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An Economic and Sociological Survey of Lancaster County and the Relationship to the Educational Program, 1930-1940

James Judson Booker
College of William & Mary - School of Education

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**AN ECONOMIC AND SOCIOLOGICAL SURVEY OF
LANCASTER COUNTY AND THE RELATIONSHIP
TO THE EDUCATIONAL PROGRAM, 1930-1940**

by

James Judson Booker, Jr.

SUBMITTED IN PARTIAL FULFILLMENT
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CHAPTER I

INTRODUCTION

The Need For The Study

Many changes in society have taken place which should be reflected in the program of the school. As evidence of this need in the study of the educational program, reference is made to Briggs¹ in which he states that the curriculum of the school must change to meet corresponding social and economic changes. The Thirteenth Yearbook, Department of Superintendents² recognizes this fact in the following statement: "The collective character of our industrial society makes some form of planning necessary. Educators, interested in democracy and science, should join these groups which are striving to have this planning scientifically administered and democratically controlled"³ Further evidence is testified to this by French in his work Education and Social Trends. "Our problem of setting up a broadly conceived educational program is doubly complicated by reason of the necessity of fitting it to a developing social and economic situation. We must therefore design a program based on the most probable projections of the present trends in the social and economic situation."

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1. Briggs, Thomas H., Secondary Education. New York: The Macmillan Company, 1933, p. 112
 2. The Department of Superintendents, Social Change and Education. Washington, D. C., 1938 pp. 17-18
 3. French, Will, Education and Social Dividends. New York: The Macmillan Company, 1935, p. 119

"Those who will exercise active control in the near future are now in our schools. They will aid or obstruct the solution of the fundamental problem of combining social responsibility with possession of economic goods."⁴

Moreover these trends are not only national in scope but changes in local communities are significant for both planning and appraisal of a school program. The need for local surveys has been recognized by the American Council on Education.⁵ Because of this need, Bell was authorized by the American Council on Education to make a survey of the youth of Maryland which is reported in Youth Tell Their Story. The technique for surveying the needs of the youth have been demonstrated by Mr. Bell in this report. In another source, Chambers and Bell⁶ in their monograph How to Make a Community Youth Survey, have emphasized the need for surveying community conditions. In this monograph the relation of economic and social data to the educational program is apparent.

In recent years a large number of community surveys have been made. Representative of these studies are those by

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4. Schorling, Raleigh and McClusky, Edward Y., Education and Social Trends. New York: The Macmillan Company, 1938, p.46
 5. Bell, Howard E., Youth Tell Their Story. New York: D. Appleton-Century Company, 1937, 551 p.
 6. Chambers, M. M., and Bell Howard E., How to Make a Community Youth Survey. American Council on Education, Series IV, Volume III, Washington, D. C., p. 4

Brent,⁷ McLendon,⁸ Long,⁹ and Kirton.¹⁰ All of these surveys deal with the social and economic conditions in given areas and the relationship thereof to the educational program.

During the past decades school administrators were confronted with many changes in the social and economic life of their communities which had obvious and direct effect on the educational program. For example in Lancaster County, Virginia, the population which had been increasing prior to 1920 became relatively static. The young people were forced to leave the county because of lack of gainful employment.

Menhaden and trap fishing, once two of the main sources of wealth of the county, have proved most uncertain from the financial standpoint. Machinery has revolutionized farming. Improved transportation facilities and communication have brought the people of the county into closer contact with other parts of the state and nation. The greatest economic crisis in our history has been witnessed since 1930. It has been a time of business expansion, retrenchment, and an effort to return to normalcy. Unemployment, relief of different kinds, soaring public debt, inadequate recreation, and improper housing conditions have forced themselves upon mankind. All of these

-
7. Brent, W. S., A Study of Education in Northumberland County 1930-1939, Unpublished Master's Thesis, William and Mary College, Williamsburg, Virginia
 8. McLendon, Reese D., A Survey and Proposed Organization of the Schools in Lamour County, Mississippi, Master's 1940, 122 p.
 9. Long, Alton B., An Economic and Social Survey of Rogersville Community, Master's, 1940, Tennessee, 175 pp.
 10. Kirton, Mrs. Laura S., The Socio-Economic Efficiency of the Winter Garden Schools. Master's, 1937. Stetson, 122 pp.

and other things have had a direct bearing upon our educational system, yet the people as a whole do not seem to see the relationship that is involved.

Before planning a long time educational program for Lancaster County, it is necessary to collect pertinent social and economic data. It is the purpose of this study to present a plan for the collection of this data, to analyze it, and to study its significance and implications for the revision and modification of the existing educational program.

The Problem Defined

Our problem in this survey is to determine the definite needs of the section, the extent of the need, the financial resources available, and to map a program sufficient for these needs, within the financial resources of the county. A survey of the educational needs of the county will be made in the light of the social and economic conditions that exist. Our data will be secured primarily from the Superintendents Annual Reports, Reports of Auditors of Public Accounts, Bureau of Vital Statistics, and the United States Department of Census.

A brief study of the history of the education of the county will be made from colonial days to 1930 as will an intensive study of the educational system from 1930 to 1940. This study will include among other things: physical facilities, teaching staff, enrollment, graduates, administration, community relations, educational program, supervisory program, revenue

for governmental agencies, revenue for schools, and expenditures for schools.

A socio-economic survey of the county will be a most important part of this study. This will include such things as: location, size, transportation, communities, industries, trends in population, birth rate, death rate, marital status, pathologies, social welfare, housing, religious life, and recreation.

Finally a chapter will deal with the summary and proposed program. In this chapter the author will propose a program of education for the county in the light of his findings.

CHAPTER II

A BRIEF HISTORY OF THE DEVELOPMENT OF EDUCATION
IN LANCASTER COUNTY

The planter's child learned the three R's or received a liberal education in one or more of four ways: from a tutor under the parental roof¹, from a local free-school or private school to and from which he went each day or in which he boarded, from a school abroad, or, after 1693, from William and Mary College. There is evidence that indicates educational facilities were provided in Lancaster County during the 17th and 18th centuries. Besides these opportunities for the planter's child, the children of the less fortunate were provided for in schools established by wills of planters, by the apprenticeship laws, or by activities of ministers.² Few educational opportunities were provided for the negroes. Occasionally a colored servant was permitted to go to school with the children of his master.³

The wills of Col. Jno Carter⁴, his son, Robert (King) Carter,⁵ and John Davenport⁶ all testify to their interest in education as each provided for the education of his children. Interest in free public education was not found lacking. In

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1. Stanard, Mary N., Colonial Virginia, Its People and Customs. Philadelphia: J. B. Lippincott, 1917, p. 263
 2. Lankford, Francis, Secondary Education in Lancaster and Northumberland Counties 1645-1932. University of Virginia, 1932, p. 8.
 3. Stanard, op. cit. p. 273.
 4. Ibid. p. 378.
 5. Virginia Magazine of History and Biography, Vol. VI, p. 17.
 6. Lancaster County Records, Vol. 1674-89, p. 92.

1680 a legacy was left by Mrs. Frances Prichard, wife of ⁷Richard, a boatwright, to found a free school in Lancaster County.

Influential citizens in the county supplied the names of poor children who were unable to obtain an education and the Glebe Fund was used to pay for their books and tuition. This fund is still in existence and the county receives yearly about three hundred and seventy five dollars from it for educational purposes.⁸ The Glebe Fund was derived from a law enacted by the State Legislature requiring the sale of the land held by the Episcopal Church which had been given them in a grant from the English government. The principal of this fund in the county amounts to about eleven thousand dollars which is invested in first mortgages on real estate in the county.

The Academy

The so called "Academy Movement" began in this county in 1839 with the Kilmarnock Academy and closed with the Chesapeake Academy in 1909. This type of school was restricted largely to the wealthy class due to the cost of tuition and board in cases when the distance was too great for the student to return home each day. The curriculum was limited to the

7. Ibid. p. 62

8. A statement to the author by Mr. V. R. Chewning, Treasurer of the Glebe Fund for Lancaster County

academic or college preparatory courses.

9

The Kilmarnock Academy or Mr. Chase's School. It

was through the influence of Rev. Addison Hall that a Mr. Chase was induced to come to the County from Massachusetts and open a private school in 1839. The school closed during the first year of the War Between the States but opened again and ran until it was converted into a free school after the Public School Act of 1870. The enrollment varied from year to year but seldom exceeded sixty scholars. The course of study included Latin, Greek, German, philosophy, science, higher mathematics, and bookkeeping. Thus the primary purpose of the school seems to have been to offer a college preparatory course.

10

Mr. Stephen's School. This school was run by a man

named Stephens and was known as an "old field school" so called because of its location in an old field that had been cropped to exhaustion and consequently was of little value. The normal enrollment was about twenty five students, both boys and girls. This school ran until the close of the Civil War and was not reopened at the close of the conflict.

Old Field School. Early in the 19th century there

11

was a school at Fleets Bay Neck known as the "Old Field School".

9. A statement to the author by Mr. H. B. Chase of Kilmarnock, son of the Mr. Chase who began the academy

10. A statement to the author by Mr. G. W. Sanders, White Stone, Virginia

11. A statement to the author by Mr. Americus Dunton, (now living and eighty-nine years of age), White Stone, Virginia

About 1850 this school was moved within a few miles of White Stone. It was a one room school and a tuition fee of two dollars and a half or three dollars per month was charged. The curriculum was composed of arithmetic, geography, grammar, and astronomy. The school changed its location several times and after 1870 became a free school. According to Mr. Dunton, instruction was poor due to the crowded room and harsh discipline. The normal enrollment was from forty to fifty students ranging in age from eight to twenty. This school was not closed during the War.

Due to the poor type of instruction found in the free schools, a private elementary school was organized at the request of citizens in White Stone by Mrs. W. B. Sanders, nee Miss Flippo, in 1888. This school continued to operate for two years when it was taken over by a Mrs. Walton and henceforth was known as the Lancaster Institute. The enrollment was small, around twenty. A tuition fee of ten dollars per month was charged for each of five months of the school session.

The Chesapeake Academy.¹³ This school gained more prominence than any other private school in the county and drew not only from Lancaster County but also from surrounding counties. The first session began in 1889-'90. However, its charter was not granted until 1897, and it closed in 1909. The control of

12. A statement to the author by Mrs. W. B. Sanders who organized the school.

13. This information was obtained from previous teachers of the Academy and students in attendance.

the academy was vested in a board of directors of ten members.

The aim of the school was definitely a dual one: (1) To prepare students to enter the senior classes of any first grade college or university or to take any professional course desired, and (2) To give a well rounded practical education.¹⁴ It is claimed that students leaving this school have graduated in two sessions from our best colleges in the state. The course of study at the Chesapeake Academy was a liberal one. It embraced many of the studies now considered at the level of work done in higher institutions of learning.

The largest enrollment of the school was during the session 1901-'02 at which time there was an enrollment of forty-seven girls and thirty-two boys.

Pauper School. Prior to the establishment of the public school system in 1870, no attempt was made for free education for those children whose parents could not afford to send them to school without the assistance of the state. From the table which appears below, it is evident that orphans and children of less fortunate parents were given a meager education at the expense of the county. The money derived for this education was provided by the Glebe Fund.

14. Catalogue of the school for the session 1898-'99.

TABLE I
 EDUCATION FOR THE POOR IN LANCASTER COUNTY PRIOR
 TO THE CIVIL WAR¹⁵

| Year | Number Common Schools in the County | Number Poor Children in the County | Number Poor Children in School | Percent Poor Children in School | Total Cost |
|------|---|--|--|---|---------------|
| 1825 | 11 | 95 | 30 | 33 | \$167.80 |
| 1845 | 11 | 120 | 89 | 74 | 181.29 |

Several significant facts are drawn from this table. First, the amount of money for education was small. Second, the per cent of children enrolled in 1825 was small. By 1845 it seems that people had taken more kindly to the idea of the so called "pauper school", as the per cent of pupils enrolled had more than doubled. It should be kept in mind that the money from the Glebe Fund could be used only for tuition and the purchase of instructional materials.

The Civil War disrupted education to such an extent that recovery was not possible until the Public School Act of 1870. After that date public schools began to operate. Provision for universal education in section 39 of the law, was as follows: "The public free school shall be free to all persons between the ages of five and twenty-one years, residing

15. Virginia School Reports 1824-1846

16. A statement to the author by Mr. V. R. Chewning, Treasurer of the Glebe Fund of Lancaster County

within the school district, provided that white and colored persons shall not be taught in the same schools, and under the same general regulations as to management, usefulness, and efficiency." ¹⁷

TABLE II
PROGRESS IN THE PUBLIC SCHOOL
SYSTEM IN LANCASTER COUNTY,
¹⁸
1870-1931

| Year | Number of Schools | | Average Number of Months Taught | Average Number of Teachers | | Average Attendance | | Percent Of School Population Enrolled | | Total Cost of Public Education |
|------|-------------------|-------|---------------------------------|----------------------------|-------|--------------------|-------|---------------------------------------|-------|--------------------------------|
| | White | Negro | | White | Negro | Wh. | Negro | Wh. | Negro | |
| 1871 | 9 | 6 | 5.33 | 13 | 6 | 198 | 204 | 48 | 33 | \$ 1,677.81 |
| 1901 | 20 | 12 | 6.33 | 24 | 12 | 408 | 443 | 54 | 40 | 7,075.80 |
| 1931 | 8 | 12 | 9.00 | 35 | 35 | 843 | 738 | 73 | 78 | 61,040.05 |

Wh. = White

From Table II it seems that public education got off to a slow start in Lancaster County in 1871. The schools were one room and the term was short--five and one-third months. There was an enrollment of about twenty pupils to each white school and thirty-eight to each negro school. Hardly more than one-third of the children in the county were enrolled in the schools. This small enrollment for the white children may be accounted for by the number of private schools being operated. Educational opportunities for the negroes were few except as provided by the slave owners. Little money was spent on education. It was not that the people opposed

17. Acts of the Assembly 1869-70, p. 413

18. Virginia School Reports, 1871, 1901, 1931

education, but they had no money available for school purposes and felt the school system should be held in abeyance until they were better prepared to appropriate the money. ¹⁹ Great gains were made in education by 1901 for both the white and the negro children. The number of schools had doubled and the school term had been increased by more than a month. The enrollment had made a great gain, having increased almost three fold in the white schools and doubled in the negro schools. To take care of this increased enrollment the teaching staff had more than doubled in the white schools and six teachers had been added for the negroes. Since there were more teachers than schools, it was apparent that some consolidation had taken place. The increase in attendance for the white children was eighteen per cent and for the negroes three per cent. Although the funds had increased more than three times, the amount spent was still small. The teaching load for the white had been raised to twenty-four and nine tenths, an increase of about five; that for the negro had remained the same.

Much progress was made in the thirty year period from 1901 to 1931 as shown in Table II. As a result of improved means of transportation, consolidation had begun in the white schools, a full nine month term was being held; and the number of white pupils had increased by forty-four per cent and that of the negro by thirty-nine per cent. To take care of this increased enrollment, the teaching staff of the white schools had been increased thirty-five per cent;

19. Virginia School Report 1871, p. 150

that of the negro, fifty-four per cent. It seems as though the negroes in this county were taking greater advantage of their educational opportunities as seventy-eight per cent were enrolled in the schools as compared to seventy-three per cent for whites. The cost of education had increased one hundred thirteen per cent.

Prior to the General Assembly of 1870, the schools were under the control of commissioners and after the Public School Act, of 1870 they were placed under boards of education and a county superintendent. The county superintendent had general supervision of the county.²⁰ It was his duty to visit the schools, question the pupils on subject matter, to meet with the school board, and to hold examinations to determine the fitness of persons for teaching positions.

Mr. Archibald T. Cralle was the first division superintendent of Lancaster County under the law of 1870. At various times he commented on the reaction of the people of Lancaster County concerning their attitude towards education. In 1871,²¹ he felt that the people were not ready for free education. However, by 1873, he stated in his report that the people had ceased to regard the law as an "odious innovation."²²

In 1905, the superintendent of Public Instruction urged the establishment of a system of "district high schools".

20. Virginia School Laws, 1882 p. 38-40

21. Virginia School Report 1871, p. 150

22. Ibid. 1873, p. 28

His idea was "to require every board of school trustees to establish in each school or magisterial district, one thoroughly equipped school for white children, to be known as the 'District High School', in which the higher branches should be taught by competent masters and which should be free to all children in the district, under the regulations prescribed by the trustees, and approved by the school superintendent and the county school board. He proposed that each county school board should authorize the establishment of one county high school at some convenient place in the county, which should be free to those pupils who had passed the requisite examination in the district high school and who could enter the regular classes in the county high schools."²³

After the Act of the Assembly in 1906 providing for the establishment of high schools, every community strove to have a high school located within its own bounds. Little thought was given to the most desirable location in so far as meeting the future educational demands was concerned. As a result six high schools were established in the county in the period between 1907 and 1928.

The people in Lancaster County were vitally interested in education as has been shown by the wide spread academy movement. Further evidence of interest in public education was shown in 1909 by a levy in the county of a twenty-five cent tax on the hundred dollars and by the same amount in each district. This was the maximum that could be laid in local levies.²⁴ Liberal contributions by private citizens for

23. Acts of the Ass mbly 1906, p. 350

24. The Virginia Journal of Education, Vol. 2, No. 9 (June 1909)

the building of schools in certain localities is still further evidence of the interest in education.

Lancaster Court House, in White Chapel District, was the first to grasp the opportunity for a high school. This school began in 1906-'07. In 1920, the school was moved to a new \$8,000 building, but was discontinued, in 1928, by consolidation with the high school at Lively. White Stone, in 1908, in White Stone District, was the second high school in the county to be organized. Irvington High School in 1909, in White Stone District, was opened but it, too, fell the victim of consolidation at White Stone in 1928. Kilmarnock, another high school in White Stone District, was started in 1910. High Schools were opened at Ottoman and at Litwalton but were consolidated in the Lively School in 1928. Thus, after bitter controversy over consolidation, some communities were deprived of local high schools.

