













**A PROPOSAL FOR A COMPREHENSIVE HIGH SCHOOL  
FOR  
NEGROES IN PRINCESS ANNE COUNTY**

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**A Thesis  
Presented to  
Committee on Graduate Study  
Hampton Institute**

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**In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts**

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**by  
Joseph V. Boykin  
August, 1949**



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## CHAPTER I

### THE INTRODUCTION

Statement of the problem. It is axiomatic that every high school should meet the needs of all the students enrolled. The curricula of the majority of the schools are adapted to prepare youth for college regardless of what the objective of these students may be. During the twentieth century, the concept of an adequate high school program has been modified in many respects. The curriculum has been greatly revised because of increased enrollment, the varied types of pupils in school who need more than the traditional college preparatory curriculum, and because of other significant factors, such as technological advances and changes in patterns of living.

A high school program is adequate when it serves all of the pupils and the community. The program is adequate if it provides the college-bound group with more complete preparation for their work, and if it prepares those for their work who go directly from high school into an occupation. The program should offer rich and stimulating experiences which are vitally connected with the life of the community. 'It should help pupils through guidance to find and pursue courses which are appropriate to their needs and in which they can as individuals succeed superlatively well.'<sup>1</sup>

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<sup>1</sup> A Comprehensive Program of Education for Virginia's Public Schools (Commonwealth of Virginia, State Board of Education, Richmond, Virginia, 1947), pp. 1-2.



Virginia is moving rapidly toward the establishment of the twelve-year school system, so that she can more adequately meet the needs of the secondary school enrollment.

A most important consideration should be introduced here. It is the most fundamental and serious problem facing secondary education in Virginia; in the high schools of Virginia we are succeeding with only approximately one-third of the boys and girls of high school age, fourteen through eighteen. Fifty-five per cent of the boys and girls of high school age are now enrolled in our high schools. Forty-five per cent are not in high school at all. Twelve to fourteen per cent of the 55 per cent drop out, and 21 per cent of the 55 per cent are regarded as failures.<sup>2</sup>

The Curriculum of Princess Anne County Training School, Euclid, Virginia, is not adequate. As principal of the school for the past three years, the writer is convinced that this school is characteristic of the "old college-preparatory" type and is not serving the needs of all of the Negro high school pupils of Princess Anne County. Out of this background, pertinent data have been assembled in this study for the solution of the following problem:

TO WHAT EXTENT CAN PRINCESS ANNE COUNTY ADAPT THE VIRGINIA  
COMPREHENSIVE HIGH SCHOOL TO THE NEEDS OF THE NEGROES OF  
THE COUNTY?

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<sup>2</sup> Fred M. Alexander, "The Eighth Grade in the Comprehensive High School," The State-Wide Conference of High School Principals (University of Virginia, June, 1948), pp. 1-2.

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY

REPORT OF THE  
COMMISSIONERS OF THE  
BOARD OF CHEMISTRY

FOR THE YEAR  
1900-1901

CHICAGO, ILL.,  
1901



## I. DEFINITION OF TERMS

Comprehensive high school. The term "comprehensive high school" is relatively new, but the concept is very old. The meaning of a comprehensive high school, according to materials from the State Board of Education, Richmond, Virginia, is quoted below.

What is the comprehensive high school in actuality and in practice? First, it consists of an offering broad enough to meet the individual needs of all the boys and girls of high school age including

- A. General education for citizenship and other common needs
- B. Specialized offering to meet individual needs including
  - 1. Academic subjects
  - 2. Fine arts
  - 3. Practical arts in vocational fields;

second, systematic and organized guidance services including follow-up of drop-outs and graduates; third, adequate training and devoted personnel for teaching and guidance; fourth, a high quality of organization including public relations involving both school and community, and superb administration to accomplish the task of educating 99 per cent of the secondary school population; and fifth, evaluation through the use of the evaluative criteria and other instruments of evaluation.<sup>3</sup>

Curriculum offering. In the early days of curriculum development, it was regarded as a list of subjects, a course of study. Pupil experiences secured outside of the class room were not regarded as a part of the curriculum. During recent years definitions of the curriculum have become much more inclusive. In brief, the curriculum is now defined as "all the

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<sup>3</sup>Ibid., p. 5.

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activities and all the experiences in which pupils engage under the direction of the school to achieve the objectives of the school." It is as broad as life—life in the past, at present, and as it will be or should be in the future. It should be guided by worthy goals—goals which keep in mind the needs both of society and of the pupils.<sup>4</sup>

Needs. This term means all those phases of training, learning, experience, growth, and development that pupils should obtain while in, or under the direction of the school. "It means seeking clues to the desirable reconstruction of the whole self in the adult personality."<sup>5</sup>

Princess Anne County Training School. This is the name of the school for which this study is meant. The name is misleading to many people, because of the word "training" in it. Princess Anne County Training School is an accredited, medium-sized, four-year high school. The eighth year exploratory course was added to the curriculum in 1946-47. The school year, 1950-51, there will be five years instead of four in the high school department.

Drop-outs. For this study dropping out has reference to all pupils who enroll and remain long enough to receive a grade mark. Six weeks is

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<sup>4</sup>Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1947), pp. 603-4.

<sup>5</sup>V. T. Thayer, Caroline B. Zachry, and Ruth Kotinsky, Re-organizing Secondary Education (New York: D. Appleton-Century Company, 1939), p. 50

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
58 CHEMISTRY BUILDING  
CHICAGO, ILLINOIS 60637

RECEIVED  
MAY 15 1964

TO THE DIRECTOR  
OF THE UNIVERSITY OF CHICAGO

FROM THE DIRECTOR  
OF THE UNIVERSITY OF CHICAGO

the necessary time required to receive subject grades. If a pupil leaves school during the school year, he is considered dropping out of the class in which he had enrolled. If a pupil completes a grade and does not return to school the next year, he is considered dropping out of the grade in which he was promoted. In the event that a pupil fails to be promoted at the end of the school year and does not return to school the following year, he is considered dropping out of the grade in which he failed. Briefly stated, all students who enroll and remain for six weeks, but do not attend continuously until they are graduated are termed drop-outs.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business or organization. The text outlines various methods for recording transactions, including the use of journals, ledgers, and account books. It also discusses the importance of regular audits and reconciliations to ensure the accuracy of the records.

The second part of the document focuses on the classification of transactions. It explains how transactions should be categorized based on their nature and the accounts affected. This section provides a detailed explanation of the double-entry system, which is a fundamental principle of accounting. It describes how each transaction is recorded in two accounts, one as a debit and one as a credit, to ensure that the accounting equation remains balanced.

The final part of the document discusses the preparation of financial statements. It explains how the recorded transactions are used to generate the income statement, balance sheet, and statement of cash flows. The text provides a step-by-step guide to the process, from identifying the transactions to the final presentation of the statements. It also discusses the importance of these statements for management and external stakeholders.

Continued on next page

## II. SOURCES OF DATA

Questionnaires.\* Three groups responded to inquiries which were sent to them in December, 1948. The seniors of the 1948-49 class received thirty-five questionnaires and returned the same. To former graduates of the school were sent 150, and sixty-eight or 45.3 per cent of them were returned. To drop-outs of the school were sent 125, and sixty-six or 52.8 per cent were returned. These questionnaires were carefully composed for clearness and for brevity in response for most items. Some items allowed freedom for a wide range of expression. Each one of the forms contained a short paragraph explaining its purpose and soliciting the cooperation of the person to whom it was sent.

College records. Catalogs from all Negro colleges in Virginia and some of the colleges in Maryland and North Carolina have been studied. These bulletins were reviewed to ascertain entrance requirements. Such information served as a basis for required subjects of the courses in the program of this study.

School board office. This office has furnished many reliable documents; among the most helpful of these reports are The School Building Needs for the Negroes of Princess Anne County, Manual of Administration for the High Schools of Virginia, and the Report of Virginia Education

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\*Copies of the questionnaires are in the appendix

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[illegible text]



Commission.

Health Department. Pamphlets on health conditions of the county were furnished the writer.

University of Virginia. This institution has furnished data on the population trends of Princess Anne County.

State Department of Public Instruction. From this department has come many very significant releases, pamphlets, reports, and curriculum material of great value.

Department of Commerce, Bureau of the Census, Washington, D.C. From this office various reports have been secured on population, and income, for Virginia and Princess Anne County.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical tools employed.

3. The third part of the document presents the results of the study, showing the trends and patterns observed in the data. It includes several tables and graphs to illustrate the findings.

4. The fourth part of the document discusses the implications of the results and provides recommendations for future research. It highlights the areas that need further exploration and the potential applications of the findings.

5. The final part of the document is a conclusion that summarizes the key points of the study and reiterates the importance of the research.

### III. THE SIGNIFICANCE OF THE PROBLEM

Theoretical significance. Curriculum development is one of the large fields in education, and this study seeks to contribute to that knowledge. The significance of this problem will be interpreted and defended by the writer in Princess Anne County, where it is expected to be implemented.

Practical significance. A comprehensive high school will make it possible for the Negroes of Princess Anne County to develop a program of education for the pupils in school and the people of the community which will enable them to develop into more productive and competent citizens of the community and thereby make their maximum contribution to the total community life.<sup>6</sup> If a high school program of comprehensive education is developed, it is reasonable to believe that 60 per cent of the pupils of high school age, fourteen to eighteen, inclusively, could be served by the school. This would mean that Princess Anne County could expect to have 549 Negro pupil enrolled in high school in the immediate future. Sixty per cent of Negro youth in the county ages fourteen to eighteen inclusive would equal 549 at the present. The current enrollment is 273.<sup>7</sup>

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<sup>6</sup>A Report of the Committee on School Building Needs (Princess Anne County, Virginia, 1947), p. 4

<sup>7</sup>Ibid., p. 24

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text appears to be organized into several paragraphs and possibly includes a list or table of contents, but the characters are too light and blurry to transcribe accurately.

Table I shows that the percentage of census enrolled for Negroes in Princess Anne County is 68.6 per cent as compared with an average of 74.7 per cent for all the counties of Virginia. This means that the Negro enrollment of Princess Anne County is less than the average enrollment for all of the counties of the State. It is reasonable to predict that with a comprehensive program of education for the elementary and high schools the enrollment will equal, if not exceed, the average per cent of all the counties of Virginia, 74.7. This would mean an increased enrollment in Princess Anne County from 1816 pupils, elementary and high, to approximately 2,000.

