of Education.
D. Economic Organization:

1. Types and activities of each: Business Clubs, Chamber of Commerce, Employers' Leagues, Labor Unions, Improvement Associations, and so forth.

a. Retail Merchants Association.
Organized to find the credit rating of citizens.

b. Chamber of Commerce.
Organized to advance the interests of the community, industries and civic welfare.
To aid in the conservation and advancement of the business and professional interests of the city and state; to foster and encourage the agricultural development of the territory contributory to Alexandria, and to bring its members into closer union and cooperation.

c. Alexandria Trades Council.
An organization consisting of delegates from various labor organizations having for its purpose the advancement of union laboring men's welfare.

d. Bus Drivers' Union.
Organized for the welfare of the drivers and to regulate hours and wages.

c. Carpenters Union
Organized to regulate wages and hours and to improve working conditions generally.

f. Post Office Clerks.
Organized to regulate wages and hours and to improve working conditions through influence of Congressmen.

g. Various railroad unions:
Order of Railway Conductors of America,
Brotherhood of Locomotive Engineers,
Brotherhood of Locomotive Firemen and Engineers,
Benefit Association of Railway Employees.
Organizations for the benefit of the laboring class.

93. Retail Trade, 1932

1. Census of Retail Distribution in Alexandria 1939
   a. Number of stores—265
   b. Proprietors and firm members—not on pay roll—250
   c. Employees—full time—764

93. Chamber of Commerce, Records.
d. Net Sales--$9,058,000

e. Stocks on hand end of year--$1,399,000
   (Figured on Cost Price)

f. Total pay roll--full time and part time--
   $619,000.  

2. Public Market

This market was inherited by the City to be used
as a public market, otherwise it reverts to the
estate. The inside of the market is rented to
various businesses, the outside is rented to the
country people for twenty-five cents per day. By
this means the people of Alexandria are provided
with fresh products daily.

3. Purchasing Power of the City

a. Per capita income--between $1,000 and $1,500
   per year

b. Compares favorably with other communities

c. Laws and Regulations

    Manufacturers pay $ .75 per $100 on their working
capital. On active corporation, depending upon
its capital stock, and all pay a franchise tax
of approximately $50 per year.

94. Chamber of Commerce, Records
95. Ibid.
IV. LIVING CONDITIONS

A. Types of homes

1. Number of one-family and two-family houses:
   One-family--5,000
   Two-family--25 (flats)

2. Number of apartment houses and tenements
   Tenements--40
   Apartments--100

3. Rents vary according to location,
   prices range from $25 to $75 per month.

B. Condition of Homes in City.

1. Alexandria is a city of the average size
   and the conditions of the homes are
   unusually good. It is an old city with
   many old colonial houses in the lower
   part of town near the waterfront, which
   used to be the more prominent business
   and residential section, but now the
   more modern houses, and even the merchants
   are moving up toward the Union Station.

   The main street is in the center of

---

96: Chamber of Commerce, Records.
97: Interviews, real estate operators and building contractors.
The town running east and west. There are not many dwelling houses on King Street as it is the business section of the town. Washington Street runs north and south across King Street about the center of the town. A great deal of traffic runs on Washington Street because it is a part of the newly constructed boulevard, considered the finest in the United States. Alexandria's main residential section, Rosemont, is to the north of Union Station. This is the newer part of town and all of the homes have modern conveniences. The houses are usually large with lawns in both front and back. The conditions of the homes in Rosemont are somewhat above the average.

Bel Ray, once a small town in Arlington County northeast of Rosemont, has been recently annexed to Alexandria. It is not densely populated and is mostly a residential district.

2. Statistics as to modern improvements in homes:
   Modern plumbing in practically all the homes in city and suburbs.

   Approximately 6,000 houses are properly wired.

98. Chesapeake and Potomac Telephone Company; City Gas Works; Virginia Public Service Company 1931-32, Interviews.
Number of gas meters installed--3,500
Number of telephones--4,255
Residence telephones--2,955
Business telephones--1,500

Rates:
Independent Residence-----$3.00
Independent Business------5.00
Two-party residence-------2.25
Two-party business--------4.50

3. Comparison with other cities:
Alexandria compares favorably with other cities, but needs modern apartments very badly.

G. Number of people owning homes:
About 60 per cent, or 1,500 people own their homes.

Real Estate values in 1932--$19,494,610.

V. Health Conditions:

A. Vital Statistics: 1931

1. Birth registered--582
2. Deaths reported--375

a. Age Groups--The deaths were not separated according to age groups.