Summary

The people of Lancaster County were educationally minded from colonial days. Education was limited, however, to the wealthy classes. During the middle of the nineteenth century the academy movement was begun and continued until the passage of the high school act of 1906.

Little opportunity for education was available for the poor and the negroes until the Public School Act of 1870.

The first free schools were poorly equipped and for the most part one-room buildings. The term was short and the enrollment small.

By 1931 many changes were evident. Consolidation had taken place in the white schools. The school term had been lengthened to nine months and the enrollment was vastly better.

CHAPTER III

THE DEVELOPMENT OF EDUCATION IN
LANCASTER COUNTY 1930-1940

The purpose of this chapter is to give a picture of the educational system of Lancaster County; the wealth of the county; and the revenue available for the schools and other governmental agencies. An effort will be made to compare this county with others to determine whether or not it is meeting its obligation in the education of its youth.

Physical Facilities

Buildings.- In 1928, a movement for consolidation was begun in the county when the high school work was discontinued at Litwalton, Lancaster Court House, and Ottoman, and a consolidated school was built at Lively. This was a brick building constructed at a cost of \$16,000. The cost was met by the school board borrowing \$12,000 from the Literary Fund¹; by contributions amounting to \$3,000 from the people of the community; and by a contribution of the remaining \$1,000 from Mrs. Alfred Dupont, a native of the county. This building proved inadequate for the educational needs of the several communities and the school board found it necessary to make repairs and additions to this building several times.² In 1930, the Kilmarnock High School was closed as a public high school by an act of the Lancaster County School Board.

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1. Lewis, Frank, Annual Report of Superintendent of Schools of Lancaster County, 1928. Unpublished Material
 2. A statement to the author by W. S. Brent, Superintendent of Lancaster County Schools

It was the intention of the school board to care for the pupils at the White Stone High School. However, the people of Kilmarnock refused to send their children to White Stone and operated the school at Kilmarnock as a private school until 1934. At that time the school board again assumed control of Kilmarnock as a public high school.

In 1940, the school board authorized the sale of bonds amounting to \$35,000, which was to be supplemented by W.P.A. funds, for the construction of a modern brick building for the Kilmarnock High School. This building, when completed, will represent an investment of \$62,500³. With the completion of this building in the fall of 1941, all of the white high schools in the county will be housed in brick buildings. Only the new building will have inside toilets. However, there is some agitation in the communities of White Stone and Lively to have the school board provide sanitation for these two buildings.

TABLE III

TOTAL NUMBER OF SCHOOLS IN LANCASTER COUNTY FOR THE PERIOD 1930-1940⁴

| Year | One-Room | | Two-Room | | Three-Room | | Other | | Total |
|------|----------|-------|----------|-------|------------|-------|-------|-------|-------|
| | White | Negro | White | Negro | White | Negro | White | Negro | |
| 1930 | 1 | 5 | 1 | 6 | 3 | 1 | 3 | 2 | 22 |
| 1935 | 0 | 5 | 2 | 4 | 1 | 2 | 4 | 1 | 19 |
| 1940 | 0 | 1 | 1 | 3 | 2 | 3 | 3 | 1 | 14 |

3. A Statement to the author by W. S. Brent, Superintendent of Schools of Lancaster County

4. Brent, W. S., Annual Report of Superintendent of Lancaster County 1930-1940, Unpublished Material

In 1930, as is seen from Table III, of the eight schools only one was a one-room school, which indicates consolidation. This reference is made to the white schools. In 1940, the total number of schools had been reduced to six; the one-room school had been discontinued; there was one two-room school; and two three-room schools; and three other schools, which were high schools, to which the greater proportion of students are transported by buses.

As for the negro schools, it is to be noted that in 1930 there was a total of fourteen. Of this number five were one-room and six, two-room. By 1940, the one-room schools had been reduced to one and the two-room schools to three. There was a total number of eight schools rather than fourteen as in 1930. In addition to this consolidation movement, it is worthy of note that the value of school property had steadily increased. The following table is presented to show this increase.

TABLE IV

TOTAL VALUE OF SCHOOL PROPERTY IN LANCASTER COUNTY
FOR PERIOD 1930-1940⁵

| Year | White | Negro | Total |
|------|-----------|-----------|-----------|
| 1930 | \$ 80,250 | \$ 19,150 | \$ 99,400 |
| 1935 | 90,750 | 29,750 | 120,500 |
| 1940 | 160,000 | 56,000 | 216,000 |

5. Brent, op.cit.

The value of the white school property has increased fifty per cent, and that of the negro, thirty-four per cent, a total increase of forty-six per cent.

This increase in the value of school property may be accounted for in the following ways: purchase of additional lands for schools already constructed and those to be constructed; repairs to buildings; purchase of equipment and supplies; building and equipping two agriculture buildings and two home economics cottages (one of each being brick); the construction of four negro school buildings, three of which are brick. Of these negro schools built, one is a two-room frame building, the other three are brick, two with three rooms and an auditorium and one of four rooms and an auditorium.

To summarize briefly the building program with the completion of the Kilmarnock High School, there are, for the white: three high schools and three elementary schools, all of brick with the exception of one elementary school which is to be discontinued this year (1940); and for the negro: one frame high school building, four frame elementary, and three brick elementary buildings.

Lancaster has gone a long way in her building program of schools as is testified by the fact that in 1870 she had seventeen schools listed as: eight log, eight frame, and one brick.

Equipment. - School board members and school officials recognize

the necessity of appropriate equipment in the achievement of objectives for the instructional program. Many additions and changes in types of equipment have been made in recent years. In a great many instances the conventional desk has been replaced by the table and chair. Maps, victrolas, radios, curtains, moving picture projectors, are to be listed as other equipment added. The library has been given special attention. All of the schools are urged to purchase as many books as possible yearly. The shop buildings contain many types of electrical machinery as well as hand operated tools. Home economics cottages are furnished in quite good taste with modern, durable, but attractive furniture and are complete with modern conveniences.

Two of the white schools in the county offer commercial work. One of these schools owns nineteen typewriters and the other ten.

Probably the greatest improvement in equipment is to be noted in the libraries. The table below will show this growth.

TABLE V
NUMBER OF VOLUMES IN PUBLIC SCHOOL LIBRARIES
IN LANCASTER COUNTY⁶

| Year | White | Negro | Total |
|------|-------|-------|-------|
| 1930 | 3,500 | 500 | 4,000 |
| 1935 | 5,100 | 1,250 | 6,350 |
| 1940 | 6,387 | 2,597 | 8,984 |

In addition to the books to be found in their own libraries, the schools have access to the Regional Library at Tappanhanock. This library is a project of the federal government

6. Brent, op cit.

established in coordination with ten local school boards of the counties in this area. Books are brought and called for each month, and the number of books a school may get depends upon the size of the school. Each of the high schools gets about seventy-five books per month through this medium. This regional library now has approximately 20,000 volumes, and should the project be discontinued the books will become the property of the local schools.

Transportation. - When the first high schools began in the county, private individuals furnished transportation for their children. In some cases individuals furnished transportation facilities for the children of their neighborhood for a nominal charge, and in other cases parents arranged among themselves for the transportation of their children. One child provided the means one day; another, the next, and so on. The first transportation system was horse-drawn. Boarding of children in communities where the high schools were located was a common occurrence.

Table VI has been prepared to show the number of buses operated from 1930 to 1940, the number of children transported and the cost of this transportation during the same period of time.

TABLE VI
TRANSPORTATION, ELEMENTARY AND HIGH SCHOOL PUPILS
IN LANCASTER COUNTY⁷

| Year | Number of Buses | | Number Transported | | Cost |
|------|-----------------|-------|--------------------|-------|------------|
| | White | Negro | White | Negro | |
| 1930 | 12 | 0 | 423 | 0 | \$4,475.00 |
| 1935 | 12 | 0 | 793 | 0 | 6,371.00 |
| 1940 | 11 | 2 | 610 | 175 | 8,776.00 |

Prior to 1930, the elementary children were required to bear a part of the expense of transportation. In 1931, free transportation was furnished for elementary students. It was not until 1937, however, that free transportation was given to high school pupils. Prior to this time each student paid twenty-five cents per week for transportation.

The negroes had to provide their own transportation until the session of 1936-1937 at which time the county put on two buses. It was essential that negroes be provided with transportation, especially the high school students, since the one negro high school is located at the extreme end of the county. Then, too, much consolidation has taken place within the elementary schools which necessitate transportation facilities. In the year that free transportation was given the negroes, their high school enrollment increased from eighty-four to one hundred six, indicating that a great many children had been deprived of high school work because of their inability to get to school.

⁷. Brent, op. cit.

Because of the capital outlay involved the school board has not approved the idea of owning and operating its own buses but prefers to contract with private individuals for the transportation of children. There are only two county owned buses, one for the white and one for the negro children.

School Grounds. - Seemingly, much pride is taken by the patrons in the communities where schools are located to see that the grounds are beautified and kept in a good state of repair. Almost without exception, the appearance of the schools has been improved by the planting of shrubs and flowers, and in one case a hedge. It is, therefore, with a great deal of enthusiasm that the people of the county show their schools to 'outsiders' as evidence of the up-to-dateness of the county's school system.

Teaching Staff

Certification of Teachers. - The State Board of Education sets forth certain requirements which must be met before a teacher may be employed in the State of Virginia. Needless to say the local board sees that these requirements are fulfilled before teachers are hired. The latest state requirement is that after 1942 all beginning teachers must hold a degree from a standard college.

The new requirements for teachers have been directly reflected in the teaching profession in Lancaster County.

Previously girls had attended college or normal school for one year then returned to their home communities to make teaching their profession. Teachers are required to attend summer school at regular intervals. The old method of renewing certificates by the State Reading Course is almost a thing of the past. Teaching practices have been greatly improved by those teachers attending summer school, and in a number of cases teachers have been stimulated to obtain degrees.

TABLE VII
PROFESSIONAL CERTIFICATES HELD BY TEACHERS IN
LANCASTER COUNTY SCHOOLS 1930-1940⁸

| Year | <u>Collegiate Professional</u> | | | <u>Collegiate</u> | | | <u>Normal Professional</u> | | | <u>Others</u> | | |
|------|--------------------------------|----|-------|-------------------|----|-------|----------------------------|----|-------|---------------|----|-------|
| | W. | N. | Total | W. | N. | Total | W. | N. | Total | W. | N. | Total |
| 1930 | 5 | 1 | 4 | 4 | 0 | 4 | 11 | 4 | 15 | 16 | 28 | 44 |
| 1935 | 15 | 7 | 22 | 5 | 2 | 7 | 14 | 9 | 23 | 1 | 8 | 9 |
| 1940 | 23 | 7 | 30 | 0 | 0 | 0 | 14 | 14 | 28 | 0 | 3 | 3 |

W=White

N=Negro

From Table VII, it is to be seen that the certificates of teachers have been greatly improved during the period from 1930 to 1940. In 1930, the majority of white teachers held Normal Professional or some other type of certificate, usually in the form of Special Certificate. The picture of the negro teachers was vastly worse. The majority held some form of permit. By 1940, the white teachers held either Collegiate Professional or Normal Professional Certificates, the majority

⁸ Brent, op. cit.

being Collegiate Professional. The negro teachers, too, had improved their status. Most of them held Normal Professional and Collegiate Professional Certificates.

Today, all of the high school teachers hold degrees, and the white principals have done work leading to a master's degree.

Teacher Turn-over. - The rapid turn-over of teachers, together with the number of inexperienced teachers employed, constitutes one of the greatest administrative problems in the county. This may be accounted for in a number of ways, namely: Married teachers are not employed, with the exception of the negro teachers; salaries are low and after a few years of experience teachers move into a better paying system. This leaves, for the greater part, teachers of little experience. Table VIII has been prepared to give a vivid picture of the teaching experience of teachers.

TABLE VIII
 NUMBER OF YEARS EXPERIENCE OF TEACHERS IN LANCASTER COUNTY,
 1930-1940⁹

| Year | No Experience | | One Year | | Two Years | | Three Years | | More Than Three Years | |
|------|---------------|----|----------|----|-----------|----|-------------|----|-----------------------|----|
| | W. | N. | W. | N. | W. | N. | W. | N. | W. | N. |
| 1930 | 5 | 0 | 5 | 3 | 6 | 3 | 4 | 3 | 16 | 19 |
| 1931 | 4 | 4 | 4 | 0 | 4 | 0 | 3 | 1 | 19 | 24 |
| 1932 | 2 | 2 | 5 | 5 | 3 | 1 | 2 | 0 | 20 | 19 |
| 1933 | 1 | 1 | 4 | 3 | 5 | 4 | 3 | 1 | 19 | 19 |
| 1934 | 2 | 2 | 4 | 2 | 5 | 3 | 3 | 3 | 22 | 18 |
| 1935 | 5 | 5 | 1 | 2 | 4 | 1 | 5 | 2 | 20 | 16 |
| 1936 | 4 | 5 | 5 | 3 | 1 | 0 | 4 | 1 | 21 | 18 |
| 1937 | 5 | 2 | 2 | 4 | 4 | 2 | 2 | 0 | 22 | 18 |
| 1938 | 2 | 1 | 5 | 2 | 4 | 4 | 5 | 1 | 20 | 17 |
| 1939 | 6 | 3 | 2 | 0 | 3 | 3 | 3 | 3 | 22 | 18 |
| 1940 | 6 | 1 | 4 | 1 | 2 | 0 | 6 | 3 | 19 | 19 |

An analysis of this table shows that eleven and two tenths per cent of teachers, have no experience, ten and nine tenths per cent have one year of experience. Forty one per cent of the teachers have three years or less of teaching experience. Eight and three tenths per cent of the negro teachers have no experience and eight and three tenths per cent have one year. Thirty per cent of the negro teachers have three years or less experience. For the system as a whole,

9. Brent, op. cit.

both the white and the negro, sixty five per cent of the teachers are experienced; that is, have taught more than three years.

During the depression years fewer new teachers were brought into the system than at other times. As employment conditions improved, the number of new teachers increased which is attributed to the fact that the experienced teachers left the county for more lucrative positions. According to Superintendent Brent,¹⁰ the turn-over of teachers for the session 1941-1942 will be large.

School Census Data

Enrollment. - The following table presents a concrete example of what has happened to the enrollment in Lancaster County from 1930 to 1940.

10. A statement to the author by W. S. Brent Superintendent of Lancaster County Schools

TABLE IX
 ELEMENTARY AND HIGH SCHOOL ENROLLMENT
 IN LANCASTER COUNTY FROM 1930 to 1940¹¹

| Year | Elementary | | High | | Total |
|------|------------|-------|-------|-------|-------|
| | White | Negro | White | Negro | |
| 1930 | 837 | 885 | 239 | 74 | 2035 |
| 1931 | 864 | 856 | 142* | 70 | 2003 |
| 1932 | 915 | 913 | 154 | 65 | 2047 |
| 1933 | 921 | 982 | 172 | 76 | 2151 |
| 1934 | 907 | 943 | 198 | 83 | 2131 |
| 1935 | 898 | 881 | 295* | 84 | 2158 |
| 1936 | 859 | 811 | 303 | 106* | 2079 |
| 1937 | 819 | 780 | 318 | 117 | 2034 |
| 1938 | 762 | 725 | 312 | 121 | 1920 |
| 1939 | 720 | 687 | 302 | 116 | 1825 |
| 1940 | 689 | 647 | 318 | 121 | 1775 |

The total enrollment of pupils, both white and negro, in 1930, was 2,035 and, in 1940, 1775. It will be noted that

11. Brent, W. S., Annual Report of Superintendent of Schools of Lancaster County, 1930-1940, Unpublished Material

* The fact that Kilmarnock was run as a private school from 1931 to 1935 no doubt accounts for the small enrollment of the high school during those years. Free transportation which was given for the first time accounts for the increased negro high school enrollment in that year.

the enrollment in 1940 was smaller than that in 1930 by two hundred fifty-seven, a decrease of fourteen per cent.

The high school enrollment has shown an increase in the same period of twenty-five per cent and thirty-nine per cent for the white and negroes respectively while the elementary enrollment has decreased by eighteen per cent for the white and twenty-seven per cent for the negro. This condition is not confined to Lancaster County but is nation wide. However, the decrease in enrollment is greater in Lancaster County than in the United States as a whole. School authorities should investigate to see if this decrease is due to the holding power of the school or some influence over which the school has no control. As has been stated, the high school enrollment has shown a small increase from year to year, but the total high school enrollment will ultimately remain stable as elementary enrollments decline and promotions approximates one hundred per cent. The only way that it can be increased is to offer more attractive courses to hold those who drop out of school. The decreasing elementary enrollment has necessitated wide spread consolidation measures in the elementary schools. Before many years the same factor will force high school consolidation.

It will be noted that the enrollment in the elementary grades for the negroes was about equal or exceeded slightly that of the white enrollment until 1935 after which time the white schools took the lead and have not been surpassed since. The peak of the enrollment was in 1935 when there were 2,158

students enrolled. From that time until 1940 the enrollment decreased by 383. The greatest loss in any given year was in 1939 with nine per cent loss over the previous year's enrollment.