*[The text in this section is extremely faint and illegible due to the low resolution of the scan. It appears to be a multi-paragraph document.]*

**TABLE I: - NEGRO SCHOOL CENSUS AND ENROLLMENT IN PRINCESS ANNE COUNTY, VIRGINIA AND ALL VIRGINIA COUNTIES, 1945-46\***

Census enrollment	Princess Anne County	Counties of the State
1945 School census	2,647	139,956
1945-46 enrollment	1,816	104,641
Percentage of census enrolled	68.6	74.7

\*Source: Report of the Committee on the School Building Needs for the Negroes of Princess Anne County, Virginia, 1947





In addition to more productive and competent citizens, and increased enrollment, another practical significance would be the enhancement, and increased efficiency of the school program. The school would be in a better position to render those services which it is destined to perform.



#### IV. LIMITATIONS OF THE PROBLEM

Questionnaires. Although questionnaires are employed frequently in studies and investigations, they have limitations that should not be overlooked. The greatest weakness, it appears, is in the unreliability of this method of inquiry. Subjectivity and false response are elements that may enter into this method of collecting data and alter the true value of it. However, when questionnaires are used, they should be formulated in such a manner that the amount of subjectivity is reduced to a minimum.

"It is impossible to expect accuracy in returns obtained by circulars, various constructions being put upon the same question by different individuals who consequently classify their replies upon various principles."<sup>8</sup>

Other limiting factors. A standard vocational-interest testing program for a period of four years would have increased the reliability of the study. Cumulative follow-up records of all students of the high school would have been a source of dependable information, but such records were not available. The writer's short term of principalship, also, served to limit the effectiveness of this work.

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<sup>8</sup>C. C. Ross, Measurements in Today's Schools (New York: Prentice-Hall Incorporated, 1945), p. 59



## V. ANALYSIS OF THE PROBLEM

A complicated problem can not be solved successfully by attacking it as a whole. The problem must be approached or solved in parts. So this problem has been divided into its component parts in order to simplify its solution, and in order to solve each part separately. The main problem has been divided into the following minor parts:

1. What is the history of the problem?
2. What are the curriculum needs of the pupils?
3. What program will meet the minimum needs of the pupils of the community?



## VI. SUMMARY

The discovery of a need to improve the curriculum offerings at Princess Anne County Training School has been set forth in the statement of this problem. This section of the chapter concisely points out the failure of high schools to serve adequately its pupils. The majority of the secondary schools have served only those who have planned to go on to college. The large portion of boys and girls who have not gone to a higher institution of learning have not received value commensurate with their time in school.

Instruments used to reveal curriculum needs of this problem have been briefly presented. Questionnaires, the principal source of data, were answered by former graduates, drop-outs, and seniors of the 1949 class. This method of collecting data for this study has some limitations that were mentioned. The element of subjectivity in responses from individuals was felt to be the greatest weakness of the inquiries. The inability of persons responding to know the curriculum needs of the school decreases the reliability of data in these instruments. Other valuable sources of information used to indicate curriculum needs were from the offices of the local School Board and the State Department of Public Instruction.

The potential significance of this study is its contribution in the area of curriculum development in secondary education, and its practical implications for the students and lay people of Princess Anne County.





## CHAPTER II

### RELATED STUDIES AND LITERATURE

The purpose of this chapter is to point out some of the significant related studies and literature that the writer has discovered from an investigation of the field and to show the relationship of the problem of this study to previous works of a similar nature.

An examination of such material has revealed the extent to which the field has been explored, and it reflects how much research and experimental investigation remains to be done in the field of curriculum re-organization.

Many authors have advocated various degrees of secondary-school re-organization and have suggested causes for the changing internal structure of the modern high school.

The Study "Curriculum Development in City-School Systems" by Lawson<sup>9</sup> is a research production which will greatly aid school administrators in the implementation of new practices in the school curriculum and elimination of "outmoded" practices. In this report, the trends in curriculum development in the school systems are clearly revealed by the author. These trends show the changes that have gradually taken place in curriculum content and methods and provide the basis for predicting

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<sup>9</sup>Douglas E. Lawson, Curriculum Development in City-School Systems (Chicago, Illinois: The University of Chicago Press, 1940), pp. 97-99

THE HISTORY OF THE

The history of the world is a vast and intricate web of events, each thread woven by the hands of men and women. From the dawn of time to the present day, the human story has unfolded in a series of interconnected chapters. The early years of our species are shrouded in mystery, but the archaeological record reveals a long and complex lineage. The rise of agriculture and the formation of settled societies marked a turning point in human history, leading to the development of civilizations and the emergence of writing. The ancient world was a crucible of ideas, where the foundations of philosophy, science, and art were laid. The Middle Ages saw the rise of powerful empires and the spread of Christianity, which shaped the cultural and religious landscape of the Western world. The Renaissance and the Age of Discovery opened up new horizons, as European powers explored the globe and sought to expand their empires. The modern era is characterized by rapid technological progress, the rise of industrial nations, and the challenges of the 20th century, including two world wars and the Cold War. Today, we stand on the cusp of a new era, one defined by global interconnectedness and the potential of artificial intelligence and space exploration. The future of humanity remains uncertain, but the lessons of the past offer a guide to the path ahead.

THE HISTORY OF THE WORLD  
BY JAMES H. BURNETT

the emerging curriculum in the near future.

Prior to 1850, the typical high school program included approximately thirty different subjects of study, with no election of subjects provided. By 1936, the typical high school offered over twice this number of subjects, with elections frequently outnumbering the required courses.

Socio-economic developments have greatly influenced and have given direction to present secondary education. Wrinkle<sup>10</sup> points out two methods of curriculum re-organization: one method is principally that of subject matter; and, another method considers broad fields of experience, such as experience with one's natural environment, experience with people, and vocational experience. Grade placement, extracurricular activities, testing programs, time to graduate, and other vital aspects of modernized secondary education are discussed in this book.

It has been pointed out by Thayer<sup>11</sup> that the courses of study and school curricula have come to reflect the uncertainties of a changing world. Consequently, they are no longer viewed as permanent formations of principles and established bodies of facts organized for the convenience of teachers throughout undisturbed periods of time. On the contrary, progressive schools are constantly re-organizing their curricula in sensitive response to the actual needs and characteristics of boys and girls and the changing circumstances conditioning their growth and development.

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<sup>10</sup>William L. Wrinkle, "Modernizing Secondary Education," Educational Administration and Supervision, XXIII, pp. 161-74

<sup>11</sup>V. T. Thayer, "A Basis for a New Secondary Curriculum," Progressive Education, (12:478, November, 1935)



A study by Draper,<sup>12</sup> largely deals with the approach made by educational societies and individuals during the present century to determine those basic factors, skills, attitudes, and ideals which are important enough to be included in the indoctrination program for every individual in the United States. As this literature points out, secondary education is mostly concerned with individual interest, and growth. In the first year of the high school, individual differences, abilities, aptitudes, and interests of students are explored; in the later years of this unit those interests which have been definitely established are capitalized; and specialization is basic in the entire program by the conclusion of the junior college year. The selection of a life vocation by the pupil and training for efficiency in the work of his chosen field constitutes one phase of the secondary program in this country. It begins as an exploratory program and extends through a period of rather intensive specialization.

Hotz,<sup>13</sup> in reports of a study of trends in the high schools of the "North Central Association" covering the period from 1930 to 1933, noted that in the fields of the commercial subjects, social studies, English, instrumental arts, and music, more subjects have been added to the curriculum than have been dropped.

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<sup>12</sup>Edgar Marion Draper, Principles and Technique of Curriculum Making (New York: D. Appleton-Century Company, 1936).

<sup>13</sup>H. G. Hotz, "Trends in the Development of Secondary Schools," North Central Association Quarterly, 10:287-97, January, 1936.



Brenner<sup>14</sup> and Lorge, from their long-time survey of rural schools, noted this same tendency that Hotz did. Their figures showed that in the period 1924-1930, some 164 courses or departments were added whereas only eighty-two were dropped. In their survey the new courses were largely in the field of the social sciences with vocational education and guidance functions ranking next in importance.

One of the most interesting discussions on the curriculum is that by Stuart.<sup>15</sup> This book attempts to "present the plans and devices of the Arsenal Technical Schools, Indianapolis, whereby the interest of the individual is kept paramount." These schools, fourteen of them, are organized as a single unit which is characteristic of a comprehensive high school. Stuart gives the theoretical background of his schools and indicates influential trends of thought by the lay people. Mention was made of school population falling into three groups. These groups are: (1) the group which plans to enter college, (2) a group bent on high school graduation and who intends to go immediately thereafter into whatever position their training and their opportunities make possible, and (3) those who do not know whether or not they will graduate from high school.

In the 1936 "roll call" Balyeat<sup>16</sup> found thirty-two state-wide curriculum-revision programs mentioned. A previous study revealed only two

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<sup>14</sup>Edmund De S. Brunner, and Irving Lorge, Rural Trends in Depression Years (New York: Columbia University Press, 1937).

<sup>15</sup>Milo H. Stuart, The Organization of the Comprehensive High School (New York: The Macmillan Company, 1926).

<sup>16</sup>F. A. Balyeat, "Thirty-Two States Plan Curriculum Revision," The Clearing House, 11:11-13, September, 1936.





states mentioned curriculum changes in 1927. By 1936, the number had increased to thirty-two. Trends toward long-term programs have been noticed from this survey. The purpose of "Curriculum Revision" was indicated by some of the states: Arkansas - "designed to adapt the curriculum to changing social and economic needs"; California - "to meet new social needs"; Colorado - "accomplish the articulation of high school courses with life's problems"; Maryland - "a liberalized curriculum to meet the needs of non-academic pupils"; Massachusetts - "to meet the needs of changing social individuals."

"The time is ripe to take up the curriculum work with increased zeal, enlist the rank and file of teachers into the movement under competent and responsible leadership, and produce curriculum and courses of study worthy of the opportunity and the need."<sup>17</sup>

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<sup>17</sup>Ibid., p. 12



### III. SUMMARY

From the various materials presented in this chapter, it is evident that considerable thought and work have been done in the field of curriculum development and revision. Reorganization of curriculum offerings to meet the needs of all pupils has made such progress in the direction of the goals and objectives of education. In the meantime, the curriculum needs more study and improvement if it is to help all boys and girls make the adjustments necessary to live happy and successful lives. As yet there has been no clear cut effective study of curriculum organization.



## CHAPTER III

### HISTORY AND NEEDS

The history and needs of this problem are so closely interrelated that both of these phases of the problem have been included in the same chapter.

#### PART I

#### THE HISTORY OF THE PROBLEM

##### I. BACKGROUND OF THE SCHOOL COMMUNITY

Physical characteristics. Princess Anne County, the school division in which this problem is intended, is located in the extreme eastern section of Virginia. It is bounded on the south by North Carolina, on the east by the Atlantic Ocean, on the North by the Chesapeake Bay, and on the west by Norfolk County. It has an area of approximate 125 square miles. The topography of the county is suited principally to farming. The land is very fertile, of which a substantial portion is in use. The mild winters and breezy summers are stimulating factors which promote a fast growing summer resort, Virginia Beach, located in the extreme section of the county, bordering the Atlantic Ocean.