100. Health Department, Records.
b. Causes--The deaths were not separated according to causes.

B. Accidents

1. Number--from January 1, 1931 to December 1, 1932 --240
2. Number of people injured--109
3. Number of people killed--7
4. Property was damaged in 133 of the accidents.

The most common scene of accidents in Alexandria is on Washington and King Streets, because of congestion of traffic and the fact that drivers cut corners short or ignore the lights. Most of these accidents could have been prevented by more careful driving and observation of laws. Recently there has been a safety drive in the state of Virginia. Every car has to be inspected and adjusted by an authorized agent. It is believed that this will materially reduce the number of accidents.

C. Community Health Activities:

1. Sanitation
   a. Food Inspection

   Food is inspected once every month by a state inspector.

101. Records, Police Department, 1932.
102. Annual Report, Health Department, 1931.
b. Milk inspection
The milk and the dairies are inspected once every month.

c. Garbage disposal
Garbage is collected twice every week by the city. Sewage is emptied into the Potomac River and the garbage is placed on dumps and burned.

d. Water supply:
1. Ample from the Barcroft Dam
2. Water inspection: The water is inspected three times a week. This process lasts about forty-eight hours, and if contamination is found, it is immediately corrected. The City Health Department also tests all outside wells and cisterns within a range of five miles of the city.

Mineral analysis of water collected direct from distributing reservoir.

<table>
<thead>
<tr>
<th></th>
<th>Pts. Per Million</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>3</td>
</tr>
<tr>
<td>Turbidity</td>
<td>0</td>
</tr>
<tr>
<td>Alkalinity</td>
<td>21</td>
</tr>
<tr>
<td>Hardness</td>
<td>28.6</td>
</tr>
</tbody>
</table>
2. Medical and Nursing Service:
   a. Public Health—Nursing.
      Alexandria's Health Department furnishes a nurse whose services are free to all the city. Inspection of children in the schools and private homes of those who cannot pay for a private nurse are among her duties. A doctor's service is provided for the poor.
   b. Child and Infant Hygiene.
      There is a free health clinic for children in the city health department.
   c. Industrial Hygiene.
      Alexandria has one industrial nurse—the remainder of this work is carried on by doctors, hospitals, and private nurses.

103. Records of Health Department, 1932.
d. Clinical Service--Dental

There is no dentist employed for the poor of the city. The medical doctors and dentists assist with this work.

o. Clinical Service.

Alexandria has a very competent doctor who is in charge of the health office. Half of his duties are private practice for which he charges the regular professional fee, the rest of his time is given to the poor of the city.

Alexandria has the second largest and cleanest Health Department of the State, as was announced in the last report, 1931.

5. Hospitalization.

1. Number--one

2. Type--general

3. Capacity--55 beds. Contains private rooms, semi-private wards, women's ward, men's ward, colored ward, and a ward for children.

4. Summary of work done during 1931:

Total number of patients admitted--- 2,110
Number of hospital days-------------- 18,047
Average number of patients---------- 56
Number of births--------------------- 303
Number of deaths--------------------- 101
Number of operations---------------- 1,100

104. Alexandria Hospital Report, 1931.
Number of major operations— 410
Number of minor operations— 690
Emergency cases— 1,224
Re-dressings— 1,975
Free cases— 401
Days of free nursing— 4,352

5. Control of Contagious Diseases:
Compulsory vaccination and strict quarantine.

D. Safety Conditions, 1932.

1. Fire Department
Fifteen paid men; one automobile; six engines and
a chemical wagon; two book-and-ladder trucks; four
stations. Hydrants are placed on corners— excellent
water pressure.

2. Police Department, 1932:
Adequate service— 33 men; one station; eight pieces
of motor equipment; two cars, radio equipped in
station, two telephones. Good traffic regulations.

3. Street Lighting, etc.
Practically all streets are paved and well lighted.

105: Health Department Officer, Interview.
106: Police Department Records, 1932 and interviews with the
fire chief.
VI. DELINQUENCY AND CRIME, 1932

A. Juvenile Delinquents.

1. Juvenile crime is much lower in Alexandria than in most cities of the same population in the United States. The number brought to court numbered only 203, and of those, two-thirds are for petty offenses, characteristic of children.

Agencies caring for juvenile delinquents:

2. Juvenile and Domestic Relations Court
   Judge, Clerk, and Probation Officer.

This court convenes after Police Court every day and tries all cases involving family troubles. This court also maintains supervision of children of needy parents and places them in homes where possible cooperation with the Day Nursery, Ivakota Farm, and State Board of Public Welfare in placing under-privileged children where they will be cared for properly.