TABLE X
ENROLLMENT, ATTENDANCE, AND PER CENT OF ATTENDANCE
IN LANCASTER COUNTY FROM 1930 - 1940 ¹²

| Year | Enrollment | | | Average Daily Attendance | | | Per Cent Attendance | | |
|------|------------|------|-------|--------------------------|-----|-------|---------------------|----|-------|
| | Wh. | N. | Total | Wh. | N. | Total | Wh. | N. | Total |
| 1930 | 1076 | 959 | 2035 | 898 | 694 | 1592 | 83 | 73 | 78.0 |
| 1931 | 1005 | 998 | 2003 | 845 | 738 | 1681 | 83 | 74 | 78.5 |
| 1932 | 1069 | 978 | 2047 | 912 | 747 | 1659 | 85 | 77 | 81.0 |
| 1933 | 1093 | 1058 | 2151 | 943 | 751 | 1694 | 86 | 71 | 78.5 |
| 1934 | 1105 | 1026 | 2131 | 949 | 785 | 1734 | 85 | 78 | 81.5 |
| 1935 | 1193 | 965 | 2158 | 998 | 762 | 1760 | 83 | 80 | 81.5 |
| 1936 | 1162 | 917 | 2079 | 992 | 730 | 1722 | 85 | 83 | 84.0 |
| 1937 | 1137 | 897 | 2034 | 978 | 724 | 1702 | 86 | 81 | 83.5 |
| 1938 | 1074 | 846 | 1920 | 958 | 722 | 1680 | 89 | 85 | 87.0 |
| 1939 | 1022 | 803 | 1825 | 918 | 730 | 1648 | 90 | 93 | 91.5 |
| 1940 | 994 | 784 | 1775 | 885 | 722 | 1607 | 93 | 91 | 92.0 |

Wh. = White

N. = Negro

From Table X it is seen that the peak of enrollment for the white children was reached in 1935 and has been gradually decreasing to the present time. The top for the negroes was reached in 1933 and its decrease has been very great to the

12. Brent, op. cit.

present. The increase in the average daily attendance for the negroes was greater, since the gain was from seventy-three per cent in 1930 to ninety-one per cent in 1940.

Although the enrollment has decreased greatly since 1930 to the present time, the percentage of average daily attendance is vastly better. With an enrollment of two hundred and sixty more in 1930 than in 1940, the average daily attendance was actually greater by fifteen in 1940 than 1930.

The ability of the school to hold its personnel is shown by the comparison of pupils entering the first grade and the per cent graduating from high school. This comparison has been made in Table XI.

TABLE XI

A COMPARISON OF PUPILS ENTERING THE FIRST GRADE AND
GRADUATES OF HIGH SCHOOLS IN LANCASTER COUNTY
1930-1940¹³

| Year | Pupils Entering First Grade | | High School Graduates | | Per cent of Pupils Leaving School Through Graduation | |
|------|--------------------------------|-------|--------------------------|-------|---|-------|
| | White | Negro | White | Negro | White | Negro |
| 1930 | 147 | 264 | 41 | 13 | 27.9 | 4.9 |
| 1931 | 155 | 292 | 22* | 10 | 14.2 | 3.5 |
| 1932 | 185 | 294 | 26 | 11 | 14.0 | 3.8 |
| 1933 | 175 | 329 | 31 | 9 | 17.7 | 2.7 |
| 1934 | 176 | 320 | 33* | 15 | 18.7 | 4.7 |
| 1935 | 171 | 269 | 50 | 12 | 29.2 | 4.5 |
| 1936 | 154 | 218 | 57 | 18 | 37.0 | 8.2 |
| 1937 | 157 | 231 | 58 | 15 | 38.9 | 6.5 |
| 1938 | 116 | 197 | 60 | 20 | 51.7 | 10.1 |
| 1939 | 81 | 225 | 60 | 27 | 74.9 | 14.0 |
| 1940 | 107 | 169 | 60 | 29 | 56.0 | 17.1 |

*Kilmarnock operated as a private school

13. Brent, op.cit.

From this table it is seen that the number of pupils entering the first grade has been decreasing while the number of graduates has been increasing. It looks as though the high point of the white graduates has been reached unless the holding power of the high school can be increased. While these data are encouraging because a larger per cent graduate from high school, it is nevertheless true that the per cent graduating is less than for the nation. The school system should ascertain what happens to the forty-four per cent of the white students and the eighty-three per cent of the negro students who do not graduate.

Retardation. To clarify our thinking as to retardation this explanation is given, as the author will refer to retardation often. Retardation may refer to a condition of being over age in comparison with other pupils in the grade. It may be caused by late entrance or failure. A student is usually not considered retarded unless he is two years older than the average for his group. Retardation in this study refers, however, to the students who are held in the grade a second year because of failure to meet standards of promotion to the next grade.

Probably one of the darkest phases of the educational system in Lancaster County in 1930 was that of retardation. This was not the case of this county alone but that of the state as a whole, as is proved by studies made by the rural elementary supervisors. In 1936, the supervisors, in cooperation with the State Board of Education, set out to rectify this problem. Studies of retardation in the fifth, sixth, and seventh grades in fifty-

eight school divisions¹⁴ in Virginia in 1937-1938 showed that 4,228 pupils failed that year in the three grades. Fifty-six per cent of them failed arithmetic; forty-nine per cent, language; forty-nine per cent, geography; and fifty-two per cent, history. Sixty-six per cent of those who failed in the seventh grade were retained because they were not ready for high school. These studies showed, too, that children did not make greater progress after retardation and that they often dropped out of school.

TABLE XII

NUMBER OF WHITE PUPILS RETARDED¹⁵
IN LANCASTER COUNTY, 1930 - 1940

| Year | Grades | | | | | | | | | | |
|------|--------|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1930 | 21 | 21 | 28 | 12 | 20 | 6 | 10 | 24 | 10 | 11 | 1 |
| 1931 | 34 | 11 | 16 | 13 | 26 | 18 | 7 | 2 | 7 | 3 | 0 |
| 1932 | 38 | 13 | 21 | 22 | 31 | 18 | 9 | 10 | 9 | 4 | 0 |
| 1933 | 55 | 18 | 21 | 13 | 23 | 4 | 2 | 7 | 9 | 4 | 0 |
| 1934 | 42 | 9 | 6 | 1 | 5 | 2 | 2 | 6 | 4 | 2 | 0 |
| 1935 | 46 | 12 | 5 | 4 | 2 | 2 | 1 | 10 | 5 | 4 | 1 |
| 1936 | 36 | 19 | 10 | 12 | 4 | 1 | 2 | 14 | 4 | 2 | 0 |
| 1937 | 20 | 5 | 10 | 10 | 1 | 5 | 3 | 12 | 5 | 4 | 5 |
| 1938 | 2 | 2 | 2 | 0 | 2 | 4 | 0 | 8 | 4 | 8 | 3 |
| 1939 | 2 | 2 | 2 | 0 | 2 | 4 | 0 | 8 | 4 | 9 | 3 |
| 1940 | 5 | 4 | 7 | 2 | 3 | 0 | 1 | 4 | 9 | 5 | 0 |

14. Brent, W. S., A Study of Education in Northumberland County 1930-1939, College of William and Mary, Williamsburg, Virginia, Unpublished Master's Thesis, p. 41-2
15. Brent, W. S., Annual Report Superintendent of Schools of Lancaster County, 1930-1940, Unpublished Material

TABLE XIII
 NUMBER OF NEGRO STUDENTS RETARDED
 IN LANCASTER COUNTY, 1930 - 1940¹⁶

| Year | Grades | | | | | | | | | | |
|------|--------|-----|----|-----|----|----|----|---|---|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1930 | 174 | 113 | 96 | 104 | 79 | 41 | 20 | 3 | 4 | 0 | 0 |
| 1931 | 106 | 36 | 24 | 26 | 15 | 18 | 8 | 4 | 2 | 2 | 1 |
| 1932 | 121 | 37 | 43 | 45 | 21 | 18 | 18 | 4 | 1 | 4 | 0 |
| 1933 | 108 | 42 | 38 | 17 | 18 | 16 | 7 | 6 | 3 | 1 | 1 |
| 1934 | 96 | 40 | 36 | 16 | 13 | 7 | 7 | 1 | 0 | 0 | 0 |
| 1935 | 59 | 16 | 38 | 17 | 16 | 7 | 6 | 1 | 0 | 0 | 0 |
| 1936 | 46 | 24 | 30 | 19 | 7 | 8 | 2 | 3 | 0 | 0 | 0 |
| 1937 | 49 | 29 | 19 | 12 | 15 | 6 | 3 | 0 | 2 | 0 | 0 |
| 1938 | 44 | 17 | 11 | 15 | 7 | 4 | 6 | 2 | 0 | 0 | 0 |
| 1939 | 20 | 12 | 9 | 11 | 5 | 4 | 6 | 1 | 1 | 0 | 0 |
| 1940 | 19 | 8 | 10 | 8 | 5 | 8 | 5 | 3 | 4 | 2 | 3 |

16. Brent, op. cit.

In this study of retardation it will be seen that much has been done in Lancaster County to eliminate the failure of students. It will be further noted that the greatest advancement has been made in the elementary work. However, secondary work is fast following this movement in reducing the number of pupils retarded. With the exception of 1930, the relative number of retardations for the high school has been smaller proportionally until 1938 at which time the high school surpassed the elementary.

For the white schools retardation reached the peak in 1932 when sixteen per cent of the elementary students were retained or, 154 students of an enrollment. Retardation in the first grade was great (as will be noted from Table XII) until 1937-1938 when the administration and teachers adopted the policy of promotion if any growth had been evident, provided sufficient effort had been put forth by the student. The great number of retardations prior to this time may be accounted for by the fact that students were promoted if they could read and retained if they could not. The same was true with the second grade. Retardation of the grade children has dropped from sixteen per cent, in 1930, to less than two per cent, in 1940.

The greatest per cent of retardations took place in the high schools in 1930 when forty six were retarded which was seventeen per cent of those enrolled in high school. A drastic reduction was evident the next year with eight per cent. It was not until 1938, that the retardation of the grades

became less than that of the high school and from that date to the present the failures in the high school have exceeded that of the grades.

In 1938 the principals of Tidewater Virginia at a conference at William and Mary College made a study of failures and went on record as favoring one hundred per cent promotions. Although Lancaster County has not adopted this policy in full, it has been moving in this direction during the past eleven years.

Referring to Table XII again, it is evident that retardation is low in the fifth, the sixth, and the seventh grades, a big increase occurs in the eighth grade and then levels out until the eleventh grade with practically no failures. This is accounted for by the fact that a gradual process of elimination goes on prior to the eleventh grade. This is true for both the white and the negro schools.

It may be seen that the retardation for the negroes was especially high during the period from 1930 to 1934 inclusive. A gradual reduction has taken place to the present time, although it is still too high. Retardation of the children in the grades has been a great deal higher for the negroes than for the whites. However, it is interesting to note that the retardation of the high school has been much larger for the whites than the negroes.

TABLE XIV

PER CENT OF PUPILS RETAINED IN LANCASTER

COUNTY SCHOOLS, 1930 - 1940¹⁷

| Year | White | | Negro | |
|------|-------------------|-------------|-------------------|-------------|
| | Elementary School | High School | Elementary School | High School |
| 1930 | 14.5 | 19.2 | 70.8 | 9.4 |
| 1935 | 8.0 | 6.7 | 18.0 | 8.3 |
| 1940 | 1.7 | 7.6 | 10.1 | 1.8 |

This table is interesting from several standpoints, namely: a decrease is shown in elementary white retentions of twelve and eight tenths per cent, in negro, sixty and seven tenths per cent; in high school, white, a decrease of eleven and six tenths per cent, and in negro, seven and six tenths per cent. If retardation were the sign of weakness in a school system, the negroes were at a low level in 1930.

In 1930 written examinations were given in grades three to seven inclusive and children were required to make a grade of 75 per cent on English and arithmetic in order to be passed on to the next grade. In 1935, final examinations were abolished in the elementary grades. The method of grading was changed from the traditional grades of A, B, etc. to a two step scale of satisfactory and unsatisfactory. Citizenship grades, unknown in 1930, today constitute one of the most important

¹⁷. Brent, op. cit.

phrases of the pupils report. These grades consist of reporting on the progress of the student along the following lines: initiative, cooperation, respect for the rights of others, attitude towards work, teacher-pupil relationship, etc. Rather than reporting the progress of pupils monthly, six week periods are used.

Examinations are still given in the high school. However, less stress is placed upon promotion of pupils on the basis of examinations as in the past. Much more effort has been made toward meeting the individual need of the pupils in the elementary work than in the high school. Formal instruction to a large extent is still found in high school work. Retardation in high school may be partially explained by the fact that pupils have little choice of subjects and are unsuited. Much wider choice of subject matter is given today than in 1930. The negro school offers agriculture and shop for the boys; one of the white schools offers home economics, agriculture, shop, and commercial work; another, agriculture, home economics, and shop; the third, commercial.

Pupil Withdrawal.- Another major problem of the educational system in Lancaster County and one closely allied to retardation is that of pupil withdrawal. As with retardation, the greatest number of pupil withdrawals is to be found in the negro schools. The number of pupil withdrawals is highest for both the white and negroes in the first grade. It will,

also, be remembered that the per cent of retardation was the highest for this grade.

The causes of withdrawal from school are numerous. Failing in school work results in loss of interest; for economic reasons, children may go to work because parents are unable to properly feed and clothe them; sickness; failure of the schools to meet the needs of the students; lack of encouragement at home; and the desire to earn money. To this list should be added poor guidance programs in the schools.

TABLE XV
NUMBER OF WHITE PUPILS WHO WITHDREW FROM LANCASTER
COUNTY SCHOOLS AND GRADE STATUS AT TIME OF WITHDRAWAL
FOR THE PERIOD, 1930-1939¹⁸

| Year | Grades | | | | | | | | | | |
|------|--------|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1930 | 42 | 21 | 18 | 18 | 20 | 18 | 11 | 16 | 5 | 6 | 1 |
| 1931 | 28 | 24 | 15 | 8 | 7 | 6 | 6 | 4 | 4 | 0 | 1 |
| 1932 | 26 | 8 | 8 | 11 | 5 | 10 | 4 | 5 | 1 | 4 | 0 |
| 1933 | 21 | 9 | 14 | 8 | 9 | 8 | 8 | 6 | 1 | 1 | 0 |
| 1934 | 18 | 6 | 9 | 8 | 15 | 5 | 7 | 5 | 2 | 1 | 1 |
| 1935 | 21 | 4 | 9 | 9 | 5 | 10 | 9 | 10 | 10 | 4 | 0 |
| 1936 | 19 | 13 | 5 | 9 | 10 | 7 | 11 | 14 | 6 | 2 | 2 |
| 1937 | 25 | 9 | 7 | 6 | 10 | 7 | 11 | 14 | 6 | 2 | 2 |
| 1938 | 7 | 2 | 2 | 3 | 5 | 4 | 3 | 10 | 3 | 3 | 1 |

18. Brent, op. cit.

TABLE XVI

NUMBER OF NEGRO PUPILS WHO WITHDREW FROM LANCASTER COUNTY SCHOOLS AND GRADE STATUS AT THE TIME OF WITHDRAWAL FOR THE PERIOD 1930-1939¹⁹

6

| Year | Grades | | | | | | | | | | |
|------|--------|----|----|----|----|----|----|---|---|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1930 | 34 | 7 | 5 | 11 | 5 | 7 | 8 | 6 | 2 | 1 | 1 |
| 1931 | 46 | 16 | 12 | 19 | 17 | 12 | 10 | 2 | 1 | 5 | 4 |
| 1932 | 28 | 13 | 8 | 16 | 7 | 10 | 4 | 2 | 2 | 3 | 1 |
| 1933 | 69 | 31 | 26 | 21 | 20 | 22 | 14 | 5 | 2 | 1 | 1 |
| 1934 | 58 | 20 | 20 | 20 | 21 | 13 | 7 | 6 | 1 | 0 | 0 |
| 1935 | 72 | 14 | 20 | 14 | 12 | 10 | 8 | 6 | 4 | 0 | 1 |
| 1936 | 46 | 14 | 20 | 13 | 16 | 16 | 10 | 5 | 3 | 1 | 1 |
| 1937 | 52 | 14 | 20 | 14 | 12 | 10 | 8 | 6 | 4 | 0 | 1 |
| 1938 | 27 | 14 | 12 | 9 | 4 | 2 | 5 | 5 | 2 | 1 | 0 |

From the table on withdrawals it is seen that a decided downward trend took place in 1938 for both the white and negro. This may be attributed to the fact that for this year the promotions were higher than at any other time.

19. Brent, op, cit.

TABLE XVII
PER CENT OF WHITE AND NEGRO PUPILS WITHDRAWING
FROM LANCASTER COUNTY PUBLIC SCHOOLS, 1930-1938²⁰

| Year | White | | Negro | |
|-------|------------|-------------|------------|-------------|
| | Elementary | High School | Elementary | High School |
| 1930 | 17.7 | 11.3 | 8.7 | 13.5 |
| 1934 | 7.5 | 4.6 | 15.8 | 9.5 |
| 1938* | 3.6 | 5.4 | 10.0 | 6.6 |

* The annual report of superintendents does not show the number of drop-outs after 1938.

High School Graduates. Data for pupils graduating from high school is presented in Table XVIII.

TABLE XVIII
TOTAL NUMBER OF GRADUATES IN LANCASTER
COUNTY 1930-1940²¹

| Year | Enrollment | | Graduates | | Per Cent | |
|------|------------|-------|-----------|-------|----------|-------|
| | White | Negro | White | Negro | White | Negro |
| 1930 | 239 | 74 | 41 | 13 | 16.7 | 17.5 |
| 1931 | 142 | 70 | 22 | 15 | 15.5 | 21.4 |
| 1932 | 154 | 65 | 26 | 11 | 16.8 | 16.9 |
| 1933 | 172 | 76 | 31 | 11 | 18.0 | 14.4 |
| 1934 | 198 | 93 | 33 | 15 | 16.9 | 18.0 |
| 1935 | 295 | 84 | 49 | 12 | 16.6 | 14.3 |
| 1936 | 303 | 106 | 57 | 18 | 18.8 | 17.0 |
| 1937 | 318 | 117 | 58 | 15 | 18.2 | 12.9 |
| 1938 | 312 | 121 | 60 | 20 | 19.2 | 16.5 |
| 1939 | 302 | 116 | 87 | 27 | 28.8 | 23.3 |
| 1940 | 318 | 121 | 60 | 29 | 18.8 | 23.9 |

20. Brent, op. cit.

21. Brent, op. cit.

During the eleven year period from 1930 to 1940 inclusive the number of graduates for both the white and the negro schools was more than doubled. As will be seen from Table XVIII, the number of white graduates dropped in the years from 1931 to 1934. This was due to the Kilmarnock school being run as a private school during those four years.