Princess Anne County Training School is situated in the western portion of the county, twelve miles from Virginia Beach, and four miles from the Norfolk-Princess Anne County line. It is located in the area that contains the largest number of Negro residence. As a result of this location, some pupils are transported long distances on school buses. High school work only is offered for 273 students who constitute the present (1948-1949) enrollment.

Within a distance of thirty-five miles west and northwest of Princess Anne large urban centers—Norfolk, Portsmouth, Newport News, and Suffolk—can be reached. These nearby cities offer employment opportunity for many people in Princess Anne County.

Resources. Farming is the predominant industry of the community. It is carried on largely by plantation owners who work a large number of Negroes as share-croppers. Although many Negro families own their farms, the majority of the colored people in the county are tenant farmers. "In 1940, the predominant type of production in which Negroes were employed in Princess Anne County was agriculture. The estimated per capita annual income was between \$400 and \$499."<sup>18</sup>

Truck, dairy, and poultry products are sources of considerable income. Timber, converted into lumber by sawmills, is a valuable source of income to the county. Financial support in 1941-42 to public schools in the county is pictured in Table II.<sup>19</sup> The data in this table may be

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<sup>18</sup>Thaddeus C. Smith, "Job Opportunity for Negroes Norfolk-Princess Anne County Area," (Unpublished master's thesis, Hampton Institute, Hampton, Virginia, 1947), p. 23

<sup>19</sup>Report of the Virginia Education Commission (Senate Document Number 1, Division of Purchase and Printing, Richmond, 1944), p. 75





read as follows: for the average annual salary to teachers the county ranked 8th among the one hundred counties and paid \$998; the county that ranked first, paid the highest, an average of \$1,516; and, the county that ranked one hundredth paid the lowest, an average of \$624. "True value of locally taxable wealth" means all the available property that can be taxed. (\$27,299,280)



TABLE II: - BASIC DATA IN RELATION TO FINANCIAL SUPPORT TO PUBLIC SCHOOLS  
 PRINCESS ANNE COUNTY AND HIGHEST AND LOWEST COUNTIES IN  
 VIRGINIA, 1941-42\*

Areas of financial support	PRINCESS ANNE COUNTY		Rank 1st in support	Rank 100th in support
	Rank	support		
Average annual salary to teachers	8th	\$ 998	\$ 1,516	\$ 624
Ability equals** true value of locally taxable wealth divided by A.D.A.	11th	9,260	23,779	2,420
Ratio of children 7-19 to adults 20-64	50th	.5761	.9076	.2597
Total cost of education per pupil in A.D.A.	67th	43.14	72.63	26.37
Effort equals*** amount received for education from local sources divided by "true value of locally taxable wealth	89th	.0035	.0106	.0025

\* Source: Report of the Virginia Education Commission, 1944, p. 75

\*\* True value of locally taxable wealth equals \$37,299,280

\*\*\* Amount received for education from local sources equals 130,547.36



All sources of receipts for Princess Anne County are given in Table III which also shows what the average income was for all the counties in the state. This table should be read as follows: "funds from the state," Princess Anne County received \$198,422.24, and the average for all the counties in the state was \$191,274.24. This means that Princess Anne County received \$7,148 more than the average county received from State Funds. With the exception of "other funds," Princess Anne County was above the average for all counties in all sources of receipts.



TABLE III: - ALL SOURCES OF RECEIPTS FOR PRINCESS ANNE COUNTY  
AND THE AVERAGE FOR ALL COUNTIES OF VIRGINIA,  
1946-47\*

Source of receipts	Princess Anne County	Average for Virginia
State funds	\$198,422.24	\$191,274.24
City-County Funds	167,198.06	158,768.20
District Funds	31,036.63	10,941.12
Other Funds	2,457.18	15,748.73
Loans, bonds, etc.	37,404.00	22,750.10
Total receipts	436,518.11	399,482.39
Total balance	83,476.16	48,815.25
Total receipts and balance	519,994.27	448,297.64

\* Source: - Annual Report of Superintendent of  
Public Instruction, Virginia, p. 194





Total disbursements in education for Princess Anne County were above the average for all the counties for the State as is pointed out in Table IV. The table may be read as follows: disbursements for administration, Princess County received \$9,063.98, and the average for all the counties was \$7,063.59. This means that Princess Anne County spent \$2,000.39 more than the average county spent for administration in 1946-47.

State total distribution to Princess Anne County for education exceeded the average for all the counties of Virginia. This fact is illustrated in Table V which may be read as follows: "general appropriation," Princess Anne County received \$168,524, and the average for all the counties was \$159,346.48. Tables II-V indicate that the financial resources for education in Princess Anne County were better than the average county in Virginia.



TABLE IV: - AREAS AND DISBURSEMENTS TO SUPPORT EDUCATION IN PRINCESS ANNE COUNTY AND AVERAGE FOR ALL COUNTIES IN VIRGINIA, 1946-47\*

Areas of disbursements	Princess Anne County	Average all counties
Administration	\$ 9,063.98	\$ 7,063.59
Instruction	271,777.14	240,558.52
Other instructional cost	9,395.93	12,931.73
Coordinate activities	90.00	1,124.01
Auxiliary agencies	57,861.48	53,834.20
Operation of school plant	25,928.89	20,576.69
Maintenance of school plant	22,353.24	12,105.68
Fixed charges	1,924.93	3,830.65
Total operations	398,415.59	352,025.18
Capital outlay	3,031.55	40,229.40
Debt service	24,182.89	16,561.15
Total disbursements	425,630.03	408,815.74
Balance close of year	94,364.24	39,481.90
Total disbursements and Balance	519,994.27	448,297.64

\* Source: - Annual Report of Superintendent of Public Instruction, Virginia, p. 198



TABLE V: AREAS OF DISTRIBUTION OF STATE FUNDS TO PRINCESS ANNE COUNTY FOR EDUCATION AND THE AVERAGE FOR ALL VIRGINIA COUNTIES, 1946-47\*

Areas of distribution	Princess Anne County	Average for Virginia
General appropriation	\$168,524.00	\$159,346.48
Special supervision	4,399.99	3,412.56
Special and adult education	---	407.98
Supervising principals	1,226.66	1,217.52
Discretionary fund	---	440.75
Vocational fund	7,298.46	12,138.01
School lunch program	16,082.01	11,739.69
Veterans training program	891.12	2,526.58
Other state funds	---	44.66
Total from state	198,422.24	191,274.24

\* Source: Annual Report of Superintendent of Public Instruction, Virginia, p. 204



Population. The 1930 census shows a total population in Princess Anne County of 16,282. In the last census of 1940, the population was 19,984, an increase of 3,702 or 22.7 per cent over that of 1930. Table VI shows this data and what the data was for the average of all counties.<sup>20</sup>

TABLE VI: CENSUS AND PER CENT OF INCREASE FOR PRINCESS ANNE COUNTY AND AVERAGE FOR ALL COUNTIES, 1930, 1940\*

Place	Population		Increase 1930- 1940	Percent of increase	
	1940	1930		1930- 1940	1920- 1930
Princess Anne County	19,984	16,282	3,702	22.7	19.5
Average for all counties	17,331	16,363	968	5.9	5.6

\* Source: Bureau of the Census, Department of Commerce, Washington, D. C.

There are five minor civil divisions in Princess Anne County. The district and population of each are: Kempsville, 7,609; Lynnhaven, 7,070; Seaboard, 2,629; Fungo, 2,146; and Blackwater, 530. The school is located in Kempsville District. Fungo District, the smallest, is the greatest distance from the school.

<sup>20</sup>Department of Commerce, Bureau of the Census (Washington, D. C., January, 1941)





Although these figures include both Negro and white population, the writer feels that the colored people are distributed throughout the districts in proportion to the total population of the county.

TABLE VII: POPULATION OF CIVIL DISTRICTS IN PRINCESS ANNE COUNTY, 1940\*

Princess Anne County	19,984
All districts	19,984
Kempsville District	7,609
Lynnhaven District	7,070
Seaboard District	2,629
Fungo District	2,146
Blackwater District	530

\* Source: Bureau of the Census, Department of Commerce, Washington, D. C.



"The Negro population of Princess Anne County increased from 6,426 in 1920, to 7,597 in 1930. It had grown to 7,747 by 1940."<sup>21</sup>

TABLE VIII: NEGRO POPULATION IN PRINCESS ANNE COUNTY, 1940, 1930, 1920\*

Place	Population			Increase		Per cent of increase	
	1940	1930	1920	1930-1940	1920-1930	1930-1940	1920-1930
Princess Anne County	7,747	7,597	6,426	150	1,171	1.9	18.2

\* Source: Report of the Committee on School Building Needs

Negro school census and enrollment. In Table IX, it is revealed that the total number of Negro pupils enrolled in the public schools of Princess Anne County has varied only slightly from 1934-35 to 1948-49. During this period the schools have enrolled approximately 1,900 pupils. The elementary school enrollment has tended to decline since 1936-37. This probably was due to the fact that a high school program was first made

<sup>21</sup> Report of the Committee on School Building Needs, *op. cit.*, p. 2



TABLE IX: SCHOOL CENSUS AND SCHOOL ENROLLMENT OF NEGRO PUPILS IN PRINCESS ANNE COUNTY, 1934-1935 TO 1948-49\*

Year	School Census**	Enrollment		
		High school	Elementary school	Total
1934-1935	3,438		1,850	1,850
1935-1936			1,898	1,898
1936-1937			1,839	1,839
1937-1938			1,779	1,779
1938-1939		145	1,577	1,722
1939-1940	2,669	169	1,633	1,802
1940-1941			1,678	1,867
1941-1942		181	1,600	1,781
1942-1943		175	1,565	1,740
1943-1944		204	1,492	1,696
1944-1945	2,647	211	1,571	1,782
1945-1946		251	1,565	1,816
1946-1947		262	1,554	1,816
1947-1948		268	1,580	1,848
1948-1949		273	1,615	1,888

\* Source: Report of the Committee on the School Building Needs of Princess Anne County, Virginia, 1947

\*\* School Census in Counties of Virginia is not taken each year



available to the Negroes of Princess Anne County during that year and that a number of pupils who had formerly continued in the elementary schools began to take advantage of the opportunities for high school training. The high school enrollment has steadily increased each year with the exception of 1941-42 and 1942-43.<sup>22</sup>

## II. BACKGROUND OF THE PROBLEM

Secondary curriculum inadequate. The revolutionary changes in secondary school curriculum to meet the needs of present-day youth, have grown out of several years of fundamental thinking, research, and practice. As early as 1850, Herbert Spencer, according to Alexander,<sup>23</sup> advocated a program of education of the comprehensive type. Curricula should prepare pupils for complete living if it is to discharge the function of education.