B. Crime:

1. Number--average ten violations of the law daily.

2. Type--minor cases--misdemeanors, breaking of traffic regulation, prohibition, and vulgarity.

3. Fines--Breaking of traffic regulation, five dollars; breaking the prohibition law, $90.50.

The above cases are handled by the Police Court.

Corporation Court:
Handles cases of more importance, such as burglary, felony and murder.
There are two juries:
Grand Jury indicts;
Petit Jury renders the verdict.
Approximately 800 cases were tried and convicted in the Police Court and the Corporation Court in 1932.

If a man is put in jail, and he has a family dependent upon him, the judge renders a decision whether or not he will be paid while in jail. If he is paid, the money is turned over to the prisoner's family each day. The amount is determined by the number in the family. Local charity organizations give food and clothing, but not money.

Other Organizations:
Red Cross, Westminster Building, corner of Prince and Pitt Streets
The United Charities, City Hall, 100 block North Royal Street
Salvation Army, 325 King Street
Rotary Club
Kiwannis Club, George Mason Hotel
Church Organizations
VII. SOCIAL WELFARE ACTIVITIES

a. The Red Cross
Located in the George Mason Hotel—open from nine in the morning until four in the afternoon.

b. Day Nursery
Open all day—cares for neglected children and for children whose parents work. Seventeen children live there and eight stay during the day only. The Day Nursery was opened last year for the first time.

c. Other Societies
Women's Club—help in many ways to provide better living conditions for the poor of the city.

d. Anne Lee Memorial Home
Established many years ago for elderly ladies who have no home or family. One must be physically fit before entering—meaning sane, and in good health. A small fee of $100 is deposited on entrance to the home.

Number of members—15

Twelve from Virginia

e. Church Organizations
All the churches have benevolent organizations which render valuable aid to the needy.

108. Interview, Office of the Associated Charities.
f. Associated Charities
Located in the Chamber of Commerce Building.
Supported by public contributions.
All calls are carefully investigated and worthy cases are helped.

g. Branch of Virginia Tuberculosis Association
Direct aim—helping those afflicted with tuberculosis. Sells Christmas seals to help defray expenses.

h. The Salvation Army
Helps transients as well as unfortunate families or individuals. All calls are investigated and careful records kept. After the transient has registered, he must work one hour for supper, a night's lodging, and breakfast. The work is in the Army wood-yard—the wood is donated and brought in from the country. The wood is cut into stove size and delivered to applicants. Deliveries are made about four o'clock each day. The supper hour is from six to seven.

Menu:

Supper--

Two bowls of stew, containing meat, potatoes, turnips, and beans; one cup of milk; four slices of bread.

Breakfast—

Coffee; rolled oats with milk and sugar, bread.

Capacity

Three dozen regulation military cots, equipped with a straw mattress and a military blanket.

Number of cases for winter 1932

Lodging---------------------303
Meals-----------------------875
Thanksgiving Dinners-------96
Christmas baskets----------56

In 1931, 320 cases applied for Christmas toys.

110

1. United Charity Bureau

Organized by the ministers of the various churches.

The City Council donates finances for the welfare of this organization.

Amount spent in 1931-----------------$10,000

110. Interview with Manager, United Charities.
Number of families helped---------1,000
Number of persons helped--between 5,000 and 6,000

J. General Charity Situation in Alexandria
Organizations receive an appropriation from the Government of the City of Alexandria and the remainder of the funds are subscribed by the citizens.

VIII. RELIGIOUS ACTIVITIES:

A. Churches

1. Baptist
   a. Number--14
   b. (1) White--4
      (a) Congregation--3,200 (b) Members--2,200
   c. (1) Negro--10
      (a) Congregation--3,200 (b) Members--2,900

d. Activities:
   (1) Women's Missionary Societies
   (2) Baptist Young Peoples Union
   (3) Girl's Auxiliary
   (4) Royal Ambassadors
   (5) Sunbeams
   (6) Young Women's Association

III. Interview with Manager, United Charities.
2. Methodist
   a. Number--7
   b. (1) White--6
      (a) Congregation--2,000 (b) Members--1,620
   c. (1) Negro--1
      (a) Congregation--500 (b) Members--260

   d. Activities:
      (1) Prayer Meeting
      (2) Sunday School
      (3) Epworth League

3. Presbyterians
   a. Number--3
   b. (1) White--2
      (a) Congregation--500 (b) Members--300
   c. (1) Negro--1
      (a) Congregation--200 (b) Members--150

   d. Activities:
      (1) Prayer Meeting
      (2) Sunday School
      (3) Women's Council