Follow-up studies of the graduates of the high schools of Lancaster County have not been made in all of the schools. However, such a study was made of the graduates of White Stone from 1930 to 1940. An analysis of the results shows: that of the total number of students graduating from the White Stone High School, twenty-six and six tenths per cent then attended institutions of higher learning. Those institutions of higher learning included not only colleges, but also business, nursing, and vocational schools. However, of the graduates of the White Stone High School during this stated period entering institutions of higher learning, only six and seven tenths per cent were graduated. While specific data is not available for all of the high school graduates of Lancaster County, it is felt that the graduates of White Stone High School are representative of the group.

In order to obtain information concerning those students who attended institutions of higher learning a letter was sent to each institution requesting a record of the work of each student during the period of attendance in the institution. The letter which appears is a copy of that sent to each institution attended by a graduate.

White Stone, Virginia
Date

Registrar:

We are making a survey of the graduates of this high school in an effort to determine the success our graduates have made at institutions of higher learning.

We find that the following graduates from this school have attended or are now attending your school:

| Name of student | Address | Graduated |
|-----------------|-------------|-----------|
| John Doe | White Stone | 1932 |

I would appreciate it if you would furnish me with the following information: If graduated, the scholastic standing, participation in student activities, general morale of student. If not graduated, the reason, financial, or otherwise.

Thanking you for this information, I am

Yours very truly,

J. J. Booker, Jr., Prin.
White Stone High School

Administration

The line and staff policy of administrative organization is followed in Lancaster County. The superintendent of schools is elected by the county school board. The four members of the school board are appointed by the electoral board for a term of four years. The electoral board is appointed by the judge. The judge is appointed by the legislature, which is in turn elected by the people. The line of responsibility between people and school board is rather devious and indirect.

It is a situation which permits the needs of the schools to be ignored for some time before public opinion can be effectively expressed through its power in elections. While the expressed opinion of the public concerning education could be ignored by this method of appointment, there is no accumulation of evidence to show that this has been done in Lancaster County.

The major duties of the school board are: appointing teachers recommended by the superintendent; making out the school budget with the assistance of the superintendent; approving expenditures; awarding contracts for transportation; and locating and constructing new buildings. The general policies of the school system are formulated by the school board and superintendent at their monthly meeting.

The financial affairs of the county have been handled in a very efficient manner. It has been the policy of the Board of Education to give an efficient school system within the limitation of money available to run the schools. The financial policy is demonstrated in the provisions for school buildings and reduction of the debt as shown in Table XIX.

TABLE XIX

SCHOOL INDEBTEDNESS AND AMOUNT OF MONEY
SPENT FOR NEW BUILDINGS IN LANCASTER
1931 to 1940²²

| Year | Total School Debt | Amount For New Buildings |
|------|-------------------|--------------------------|
| 1931 | \$25,564 | \$ 544 |
| 1932 | 20,798 | 500 |
| 1933 | 14,598 | 300 |
| 1934 | 12,399 | 3,734 |
| 1935 | 10,199 | 11,698 |
| 1936 | 10,600 | 3,646 |
| 1937 | 8,399 | 4,000 |
| 1938 | 11,267 | 3,366 |
| 1939 | 17,154 | 7,533 |
| 1940 | 20,080 | 3,450 |

In 1930 the Board of Education decided to economize by consolidation of high schools at White Stone and Lively, eliminating the high school at Kilmarnock. The elementary department was to be continued at Kilmarnock, however. The two high schools existing in the county would serve the needs of the population and at the same time give a more economical and efficient school system. The policy was reversed in 1940 and a new building for the high school at Kilmarnock was authorized, which costs the county more money in interest and principal. The county is thus deprived of funds for improved equipment and instructional services.

²² Brent, op.cit.

Community Relations

The communities of Lancaster have been, and still are, vastly interested in the welfare of the schools. When the schools were built in the county, without exception, the people of the communities gave financial support through personal contributions ranging as high as two hundred dollars. Entertainments, suppers, and the like were also used as sources for obtaining money. In some instances, more than a third of the cost of the building was borne by the local people in this manner.

Each community in which a school is located has a Parent-Teachers Association. These associations have met the requirements set forth by the Parent-Teachers Association headquarters for a banner county, from year to year. Today the Parent-Teacher Association's chief interest resolves itself around health, caring for indigent children, beautification of the school grounds, sponsoring lunch rooms, and providing equipment. Little interest has been shown by the patrons in the recent study groups advocated by the state department for considering improvements in the quality of instruction. They assume that it is their duty to help the school in financial matters, and the more tangible things, but it is not their duty to discuss community problems and their educational implications for the school.

The schools are the center of interest of the communities. Any function sponsored by the school, for the most part, is given the whole hearted support of the people. The vocational work at White Stone and the new building now in the process of

completion at Kilmarnock are the results of agitation of the people.

Educational Program

Changes in Curriculum Offering. The curriculum for both the elementary and the secondary school has witnessed many changes since 1930. At that time not only was the curriculum limited, but the work was most formal. Grading was rigid, as may be seen from Tables XII and XIII, and the retardation was high. The effect of retardation on the attitudes of children was hardly considered.

In the first and second grades the three "R's" and spelling were taught. To these four subjects, geography and language were added in the third grade. The fourth saw the addition of history and, the fifth, hygiene. All of these subjects were taught in the sixth and seventh grades.

The State Board of Education realized the inadequacy of such a program and set out to remedy the situation in 1931. Today, as a result of study on the part of administrators, teachers, and parents, under the direction of the State Department, there is a curriculum based on the children's needs. With the assistance of the supervisors, the Virginia Core Curriculum is being introduced in the schools of Lancaster County.

Changes in Method. The change has necessarily been slow. Realizing the value of unit work over the old formal type, history and geography were combined and made the basis of the first units. In 1930, the easiest method possible, one which required

little or no initiative, was followed in both the grades and the high school. This was the formal recitation type, questions and answers. So many problems in arithmetic were assigned to work at home. This was true for all other work. There was a definitely prescribed amount of work which each student should master during the year. Therefore, each day a certain amount of work had to be done. Little individual initiative was to be found.

The first change in teaching procedure was the unit. This was a stepping stone whereby teachers were led to see the advantages of students working at their own rate of ability, on something which interested them. As a result of the elementary supervisors' guidance; the superintendent; the school principals participating in curriculum studies; teacher study groups; and summer school attendance of teachers, a more liberal educational program is followed. Pupils are encouraged to solve problems for themselves. The Revised Course of Study is used to a limited extent in the high schools, however, progress has been slow. Teachers have come to realize that environment, abilities and the like determine to a large extent the type of work done by pupils. Teacher home visitations are used as a basis for planning pupil work.

The planning period, at which time pupils and teachers plan cooperatively the type of work to be done, took the place of the dictorial assignment used by the teacher in 1930. Rather than separate subjects being taught, all are related to

the center of interest for the grade. Formal reading has been dropped since it is felt that children learn to read better from a variety of reading material than from close adherence to one book. Art and music now constitute two important phases of the pupils work. The home economics and agriculture departments have been utilized by the grades in meeting special needs of children.

Change in Curriculum. - The change in the high school curriculum has not been as marked as that in the grades. In 1930, English, history, mathematics, a foreign language and science were offered. As is evident, little choice of subject matter was to be had. During the first two years of high school no choice was given. In the third and fourth years a pupil had the choice of taking Latin, advanced mathematics or chemistry. Because of the small enrollments, third and fourth year English and history were combined. This meant that if a pupil failed either of these two subjects in his third year he could not graduate the following year as both were required for graduation. This situation exists to some extent at present.

In 1932 White Stone added commercial work to its curriculum. This included two years of typing, one year of shorthand, and one year of bookkeeping. Lively added home economics and shop in 1937, as did White Stone in 1940. Kilmarnock offered commercial work to its students in 1938 and will doubtless add home economics and shop when the new building is opened for use.

Even though additions to the curriculum have been added in the past few years, severe limitations are imposed by the small enrollment. This will continue and doubtless become worse because of the decreasing school enrollment. The only hope is consolidation forcing itself on the schools.

Supervisory Program

Prior to 1930, the supervisory program of Lancaster County was similar to that found in the majority of the school systems. The first type of supervision in the county was provided by the superintendent. At different intervals he would visit the schools and question the children on their knowledge of subject matter to ascertain the progress being made. Later teachers became the object of questions rather than the students. It was not with the idea of showing authority, but to have teachers realize that instruction was the essential thing in a school, and that the superintendent was interested in keeping instruction at a high level. Following this it was the duty of the principals to supervise the elementary and the high school instructional program. In 1929, a full time elementary supervisor was employed for the elementary schools of Lancaster County. The principals still have general supervision of the high school instructional program. The effectiveness of this, however, is limited by the heavy teaching load which is carried by the principals.

In 1932, the school boards of Lancaster and

Northumberland Counties employed a negro supervisor who has divided her time equally between the two counties in supervising the work of the elementary negro teachers.

The work of the supervisors at first was a difficult one. There was the feeling on the part of many of the teachers that the supervisor was chiefly interested in finding their weakness and reporting it to the superintendent. Today this feeling has almost disappeared as the teachers have come to learn that the purpose of supervision is one of constructive criticism rather than of finding fault. New teachers brought into the system for the first time still have a little of this feeling.

The duty of the supervisors has been primarily to improve instruction. Classroom observation, individual and group conferences, county study groups, and the development of professional county libraries have all contributed to this program. The supervisors have worked with the principals for general school improvement. Working with the Parent-Teachers Associations and different civic groups has also contributed to the success of the supervisory program.

The realization of the importance of the school in the community has been achieved to a large extent by the work of the superintendent and the supervisor. The development of a dynamic philosophy of education has been one of the big objectives of the supervisory program, for the growth of schools is in direct proportion to the development and understanding of such a philosophy.²³

23. Brent, W. S., A Study of Education in Northumberland 1930-1939. Unpublished Master's Thesis, William and Mary College, Williamsburg, Virginia, 1940, p. 22

Revenue For Governmental Agencies

In any educational survey it is necessary to consider the amount of money available for school purposes. It is intended to present such in this phase of the study. The assessed valuation of property, the amount spent in the general operation of the county, and that for schools will be presented. A comparison will be drawn between the amount of money spent for schools and for other agencies to determine the effort being put forth to provide an adequate educational system. The data herein presented was procured from the treasurer's office and the reports of the auditor of public accounts, Comparative Cost of Local Government 1940 to 1939:

Table XX

ASSESSED VALUES OF PROPERTY IN LANCASTER COUNTY
1930-1940²⁴

| Year | White | Negro | Total |
|------|-------------|-----------|-------------|
| 1930 | \$2,430,895 | \$468,933 | \$2,926,828 |
| 1932 | 2,247,053 | 468,923 | 2,735,810 |
| 1934 | 2,127,386 | 467,695 | 2,595,073 |
| 1936 | 2,520,200 | 440,247 | 2,960,447 |
| 1938 | 2,675,187 | 428,848 | 3,104,035 |
| 1940 | 2,716,458 | 423,090 | 3,139,548 |

24. Beane, Archie, Land and Property Books 1930-1940 Office of the Treasurer of Lancaster County, Lancaster Court House, Virginia

In 1939 the school board appealed to the board of supervisors for an increase in school appropriation of twenty-five cents. This request was refused and a re-assessment of real estate was made. Prior to this time, property was valued at about thirty three and a third per cent of its actual value. Since the re-assessment this percentage has been raised to approximately forty. As a result of this re-assessment of real estate \$235,000 was added to the taxable wealth of the county.

TABLE XXI
 PER CAPITA ASSESSED VALUE OF PROPERTY SUBJECT
 TO LOCAL TAXATION AND NET PER CAPITA DEBT IN
 LANCASTER COUNTY COMPARED WITH VIRGINIA COUNTIES
 1931-1939²⁵

| Year | Per Capita Wealth | Per Capita Net Debt | Rank in Per Capita Wealth | Rank in Per Capita Debt |
|------|-------------------|---------------------|---------------------------|-------------------------|
| 1931 | \$353 | \$2.87 | 70th | 12th |
| 1935 | 317 | 1.15 | 74th | 6th |
| 1939 | 347 | 4.06 | 68th | 13th |

From the above table it will be noted that Lancaster County's per capita wealth decreased from 1931 to 1935 then

25. Comparative Cost of County Government from the Report of the Auditor of Public Accounts, Division of Purchase and Printing, Richmond, Virginia, 1931-1939

took an upward turn in 1939. The same is true of its per capita debt. In the table a rank of one for debt means the least debt per capita of any county in the state. It will be noted that Lancaster is a rather poor county in comparison with other counties. However, the per capita debt makes a most favorable comparison. In 1939, Arlington ranked first in per capita assessed values with \$1,409. Its per capita debt was also first with One hundred forty nine dollars. Grayson County ranked last in per capita assessed values with one hundred seventeen dollars. Highland County had no debt.

Tax Rate. For the past ten years Lancaster County has had a tax rate of one dollar and fifty cents. One dollar of this is used for the schools and fifty cents, for general purposes. This levy is low as compared to other counties, and several times the question of raising the levy has been brought to the attention of the Board of Supervisors without any results. Some action will be, of necessity, taken in the near future, for it will be impossible to finance the school system, since the recent building program, on a dollar, without sacrifice to instruction.

Revenue For Schools

Revenue from the County. The following table has been prepared to show the amount of money available for the schools from local sources.

TABLE XXII
REVENUE FROM LOCAL SOURCES FOR SCHOOLS IN
LANCASTER COUNTY, 1930-1940²⁶

| Year | Amount | Rank |
|------|-------------|------|
| 1930 | \$27,880.00 | -- |
| 1931 | 32,193.42 | 83 |
| 1932 | 32,333.39 | 85 |
| 1933 | 34,348.55 | 84 |
| 1934 | 47,322.45 | 82 |
| 1935 | 43,648.66 | 82 |
| 1936 | 27,346.06 | 88 |
| 1937 | 31,159.98 | 88 |
| 1938 | 32,433.37 | 86 |
| 1939 | 37,942.84 | 82 |
| 1940 | 34,022.94 | -- |

From this table it is seen that the amount of money available from local sources increased from 1930 to 1934. In 1935, a sharp reduction took place in the amount of revenue, then gradually increased until 1939. In 1940, the amount of money available was almost \$4,000 under that of 1939.

Table XXIII is prepared to show the amount of money available for the schools of Lancaster County from the State of Virginia.

26. Beane, Archie, Land and Property Books, 1930-1940, Office of the Treasurer of the County, Lancaster Court House, Virginia

TABLE XXIII

REVENUE FOR SCHOOL PURPOSES AVAILABLE TO LANCASTER
COUNTY FROM THE STATE OF VIRGINIA, 1930-1940²⁷

| Year | Amount | Rank |
|------|-------------|------|
| 1930 | \$27,177.69 | -- |
| 1931 | 32,436.02 | 79 |
| 1932 | 32,968.25 | 77 |
| 1933 | 30,005.43 | 78 |
| 1934 | 25,778.97 | 77 |
| 1935 | 27,449.35 | 84 |
| 1936 | 28,815.37 | 81 |
| 1937 | 32,561.38 | 78 |
| 1938 | 33,714.35 | 75 |
| 1939 | 36,400.41 | 78 |
| 1940 | 34,621.05 | -- |

The money received from the state increased from 1930 to 1932, then decreased the next two years. From that time until 1940, the amount received increased from year to year. During this eleven year period from 1930 to 1940 Lancaster County ranked seventy-fifth in the amount of money received from the state for the schools.

Table XXIV shows the amount of money spent on education and other governmental agencies in Lancaster County and the comparison with Virginia.

27. Downs, L. McCarthy, Comparative Cost of County Government, Report of Auditor of Public Accounts, Division of Purchase and Printing, Richmond, Virginia

TABLE XXIV

PER CAPITA COST OF EDUCATION AND OTHER
GOVERNMENTAL AGENCIES IN LANCASTER
COUNTY FROM 1931 to 1939²⁸

| Year | Education | | Other Governmental Agencies | |
|------|-----------|----------|-----------------------------|----------|
| | Lancaster | Virginia | Lancaster | Virginia |
| 1931 | \$ 6.68 | \$ 8.66 | \$ 2.95 | \$ 2.83 |
| 1932 | 6.32 | 8.25 | 1.68 | 2.51 |
| 1933 | 5.65 | 7.23 | 1.46 | 2.29 |
| 1934 | 6.26 | 7.35 | 1.60 | 2.38 |
| 1935 | 7.82 | 8.39 | 2.07 | 2.64 |
| 1936 | 6.34 | 8.64 | 1.93 | 3.79 |
| 1937 | 6.95 | 9.54 | 2.35 | 2.77 |
| 1938 | 7.60 | 9.78 | 6.08* | 3.96 |
| 1939 | 8.17 | 12.37** | 3.72 | 4.93 |

* Increase this year due to capital outlay expenses (courthouse)

**Capital outlay expenses, an expensive building program was under way during the fiscal year 1939, financed largely through loans from the Literary Fund.

From this table it will be seen that the cost of education in Lancaster County is below that of the state as a whole. Like education, the cost of governmental agencies for the county is below that for Virginia. Expenditures for education and other governmental agencies reached the lowest level in 1933. This is accounted for by the depression. From 1933 to 1939 the cost of education in Lancaster County has increased thirty-one per cent and of governmental agencies

sixty-one per cent. The per capita cost of education has increased from six dollars and sixty eight cents in 1931 to eight dollars and seventeen cents in 1939, or one dollar and forty-seven cents. This is an increase of almost eighteen per cent. During the same length of time other governmental agencies had increased one dollar and sixty-seven cents or forty-five per cent. The relative increase in other governmental agencies is much greater than in education. This increase in other governmental agencies can be accounted for to a large extent by the increased cost of the welfare department. There is too large a gap between the increase in amount of money spent for education and for other agencies of the government. The amount of money spent on governmental agencies is not too large, but the amount spent on education is too small.