The magnificent task of the high school is mounting as society grows in complexity. Secondary education is expected to help prepare high school graduates for some vocation that will help them earn a living. Also, it is expected to help, in a vocational way, the large majority of pupils who leave school before graduation. According to Lies,<sup>24</sup> Hale has indicated the

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<sup>22</sup> Ibid., p. 10

<sup>23</sup> Alexander, op. cit., p. 2

<sup>24</sup> Eugene T. Lies, The New Leisure Challenges the Schools (New York: (New York: National Recreation Association, 315 Fourth Avenue, 1933), p. 38





number of pupils leaving school at various grade levels.

Miss Florence Hale in her 1932 presidential address at Atlantic City gave the following figures anent this general subject of "drop-outs:" "Out of every 1,000 children who enter the public schools, 974 reach the sixth grade, 855 the seventh, 768 the eighth, 610 the ninth, 438 the tenth, 321 the eleventh, 268 the twelfth, and 260 graduate from high school." It is known, further, that about 8.7 per cent of all who enter the public schools go to college.

The preceding quoted information has been arranged in Table X for convenient interpretation. It may be read as follows: out of every 1,000 pupils who enter the public schools, 973 or 97.4 per cent reach the sixth grade.



**TABLE X: NUMBER AND PER CENT OF 1,000 PUPILS ADVANCING FROM GRADE SIX THROUGH HIGH SCHOOL\***

Grade level	Number out of 1,000 pupils reaching various grades	Per cent out of 1,000 pupils reaching various grades
Sixth	974	97.4
Seventh	855	85.5
Eighth	768	76.8
Ninth	610	61.0
Tenth	438	43.8
Eleventh	321	32.1
Twelfth	268	26.8
Graduates	260	26.0

\* Source: Eugene T. Lies, The New Leisure Challenges the School, p. 38



Records at Princess Anne County Training School show that a large number of pupils drop out of school at various grade levels. Table XI indicates the rate of leavers before graduation. Drop-outs are highest in grade nine, and they are lowest in grade eleven.



TABLE XI: DROP-OUTS BY GRADE LEVEL AND SEX, PRINCESS ANNE COUNTY  
TRAINING SCHOOL, EUCLID, VIRGINIA, 1939-1948\*

Grade level at time of drop-out	Number of drop outs by sex			Per cent of drop- outs by sex		
	All	Male	Female	All	Male	Female
All grades	275	100	175	100.0	39.6	60.4
Eighth	42	19	23	15.3	6.9	8.4
Ninth	106	43	63	38.5	15.6	22.9
Tenth	97	29	68	35.3	10.6	24.7
Eleventh	30	9	21	10.9	6.5	4.4

\* Source: School Records





A fundamental and serious consideration facing high school officials in Virginia has been pronounced by Alexander.<sup>25</sup> Only one-third of the boys and girls of high school age, fourteen through eighteen, are succeeding. Of all the youth of high school age 55 per cent are in school. And 45 per cent are not in high school at all. Twelve to 14 per cent of the 55 per cent drop out, and 21 per cent of the 55 per cent are regarded as failures.

The writer feels safe to predict that the same critical situation exists in Princess Anne County, one of the school divisions of Virginia. It is the philosophical background in this section that has stimulated this study.

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<sup>25</sup>Alexander, *op. cit.*, pp. 2



## PART II

### CURRICULUM NEEDS OF PRINCESS ANNE COUNTY TRAINING SCHOOL

#### SPECIFIC COURSES FOR INDIVIDUAL NEEDS

Vocational courses. It is obvious that the impact of technological changes and increased enrollment of pupils from all types of families have given rise to an increasing responsibility upon school people to organize an adequate curriculum. Students who do not receive some preparation for an occupation, while in high school, have failed to obtain the training that secondary education should provide for them.

The majority of the pupils who leave Princess Anne County Training School before or after graduation have not received training that will aid them in some kind of vocation. This fact points out a definite need for vocational courses at the school.

Table XII reveals, by grade level, the subjects that are offered. It may be read as follows: English is offered in the eighth, ninth, tenth, and eleventh grades. As the table indicates, agriculture and home economics are the only two courses offered in addition to the strictly academic subjects.



TABLE XII: GRADE LEVEL OF SUBJECTS OFFERED AT PRINCESS ANNE COUNTY TRAINING SCHOOL, 1948-1949\*

Subjects offered	Grade level			
	8	9	10	11
English	X	X	X	X
Social Studies (Personal and Social Problems)	X			
World History		X		
American History			X	
American Government				X
Sciences				
General Science	X			
Biology		X		
Chemistry				X
Mathematics				
Arithmetic	X			
Algebra		X	X	
Plane Geometry				X
Languages				
French			X	X
Agriculture		X	X	
Home Economics		X	X	

\* Source: School Records



Table XIII is composed of data from questionnaires sent to drop-outs asking them for suggestions that they thought would improve the curriculum offering. One hundred inquiries were sent out and forty-eight were returned. Nineteen or 12.2 per cent of all responses suggested music, which is interpreted to include instrumental, vocal, band, and other forms of music. Five or 3.2 per cent of all responses were from male students, and fourteen or 9 per cent of all responses were from female students. It was assumed that pupils who mentioned these courses are interested in them and would pursue the same if they were offered.





TABLE XIII NUMBER AND PER CENT OF SUGGESTIONS FOR CURRICULUM IMPROVEMENT BY DROP-OUTS, PRINCESS ANNE COUNTY TRAINING SCHOOL, 1948\*

	No. of suggestions by sex			Per cent of sugges- tions by sex		
	All	Male	Female	All	Male	Female
All suggestions	156	80	76	100.0	51.2	48.8
Music	19	5	14	12.2	3.2	9.0
Bricklaying	15	11	4	9.6	7.0	2.6
Carpentry	14	8	6	9.0	5.1	3.9
Plumbing	12	10	2	7.7	6.4	1.3
Auto mechanics	11	--	11	7.0	--	7.0
Business	10	--	10	6.4	--	6.4
Cooking	10	3	7	6.4	2.0	4.4
Nursing	9	5	4	5.7	3.2	2.5
Stenography	7	5	2	4.5	3.2	1.3
Pipe fitting	7	5	2	4.5	3.2	1.3
Sheet metal	7	5	2	4.5	3.2	1.3
Latin	6	2	4	3.8	1.3	2.5
Recreation Center	6	6	--	3.8	3.8	--
Electricity	6	6	--	3.8	3.8	--
Art (drawing)	5	5	--	3.2	3.2	--
Spanish	4	--	4	2.5	--	2.5
Do not know	3	--	3	2.0	--	2.0
Engineering	3	3	--	2.0	2.0	--
Did not say	1	1	--	.7	.7	--
Dancing	1	--	1	.7	--	.7

\* Source: Replies to questionnaires from drop-outs



Table XIV, like Table XIII, was used to reveal needs expressed by questionnaire returns from sixty-eight former graduates of the school. Of the total number of returns, twenty-eight were male and forty were female. This table may be read in the same way as Table XIII.

Table XV is composed from replies of thirty-five seniors. These students were in the 1949 graduating class at the time that these data were gathered. This table is similar to the previous two tables. That is, all three tables contain suggestions for the improvement of the curriculum. Although the training and experience of the three groups who returned questionnaires are not the same, they expressed similar opinions for the betterment of the school.



TABLE XIV: NUMBER AND PER CENT OF SUGGESTIONS FOR CURRICULUM IMPROVEMENTS  
BY GRADUATES OF PRINCESS ANNE COUNTY TRAINING SCHOOL, 1948\*

	Number of suggestions by sex			Per cent of sugges- tions by sex		
	All 194	Male 76	Female 118	All 100.0	Male 39.2	Female 60.8
All suggestions						
Stenography	34	14	20	17.5	7.2	10.3
Music	30	10	20	15.4	5.1	10.3
Business	20	6	14	10.3	3.1	7.2
Carpentry	16	12	4	8.3	6.3	2.0
Auto Mechanics	14	8	6	7.2	4.1	3.1
Art	11	—	11	5.7	—	5.7
Nursing	10	6	4	5.1	3.1	2.0
Agriculture	8	4	4	4.1	2.1	2.0
Bricklaying	8	2	6	4.1	1.0	3.1
Latin	8	—	8	4.1	—	4.1
Radio Mechanics	8	3	5	4.1	1.6	2.5
Physical Education	5	2	3	2.5	.9	1.6
Night Courses	4	4	—	2.0	—	2.0
Spanish	4	2	2	2.0	1.0	1.0
Sex education	4	—	4	2.0	—	2.0
Physics	3	—	3	1.6	—	1.6
Guidance	2	2	—	1.1	1.1	—
Geography	2	2	—	1.1	1.1	—
Medicine	2	—	2	1.1	—	1.1
Barbering	1	—	1	.5	—	.5

\* Source: Replies to questionnaires



TABLE XV: NUMBER AND PER CENT OF SUGGESTIONS FOR CURRICULUM IMPROVEMENT BY 1949 SENIOR CLASS, PRINCESS ANNE COUNTY TRAINING SCHOOL\*

	Number of suggestions by sex			Per cent of suggestions by sex		
	All	Male	Female	All	Male	Female
All suggestions	80	32	48	100.0	40.1	59.9
Music	17	6	11	21.3	7.5	13.8
Typing	14	4	10	17.5	5.0	12.5
Business	11	6	5	13.7	7.5	6.2
Art	7	3	4	8.8	3.8	5.0
Stenography	6	4	2	7.4	5.0	2.4
Latin	5	2	3	6.1	2.5	3.6
Nursing	3	1	2	3.9	1.2	2.7
Bookkeeping	2	-	2	2.5	-	2.5
Library service	2	-	2	2.5	-	2.5
Radio course	2	2	-	2.5	2.5	-
Geometry (solid)	1	1	-	1.3	1.3	-
Health Education	1	-	1	1.2	-	1.2
Social hygiene	1	-	1	1.2	-	1.2
Trigonometry	1	1	-	1.3	1.3	-

\* Source: Replies to questionnaires from 1949 Senior Class





It has been discovered from close observation of Tables XIII-XV that certain courses not given at the school now, are thought to be very desirable by those who returned questionnaires. These subjects are listed in the order of their importance and rank as follows: commercial education, music, woodworking, auto-mechanics, bricklaying, nursing, plumbing, home economics and agriculture.