4. Episcopal
   a. Number--7
   b. (1) White--6
      (a) Congregation--4,000 (b) Members--3,500
   c. (1) Negro--1
(a) Congregation—300  (b) Members—

175

d. Activities:
(1) Brotherhood of St. Andrews
(2) Prayer Meeting
(3) Sunday School
(4) Weekly Services
(5) Five Classes of Ladies' Organizations

5. Catholic
a. Number--5
b. (1) White--2
   (a) Congregation--5,000 (b) Members--
   4,500

c. (1) Negro--1
   (a) Congregation--1,200 (b) Members--
   1,000

d. Activities:
   (1) Holy Name Organization
   (2) Knights of Columbus
   (3) Daily Services

6. Hebrew
a. Number--2
b. (1) White
   (a) Congregation--275 (b) Members--
   275
c. **Activities:**
   
   (1) Prayer Meeting
   
   (2) Men’s Auxiliary
   
   (3) Ladies Auxiliary

7. **Christian**
   
   a. Number—1
   
   b. (1) White—1
      
      (a) Congregation—200  (b) Members—175

   c. **Activities:**
      
      (1) Prayer Meeting
      
      (2) Christian Society

8. **Adventist**
   
   a. Number—2
   
   b. (1) White—1
      
      (a) Congregation—300  (b) Members—260

   c. (1) Negro—1
      
      (a) Congregation—275  (b) Members—240

   d. **Activities:**
      
      (1) Prayer Meeting
      
      (2) Adventist Society

9. **Holiness**
   
   a. Number—1
   
   b. (1) White—0
   
   c. (1) Negro—1
      
      (a) Congregation—200  (b) Members—175

   d. **Activities:**
      
      (1) Spirit of God
(2) House of God

10. Lutheran
   a. Number—1
   b. (1) White—1
      (a) Congregation—400  (b) Members—300
   c. (1) Negro—0
   d. Activities:
      (1) Prayer Meeting
      (2) Weekly Service

11. Pentacostal
   a. Number—1
   b. (1) White—1
      (a) Congregation—300  (b) Members—300
   c. (1) Negro—0
   d. Activities:
      (1) Additional Night Services
      (2) No group activities outside of buildings.
      (3) No Y. M. C. A. in Alexandria
      (4) No Y. W. C. A. in Alexandria
      (5) No City Missions in Alexandria

IX. FACILITIES FOR RECREATION:
   A. Description and resources of each:
      1. Golf:

115. Director of playgrounds and Theater Managers.
One course, privately owned by Belle Haven Country Club. Medium size—located about one mile from town.

2. Outdoor Swimming Pool:
Open three months a year—average of 100 people attend daily. Usually profit about $500 annually. Modern sanitary precautions are taken—cleaned every week—running water all the time. High school boys who have passed the life guard test serve as life guards.

5. Playgrounds:
Number—four, open three months, and only for children up to twelve years old.

4. Theaters:
a. Number—three
b. Richmond on Fing Street—
   1. Largest, best vitaphone equipment, recently remodeled.
   2. Capacity—850 seats.
   3. Average attendance—between 400 and 600
   4. Opens at 1:30 and closes at 11:00 o'clock.
5. Admission—

(a) Afternoon—Children, fifteen cents
    Adults, thirty cents
(b) Evening—Children, fifteen cents
    Adults, forty cents
(c) Lounge seats are always fifty cents.

c. Ingomar—Second largest theater, with
   a capacity of 800 seats.
d. The Palm—A small theater situated in
   Del Ray—capacity—400 seats.
e. The theaters in Alexandria are open
   every day except Sunday. The
   Blue Law of Virginia prohibits
   theaters in the state to open
   on Sunday. None of the theaters
   have stage attractions.

5. Libraries:

Oldest incorporated library in Virginia is
located in Alexandria. Organized in 1792 by
a board of ladies—still operating under the
jurisdiction of a board composed of ladies.

114. Interview with City Public Librarian and High School Librarian.
a. **Kasme--Alexandria Public Library.**

1. **Number of Subscribers--200**
2. **Volumes--10,000**
3. **Type--subscription--free reading room.**
   Non-fiction books may be rented at the price of twenty-five cents a week.
   Contains books published in the 17th century.

b. **Silhouette Shop Library.**

1. **Opened in 1929--privately owned and operated.**
2. **Books are loaned at the rate of three cents a day.**

c. **There are fifteen small circulating libraries distributed throughout the city, which have a circulation of about twenty-five books a week.**

d. **School Libraries.**

1. **Alexandria High School**
2. **Number of volumes--2,000**
3. **Circulation--from September 11, 1938,**
   2,568 were circulating among the students.

e. **Jefferson Grammar School**

1. **Number of volumes--1,250**

f. **Parker Gray School (colored)**

1. **Number of volumes--400**
8. Old Dominion Boat Club:
   A private organization, with a charter dating back to 1839.
   a. Membership—85
   b. Activities:
      1. Boating
      2. Tennis
      3. Handball
      4. Swimming
      5. Dancing
      6. Indoor athletics of all kinds
      7. Basketball
   8. It is interesting to note that the Old Dominion Club is regarded as District of Columbia property and, therefore, does not come under the jurisdiction of Virginia laws.