Expenditure for Schools

Table XXV has been prepared to give a comprehensive picture of the way the school board spends its funds. Only those things for which the majority of the money is spent will be included in this table, however, the total expenditures will be given.

TABLE XXV
EXPENDITURES FOR EDUCATION IN LANCASTER
COUNTY FROM 1930-1940

| Year | Administration | Instruction | Transportation | New Buildings | Total Expenditures |
|------|----------------|-------------|----------------|---------------|--------------------|
| 1930 | \$ 1,853 | \$ 34,647 | \$ 4,475 | \$ 724 | \$ 55,057 |
| 1931 | 1,624 | 41,250 | 5,817 | 544 | 64,639 |
| 1932 | 1,585 | 39,707 | 5,922 | 500 | 66,302 |
| 1933 | 1,373 | 35,995 | 5,995 | 300 | 64,354 |
| 1934 | 1,548 | 35,127 | 6,152 | 3,733 | 73,101 |
| 1935 | 1,978 | 39,664 | 6,472 | 11,698 | 70,998 |
| 1936 | 1,762 | 37,807 | 6,130 | 3,646 | 56,161 |
| 1937 | 1,792 | 40,051 | 6,895 | 4,000 | 63,721 |
| 1938 | 1,841 | 42,472 | 7,704 | 3,367 | 69,572 |
| 1939 | 1,727 | 46,777 | 8,776 | 7,533 | 76,623 |
| 1940 | 2,127 | 48,054 | 10,069 | 3,450 | 72,214 |

The data in this table show significant facts. The least amount of money spent was in 1930 with total expenditures of \$55,057. The budget was twenty four per cent greater in 1940 than 1930 showing an increase of \$17,267.00. The years 1933 and 1936 showed a decrease in the amount of money spent over other years. It was in 1933, the year the depression

29. Brent. W. S., Annual Report of the Superintendent of Lancaster County, 1930-1940, Heathsville, Virginia

was most felt in the county, that the teachers contributed one-half month's service without salary to enable the schools to run nine months.

Although as has been stated previously, more money was spent in 1940 than 1930, the amount of expenditures does not run in a regular curve. In 1930 \$55,057 was spent. It increased to \$66,302 in 1932. A drop of \$1,948 occurred in 1936. The expenditure of \$73,100 in 1934 was much larger than in 1933. It will be remembered that it was during this year that Kilmarnock High School was taken back in the county's system. A balance of \$17,389 was carried forward in 1933. New buildings at a cost of \$11,698 account for the large expenditure in 1935.

The largest share of the budget each year as this study shows is devoted to the salaries of teachers, principals, and supervisors. This also fluctuates due to the reduction in the number of teachers and the change in their salaries from time to time. The salaries of teachers were reduced in 1933. They were raised a little in 1938. Another thing which causes the cost of instruction to change from year to year is the type of teachers employed. Degree teachers were employed more during the last three years for grade work than previously and their yearly salaries are one hundred thirty-five dollars more than non-degree teachers.

The amount spent in transportation has increased from \$4,475 to \$10,069 an increase of \$5,594 or fifty five

and six tenths per cent. Cost of transportation has increased more proportionally than any other item because of the increased number of buses as well as the quality of buses.

The cost of administration has remained almost the same, having increased over the eleven year period two hundred seventy four dollars.

The amount spent for new buildings has varied from three hundred to \$11,698. During this eleven year period from 1930 to 1940 \$3,473 has been spent in libraries and \$7,483.00 worth of equipment has been added to the schools.

Summary

The school system of Lancaster County compares favorably with that of similar counties in the state.

The white high schools are housed in brick buildings as are the two graded schools. Of the eight negro schools, three are of brick. Free transportation is provided for both the white and negro pupils. The equipment of the schools has kept pace with the increasing demands of modern education.

Teachers' certificate requirements have been raised yet teacher turn-over is great. This is due to the small salaries and the practice of the school board of not employing married teachers.

The enrollment of both the white and the negro schools is decreasing. This decrease in enrollment is due to the decrease in the number of children of elementary age. The high school enrollment has increased occasioned by the holding power of the high schools. The average daily attendance of both the white and negro pupils is much improved over that of 1930.

Retardation of pupils has become much less especially in the elementary department. This may be accounted for by the changed philosophy of the teachers. Formal work has given way to informal based on child need. High school work continues to be rather formal. Pupil withdrawals have decreased proportionally to the number of pupils retained.

The number of graduates of the high schools has increased from year to year, although at the present time the peak seems to have been reached. Few graduates attend college and of that number only a small percentage graduate.

It has been the policy of the administration to administer the schools on as high a level as possible on the limited amount of money available. A consolidation program has taken place in both the white and negro schools and at the same time the county's debt has been kept at a reasonable figure. The Parent-Teacher Associations have been of great value in giving support to the schools, financial and otherwise.

Much progress has been witnessed in the development of a broader educational program. Vocational work now constitutes an integral part of the high school program in two of the white schools and the negro high school of the county. Commercial work is also offered in two of the white schools. More stress is put upon individual initiative. Teaching procedure is less formal than in previous years. A dynamic philosophy of education has been developed in the grades chiefly as a result of the supervisory program.

Lancaster County is a rather poor county in comparison with other counties of the state, ranking seventieth in its per capita assessed value of property. It ranks eighty-second in money spent for education and seventy-second in money spent for other governmental agencies. The in-

education seems to be that schools are of less importance than general governmental agencies. The tax levy is low in comparison to many other counties of the state. Should the people of the county agree to an increased levy, little trouble would be encountered in financing the educational program.

CHAPTER IV.

SOCIO-ECONOMIC CONDITIONS IN LANCASTER COUNTY

The purpose of this chapter is to give a brief yet comprehensive picture of the economic and social conditions in Lancaster County. Under discussion of economic conditions the following factors will be considered: location and size of the county, transportation facilities, the communities, and the industries. The vital statistics which will include marriages, divorces, births and deaths, illegitimacy and marital status; living conditions, religious life; relief; and recreation will be treated under the sociological conditions. A knowledge and understanding of the social and economic conditions is essential in the development of a sound educational program.

Location

Lancaster County is in the eastern part of Virginia, in that section known as the Northern Neck, which is composed of five counties, King George, Westmoreland, Richmond, Northumberland, and Lancaster. It is bound on the east by the Chesapeake Bay, on the south by the Rappahannock River, on the west by Richmond County, and on the north by Northumberland County. It is accessible to Richmond, Washington, and Baltimore, being about a two hour drive from the first and a three hour drive from the latter two.

Size

Lancaster County is seventy-second in size in the state, comprising one hundred thirty square miles, or 83,200 acres. It is twenty-four miles long and varies in width from three to twelve miles.

Transportation

The rivers, creeks, and bay furnished the principal means of transportation to distant points until recent years. This doubtless accounts for the absence of railroads. Today water transportation is used to some extent. However, in this section, a fine system of highways, both primary and secondary, is used almost exclusively in transportation. Hard surfaced roads traverse almost every section of the county. The change of transportation from the water to the roads has brought many changes to the county. Industries have shifted their location from the water front to the highways. River front property, except for summer dwellers, has decreased in value, and that along the highway has increased. The good road system has encouraged tourists to come to the county which brings in a good deal of revenue. Consolidation of schools has been made possible and church attendance has improved.

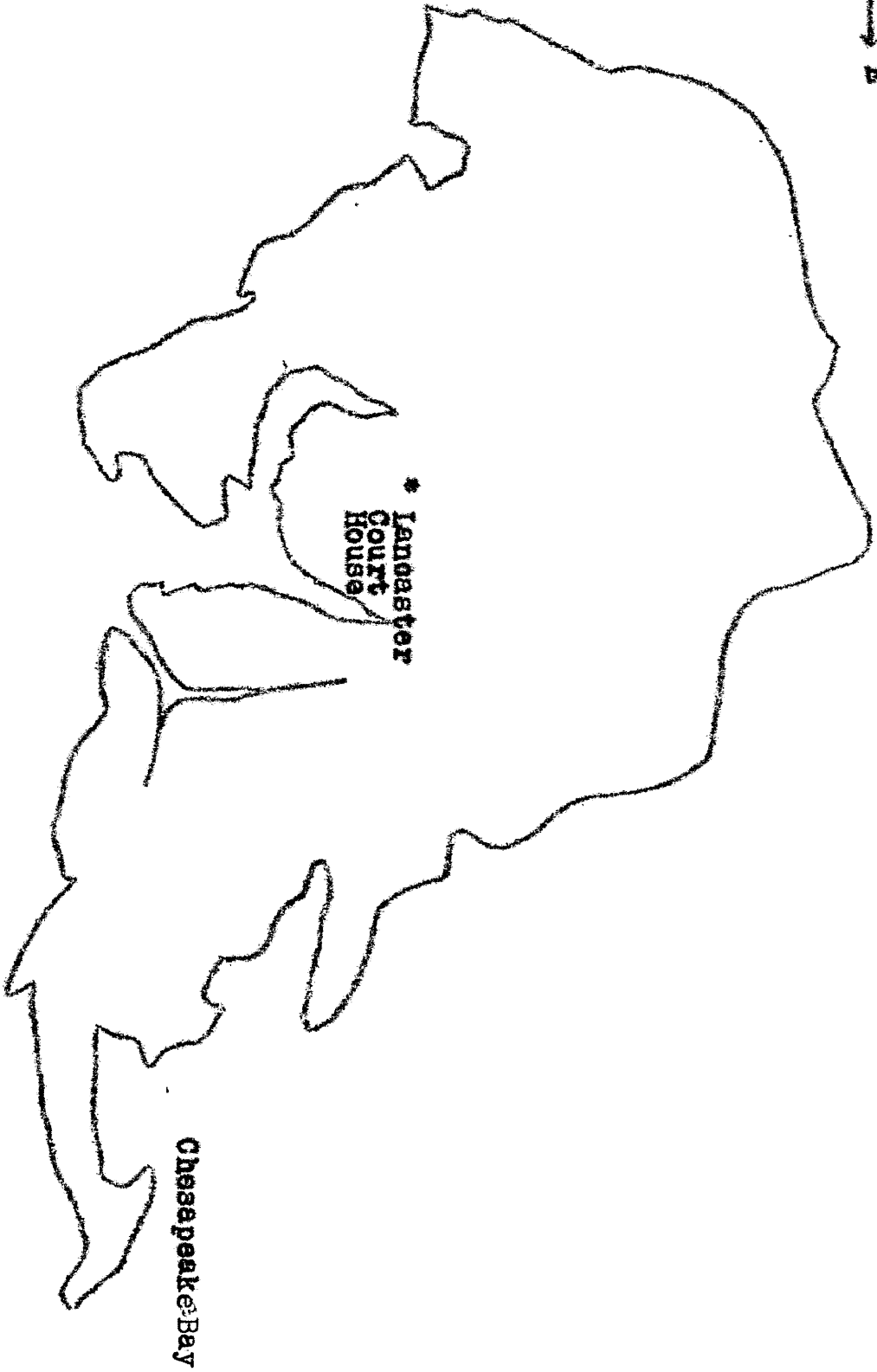
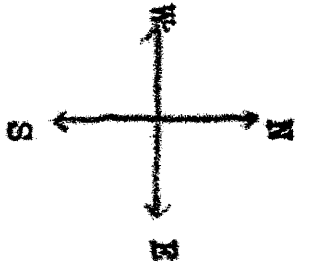
Until 1928, due to the location of the county, this section was practically cut off from other sections of the state. Most of the transportation out of the Neck was via

Fredericksburg, which is at the head of the Neck, or by ferries. In either case traveling was a long and tedious business. In 1928, the Downing Bridge was built across the Rappahannock River, which put the county in direct communication with Richmond City. In 1940, a bridge was built across the Potomac River, which put the people of the county in close contact with Baltimore. There is a proposal to bridge the lower part of the Rappahannock River, which if completed will put the people of the county still closer to Richmond. Such facility would make the Hampton Roads Area as accessible as Richmond City.

At one time Lancaster County was looked upon as a God-forsaken place. Today due to the road system, which makes the county convenient to the largest cities within a few hours, this is a most desirable place in which to live. In a span of a few years, it has become a common occurrence to attend a moving picture in Richmond City and return home the same night. Twenty years ago it would have taken three days to have done so.

A survey of five hundred white homes in Lancaster County showed seventy per cent of them owning automobiles.¹ A like survey of three hundred eleven negro homes revealed thirty-six per cent owning automobiles.

1. Booker, J. J., Jr., Survey Made for Class in Sociology,
William and Mary College, 1940, Unpublished Material



* Lancaster
Court
House

Rappahannock River

Chesapeake Bay

MAP OF LANCASTER COUNTY

Communities

Lancaster County is essentially rural. There are no cities, and only one incorporated town. There are numerous small communities, some of which are no more than wide places in the road in which are found, possibly, a store, a filling station, and a few homes.

Lancaster Court House is the county seat. From the map of the county it will be noted that the court house is located at a place most convenient to the people served. Here we find a well equipped court house. From a historical standpoint it is of great interest as it has one of the best sets of records to be found in the United States. Its records, dating back from 1652 are intact, never having been burned or otherwise destroyed as is the case with court records in many counties.

Industries of Lancaster County

A rather brief yet comprehensive study of the industries of Lancaster County will be discussed in the following pages. There are no large industries in the county. A survey includes the following: farming, tomato canning, oystering, fishing, menhaden fishing, and lumbering.

Agriculture. Lancaster County is primarily an agricultural section, with a total farm population of 4,601 of which 2,405,

or fifty-two per cent are white.² The absence of industrial plants is doubtless due to the fact that no railroads are to be found in this section, the closest large railroad center, Richmond City, being ninety miles away. Since there is no manufacturing, and since the topography is rather level, with the soil a sandy loam, easy to improve, and since there is plenty of rain fall, the people naturally turn to farming. Due to its location on the Rappahannock River and the Chesapeake Bay, the climate is tempered by the water which makes it conducive to the raising of early truck crops, such as: sweet corn, string beans, English peas, strawberries, Irish potatoes, watermelons and others, which find a ready market in the local communities, and in Baltimore and Washington, D. C.

The staple crops are corn, wheat, and hay which are grown in large quantities. Clover, lespedeza, and soybeans are grown for hay. In addition to being fed to live stock, these crops are harvested for seed. All three are sold for seeding purposes. In addition to seeding purposes, soybeans are sold in large quantities for commercial uses, plastics and oil. The raising of sweet potatoes has been encouraged by building a cooperative potato house where

2. United States Population Bulletin, 1930, 54 p.

potatoes are stored during the winter months at a nominal cost. Machinery for cleaning the potatoes has been installed. Through the effort of the Cooperative, good markets have been provided and cheaper freight rates secured. Two other cooperative projects have been started, a tomato factory and a farm machinery unit. The former was unsuccessful, the latter is proving to be a big benefit to the farmers of the county. The farm machinery unit has all kinds of machinery such as tractors, plows, disks, combines, drills and planters which are loaned to the farmers at a reasonable rate per day. It has made possible farming operations which otherwise would have been impossible.

Tomatoes are known as the "cash crop" for farmers. There are about 1,000 acres grown yearly with a cash value of about \$40,000.³ The early fruit is packed green in crates and shipped to northern markets. The late fruit is canned.

The average farm in Lancaster County is forty-two and two tenths acres, with a value of \$1,961.⁴ The total farm land and building is valued at \$1,947,233. Eight and eight tenths per cent of the farm population is tenancy. Most of the farms are owned. However, twenty-four and one tenth per cent are mortgaged. Forty-three per cent of the

3. United States Census of Agriculture, 1935, 27 p.

4. Ibid., 10 p.

farms in the county are owned by negroes. The value of live stock in 1935 amounted to \$248,113; hay, grain, vegetables and all other truck crops to \$204,509, a total of \$452,622.

Tomato factories. One of the important industries allied to agriculture is the canning of tomatoes. There are five such canneries in Lancaster County located at Ocran, Palmer, Merry Point, Weems and Lancaster Court House. They have in employment about two hundred unskilled laborers from the first of August to October 10, depending on climatic conditions. This industry employs negroes, both men and women, almost exclusively, since unskilled labor is needed for the major job in the tomato factory of peeling the fruit and packing it in cans. The average weekly pay is from eight to ten dollars, however, under the Wage Hour Bill all employees are to receive not less than thirty cents an hour in 1942.

Oystering.⁵ Another of the chief industries in this section is oyster packing. At one time, the majority of oysters were packed in shells in barrels and shipped by boat to Baltimore and thence to northern markets. Today, however, they are shucked, packed in different sized cans and shipped by truck. There are nineteen such packing houses in Lancaster County, all located on the water front.

5. A statement to the author by Mr. H. C. Treakle, White Stone, Virginia

These firms employ about five hundred men from September 15 to the last of March. During the rush season, which is from November 1 to January 1, about seven hundred seventy-five men are employed with a daily production of 10,000 gallons of oysters. The average for the season would be from 6,000 to 7,000 gallons per day. These oysters are considered the finest on the Atlantic coast and find market in forty-six of the forty-eight states.