Table XVI contains the upper half of suggested courses in Tables XIII-XV. The total number of frequencies for the nine courses was 314, of which 130 was male and 184 was female. Out of the 314, commercial education received 105 or 33.4 per cent of which thirty-seven or 11.7 per cent was male, and sixty-eight or 21.2 per cent was female. The program in Chapter IV which includes the addition of commercial education, woodworking, auto-mechanics, bricklaying, and music was based largely on data from Tables XIII-XVI. It is obvious for home economics and agriculture to rank low. These two courses are part of the present curriculum.



TABLE XVI: NINE HIGHEST SUGGESTED COURSES COMPILED FROM TABLES XIII-XV--NUMBER AND PER CENT, PRINCESS ANNE COUNTY TRAINING SCHOOL, 1948\*

All Courses	No. Suggestions			Percent Suggestions		
	All	Male	Female	All	Male	Female
	314	130	184	100.0	41.4	58.6
Commercial Education	105	37	68	33.4	11.7	21.7
Music	84	24	60	26.8	7.7	19.1
Woodworking	30	20	10	9.6	6.3	3.3
Auto-mechanics	29	12	17	9.2	3.8	5.4
Bricklaying	23	13	10	7.3	4.0	3.3
Horsing	13	7	6	4.0	2.2	1.8
Plumbing	12	10	2	3.8	3.3	.5
Home economics	10	3	7	3.3	1.1	2.2
Agriculture	8	4	4	2.6	1.3	1.3

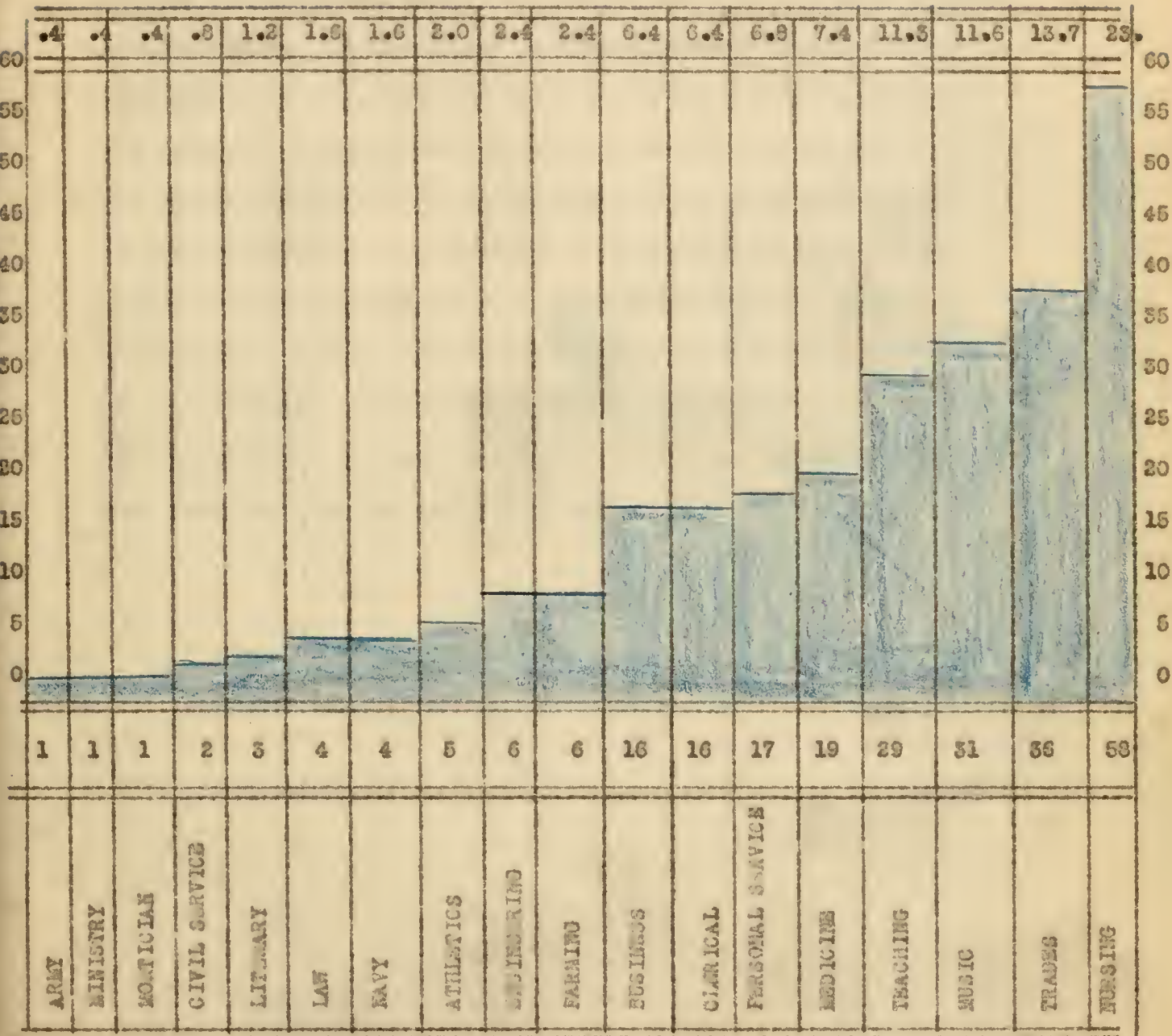
\*Sources: Compiled from Tables XII-XIV



The bar graph, Figure 1, represents an expressed vocational interest of all (255) pupils present when the survey was taken, 1948-49. The student body was informed of various jobs, job opportunities, salaries to be expected, and training requirements in a series of assembly lectures. Afterwards, they were asked to indicate their occupational interest or desire. This figure may be read as follows: fifty-eight or 23 per cent of the 255 pupils indicated interest in nursing, et cetera. All jobs listed as trades were put together in the bar graph.



## PER CENT OF INTEREST IN EACH VOCATION



Distribution of Vocational Interests

FIGURE 1: Distribution and percentage of Vocational Interest of 255 students at Princess Anne County Training School, 1948-49.





Agriculture and home economics. A need for other vocational subjects was discovered through the present enrollment of home economics and agriculture. The enrollment in these vocational courses shown in Table XVII and Table XVIII indicate a tremendous need for expansion in this area. For example, the fact that of the 123 boys enrolled in Princess Anne County Training School in 1948-1949 only forty of them registered in the only vocational course available to them indicates that a wider variety of offering is necessary in this field. The relatively high percentage of girls enrolled in the home economics course may indicate one of two things: (1) that the course is well adjusted to their needs or (2) a large number of pupils are registered in this course because no other vocational courses are open to them.



TABLE XVII: PER CENT OF TOTAL NUMBER OF BOYS ENROLLED  
IN AGRICULTURE—PRINCESS ANNE COUNTY TRAIN-  
ING SCHOOL, 1948-49, 1947-48,  
1946-47\*

Year	Total number enrolled		Per cent of total boys enrolled in course
	in school	in course	
1948-49	123	40	32.5
1947-48	118	48	40.6
1946-47	111	44	39.6

\* Source: School Records



TABLE XVIII: PER CENT OF TOTAL NUMBER OF GIRLS  
ENROLLED IN HOME ECONOMICS—PRINCESS  
ANNE COUNTY TRAINING SCHOOL, 1948-49  
1947-48, 1946-47\*

Year	Total number enrolled		Per cent of total girls enrolled in course
	IN SCHOOL	IN COURSE	
1948-49	150	94	62.6
1947-48	156	57	36.5
1946-47	158	63	39.8

\* Source: School Records



College Preparatory. This curriculum should not be dispensed with though much criticism has been advanced against such courses as the only ones available to high school pupils in many situations. The need for academic training is clear, and records have confirmed a need for it. Table XIX shows the number and per cent of graduates who entered college for five consecutive years, 1943-1944 through 1947-48, from Princess Anne County Training School. The table may be read as follows: of the thirty-one 1948 graduates, nine or 29 per cent entered college; out of this number two or 6.4 per cent were male, and seven or 22.6 per cent were female.

Another need to continue the college preparatory courses were revealed in the number of questionnaires from graduates who entered college. One of the items of the inquiry produced data for Table XX, which indicates the number of graduates who had been to a higher institution of learning.





TABLE XIX: NUMBER AND PER CENT OF GRADUATES WHO ENTERED COLLEGE—PRINCESS ANNE COUNTY TRAINING SCHOOL, 1944-1948\*

Year graduated		Number			Per cent		
		All	Male	Female	All	Male	Female
1948	No. in class	31	11	21	100.0	35.5	64.5
	No. entered college	9	2	7	29.0	6.4	22.6
1947	No. in class	45	16	29	100.0	37.7	62.3
	No. entered college	27	5	22	60.0	11.1	48.9
1946	No. in class	22	5	17	100.0	22.7	77.3
	No. entered college	5	2	3	22.7	9.0	13.7
1945	No. in class	35	8	27	100.0	22.8	77.2
	No. entered college	6	1	5	17.1	2.9	14.2
1944	No. in class	27	9	18	100.0	33.3	66.7
	No. entered college	6	2	4	22.2	7.4	14.8
Total	All graduates	160	49	111	100.0	30.6	69.4
1944 1948	All entered college	43	12	31	26.2	6.8	19.4

\* Source: School Records



TABLE XX: NUMBER AND PER CENT OF GRADUATES WHO ENTERED COLLEGE AS INDICATED BY QUESTIONNAIRES RETURNED PRINCESS ANNE COUNTY TRAINING SCHOOL, 1948\*

	Number			Per cent		
	All	Male	Female	All	Male	Female
All graduates	68	26	42	100.0	38.2	61.8
Entered college	18	3	15	26.4	4.4	22.0
Did not enter college	50	23	27	73.6	33.8	39.8

\* Source: Questionnaires returned



A third need for a college preparatory course was shown by the vocational-interest inventory in Figure 1, on Page 50 in the bar graph, it was found that out of 255 students, fifty-eight or 23 per cent were interested in nursing; twenty-nine or 11.3 per cent were interested in teaching; and, nineteen or 7.4 per cent were interested in medicine.

Music. A department that is vital to the life of the school and that interests a large group of students is the department of music. A need for adequate music at Princess Anne County Training School has been strongly indicated in Tables XIII-XVI and in the bar graph, Figure 1. In Tables XIII, and XV, music ranks first; and, in Table XIV, music ranks second. In the bar graph, music ranks third, with a total of thirty-one or 12.1 per cent out of 255 students.

Summary. The history and needs of this chapter have been presented in two sections.