7. Concerts:
   The people of Alexandria are deprived the enjoyment of concerts chiefly because of the lack of a city auditorium. During the summer months, weekly Bank concerts are held in the open air. In 1928, approximately 2,000

115. Interview with Club Secretary.
116. Interview with Secretary, Chamber of Commerce.
people attended these affairs, but in 1932, the number dropped to about 500.

8. Parks:

There is one public park within Alexandria.

9. Fortner's Arena:

This arena is the scene of wrestling among some of the best fighters available and attracts large crowds.

10. Travelling Shows:

Carnivals—undesirable and are gradually disappearing. Usually visit the city once or twice a year.

11. Pool Rooms and Bowling Alleys:

a. Astryke's Pool Room on King Street
b. Lyles' Pool Room on King Street
c. Crystal Pool Room on Fayette Street
d. There is a pool room for the colored people on the corner of Fayette and Cameron Streets.
e. Bowling Alleys:

1. Health Center Bowling Alley:

Men and women both have competitive teams. One night a week for women's

117. Interview with Secretary, Chamber of Commerce.
118. Ibid.
119. Ibid.
120. Interview with managers of pool rooms and bowling alleys.
teams alone. Also many mechanical
games are provided for the pleasure
of the customers.

12. Outdoor Recreations:

1. Forgett's Field, near Union Station, is
the scene of high school and semi-pro-
fessional baseball and football games
during seasons.

2. Five small fields of the vacant lot type
are also used by the general public as
baseball grounds.

13. The Armory Hall:

One of the most important places of
recreation for the people of Alexandria.
During the basketball season there are
many games played. This hall is capable
of seating a large number of persons and
the admission fee is nominal.

2. The Alexandria Light Infantry drills here
each Tuesday evening.

3. Public dances are held here during the
year.

121. Interview with custodian.
2. QUESTIONNAIRE

The following questionnaire was sent to the group which entered the Alexandria High School in 1926:

March 3, 1935

Dear Alumnus:

We are making a study of the group which entered the Alexandria High School in 1926 for a period of eight years. Your name will not appear in the summary of the findings, we are concerned with.

After the years listed below, please give the information asked for.

A prompt and accurate reply will be appreciated.

Sincerely yours,

(signed) E. T. Moncure
Principal

1926, in high school____; in college____;
working____; salary____.

(The same information was requested for each of the eight years, 1926 through 1934.)

Thirty-nine pupils answered the first group of questionnaires, which were mailed in March, 1935. Seventeen were returned by the post office, the remainder were sent a second request.

Forty-four replies were received which had been marked in a usable manner. This number represents slightly more than forty per cent of the number which entered the high school in 1926.
3. Group Intelligence Test
Given the Group which Entered in 1926

The National Intelligence Test was given the group upon entrance.

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Number: 92  First Quartile: 117.28
Mode: 132.5  Second Quartile: 127.00
Median: 129.0  Third Quartile: 137.77
Average: 127.8  Standard Deviation: 13.525
Range: 62  Average Deviation: 11.245

2. Norm for Scale A, eighth grade, October test 130.00* (Based on 2632 cases)

*National Intelligence Tests, Whippel, G. M., Director, Supplement Number 3.
VITA

Henry Trevilian Normore

Born, November 4, 1854 in Williamsburg, Virginia.

Attended Williamsburg High School and William and Mary Academy. Graduated from the College of William and Mary, 1924.

Was employed for six years after attending college for two years by the Du Pont Engineering Company at Pongyman, Virginia; Wilmington, Delaware; and Keokuk, Iowa; was also employed by the Saint Louis Coke and Chemical Company, Saint Louis, Missouri, during this time.

Taught at Colonial Beach High School, Colonial Beach, Virginia; Elbert-Filbert Consolidated School, Elbert, West Virginia; and for the past eleven years have been principal of the Jefferson School, the Alexandria High School and the George Washington High School in Alexandria, Virginia.