The shuckers are paid twenty cents per gallon for shucking the oysters. This work consists of taking the oysters from the shells. Some of these men earn as high as twenty-seven dollars per week, but the average is around ten dollars. The majority of the shuckers are negro men. These men work eight hours per day six days per week. Of the nineteen shucking houses fifteen furnish free hotel accommodation. This is no more than a shanty and they are often spoken of as 'shucker's shanties'. One out of every ten shuckers is known as an outside man. His work consists of washing oysters, putting them into cans, packing oysters on trucks, etc. Some of the interesting facts relating to the oyster industry are listed. It takes 1,275 bushels of oysters to shuck 1,000 gallons. More oysters are shucked from the rocks on the Rappahannock River than from any other Tidewater section. Twenty-five per cent of the oysters shipped from Lancaster County come

from the Rappahannock River, the rest from the Potomac, the Plankatank, the East, the North, the West, the James and the York Rivers, the Mobjack and Upper Bay. The average oysterman catches eighteen bushels of oysters a day (this includes two men to a boat). Over a period of years, the average price of oysters per bushel in the shells has been sixty-seven cents. Oysters are graded according to the following: standards, selects, extra selects, and counts. The price varies for the oysters sold from one dollar fifteen cents for standards to two dollars and ninety cents for counts. Oyster houses have to meet rigid sanitation requirements.

Fishing.⁶ The fishing industry has played a most important part in the wealth of Lancaster County. It still does, but the financial returns are uncertain.

Fishing has been one of the most lucrative businesses in this section. However, due to the small run of fish it is more or less a gamble today. This industry requires a lot of capital, which may net a good return or, on the other hand, leave one bankrupt at the end of the season. There are fifty-five men in Lancaster County who trap fish and operate from two to four traps each. They employ, on the average, four men to a boat, and pay them forty dollars per month and board. Fishing operations begin

6. A statement to the author by Mr. W. G. Taylor,
White Stone, Virginia

February 1 and last to June 1 and from September 1 to November 15. Most of the trap fishing is done in the spring. Some traps are to be found in shallow water of fifteen feet depth and some, known as deep water fishing, in water of seventy to seventy-five feet depth. The average fisherman fishes in forty foot water. Fishermen run two risks, one of not catching fish and the other of having ice carry their traps away. It is necessary to get traps out early, that is, by the last of February or the first of March. Not only is the work of the fisherman laborious but also it is dangerous due to exposure to all kinds of weather. The 1940 season has been one of the best fishermen have had in years.

In the spring, the catch consists of herring and shad, in the fall trout, rock and hard heads. These fish are sold in markets in the local community and in Baltimore.

In connection with spring fishing, there are five herring packing houses. These employ five hundred unskilled laborers, mostly negro men and women. A majority of these helpers are cutters, that is, they open the fish and remove the roe. Their earnings, too, depend on the run of fish. This work lasts from the middle of April to the first of June. The average earning is ten dollars a week. Packing fish includes removing the roe, brining the fish, later packing them in barrels ready for shipment. Some of the fish are packed in cans and cooked. After the roe is cooked

it is canned. The buying up of these fish is usually a profitable business. The buyers buy the fish directly from the fishermen, pack them in ice and ship them. Baltimore is the primary market, but the fish from this section are shipped to seven states.

Menhaden Fishing Industry.⁷ This industry was once a source of great wealth to this section; today it is struggling for its existence. The small run of fish accounts for this change. At one time it was an easy matter for a boat to catch 300,000 fish per day in the Chesapeake Bay. Today these boats run up the coast of New Jersey and down the coast of North Carolina for the catch. This is an expensive trip as it requires a night and day to make the run each way.

This industry is entirely a manufacturing process. The fish go through a press in which the oil is extracted, then to a drier, next they are ground to a pulp. This pulp is known as scrap. There are three such factories fishing eight boats in Lancaster County. They employ four hundred fifty men from the last of May to the 15th of November. The men are given a small salary, a bonus, and their board. At one factory the men work entirely on a bonus. The following would probably be fair for an average of the salaries of the men per month:

7. A statement to the author by Mr. Collin Chilton, Manager, Standard Products, Kilmarnock, Virginia

captains, four hundred dollars; mates, pilots, and engineers one hundred seventy-five dollars; factory men, and fishermen, fifty dollars. It must be remembered that this varies with the catch of fish. During 1940 the boats averaged about seven million fish, which was very small.

Some of the interesting facts concerning this industry are listed. The average price of scrap is forty dollars per ton and that of oil, twenty-four cents per gallon. Fourteen thousand fish will yield a ton of scrap and eighty-four gallons of oil. Scrap is used in different feeds for live stock and poultry. It is, also, used for guano. Most of the fish oil is sold to Proctor and Gamble. The price of oil is affected by the shipment of whale oil to this country, and that of fish scrap by the sale of meat scrap.

Large boats with a capacity of 500,000 fish are used in this industry. Fish run in schools varying in number from several hundred to several thousand. After the fish are sighted by a man from the "crow's nest" of a boat, a small boat known as the 'drive boat' is put overboard. This boat is used to circle the fish to keep them from running away. Two boats carrying a net are then launched from the large boat. These boats circle the fish with a net which is put overboard and drawn together enclosing the fish. When this procedure is completed,

the large boat comes alongside and the fish are bailed into it. To bail the fish a large hamper holding several barrels of fish and operated by a power driven crane is used.

Before fishing boats can be operated, the owners have to pay a license of two hundred dollars in Virginia, seven hundred fifty dollars in New Jersey, and two hundred fifty dollars in North Carolina.

Lumbering.⁸ Another industry found in this county is lumbering. A survey of this county showed that there are nine such businesses. They employ an average of twelve men per mill for six to seven months of the year. These workers, about evenly divided between whites and negroes, are paid about eight dollars per week and board. All laborers are unskilled except the sawyer.

Seasonal work. From the foregoing discussion, it will be noted that industries are seasonal. A typical year's work for the type of laborers who follow these industries would be as follows: fall and winter, oyster houses or sawmills; spring and summer, tomato factories, fishing or farming. During the winter there is a demand for pulp wood and railroad tie cutters. During the rush season there is not enough help to supply the demand and many workers are imported from other counties to supply the need. This is

8. A statement to the author by Mr. Marvin Smith, Sawmill Operator, White Stone, Virginia

particularly true with the oyster houses and menhaden fishing. The majority of laborers for these industries are negroes. Farming offers the most continuous work.

The facts pertaining to the distribution of workers in various occupations are presented in Table XXVI.

TABLE XXVI

NUMBER OF PERSONS IN LANCASTER COUNTY
OVER TEN YEARS OF AGE GAINFULLY EMPLOYED
IN 1930

| Occupation | Male | | Female | | Total |
|---|------------|------------|-----------|-----------|------------|
| | White | Negro | White | Negro | |
| Agriculture | 955 | 489 | 33 | 18 | 1495 |
| Forestry and Fishing | 657 | 349 | 7 | 6 | 1019 |
| Food and Allied Industries | 151 | 80 | 12 | 10 | 253 |
| Wholesale and Retail Business | 187 | 11 | 10 | 0 | 208 |
| Transportation and Communication | 155 | 28 | 1 | 1 | 185 |
| Saw and Planing Mill | 104 | 60 | 1 | 0 | 165 |
| All other manufacturing | 50 | 11 | 17 | 4 | 82 |
| Domestic and Personal Services | 42 | 20 | 280 | 196 | 538 |
| Professional and Semi-professional Services | 35 | 11 | 65 | 20 | 131 |
| All Other | <u>337</u> | <u>104</u> | <u>39</u> | <u>14</u> | <u>494</u> |
| Total | 2673 | 1163 | 465 | 269 | 4570 |

The total population of Lancaster County in 1930 was 8,896 which is divided between white and negro, as follows: 4,091 white and 3,986 negro. There were 3,138 white and 1,432 negroes, or a total of 4,570 persons over ten years of age gainfully employed. There were 2,907 under ten years of age. This leaves 1,412, or 15.8 per cent unemployed. Even considering those people sixty-five years of age and over as being unable to work, there are nine and three tenths per cent unemployed as of 1930. The greater per cent of these are negroes. As a result of the national emergency the situation as to employment is a great deal better than is shown by the United States census of 1930. However, these are abnormal times and we should be confined to the 1930 census since the 1940 report on occupations is not available.

Comparison between census figures in 1930 and 1940 show a decrease of population of one hundred ten in the past decade. With a static population and excess of workers over opportunities, Lancaster County is faced with the problem of finding suitable employment for about fifteen and eight tenths per cent of its population. There are three major openings in the county for the boys, - farming, following the water (fishing or oystering), or clerking in retail stores. None of these seems to hold a very bright future, since farming as well as oystering and

fishing, requires considerable capital to get started. Then, too, there is the problem of making them pay. At one time it was an easy matter to make a living from the water. Today the fishing industry seems doomed. For the past few years, with the exception of the present year, the run of fish has been so poor that one starting out in business could not receive enough on his initial investment to possibly remain in business.

Farming does not attract young people due to its uncertainty and low prices of products, the present year excepted. In a survey of the farmers in the county in 1940 (the author personally visited one third of the farmers and found them to be mature men) it was found that less than seventy-five per cent were able to do more than make expenses.

From the discussion presented on fishing and farming it will be noted that due to the required capital it is impossible for a young boy to start out on his own. It is possible for him to work with his father. This they are forced to do. There is a little seasonal work, but this is not very lucrative. Since there are few jobs available, the young people must leave the county to seek employment in near-by cities. Especially has this been true during 1940. As a result, the more intelligent young people are leaving the county. The result of this migration will be evident in the discussion on the trend of population.

Trends in Population

Washington, Baltimore, Norfolk and Newport News attract the majority of the white young people from this county. The negro youth migrate to New Jersey, Philadelphia and New York. From the previous discussion it is seen that this migration to the cities is more or less forced on the young people. Then, too, the cities are more attractive to them. More conveniences, opportunities for education while working, less laborious work, and recreational facilities all attract the youth.

The negroes go north lured by the belief that they will be treated on equality with the whites.

Another proof that migration is taking place is the decline in population since 1920. In 1920 the population was 9757. From 1920 to 1929 inclusive there were 2,232 births. During the same period of time there were 1,215 deaths. There was an excess of births over deaths of 1,017. Adding this number to 9,757 the result is 10,774 the expected population for 1930. The actual population in 1930 was 8,896 which when subtracted from the above figure leaves 1,878. The only conclusion which can be drawn from this data is that these people left the county.

By the same process of reasoning it is found that 575 people left Lancaster County from 1930 to 1940. The population in 1930 was 8,896. From 1930 to 1939 inclusive there were 1,582 births, and 1,117 deaths. This gives an

excess of births over deaths of 465. Adding this to the population of 1930 gives 9,361 the expected population for 1940, although the population in 1940 was 8,786.

From the data presented on the population from 1920 to 1940 the following is evident. First, that migration took place but the number leaving the county from 1930 to 1940 was less than for the preceding period. Second, the population during the past twenty years has decreased by 971. Third, the number of births was smaller by 650 from 1930 to 1940 than from 1920 to 1930, and that during the same period of time the number of deaths was smaller by ninety-eight. The county is losing its population by the small number of births rather than by a large number of deaths.

Birth Rate

The population of a state is dependent upon its birth rate. As will be seen from the table below the birth rate dropped steadily from one hundred eighty in 1930 to one hundred forty-two in 1936 then steadily increased to one hundred seventy-two births in 1939.

TABLE XXVII
 BIRTH RATE IN LANCASTER COUNTY, 1930-1939¹⁰

| Year | Births | | | Rate per 1000 population | | |
|-------|---------------------------|-----------|------------|--------------------------|--------------|--------------|
| | Exclusive of still births | | | White | Negro | Total |
| | White | Negro | total | White | Negro | Total |
| 1930 | 86 | 94 | 180 | 17.46 | 23.68 | 20.23 |
| 1931 | 69 | 102 | 171 | 14.01 | 25.69 | 19.22 |
| 1932 | 73 | 90 | 163 | 14.82 | 22.67 | 18.32 |
| 1933 | 68 | 80 | 148 | 13.80 | 20.14 | 16.64 |
| 1934 | 73 | 78 | 151 | 14.82 | 19.64 | 16.97 |
| 1935 | 74 | 71 | 145 | 15.00 | 17.90 | 16.30 |
| 1936 | 68 | 74 | 142 | 13.80 | 18.60 | 16.00 |
| 1937 | 76 | 76 | 152 | 15.32 | 18.56 | 17.01 |
| 1938 | 78 | 80 | 158 | 15.80 | 20.20 | 17.80 |
| 1939 | <u>91</u> | <u>81</u> | <u>172</u> | <u>19.67</u> | <u>20.40</u> | <u>19.25</u> |
| Total | 756 | 826 | 1582 | 15.45 | 20.74 | 17.74 |

Considering the ten year period from 1930 to 1939 the average birthrate per 1000 population for the whites was 15.45 and for the negroes, 20.74. During the period under consideration the negro births were 4.29 greater than that of the whites per 1000 population. Again referring to the table it will be noted that the number of white births decreased from 1930 to 1936. This may be due to economic reasons for in this period was the throes of depression. Job insecurity,

¹⁰. Annual Reports 1930-1939, Bureau of Vital statistics, Virginia State Department of Health, Richmond, Virginia

the high cost of rearing children, women being forced to work to maintain a decent standard of living, all affected the birthrate. Negroes doubtless care less about living standards, for their birthrate was higher during this time, although a decrease is noted during the years 1935, 1936, 1937.

For a comparison of the birthrate of Lancaster County with that of Virginia, Table XXVIII is presented.

TABLE XXVIII
BIRTH RATE PER 1000 POPULATION IN VIRGINIA 1930-1938¹¹

| Year | White | Negro | Total |
|-------|-------|-------|-------|
| 1930 | 22.4 | 24.5 | 23.0 |
| 1931 | 21.4 | 23.4 | 22.0 |
| 1932 | 21.8 | 25.2 | 22.7 |
| 1933 | 20.0 | 24.1 | 21.1 |
| 1934 | 20.6 | 23.5 | 21.3 |
| 1935 | 20.2 | 22.9 | 20.9 |
| 1936 | 20.2 | 22.5 | 20.8 |
| 1937 | 20.3 | 23.0 | 20.0 |
| 1938 | 21.1 | 22.9 | 21.6 |
| 1939* | ---- | ---- | ---- |

* Statistics for 1939 not available.

11. Annual Reports, op. cit.

In comparing this table with Table XXVII it is to be noted that the birthrate of Lancaster County per 1000 population was less than that of Virginia for each of the years under consideration. At no time was the birthrate of the white population in Lancaster County equal to that of the state, and only in one year, 1931, did the negro birthrate exceed that of the state as a whole. It was smaller all of the other years. For the ten year period the birthrate per 1000 in Lancaster County was less than in Virginia. The birthrate of Lancaster County during this time was 17.74 per 1000 population and that of Virginia 21.48 per 1000 population. The birthrate of Lancaster County is, therefore, 3.74 smaller per 1000 population than that of Virginia for the period under consideration.

Before a detailed analysis of population trends can be made, a comparison of the number of births with deaths must be made. Table XXIX has been prepared to show the death rate in Lancaster County.

TABLE XXIX

DEATH RATE PER 1000 POPULATION IN
LANCASTER COUNTY 1930-1938¹²

| Year | DEATHS (Exclusive of still births) | | | Rate Per 1000 Population | | |
|------|---------------------------------------|-------|-------|--------------------------|-------|-------|
| | White | Negro | Total | White | Negro | Total |
| 1930 | 47 | 66 | 113 | 9.54 | 16.62 | 12.70 |
| 1931 | 43 | 88 | 131 | 8.73 | 22.17 | 14.73 |
| 1932 | 46 | 66 | 112 | 9.34 | 16.62 | 12.59 |

| | | | | | | |
|-------|-----------|-----------|------------|--------------|--------------|--------------|
| 1933 | 53 | 58 | 111 | 10.76 | 14.50 | 12.48 |
| 1934 | 63 | 68 | 131 | 12.79 | 17.12 | 14.72 |
| 1935 | 51 | 75 | 126 | 10.40 | 18.90 | 14.20 |
| 1936 | 64 | 82 | 146 | 13.00 | 20.70 | 16.40 |
| 1937 | 60 | 61 | 121 | 12.00 | 15.30 | 13.62 |
| 1938 | 55 | 71 | 126 | 11.20 | 17.90 | 14.20 |
| 1939 | <u>70</u> | <u>47</u> | <u>117</u> | <u>15.10</u> | <u>11.80</u> | <u>13.40</u> |
| Total | 552 | 682 | 1234 | 11.16 | 17.26 | 13.90 |

12. Annual reports, op. cit.

From 1930 to 1939 inclusive there were 1234 deaths in Lancaster County, five hundred fifty-two white and six hundred eighty-two negro. During the same time there were 1582 births, seven hundred fifty-six white and eight hundred twenty-six negro. Comparing the deaths (Table XXIX) with births presented in Table XXVII, it will be seen that there were three hundred forty-eight more births than deaths. There were seventy more births among the negroes than among the whites; likewise, as seen from Table XXIX, there were one hundred thirty more deaths among the negroes than among the whites. The negro deaths exceeded the number of negro births, and the white births exceeded the number of white deaths. Therefore, the conclusion is that the whites are gaining in population over the negroes.

For a comparison of the number of births and deaths in Lancaster County with Virginia, Table XXX has been prepared.

TABLE XXX

COMPARISON OF BIRTHS AND DEATHS PER 1000 POPULATION¹³
IN THE STATE AND LANCASTER COUNTY FROM 1930 to 1938

| Year | Deaths | | | Births | | |
|------|----------|-----------|------------|----------|-----------|------------|
| | Virginia | Lancaster | Difference | Virginia | Lancaster | Difference |
| 1930 | 12.5 | 12.7 | +0.2 | 23.0 | 20.2 | -2.8 |
| 1931 | 12.3 | 14.7 | +2.4 | 22.0 | 19.2 | -2.8 |
| 1932 | 11.9 | 12.6 | +0.7 | 22.7 | 18.3 | -4.4 |
| 1933 | 11.6 | 12.4 | +0.8 | 21.1 | 16.6 | -4.5 |
| 1934 | 12.5 | 14.7 | +2.2 | 21.3 | 16.9 | -4.4 |
| 1935 | 12.4 | 14.2 | +1.8 | 20.9 | 16.3 | -4.6 |
| 1936 | 13.1 | 16.4 | +2.7 | 20.8 | 16.0 | -4.8 |
| 1937 | 12.6 | 13.6 | +1.0 | 21.0 | 17.0 | -5.0 |
| 1938 | 12.4 | 14.2 | +1.8 | 20.9 | 17.8 | -3.1 |

During the nine year period under consideration, there were more deaths per 1000 population in Lancaster County than in Virginia and at the same time there were less births in Lancaster County per 1000 population than in Virginia. It is significant to note, therefore, that Lancaster County is losing in population more rapidly than is Virginia.