In Part I, an account of the history of the problem has been discussed. In this part the background of the community indicated the strength, ability, and implications of the county to support a comprehensive program of education for Negro youth of high school age. It was shown that Princess Anne County is above the average county of Virginia in strength and ability to support education. "All sources of receipts," "areas of disbursements," "distribution of State Funds" were areas in which she ranked above par. A population of 19,964 is more than the average county has as revealed by the 1940 census. The Negro population of Princess Anne County was 7,747 of the 19,964 total. When the 1940 census was taken, there were 2,669 children of school



age six to eighteen. The last school census of 1944-45 showed a slight decrease, 2,647 against 2,669 in 1939-1940. Also in Part I is stated various conceptions and views which are indications that secondary school curriculum is inadequate. It was pointed out that drop-outs and graduates are not receiving preparation in some vocation that would help them earn a living. A tremendous number of boys and girls leave school before graduating. The greatest number of leavers at Princess Anne County Training School is in the ninth grade.

In Part II, the procedures used to discover curriculum needs were presented. A disclosure of the present offering depicted a very limited program which is inadequate. Questionnaires from three different groups revealed a need, on the part of those returning the forms, for commercial education, music, woodworking, auto-mechanics, bricklaying, and nursing. These courses were in the upper third of all courses suggested, and they ranked in the order listed. Although the number of students entering college is small, this number is sufficient to warrant the continuation of the liberal art subjects.





## CHAPTER IV

### THE PROGRAM: ORGANIZED HIGH SCHOOL COURSES

The program in this chapter is designed for a small high school and will suggest the minimum courses for a comprehensive high school for Princess Anne County Training School. It will adhere strictly to the plan of organization recommended by the State Board of Education. "Within recent years a conception of a comprehensive program of education has emerged in Virginia which is now generally accepted as the basis upon which educational programs in the local divisions should be projected."<sup>26</sup>

There is general agreement in lay and educational circles that Virginia is ready to provide twelve years of education for everybody. Approximately half of the Counties and Cities of the State either have twelve-year school systems in operation or are in the process of adapting this system. The pattern of organization is seven years in the elementary school and five years in the high school. More than 90 per cent of the school systems that either have already adapted or are in the process of adapting twelve-year systems are organized on this basis. This organization is peculiarly adapted to Virginia as in the majority of cases, it makes possible high schools of sufficient size to provide adequate and comprehensive offering.

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26. Report of Committee on School Building Needs, op. cit.,  
p. 5



"The recent report of the Denny Commission as well as other important studies has made it clear that Virginia must continue to extend and enrich her program of education. Among others, the following three trends in the development of the high school program have received impetus from these reports and from the interest manifested by legislators and people at large: (1) the extension of the public school system from eleven to twelve years; (2) the development of a broader and richer high school offering; (3) the development of guidance services."<sup>27</sup>

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27. Alexander, op. cit., p. 4.

The following is a list of the names of the persons who have been  
 named in the above-mentioned report, together with the names of the  
 persons who have been named in the above-mentioned report, together with  
 the names of the persons who have been named in the above-mentioned  
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 have been named in the above-mentioned report, together with the names  
 of the persons who have been named in the above-mentioned report,

## SPECIFIC COURSES FOR INDIVIDUAL NEEDS

In the analysis of needs in part II, Chapter III, certain courses stood out as basic needs of the school. The discovery of these curriculum needs has suggested courses that should be added to the present program of education at the school. It is felt that the implementation of commercial education, woodworking, auto-mechanics, bricklaying, and music would be justified at the present. According to the findings, the following courses should be retained in the program: Vocational Agriculture, Home Economics, and the academic subjects for college preparation. All pupils entering the school would take courses in the eighth grade designed for exploratory purposes.

### SUBJECTS FOR GRADES EIGHT THROUGH TWELVE

Eighth grade exploratory course. The eighth grade is not an isolated year. As the first year of the five-year high school it is an integral part of the secondary school. This universal practice has already been validated by experience with the eighth grade in Virginia. It has been amply demonstrated here in our own State that a transition year between the elementary and secondary school is needed in which many services such as guidance, diagnosis, exploration, remedial work, and the like are provided in order to supply one of the great lacks of our eleven-year system.

This eighth grade or first year of the five year high school is essential for preventing misfits and for genuine

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guidance, resulting in the bringing of all pupils at least up to their grade levels in the fundamental skills.<sup>28</sup>

Subjects listed in the Eighth Grade chart include required and elective subjects. English, Social-Personal Problems, Elementary Science, Mathematics, and Physical and Health Education are required subjects set up by the State for all high school graduates. The other courses are for exploratory purposes. It is not intended that a pupil would take all of the nine-week courses, but an eighth grader should choose four of these exploratory subjects.

"The present practice in Virginia seems to be to develop exploratory courses of 9, 12, or 18 weeks in length."<sup>29</sup> As is shown, no credits are allowed at the present for eighth grade subjects.

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28. Alexander, op. cit., pp. 1, 4.

29. Suggestions for the Inauguration of a Twelve Year School System (State Board of Education, Richmond, Virginia, May, 1947), p. 2.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data. The text also mentions that regular audits are necessary to identify any discrepancies or errors in the accounting process.

Furthermore, it highlights the role of technology in modern accounting. The use of software can significantly reduce the risk of human error and streamline the workflow. However, it also notes that proper training and security measures are essential to protect sensitive financial information. The document concludes by stating that a robust accounting system is the foundation for sound financial management and decision-making.

In conclusion, the document provides a comprehensive overview of the key principles and practices of accounting. It serves as a valuable resource for anyone looking to improve their financial record-keeping and reporting. The information presented here is intended to be a guide, and it is recommended that users consult with a professional accountant for more detailed advice.



TABLE XXI: Subjects, Periods, Weeks, and Credits  
for Eighth Grade

<u>EIGHTH GRADE</u>			
<u>Subjects</u>	<u>Periods</u>	<u>Weeks</u>	<u>Credits</u>
English	5	36	---
Social-Personal Problems	5	36	---
Elementary Science	5	18	---
Mathematics	5	18	---
Physical & Health Education	5	36	---
Business Education	5	9	---
Music	5	18	---
Arts	5	9	---
Home Economics - voc.	5	9	---
Vocational Agriculture	5	9	---
General Shop			
Woodworking	5	9	---
Auto-mechanics	5	9	---
Bricklaying	5	9	---



Grades nine through twelve. The scope of offering in the remaining four years has been shown in tables, which reveal a program that will meet the minimum requirements for a Negro high school in Princess Anne County. This scope adheres closely to the Virginia plan of a comprehensive high school program.

In order to provide for the maximum development, the remaining four years of high school can supply a comprehensive program of offering consisting of general education for all pupils and at least three fields of specialization; academic subjects, fine arts, and practical arts and vocational subjects. Thus, it will be possible to provide educational opportunities for all pupils in terms of the work to which they are best by aptitude and ability.<sup>50</sup>

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50. A Comprehensive Program of Education for Virginia's Schools, op., cit., p. 4.

The first part of the report deals with the general situation of the country and the progress of the war. It is followed by a detailed account of the military operations in the north and south. The author then discusses the political and economic conditions of the country and the role of the various factions. The report concludes with a summary of the findings and a recommendation for a more unified government.

TABLE XXII: - SUBJECTS, PERIODS, WEEKS, AND CREDITS  
FOR NINTH GRADE

NINTH GRADE

Subjects	Periods	Weeks	Credits
<b>Required</b>			
English	5	36	1
Mathematics	5	36	1
Any Science	5	36	1
Physical & Health Ed.	5	36	---
<b>Electives</b>			
General Science	5	36	1
World History	5	36	1
General Music	5	36	1
Vocational Homemaking	5	36	1
Vocational Agriculture	5	36	1
<b>Commercial Education</b>			
Business Arithmetic	5	18-36	.5-1
Business Fundamentals	5	18-36	.5-1
<b>General Shop I</b>			
Woodworking	5	35	1
Auto-Mechanics	5	36	1
Bricklaying	5	36	1

MEMORANDUM FOR THE RECORD

DATE: \_\_\_\_\_

NO.	NAME	POSITION	REMARKS
1	...	...	...
2	...	...	...
3	...	...	...
4	...	...	...
5	...	...	...
6	...	...	...
7	...	...	...
8	...	...	...
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45	...	...	...
46	...	...	...
47	...	...	...
48	...	...	...
49	...	...	...
50	...	...	...

...

TABLE XXIII. -- SUBJECTS, PERIODS, WEEKS, AND CREDITS  
FOR TENTH GRADE

TENTH GRADE

Subjects	Periods	Weeks	Credits
<b>Required</b>			
English	5	36	1
United States History	5	36	1
Civics	5	18	.5
Physical & Health Ed.	5	36	--
<b>Electives</b>			
Algebra II	5	18-36	.5-1
Biology	5	36	1
General Music	5	18-36	.5-1
General Arts	5	18-36	.5-1
<b>Commercial Education</b>			
Business Fundamentals	5	18-36	.5-1
Vocational Homemaking	5	36	1
Vocational Agriculture	5	36	1
<b>General Shop I</b>			
Woodworking	5	36	1
Auto-Mechanics	5	36	1
Bricklaying	5	36	1





TABLE XXIV: — SUBJECTS, PERIODS, WEEKS, AND CREDITS  
FOR ELEVENTH GRADE

ELEVENTH GRADE

Subjects	Periods	Weeks	Credits
<b>Required</b>			
English	5	36	1
American Government	5	18	.5
Physical & Health Ed.	5	36	—
<b>Electives</b>			
General Mathematics	5	18-36	.5-1
Plane Geometry	5	36	1
Chemistry	5	36	1
Social Problems	5	18-36	.5-1
<b>Commercial Education</b>			
Elementary Bookkeeping	5	18-36	.5-1
Typewriting	5	18-36	.5-1
Shorthand	5	18-36	.5-1
Music Appreciation	5	18-36	.5-1
Art Appreciation	5	18-36	.5-1
Vocational Home-making	5	36	1
Vocational Agriculture	5	36	1
<b>General Shop II</b>			
Woodworking	5	36	1
Auto-Mechanics	5	36	1
Bricklaying	5	36	1



TABLE XXV, -- SUBJECTS, PERIODS, WEEKS, AND CREDITS  
FOR TWELFTH GRADE

TWELFTH GRADE

Subjects	Periods	Weeks	Credits
<b>Required</b>			
English	5	36	1
Physical & Health Ed.	5	36	—
<b>Electives</b>			
Advanced Literature	5	18-36	.5-1
Systematic Grammar	5	18-36	.5-1
Journalism	5	18-36	.5-1
Trigonometry	5	36	1
General Mathematics	5	36	1
Social Problems	5	18-36	.5-1
Physics	5	36	1
<b>Commercial Education</b>			
Advanced Bookkeeping	5	18-36	.5-1
Typewriting	5	18-36	.5-1
Office Practice	10	18	1.6
Music - Advanced Theory	5	18-36	.5-1
<b>Arts</b>			
Dramatics and Speech	5	18-36	.5-1
Ceramics and Modeling	5	18-36	.5-1



TWELFTH GRADE, ~~1955-56~~ Continued

Subjects	Periods	Weeks	Credits
<b>Electives - Cont.</b>			
<b>Home Economics</b>			
Home-making	5	18-36	.5-1
General Home Economics	5	18-36	.5-1
Vocational Agriculture	5	36	1
<b>General Shop II</b>			
Woodworking	5	36	1
Auto-Mechanics	5	36	1
Bricklaying	5	36	1



## II. COMMERCIAL SUBJECTS

The early appearance of commercial subjects in the secondary school program at the beginning of the century was an effort to make more practical the educational program for adolescents. The increasing interest in the field during the past two decades is due to the social implications of commercial subjects as well to the relationship to specific occupational goals.

In the early period of the commercial program there was a general tendency to separate them into a special department frequently called the "commercial department." There was little effort to articulate the work in the commercial field with the commonly accepted purposes of the secondary school. Many high schools throughout the country carried one and two year courses in commercial education from which pupils were graduated with little opportunity to take advantage of the opportunities in English or other subjects of rich social value.<sup>31</sup>

According to Wiley, Jr.,<sup>44</sup> the Sixth Yearbook of the Department of Superintendence states as follows:

There is a kind of commercial education that concerns certain commercial occupations, such as those of bookkeepers, salesmen, and stenographers. There is a second kind of commercial education that concerns all occupations, commercial or otherwise, since there is obviously a business side of the work of engineer,

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31. George M. Wiley, Jr., The Redirection of Secondary Education (New York: The Macmillan Company, 1942), p. 267.

32. *Ibid.*, p. 269.





farmer, lawyer, schoolmaster, preacher, house-keeper, baseball manager, and mayor. There is a third kind of commercial education that concerns all social institutions, since there is clearly a business side of the home, church, state, organized recreation, and schools as well as the business itself.

Public high schools are justified in offering commercial education for at least two reasons.

1. The contribution which certain phases of commercial education can make toward the attitudes, understanding, appreciations, and skills valuable for all pupils, and
2. The prevocational and vocational training needed by many pupils on the high school level.

Table XXVI outlines "a suggested four-year course in commercial education." Required subjects for high school graduation are listed. Other subjects are specific and related courses in this area.



TABLE XXVI: -- A SUGGESTED FOUR-YEAR COURSE IN  
COMMERCIAL EDUCATION

Subjects	Grades				Credits
	9	10	11	12	
English*	x	x	x	x	4.0
Mathematics*	x				1.0
Science (any)*	x				1.0
Commercial Education					
Bus. Arithmetic	x				1.0
Bus. Fundamentals	x	x			2.0
United States History*		x			1.0
Civics*		x			0.5
Algebra II		x			1.0
American Government*			x		0.5
Commercial Education					
Elementary Bookkeeping			x		1.0
Typewriting			x	x	2.0
Advanced Bookkeeping				x	1.0
Shorthand				x	1.0
General Mathematics			x		1.0
Trigonometry				x	1.0
Physical & Health Ed.*	x	x	x	x	--

\* Required Subjects



### III. PRACTICAL AND INDUSTRIAL ARTS

The purpose of industrial arts in high schools is to lay a broad foundation of experience and information that will assist each pupil to interpret the social and industrial forces that work in his environment to the end that he may make a wise and intelligent choice of his life's work and thus develop into an efficient and loyal citizen.

Wiley<sup>33</sup> states that the commonly accepted aims of practical and industrial arts in the high school should be:

1. To provide opportunity for boys to make and to do the things they like to do
2. To give training in the common usable skills everyone should possess
3. To provide technical exploration or try-out experiences in the shops representing industrial occupations in order to help boys determine whether they possess general mechanical aptitude or possibly some special one.
4. To help students understand the relationships of industrial organizations and to work in harmony with co-workers, foreman, and employer
5. To develop a working knowledge of processes carried on in the home, and a degree of skill in the performance of them

Table XXVII outlines "a suggested four-year course in wood-working" with required subjects for high school graduation listed. Other subjects are specific and related courses in this area.

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<sup>33</sup> Ibid., pp. 256-57.



TABLE XXVII—A SUGGESTED FOUR-YEAR COURSE  
IN WOODWORKING

Subjects	Grades				Credits
	9	10	11	12	
English*	x	x	x	x	4.0
Mathematics	x				1.0
Science (any)*	x				1.0
United States Hist*		x			1.0
Algebra II		x			1.0
Civics*		x			0.5
General Shop I					
Woodworking	x	x			4.0
American Gov't.*			x		0.5
Plane Geometry			x		1.0
Business Fundamentals				x	1.0
General Mathematics				x	1.0
General Shop II					
Woodworking			x	x	4.0
Physical & Health Education*	x	x	x	x	--

\*Required Subjects





## IV. LIBERAL ARTS

Curriculum designed for a liberal arts education does not concern itself with vocational needs or interests of pupils. During the early days of higher institutions of learning, it was felt that liberal arts pupils should be confined to a selected group who was preparing for the clergy, medicine, law, etc. or for that class of people who pursued it without professional interest. This early conception of the college exerted a prevailing influence on the curriculum of the high school. However, many forces have been at work to introduce into the high schools a curriculum that will not only prepare boys and girls for the liberal arts colleges, but a curriculum that will prepare them for whatever vocation suits them best.

Over a period of about a quarter century, in one large group of schools investigated, there was a rapid increase in the number of curriculums offered. College-preparatory curriculum decreased from well over half to about a third of the whole curriculums offered. Correspondingly, general curriculums and commercial, industrial arts, household arts, fine arts, and other curriculums, as a group, shifted to the position of numerical dominance.<sup>34</sup>

This trend indicates a recognition of individual differences, and the curriculums are being reorganized to serve individuals who differ.

Table XXVIII presents "a suggested four-year liberal arts course" with majors in English and history. Courses starred are set up as requirements for high school graduation by the

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<sup>34</sup> Leonard V. Koon, and others, Administering the Secondary School (New York: American Book Company, 1940), p. 16.



state of Virginia. These courses are suggestive which means a subject not listed may be pursued if a student desires something else.



TABLE XXVIII:- A SUGGESTED FOUR-YEAR COLLEGE-PREPARATORY COURSE  
IN ENGLISH AND HISTORY

Subjects	Grades				Credits
	9	10	11	12	
English*	x	x	x	x	4.0
Mathematics*	x				1.0
Science (any)*	x				1.0
World History	x				1.0
United States History*		x			1.0
Civics*		x			1.0
Vocational Home-making		x			1.0
American Government			x		0.5
Social Problems			x		1.0
Music Appreciation			x	x	1.0
Advanced Literature				x	1.0
Art					
Dramatics and Speech			x	x	2.0
Physical & Health Education*	x	x	x	x	—

\* Required subjects



## V. FINE ARTS

Fine arts are simply enriched forms of expression. They are other ways of communicating our best thoughts and ideas. They include the arts of the spoken and written word, developed by the English Department; the arts of vocal and instrumental sound, the concern of the Music Department; the art of the rhythmic movement, often emphasized by the physical education department; and the various arts of painting, sculpture, ceramics, and modeling, developed by the Art Department.

Some of the aims and purposes of art education are as follows:

1. To develop an understanding that art is an enriched form of expression, and that it is the result of original thinking and activity.
2. To provide opportunity for the student to explore and experiment with a wide variety of art material.
3. To enrich the experiences and to improve the quality of daily living of art students.
4. To provide guidance in acquiring specific as well as broad knowledge and some skill which will enable the pupil to choose intelligently.<sup>35</sup>

Music. From the field of fine arts, music has found a place in the school program not through statute, but through growing appreciation of the rich values it possesses. To many individuals, music interprets the highest ideals of man, and through this means, it has come to occupy a large place in our social life and living. A few of the objectives of

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35. Suggestions for the Inauguration of a Twelve Year School System, op. cit., p. 8.





music in schools are listed below:

1. To elevate taste and standards in subject matter and performance
2. To introduce pupils to a new experience in music expression through mass singing
3. To acquire a repertoire of songs that can be given from memory
4. To make use of musical training and experience of previous years
5. To meet the needs, tastes, and emotional development of pupils by a careful choice of material
6. To provide new musical experiences:
  - a. Creative work - melody writing
  - b. Simple chord progression
  - c. Biographical research
  - d. Club organizations
  - e. Identification through ear and eye the orchestral instruments and their combination <sup>36</sup>

Table XXIX presents "a suggested four-year course" in music. In addition to the required subjects, all related courses in music are suggested.

Required subjects are listed in the tables for grades eight through twelve. The essential reason for having a pupil take required subjects for high school graduation is the prerogative that a pupil has to change to a college-preparatory course during his high school career.

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<sup>36</sup> Wiley, Jr., op. cit., p. 235-37.



TABLE XIX:-- A SUGGESTED FOUR-YEAR COURSE IN MUSIC

Subjects	Grades				Credits
	9	10	11	12	
English*	x	x	x	x	4.0
Mathematics*	x				1.0
Science (any)*	x				1.0
General Music	x	x			2.0
United States History		x			1.0
Civics*		x			1.0
American Government*			x		1.0
Music Appreciation			x		1.0
Art Appreciation			x		1.0
Advanced Literature				x	1.0
Music Advanced Theory				x	1.0
Art Dramatics and Speech				x	1.0
General Home Economics				x	1.0
Physical and Health Educ.*	x	x	x	x	—

\* Required subjects



Although one may not intend to go on to college during his early high school years, he is subject to change his mind by the time he reaches his senior year. In such a case the subjects needed to enter college would be lacking; so, in such a condition, it is highly desirable and plausible for college-entrance requirements to be met throughout the high school years.

"Subjects required for admission to college are sometimes introduced as requirements into curriculum. Presumably intended for non-college going students, against the likelihood that some students pursuing these curriculums will change their minds and decide to seek admission to college."<sup>37</sup>

It should not be conceived that college-entrance requirements are intended for success in a college career.

"There is no significant correlation between the number of units of credit earned in high school in any subject matter field and scholastic success in college."<sup>38</sup>

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37. Leonard V. Koss, and others, op. cit., p. 19.

38. Ibid., p. 19.



## VI. GUIDANCE

Services of guidance are necessary in an effective program of education, but this study is concerned only with subject matter courses. However, mention is hereby made of some of the important features of guidance services.

In its broadest sense, guidance is concerned with every phase of the life of the individual. It must, therefore, be as broad as education, and it must consider every aspect of the life of the individual.

Guidance activities may be carried on wherever teachers work or associate with pupils whether it be in the hexerroom, in the club or school organization, in assembly, on the playground or in the community. Most schools carry on guidance activities in places mentioned above.