Marital Status

During the ten year period from 1930 to 1939, there were seven hundred thirty-five marriages in Lancaster County. The number of white marriages exceeded that of the negro by seventeen.

¹³. Annual Reports. op. cit.

TABLE XXXI

NUMBER OF MARRIAGES AND DIVORCES IN
LANCASTER COUNTY 1930 - 1939¹⁴

| Year | Total | Marriages | | Total | Divorces | |
|-------|-----------|-----------|-----------|-----------|----------|----------|
| | | White | Negro | | White | Negro |
| 1930 | 53 | 24 | 29 | 16 | 7 | 9 |
| 1931 | 63 | 31 | 32 | 12 | 5 | 7 |
| 1932 | 76 | 35 | 41 | 3 | 2 | 1 |
| 1933 | 80 | 40 | 40 | 4 | 1 | 3 |
| 1934 | 68 | 44 | 24 | 6 | 4 | 2 |
| 1935 | 72 | 39 | 33 | 7 | 6 | 1 |
| 1936 | 84 | 44 | 40 | 20 | 9 | 11 |
| 1937 | 83 | 37 | 46 | 11 | 7 | 4 |
| 1938 | 89 | 42 | 47 | 14 | 7 | 7 |
| 1939 | <u>67</u> | <u>40</u> | <u>27</u> | <u>13</u> | <u>8</u> | <u>5</u> |
| Total | 735 | 376 | 359 | 96 | 56 | 50 |

The marriages in 1930 were lower than in any other year in the ten year period as is shown in Table XXXI. The marriages in 1939 were greater by fourteen than in 1930 yet there were twenty-three per cent fewer marriages in 1939 than in 1938. The negro marriages dropped forty-three per cent in 1939. There was a gradual increase in marriages from 1930 to 1938. Again in 1939 the number of marriages was small. The fact that many of the youth migrate from the county doubtless accounts for the small number of marriages.

14. Annual Reports, op. cit.

The number of divorces to marriages in Lancaster County is unusually high with the exception of the years 1932 to 1935 inclusive. Table XXXII is presented to give a picture of the ratio of divorces to marriages of Lancaster County as compared with the State.

TABLE XXXII
RATIO OF DIVORCES TO MARRIAGES IN LANCASTER
COUNTY 1930 - 1939¹⁵

| Year | Marriages Total | Divorces Total | Ratio | |
|------|--------------------|-------------------|--------------------------|----------------------|
| | | | Marriage to Lancaster | Divorces Virginia |
| 1930 | 53 | 16 | 3.3 | 7.4 |
| 1931 | 63 | 12 | 5.2 | 8.1 |
| 1932 | 76 | 3 | 25.3 | 8.3 |
| 1933 | 80 | 4 | 20.0 | 10.7 |
| 1934 | 68 | 6 | 11.3 | 9.1 |
| 1935 | 72 | 7 | 10.3 | 7.8 |
| 1936 | 84 | 20 | 4.2 | 7.2 |
| 1937 | 83 | 11 | 7.4 | 7.6 |
| 1938 | 89 | 14 | 6.8 | 8.0 |
| 1939 | 67 | 13 | 5.1 | * |

* The ratio of marriages to divorces was not available for Virginia for 1939.

The ratio of marriages to divorces in 1932 was approximately twenty-five to one, which was higher than at any

15. Annual Reports, op. cit.

other time during the nine year period. The ratio of marriages to divorces from 1930 to 1938 was greater in Virginia than in Lancaster County, being seven and four tenths for Virginia and nine and three tenths for Lancaster County. The peak years for divorce in Lancaster County were 1930, 1936, and 1938. Its rank as compared with the state was: fifth, fourth, and nineteenth, respectively. In 1932 there were less divorces than at any other given year under consideration. It ranked ninety-fifth, in comparison with other counties in the state. The table below is to show the rate of the marriages to divorces when Lancaster County had its largest and smallest number of divorces. A comparison is made of the counties which ranked first and last.

TABLE XXXIII
LANCASTER COUNTY'S COMPARATIVE MARRIAGE RATIO
1932 - 1936¹⁶

| Counties | 1932 | | 1936 | |
|-------------|-------|------------------------------|-------|------------------------------|
| | Rank | Ratio of Marriage to Divorce | Rank | Ratio of Marriage to Divorce |
| Arlington | 1st | 1.31 | 1st | 1.97 |
| Lancaster | 95th | 25.33 | 4th | 4.20 |
| Greensville | 100th | 432.00 | 100th | 152.00 |

16. Annual Reports, op. cit.

Table XXXIV has been prepared to show the marital status of Lancaster County in comparison with that of the State of Virginia.

TABLE XXXIV

A COMPARISON OF MARITAL STATUS IN LANCASTER COUNTY AND FOR THE STATE OF VIRGINIA FOR THE YEAR 1930¹⁷

| | Single | | Married | | Widowed | |
|-----------|---------|---------|---------|---------|---------|--------|
| | Male | Female | Male | Female | Male | Female |
| Lancaster | 1,070 | 643 | 1,798 | 1,790 | 164 | 330 |
| Virginia | 284,780 | 234,421 | 473,870 | 475,428 | 55,948 | 92,050 |

The marital status of persons in Lancaster County fifteen years of age and over shows that there are 2,865 more married people than single, single males out-numbering the female by four hundred twenty-seven, and there are one hundred sixty-six more widows than widowers. The situation in Lancaster County compares favorably with that of Virginia with the exception there are more married women than men.

The marital status of Lancaster County compared favorably with that of the United States in 1930.

¹⁷ Population Bulletin, Fifteenth Census of the United States: 1930, United States Printing Office, Washington, D. C., 29 p.

TABLE XXXV

A COMPARISON OF MARITAL STATUS IN LANCASTER COUNTY AND FOR THE UNITED STATES IN 1930¹⁸

| Marital Status of Lancaster | Marital Status of Lancaster | | Marital Status of the U. S. | |
|-----------------------------|-----------------------------|----------|-----------------------------|------------|
| | Males | Females | Males | Females |
| Single | 35.1 | 23.4 | 34.1 | 26.4 |
| Married | 59.1 | 64.4 | 60.0 | 61.1 |
| Widowed | 5.4 | 11.8 | 4.6 | 11.1 |
| Divorced | 0.4 | 0.4 | 1.1 | 1.3 |
| Unknown | <u>0</u> | <u>0</u> | <u>0.2</u> | <u>0.1</u> |
| Total | 100 | 100 | 100 | 100 |

Pathologies

Illegitimacy, crime, juvenile delinquency, blindness, and crippledness constitute the social ills of Lancaster County. These topics will be discussed as they are listed above.

Illegitimacy. The greater part of illegitimacy in Lancaster County is among the negroes. The people of the county seem to take illegal births among the negroes for granted. They assume the attitude that nothing can be done about it. Some offer the solution of educating the negroes through the schools and churches. As yet the county has taken no

18. Population Bulletin, op. cit.

Annual Reports 1930, Bureau of Vital Statistics,
Virginia State Department of Health, Richmond, Virginia

steps in the prevention of illegitimacy.

TABLE XXXVI

A COMPARISON OF THE PERCENTAGE OF ILLEGITIMATE BIRTHS IN LANCASTER COUNTY AND THE STATE OF VIRGINIA
1930 - 1939¹⁹

| Year | Total Births in County | Illegitimate Births in County | | | Percentage of Illegitimate Births in County | | | Percentage of Illegitimate Births in Virginia |
|-------|------------------------|-------------------------------|-----------|-----------|---|------------|-------------|---|
| | | W* | N** | T† | W* | N** | T† | T† |
| 1930 | 180 | 0 | 14 | 14 | 0.0 | 7.7 | 7.7 | 6.6 |
| 1931 | 171 | 0 | 9 | 9 | 0.0 | 5.3 | 5.3 | 6.7 |
| 1932 | 163 | 0 | 9 | 9 | 0.0 | 5.5 | 5.5 | 6.9 |
| 1933 | 148 | 2 | 8 | 10 | 1.3 | 5.4 | 6.7 | 7.0 |
| 1934 | 151 | 1 | 13 | 14 | 0.7 | 8.5 | 9.2 | 7.2 |
| 1935 | 145 | 4 | 13 | 17 | 2.7 | 8.3 | 11.0 | 7.4 |
| 1936 | 142 | 1 | 15 | 16 | 0.7 | 10.5 | 11.2 | 7.2 |
| 1937 | 152 | 3 | 16 | 19 | 1.9 | 10.6 | 12.5 | 7.6 |
| 1938 | 158 | 1 | 17 | 18 | 0.7 | 10.5 | 11.3 | 7.5 |
| 1939 | <u>172</u> | <u>1</u> | <u>15</u> | <u>16</u> | <u>0.6</u> | <u>9.9</u> | <u>10.5</u> | <u>7.4</u> |
| Total | 1582 | 13 | 129 | 142 | 0.8 | 8.2 | 9.0 | 7.1 |

* Indicates White
** Indicates Negro
† Indicates Total

19. Annual Reports 1930-1939, Bureau of Vital Statistics, Virginia State Department of Health, Richmond, Virginia

During the period from 1930 to 1939 the percentage of illegitimacy for Lancaster County was nine and for Virginia seven and one tenth. Lancaster County had almost two per cent more illegitimacy than did Virginia. Since the negroes are a larger proportion of the population of Lancaster County than in the State of Virginia, and since illegitimacy was more prevalent in Lancaster County than in Virginia this difference may be accounted for largely by the high rate of illegitimacy among negroes. As further evidence of this fact it is to be noted that of the one hundred forty-two illegal births in the period of 1930 to 1939, one hundred twenty-eight or ninety and eight tenths per cent were among the negroes.

Crime. Lancaster County makes a very favorable showing in the small amount of crime she has as compared with the state as a whole. This is to be expected, however, as Lancaster County is a rural section. Evidence for this conclusion is presented in Table XXXVII where the per capita cost of crime is shown.

TABLE XXXVII

COST OF CRIME PREVENTION AND DETENTION IN
LANCASTER COUNTY 1931 - 1939²⁰

| Year | Lancaster | | Virginia | |
|------|------------|-----------------|------------|-----------------|
| | Total Cost | Per Capita Cost | Total Cost | Per Capita Cost |
| 1931 | \$ 918 | .102 | \$272,675 | .159 |
| 1932 | 958 | .107 | 283,462 | .163 |
| 1933 | 788 | .088 | 261,603 | .152 |

| | | | | |
|-------|--------|------|-----------|------|
| 1934. | \$ 832 | .093 | \$258,883 | .145 |
| 1935 | 937 | .106 | 299,896 | .174 |
| 1936 | 931 | .102 | 328,915 | .191 |
| 1937 | 1,061 | .118 | 354,043 | .205 |
| 1938 | 1,123 | .120 | 389,013 | .226 |
| 1939 | 1,042 | .117 | 411,808 | .245 |

From this table it is seen that the cost of crime from 1931 to 1939 with the exception of the years 1933, 1934, and 1939 shows a gradual increase over each preceding year. This is true for both Lancaster County and the state.

Juvenile Delinquency. The amount of juvenile delinquency is a factor of considerable importance when appraising crime in an area. Data for Lancaster County are presented in Table XXXVIII.

TABLE XXXVIII

JUVENILE DELINQUENCY IN LANCASTER COUNTY
1934 - 1940²¹

| | 1934 | 1935 | 1936 | 1937 | 1938 | 1939 | 1940 |
|--------------|------|------|------|------|------|------|------|
| White Male | 2 | 3 | 1 | 0 | 0 | 2 | 0 |
| White Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Negro Male | 0 | 4 | 6 | 2 | 5 | 0 | 3 |
| Negro Female | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

20. Comparative Cost of County Government, Report of the Auditor of Public Accounts, Division of Purchase and Printing, Richmond, Virginia, 1931-1939

21. Judge C. L. Towles, Court Records, Lancaster County, Vol. 1, No. 1, on file in the office, Heathsville, Virginia

Beginning in 1934, when a trial justice court was established in the county, there have been twenty-nine cases of juvenile delinquency brought to this court. Of this number, six have been for larceny and six for assault and battery. Sixty-nine per cent of the cases are negro boys, twenty-seven and five tenths per cent white boys and three and five tenths per cent negro girls. No white girls have been brought before this court.

An analysis of ages of children brought before this court (Trial Justice Court) reveals that a majority of the cases have been boys of sixteen years.

TABLE XII

AGES OF JUVENILE DELINQUENCY²² IN
LANCASTER COUNTY 1934 - 1940

| | 7 years | 10 years | 12 years | 13 years | 14 yrs. | 15 | 16 |
|--------------|---------|----------|----------|----------|---------|----|----|
| White Male | 0 | 0 | 0 | 1 | 1 | 0 | 6 |
| White Female | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Negro Male | 1 | 1 | 1 | 1 | 3 | 3 | 8 |
| Negro Female | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Blindness. According to Mrs. Irene Davenport there are three cases of blindness in the county.²³ Two of these receive relief through the welfare department of the county, and the other made application for such aid July 1941 which will be given. Mrs. Davenport attributes the small number of blind to the Taylor law which provides for the use of silver nitrate in the eyes

22. Court Records, op. cit.

23. Davenport, Mrs. Irene, Supervisor of the Welfare Department, Lancaster Court House, Virginia

of newly born children whose parents have a social disease.
Cripples. There are fifteen cripples in Lancaster County.²⁴

Social Welfare

The amount of money spent in public welfare has increased greatly from the year 1931 to 1939 inclusive for Lancaster County as well as for the state as a whole. Table XL which appears below has been prepared to show this increase.

TABLE XL

AMOUNT OF MONEY SPENT FOR PUBLIC
 WELFARE IN LANCASTER COUNTY AND
 FOR VIRGINIA 1931 - 1939²⁵

| Year | Total Amount | Lancaster Per Capita Cost | Total Amount | Virginia Per Capita Cost |
|------|-----------------|------------------------------|-----------------|-----------------------------|
| 1931 | \$ 1,328 | .14 | \$ 582,649 | .34 |
| 1932 | 1,512 | .17 | 612,162 | .35 |
| 1933 | 1,628 | .18 | 638,109 | .37 |
| 1934 | 1,865 | .20 | 698,414 | .40 |
| 1935 | 2,592 | .29 | 798,103 | .46 |
| 1936 | 3,078 | .34 | 904,389 | .52 |
| 1937 | 6,221 | .69 | 1,239,876 | .72 |
| 1938 | 7,372 | .83 | 1,454,020 | .84 |
| 1939 | 13,810 | 1.54 | 2,275,966 | 1.32 |

24. Davenport, op. cit.

25. Comparative Cost of County Government, Report of the Auditor of Public Accounts, Division of Purchase and Printing, Richmond, Virginia.

Eleven times as much money was spent for public welfare in Lancaster County in 1939 as was spent in 1931. Prior to 1936 the Board of Supervisors appropriated the money for relief and assumed responsibility for administering its expenditure. In 1936 relief was placed under the Welfare Department. The local government puts up twelve and five tenths per cent of the amount of money spent for relief, the state thirty-seven and five-tenths per cent, and the federal government fifty per cent.

When the Welfare Department was set up in 1936, there were thirty-seven cases under its care. By December, 1939, this number had increased to one hundred fifty-eight. These data are shown in Table XII.

TABLE XII

NUMBER RECEIVING AID THROUGH THE
WELFARE DEPARTMENT IN LANCASTER
COUNTY, DECEMBER, 1939²⁶

| Type of Aid | White | Negro | Total |
|---------------------------|-----------|-----------|------------|
| Aid to the Blind | 1 | 1 | 2 |
| Aid to Dependent Children | 9 | 1 | 10 |
| General Relief | 17 | 21 | 38 |
| Old Age Assistance | <u>44</u> | <u>64</u> | <u>108</u> |
| Total | 71 | 87 | 158 |

²⁶. Booker, J. J. Jr., Survey on Lancaster County for Sociology Class, William and Mary College, 1940. Unpublished Material

It is the opinion of the Chairman of the Welfare Board that this increase was not due to an increase in the number eligible to receive this aid, but due to the fact that more were taking advantage of the benefits to be derived from the department.

The budget as set up by the Welfare Board for the years 1938 to 1940 appears in Table XLII.

TABLE XLII
BUDGETS OF THE WELFARE DEPARTMENT FOR LANCASTER COUNTY
1938 - 1940 ²⁷

| Apportionment of Fund | 1938 | 1939 | 1940 |
|---------------------------|--------------|--------------|--------------|
| Old Age Assistance | \$ 7,738 | \$10,716 | \$13,770 |
| Aid to Dependent Children | 880 | 1,728 | 3,604 |
| Aid to the Blind | 640 | 474 | 474 |
| General Relief | <u>2,997</u> | <u>4,180</u> | <u>3,220</u> |
| Total | \$12,255 | \$17,098 | \$21,068 |

Housing

The greater proportion of the people of Lancaster County are well housed and own their own homes. Among the farm population there is eight and eight tenths per cent tenancy. In a survey of five hundred families representing

27. Budget of the Welfare Department, Office of the Welfare Department, Lancaster Court House, Virginia

the white homes of the school population in the county twenty-five per cent of them have baths with running water, three tenths per cent have more than one bath, and forty-three per cent of the homes have electric lights.²⁸

In a similar survey for the negroes representing three hundred eleven homes, only one home had bath with running water. Three per cent had electric lights. Superior living conditions among the white population are clearly indicated.