The head counselor should, so far as his training and experience permit, counsel with special cases as referred by other counselors, as well as assist those counselors to master the fundamental techniques involved in good counseling. The guidance expert should prepare occupational and educational materials for counselors and students, particularly where such materials are not available in the school in large quantities for wide distribution. The preparation of case studies, holding case conferences and drawing community resources into the guidance program are major responsibilities of the head counselor.

Interviews occupy an important place in the guidance program. Despite the limitations of the interview, it is an





indispensable technique in educational guidance. Patterson <sup>39</sup>

has listed the aims of an interview as follows:

1. Studying the time distribution of all students.
2. Investigating methods, time, place and condition of study.
3. Studying each student's vocational aims, to determine its origin, its harmony with the family background and the student's real abilities.
4. Give each student an opportunity to discuss personal problems.

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39. Donald G. Patterson and others, Student Guidance Technique, (New York: McGraw-Hill Book Company, 1938), p. 8.



Summary. The program suggested in this chapter is intended to meet the minimum requirements in courses for a comprehensive highschool for Negroes in Princess Anne County. Tables XXI through XXV contain subjects that a pupil would take while in high school. The eighth grade will serve two major functions: (1) it will offer exploratory material for all pupils who may enter the school, and (2) it will articulate high school subjects with elementary subjects. Other years of high school are designed to provide opportunity for youth to follow courses according to their aptitudes, interests, abilities, etc.

Suggested four-year courses are offered as samples of courses which students may follow. It is not intended, however, that a student would take only the courses that are suggested.



## CHAPTER V

### CONCLUSIONS

Summary. The work presented in this chapter has been concerned with a problem which, if solved, should improve the curriculum offerings at Princess Anne County Training School. It is generally conceived that high schools are not meeting the needs of the majority of the pupils enrolled in them. The Negro high school in Princess Anne County is faced with the problem of helping vocationally a large number of pupils who are graduated but do not go to college. It is concerned, too, with a larger number of pupils who drop out of school before they are graduated. In order to improve this current situation, the writer has attempted to find a solution to the following problem: To what extent can Princess Anne County adapt the Virginia comprehensive high school to the needs of the Negroes of the county?

From a survey of related studies and literature in the area of curriculum development, it was discovered that much work had been done to offer something concrete and tangible in curriculum reorganization. Many research studies have pointed out changes and expansion in secondary school courses which are increasingly meeting more of the needs of school youth. These studies have given impetus and insight for the solution of this problem.

Procedures used included the collection of data from questionnaires, state and county reports, and school records. Questionnaires were carefully composed and sent to three groups of individuals in order to get a cross-section response. These inquiries were sent to former graduates,



drop-outs, and seniors of the 1949 class. A close correlation existed in the results obtained from the three groups mentioned above. This similarity indicates a high degree of reliability in the data of the questionnaires which were used principally to determine courses to be added to the curriculum. Reports from the state and county offices were useful for statistical purposes. And the school records were used chiefly to reveal pertinent facts about drop-outs and graduates.

From this study certain basic facts have been discovered.





Findings:

## A. School enrollment:

1. Princess Anne County ranks below the average of all the counties in Virginia in "percentage of school census enrolled" for Negroes.
2. Enrollment in the Negro high school has steadily increased since 1938-39 to the present.

## B. Resources:

1. Princess Anne County ranks above the average county in Virginia in
  - (a) Ability to support education
  - (b) All sources of receipts
  - (c) Disbursements to support education
  - (d) Distribution of State funds for education

## C. Studies:

1. Relatively few research studies have been made in the area of curriculum development dealing with this problem.

## D. Population:

1. The population in Princess Anne County in 1940 exceeded the average for all counties in Virginia.
2. The per cent of increase for Princess Anne County exceeded the average for all counties of Virginia from 1920-1930 and from 1930-1940.
3. Negro population has increased since 1920.

## E. Graduates enter college:

1. During five consecutive years 43 or 26.2 per cent of 174 high



school graduates entering college.

F. New Courses:

1. The need for commercial education, music, woodworking, auto-mechanics, bricklaying, and nursing was in the upper third of questionnaire data.

G. Drop-outs:

1. The largest number of drop-outs was in the ninth grade— 106 or 38.5 per cent— and the smallest number was in the eleventh grade— 50 or 10.9 per cent.

It has been shown from the findings that many existing factors point to a need for an adequate curriculum program. Too many pupils leave the school without some vocational training. A greater per cent of the school census should receive some training in high school. The findings reveal a resource status of the county that is above par. To sum up the findings it may be stated that the educational program for Negroes in Princess Anne County ranks low in comparison with means for the support of education.

Generalizations. In the light of these findings, the following statements are made:

1. A comprehensive high school program for Princess Anne County Training School would increase the "percentage of school census enrolled." It would meet the needs of a larger number of drop-outs and graduates who do not go to college. It would offer vocational courses which are in great need at the school. A comprehensive program of education for Negroes in



Princess Anne County would increase their vocational efficiency and competency.

2. Princess Anne County is able to finance a program of education to meet the minimum requirements for a comprehensive high school for Negroes. It is above the average in Virginia in its ability, sources of receipts, and disbursements to support education. It has a resident population which has gradually increased since 1920 and of which 38.7 per cent is colored.

3. During the past five years 26.2 per cent of all graduates of Princess Anne Training School entered college.

Recommendations. From the evidence produced in the study of this problem and upon the basis of the findings pointed out, the writer hereby makes the following recommendations:

1. That a comprehensive high school program be established for the Negroes of Princess Anne County.

2. That courses in commercial education, music, woodworking, auto-mechanics, and bricklaying be added to the curriculum.

3. That Princess Anne County increase its financial support to Negro education.

4. That opportunity be provided for vocational training for the large number of pupils who now leave the school without any skills for earning a living.

5. That opportunities be made available in the school's curriculum for pupils to develop in the areas of their potentialities, interests, aptitude and abilities.



6. That the school offerings be made attractive in order to increase the enrollment.

7. That the present courses, college preparatory, agriculture, and home economics be continued.

8. That this problem be studied further.





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APPENDIX





Princess Anne County Training School  
Princess Anne County, Virginia  
February 5, 1949

Dear Senior:

I am making a study of your school to ascertain what improvements can be made. It is felt that more courses should be offered for high school students. You can greatly assist me by answering the questionnaire below and return it to me at your earliest convenience.

Thanks,

J. V. Boykin

1. Name \_\_\_\_\_ (optional)
2. How many years have you been in high school, including this year? \_\_\_\_\_
3. What three subjects do you like best? a. \_\_\_\_\_  
b. \_\_\_\_\_ c. \_\_\_\_\_
4. Briefly explain why you like these subjects. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Name in the order of importance the three subjects which have helped you most. a. \_\_\_\_\_  
b. \_\_\_\_\_ c. \_\_\_\_\_
6. How do you think these three subjects have helped you?  
\_\_\_\_\_  
\_\_\_\_\_
7. What kind of vocation are you planning to follow? \_\_\_\_\_
8. Do you think this school has helped you to prepare for that vocation? (check) Yes \_\_\_\_\_ No \_\_\_\_\_
9. If answer to No. 8 above is yes, briefly explain. \_\_\_\_\_  
\_\_\_\_\_



10. If answer to No. 8 above is no, briefly explain. \_\_\_\_\_  
\_\_\_\_\_
11. Do you plan to continue your education after you graduate from this high school? (check) Yes \_\_\_\_\_ NO \_\_\_\_\_
12. If answer to No. 11 above is yes, what special course do you plan to pursue? \_\_\_\_\_
13. What courses not offered now do you think would greatly benefit students at this school? a. \_\_\_\_\_  
b. \_\_\_\_\_ c. \_\_\_\_\_  
d. \_\_\_\_\_ e. \_\_\_\_\_
14. Do you think this school could be of any assistance to you after you graduate from here? (check) Yes \_\_\_ No \_\_\_
15. If answer to number 14 above is yes, briefly explain how it could help you. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
16. Please write in the space below just what you think of this school, and what you think would improve it.



Princess Anne County Training School  
Princess Anne County, Virginia  
October 21, 1948

Dear \_\_\_\_\_:

I am making a study of Princess Anne County Training School to ascertain what improvements can be made. It is felt that more courses should be offered for high school students. You can greatly assist me by answering the questions below.

Kindly return this questionnaire as early as you possibly can by the student who gives it to you.

I thank you very much in advance for helping me in this study.

J. V. Boykin

1. Did you go to college or some other school after graduating from high school? (check) Yes \_\_\_\_\_ No \_\_\_\_\_
2. If above answer is yes, (a) Where did you attend college?  
\_\_\_\_\_ (b) How many years did you attend? \_\_\_\_\_
3. If you did not go to college, tell why \_\_\_\_\_  
\_\_\_\_\_
4. What kinds of work have you done since you graduated from high school? (a) \_\_\_\_\_ (b) \_\_\_\_\_  
(c) \_\_\_\_\_ (d) \_\_\_\_\_  
(e) \_\_\_\_\_ (f) \_\_\_\_\_
5. What kind of work are you doing now? \_\_\_\_\_
6. What courses do you think this school should add to its curriculum? (a) \_\_\_\_\_ (b) \_\_\_\_\_  
(c) \_\_\_\_\_ (d) \_\_\_\_\_  
(e) \_\_\_\_\_ (f) \_\_\_\_\_
7. What kind of work do you like best? \_\_\_\_\_
8. Write in the space below what you think would improve this school.



Princess Anne County Training School  
Princess Anne County, Virginia  
October 21, 1948

Dear Mr. \_\_\_\_\_:

I am making a study of Princess Anne County Training School to ascertain what improvements can be made. It is felt that more courses should be offered for high school students. You can greatly assist me by answering the questions below.

Kindly return this questionnaire as early as you possibly can by the student who gives it to you.

I thank you in advance very much for helping me in this study.

J. V. Boykin

1. Why did you leave school? (check)
  - a. To work \_\_\_\_\_
  - b. Failed in subjects \_\_\_\_\_
  - c. To get married \_\_\_\_\_
  - d. Your family moved \_\_\_\_\_
  - e. Sickness in family \_\_\_\_\_
  - f. Death in family \_\_\_\_\_
  - g. Did not like courses \_\_\_\_\_
  - h. Did not like teachers \_\_\_\_\_
  - i. Did not like classmates \_\_\_\_\_
  - j. Other reason \_\_\_\_\_
2. What kinds of work have you done since you left school?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. What kind of work are you doing now? \_\_\_\_\_
4. What kind of work do you like best? \_\_\_\_\_
5. What kind of courses do you think would have helped you in your present job? a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_
6. What vocational courses do you think this school should add to its curriculum? a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_
7. Write in the space below what you actually think of this school and what should be done to improve the program.