A majority of the homes in the county present a very good appearance. For the most part they are well kept, especially in the villages.

Living Conditions

The people of Lancaster County are a happy, contented group. There are very few wealthy, and on the other hand, very few poor people. Extremes in wealth are not great. Perhaps those living on the farms have little ready cash but are well fed. Agricultural products as well as sea foods of all kinds are plentiful and cheap.

The mass of the people make their living from the soil or the water. Those who depend on the latter have small plots of land on which they raise vegetables for home use. Doubtless they have a cow and raise a few hens. Eggs are still used as a medium of exchange at the

28. Booker, J. J. Jr., Survey on Lancaster County for Sociology Class, William and Mary College, 1940. Unpublished Material.

local stores. The woman's place is looked upon as being in the home, although some of the negro women are employed at seasonal work.

Religious Life

A survey²⁹ of the county showed twenty white churches, with denominations as follows: Baptist, nine; Methodist, five; Episcopal, four; Presbyterian, one; and Seventh Day Adventist, one. The value of church property, including the parsonages, was estimated to be \$185,000. The combined church enrollment was 2,953, or sixty per cent of the county population. More women than men belong to the church. The greatest per cent of the church membership is among the Baptist with forty-nine and two tenths per cent of the enrollment. The Methodist come next with thirty-eight and one tenth per cent. The Episcopal Church has five and four tenths per cent; the Presbyterian four and four-tenths per cent; and the Seventh Day Adventist two and nine tenths per cent. Sunday School is stressed in the Baptist and Methodist Churches. Here, too, the women are in pre-dominance. According to a school survey made of the school children, seventy per cent of them attend Sunday School.

There are seven negro churches. All of these are Baptist with the exception of one. The value of their church

29. Booker, op, cit.

property amounts to \$51,000. Their church enrollment is 2,425, the majority being female. Little stress is put on Sunday School.

Recreation

Recreational opportunities in Lancaster County during the summer are abundant, due to its location on the Rappahannock River and the Chesapeake Bay, and the lure which water has for the young and the old alike. So attractive is the water front of Lancaster County that tourists from Virginia and other states come in great numbers to spend their vacations. Swimming, fishing, boat racing, and moonlight excursions on the water are available. Tennis and baseball are popular sports. There are five baseball clubs in the county which play in the Rappahannock League, composed of teams from Lancaster, Richmond and Northumberland Counties. One of the rules of the League is that all members of the teams must be local boys, within a radius of five miles of the team on which they play.

A yacht club at Irvington sponsors two regattas during the summer. The club has just completed the construction of a new club house, which affords opportunities for dancing.

During the fall and winter the situation is somewhat different. Hunting is popular among the men and some of the older boys. Bridge is a popular form of recreation and there

are three clubs which meet weekly. For the mass of young men and young women there is little recreation available in winter except motion pictures or bowling. These are, of course, expensive. Dancing is popular in the winter as well as in the summer.

This lack of recreation during the winter for the young people is one of the problems of the county. Any night young people by the scores can be seen parked along the beaches. At every little cross road of the county is found one or more filling stations. These are great places for young boys to congregate.

There are in Lancaster County two Woman's Clubs, a Huritan and a Rotary Club. One recreational center has been started, but does not prove any too popular. There is a community choir which meets weekly from September to June, giving vocal training to any interested. It sponsors two pageants during the year, at Easter and at Christmas. The choir is composed of men and women throughout the county.

A survey of five hundred white homes showed that seventy-nine per cent had radios. A similar survey of three hundred eleven negro homes showed that twenty-seven per cent had radios.

Summary

Because of the isolation of the county, the absence of industrial plants, and its comparative inaccessibility, the strain of the population has remained essentially pure. There is no foreign element. Almost without exception, business and industry are a direct outgrowth of the two natural resources, land and water and their allied industries. The young people of the county have tended to migrate to the nearby cities because of the hard work accompanying farming, the low prices received for agricultural products, and the uncertainty of the fishing industry. This migration has become one of the problems of the county since the better class of boys and girls leave the county.

Such work as is to be found in the county is plentiful, although somewhat seasonal. The wealth of the county is evenly divided, there being few rich and, on the other hand, few poor people. Tenancy among the farm population is small. The greater part of the citizens own their own homes. The relief rolls are small.

The birth rate of the county is smaller than that of Virginia while the death rate is greater. The rate of divorces is smaller for the county than for the state.

Of the social ills, illegitimacy takes the lead, as the average percentage of Lancaster County is greater than the average of other counties. Crime, juvenile delinquency, blindness, and cripples offer no serious problems.

The religious life of the county compares favorably with that of Virginia, although the churches have not taken the lead in trying to solve any of their problems.

Few recreational facilities are available for the youth during the winter months. However, the natural advantages offer abundant opportunities during the summer months. Due to the location of Lancaster County on the water, fishing, boat races, and swimming are great sports for both the young and the old. Dancing, bridge, bowling, and attending movies are the chief amusements of the winter months.

CHAPTER V

SUMMARY AND PROGRAM PROPOSED

Summary and Implications

From the evidence presented in this study, the following conclusions are drawn: There has been a tendency towards consolidation of schools, the value of school property has been enhanced due to the building program; transportation facilities have been provided for the children; the instructional program has been improved; a broader educational philosophy is evident; the quality of teachers is superior as indicated by the type of certificates held; the population of the county is decreasing; the industries of the county are not adequate for the young people, thus, migration among them is great; the per capita wealth of the county is smaller than that of Virginia as a whole; illegitimacy is large; housing conditions among the negroes are poor; and recreational facilities are inadequate.

Since these conditions exist, the following changes in the educational program of the county are necessitated:

First, Further consolidation of the secondary school.

Second, A more comprehensive educational program.

Third, The installation of adult education.

Fourth, The development of an efficient guidance program.

In the succeeding paragraphs a specific discussion of the educational and socio-economic conditions of the county and the implications therefrom will be discussed.

Educational Conditions

During the period of time this study covers, the enrollment of the schools has decreased thirteen per cent. At the same time the number of withdrawals has decreased. This indicates that the enrollment, of necessity, will grow smaller from year to year. Further indication of this statement resolves itself around the fact that the number of children entering the first grade was vastly smaller in 1940 than in 1930. There has been consolidation in the elementary schools, but none in the high schools.

The location of the present negro high school does not serve the best needs of the county.

The present educational set-up of the county does not meet the needs of the people. This is indicated by the fact that retardation, as well as withdrawals, are rather high, that many high school graduates do not go to college, and those who do go do not make very good records. A change in the offering of the schools should be made to remedy this condition.

The instructional phase of the educational program in the elementary schools has been improved by the work of elementary supervisors. If more time could be devoted to supervision of the high schools the implication is that the instruction would be improved. At the present time the principals are responsible for the supervision of high school work. They find little time, however, for the improvement of instruction through supervision since they teach classes in

addition to their administrative work. If a larger provision could be made in the budget for administrative assistance and the number of teachers increased, the educational program would be improved.

Recently vocational work has been started in the high schools, but the amount of this work is limited.

The citizens should be informed as to the educational needs of the county. They are satisfied with the present set-up and are very much opposed to any change. The thing that they do not realize is that the enrollment of the schools is yearly decreasing and that an adequate program of education is impossible in small schools.

Socio-Economic Conditions

The population of the county is decreasing steadily due to the low birth rate and migration. This trend of population is directly reflected in the school system since the enrollment has been steadily decreasing. Such a condition is making an inadequate and expensive school system and it will grow in proportion from year to year. The youth of the county migrate to find suitable employment. Those industries of the county which offer themselves to the youth are not attractive due to their nature. Farming is not attractive because of the hard work and low prices of farm products; fishing, because of the uncertainty of the run of fish. Both of these industries require a lot of capital to get started. The other industries are of like nature.

The fact that a large number of boys leave the farms yearly to go into other phases of work indicates the absence of an adequate guidance program. Our youth should be taught the opportunities which farm life in this section offers, namely: the fertility of the soil, the independent life to be found on the farm as in few other walks of life; and accessibility to markets. So many of those who follow the water depend solely on this as a means of livelihood. They should be taught that their financial returns could be enhanced by small farming operations. A little live stock, hogs, hens, and cows, in addition to a garden, would more than pay for the trouble of looking after it.

The schools of the county have not been meeting the vocational needs of the youth as may be testified by the fact that few skilled laborers are to be found in the communities. Recent FHA and HOLC loans stimulated the building of homes throughout the county. There was a scarcity of carpenters, electricians, plumbers, and masons. In most cases this type of labor had to be brought in from other counties. This situation testifies to the fact that the schools have not been meeting the needs of its youth. Training should be given in these lines of work. Even though the county may not be able to absorb all of the youth trained in this line of work, the young boys will be better equipped for employment when they go to near-by cities for work.

Continual migration, the high percentage of illegitimacy, the inadequacy of housing (among some), the relative-

ly low percentage of church membership, and the lack of recreational facilities all have their implications for adult study groups.

The Proposed Program

In the light of the implications which have been discussed in this chapter, the following program is proposed. This program is designed to meet the educational demands of the county for an indefinite period of time. It is not drastic in its scope; it is one which is economical, and it is one which will be easy to install once accepted by the people.

Consolidation is not proposed from an economical standpoint. It may save the county money at first, but if the primary objective is to be obtained, that is, to increase the holding power of the school by offering a greater variety of courses, the school system in a few years will cost more. The purpose of consolidation is, therefore, to improve instruction for the fifty-four per cent of white students and the eighty-three per cent of negro students who drop out of the school before graduating.

The three white high schools now in operation in the county should be consolidated into one at Kilmarnock. This will mean the transportation of the high school students from White Stone and Lively. In the former case it will be a distance of five miles, the latter, eleven. The elementary schools will be consolidated into two units, one at Lively and one at White Stone. The elementary children of Ottoman

will be taken to Lively, and the children of Kilmarnock, Weems, and Irvington to White Stone. Little opposition to this plan should be met in the communities of Lively and White Stone since the additional children brought to these schools will make them equal in size or larger than the ones they now have. The present buildings are practically adequate for this program. It would necessitate, however, the construction of vocational buildings at Kilmarnock which would include, agriculture, home economics, and shop. With such a program there will be one high school and two elementary schools in Lancaster County. The greatest distance the grade pupils will have to be transported under such a set-up will be eight miles; the high school, seventeen miles.

The present negro elementary schools will remain the same. The negro high school would constitute quite a change. The present school would be moved to a point more accessible to all in the county and consolidated with the negro high school of Northumberland County. Since the other county in this division, Northumberland, faces the same situation as to the negro high school, this location would be at a point accessible to both. This would of course make necessary the construction of a new building. The cost of this building would be borne proportionally by the two counties. If such a program for the negroes were adopted, it would mean that the majority of the children would have a shorter distance to travel in attending this school than

they have under present conditions. The buildings in which these two negro schools are now housed are old and inadequate.

Such a program of necessity would offer a well rounded secondary school program. College preparatory work and vocational work would be offered. Provisions would be made for the-out-of-school youth and adult education.

The aid of the State Department would be sought in working out a comprehensive program which would meet the needs of the entire people. Such a school would have little difficulty in meeting the standards set up by the state and the Southern Association of Secondary Schools and Colleges.

The Curriculum

Elementary Curriculum. - No decided change in the present elementary curriculum is proposed. The continuance of the present program is advocated. Units of work resulting from child interest should be encouraged. Greater stress should be placed on health, and children should be constantly taught to maintain high health standards. The fundamentals must be mastered if a high grade of scholastic work in high school is obtained. More time should be devoted to the study of geographpy.

Close parent-teacher relationship is advocated. Elementary pupils need constant guidance and to adequately understand the child, the teacher must know his home background.

High School Curriculum. - The high school curric-

ulum would be divided into two phases, college preparatory and vocational. The college preparatory would consist of English, mathematics, history, sciences, and foreign languages. High standards could be held in this work since pupils taking college preparatory work would be a selected group. Upon graduation in this field, pupils would be adequately prepared to enter any college.

Vocational work would consist of home economics, agriculture, shop, and commercial. Home economics would include a full three year course as outlined by the State Department of Education. This course would include sewing, nutrition, budgeting, child care, interior decorating, etiquette, social problems, etc. Home projects would be an integral part of this course. Such a course would go a long way in improving the home conditions in the county, a factor in the elimination of migration.

Agriculture, another phase of vocational work, would closely follow the standards as set up by the State Department of Education. The possibilities for scientific farming in this section would be stressed. Boys would be given instruction in marketing, fertilization, the value of securing state and federal information on farming and using it. Improved farm practices would result from close supervision of home projects. Such a program would have a carry-over to the farm.

Shop work would constitute the third phase of vocational work. Some of the more important things to be

taken up in such a course would be metal and wood lathe work, plumbing, electrical work, mechanics, brick masonry, carpentering, mechanical drawing, and blue print reading. Such a course would be designed to supply the need of mechanically trained men in this and adjoining counties.

Commercial work would constitute the last phase of this program. Shorthand, bookkeeping, and typing would be included in this course.

Such a program would greatly add to the holding power of the school. Students who now drop out of school due to their inability to work mathematics and translate Latin would naturally find some phase of vocational work which would interest them.

Extra curricula offerings would include among other things an orchestra, dramatics, and group singing. A full schedule of clubs would be offered.

A director of instruction would be employed for the division and would divide his time between the white and negro schools. A person with personnel training would be added to the faculty. The time of such a person would be devoted almost exclusively to this work. Such a person would have few, if any, teaching duties.

The facilities of the school would be open to out-of-school youth and for adult education. Classes for these two groups would be organized. Since vocational classes have been denied them, such work would prove highly beneficial for those enrolled.

Financing The Program

The program which has been proposed was not with the view of saving money, but to provide a more adequate educational system for the people. Several factors signify the ability of the county to pay for such a program. First, the amount of indebtedness of the county is small; second, the proposed program is inexpensive and could be financed with little if any additional increase in taxation; third, the amount of money which would be supplemented by state and federal funds would adequately finance the program.

The only capital outlay for this program would be the construction and equipment of a home economics cottage, an agriculture, and a shop building at Kilmarnock. With state and federal aid these could be built and equipped for \$15,000. The negro school would cost approximately \$45,000. However, Northumberland County would bear one half the cost of this building. The total building program would amount to \$60,000. This money could be borrowed from the Literary Fund and be paid back over a period of thirty years. This would mean the payment of \$2,000 per year on the principal plus interest at four per cent.

Assuming equal enrollments the cost of administration and instruction in the white and negro schools would actually be \$3,898 less under the proposed program than under present conditions. However, in a few years the cost of administration and instruction would increase under the proposed

program. This would result from the increased holding power of the school as a result of the increased offerings.

The following budgets are presented under the present conditions.

For White Schools

| | |
|--|-----------------|
| 3 principals @ \$1,600 each | \$ 4,000 |
| 3 agriculture teachers including travel | 6,000 |
| 3 home economics teachers including travel | 3,480 |
| 8 high school teachers @ \$810 each | 6,480 |
| Total | <u>\$20,730</u> |

For The Negro School

| | |
|---|-----------------|
| 1 principal | \$ 1,200 |
| 1 agriculture teacher including travel | 1,420 |
| 1 home economics teacher including travel | 950 |
| 3 high school teachers @ \$588 | 1,674 |
| Total | <u>\$ 5,244</u> |

The budgets for the proposed schools are presented. This budget would increase for a number of years after first adopted because of the increased holding power of the school.

For The White School

| | |
|--|-----------------|
| 1 principal giving his full time to administration and supervision | \$ 2,200 |
| 1 assistant principal teaching two classes and doing guidance work | 1,600 |
| 6 high school teachers @ \$900 per year | 5,400 |
| 1 full time librarian | 1,000 |
| 1 agriculture teacher including travel | 2,250 |
| 1 home economics teacher including travel | 1,360 |
| 1 assistant home economics teacher including travel | 1,150 |
| 1 shop teacher | 1,600 |
| 1 commercial teacher | 1,000 |
| Total | <u>\$17,500</u> |

For The Negro School

| | |
|---|----------|
| 1 principal | \$ 1,500 |
| 1 agriculture teacher including travel | 1,600 |
| 1 home economics teacher including travel | 1,000 |
| 6 high school teachers @ \$750 per year | 4,050 |
| Total | \$ 8,150 |

One half of the cost of instruction of the negro school would be borne by Northumberland County thus making the instructional cost to Lancaster County \$4,575.

From the two plans presented it will be seen that the salaries of both the white and negro teachers are higher than at the present time yet the cost of instruction to the county will not be as great. With the consolidation of the elementary schools into two units it would enable the elementary schools to operate with two teachers less than at the present time, and still have a teaching load of less than thirty-five pupils per teacher. The amount of money saved on teachers salaries would help to take care of the additional cost of transportation.

The employment of a director of instruction for the high schools would necessitate the expenditure of eight hundred dollars, the rest of this cost would be borne by the state. The proposed out-of-school youth education and the adult education program would cost the county very little since the state would provide one half the cost of this program.

Should the present amount of money be inadequate to finance this program, an increase of twenty-five cents to the present tax rate would finance this program. This increase in the tax rate would amount to about \$7,000. With the proposed

increase of twenty-five cents, Lancaster would still have a low tax rate of one dollar and seventy-five cents.

VITA

James Judson Becker, Jr., son of Myrtle Hall and James Judson Becker, was born August 14, 1907 at Farnham, Richmond County, Virginia. He was married to Margaret Sangster James of White Stone, Virginia on December 27, 1938, and has one son, James Judson Becker III.

His early education was received at Farnham High School in Richmond County, Virginia; received the Bachelor of Science degree in Business Administration from Richmond College in 1930.

He taught at Callao High School, Northumberland County, Virginia, from 1930 to 1936; principal of White Stone High School, Lancaster County, Virginia, 1936 to 1941; principal of Deep Creek High School, Norfolk County, Virginia, 1941 - 1942.

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