

A STUDY OF THE PUPIL PERSONNEL OF
ALEXANDER HAMILTON HIGH SCHOOL OF LOS ANGELES

A Thesis
Presented to
the Faculty of the School of Education
University of Southern California

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

by
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CHAPTER I

THE PROBLEM

The child or pupil is the basic unit in all education. An ordered society establishes an educational program in order that the young may be taught how best to adapt themselves to the existing social order. It is necessary, then, that educators be familiar with the attributes, abilities and needs of their pupils if they are to perform well their own social duty: the guidance of pupils along progressive lines productive of individual as well as national well-being. A curriculum adapted to the recognized and proved needs of particular pupils will be the logical result of action by intelligent educators conversant with pupil abilities and social needs.

PURPOSE OF THE STUDY

It is the purpose of this study to make a survey of the pupils of Alexander Hamilton High School, Los Angeles, California, in order to discover wherein the school could more fully meet the needs of the pupils. The survey will take note of the racial and national heritages and native abilities of the pupils, their economic and social backgrounds, their major interests as expressed in their scholastic achievements, their activities outside the school and their home environments. If a way can be found

that will make the school a more potent force in guiding its students toward a fuller life as individuals and a more useful life as members of their society, this study will have fulfilled its purpose.

IMPORTANCE OF THE PROBLEM

It is increasingly the desire of true educators to discover exactly where and why the present educational system fails to meet the requirements of our society in order that these deficiencies may be done away with and a more satisfying and efficient system set up. The school survey method of research has proved exceptionally satisfactory in collecting data of fundamental importance in this regard. It shows with great accuracy the needs of a given group of pupils, serving as a guide toward what may be done to make the schools more readily responsive to the needs of their society and more capable of meeting and filling those needs. Its purpose is twofold:

The first step is an analysis as complete as possible of the facts in the individual situation studied; the second is the development of a program of advancement which provides a basis for progress toward a recognized goal. In short, the survey method is that process through which enterprises are provided with related facts which are then made the basis for intelligent action. It is a connecting link between research and action.¹

¹ Hollis Leland Caswell, City School Surveys (New York: Bureau of Publications, Teachers College, Columbia University, 1929), p. 4.

As a method of study it is come to be held in high repute by educational research workers.

Essentially the survey method is a part of the movement which is basing human thought and human conduct on facts objectively measured, rather than on the assertion of authority.²

The school survey is the key which has unlocked the door to educational engineering, by means of which the problems of the school system may be pointed out, a more discriminating procedure may be promoted in the organization, administration, and supervision of a given school system, waste may be eliminated, and the results of the expenditure of time, money, and human efforts in education may be materially increased.³

With the objective value of the survey method per se thus clearly established, it yet remains to point out the necessity for such a study of the school under consideration.

The school district. The school district from which Alexander Hamilton draws its pupils is large, its population diversified in the widest sense of the word: the family economic resources, cultural backgrounds, mental and educational levels, moral and social standards--all these vary widely; they may truly be said to encompass the extremes. In a questionnaire sent out by the school in November, 1939, it

² Ibid., p. 3.

³ Jesse Brundage Sears, The School Survey (Boston: Houghton-Mifflin Company, 1925), Editor's Introduction, Elwood P. Cubberly, p. vii.

was learned that 10.2% of the families in the district have incomes of less than 1000 dollars per year, while 34.6% have incomes in excess of 2000 dollars per year. This same questionnaire showed that 75.5% of the students plan to take some kind of further education after leaving Hamilton. Further information on this line is provided by a questionnaire sent to parents of Alexander Hamilton students in June, 1938. That questionnaire showed 86.0% of the parents expected to give their children education beyond that received in high school. Of those who intend to continue their education (as determined by the questionnaire sent to students), 52.4% plan to attend either a university or a junior college. Yet there remains 24.5% of the students who must find permanent employment immediately following graduation, and 23.1% of them who wish specialized training in trade, art, or commercial schools with permanent employment as a presently visible goal. The problem of providing necessary background for pupils with such diverse goals is one facing all schools and all educators in America. But it is also a problem which has, as yet, no completely satisfactory answer.

Age and intelligence distributions. According to results of school-administered Otis Intelligence Tests, the Intelligence Quotients of students now enrolled in Alexander Hamilton range from a low of 54 (one student) to a high of

145 (one student), with the normal median of 91-110 (55.9% of the students). Age levels vary from four students twelve years of age to ten who are more than nineteen years of age, with the majority being fifteen to seventeen years of age. These great variations in intelligence and age levels present problems in discipline, teaching and study whose intricacy and importance present a daily challenge to every teacher, and are factors to which great attention must be paid in any attempted realignment of curricula.

Importance of similarity. The importance of the problems presented by the pupil personnel of Alexander Hamilton resides, however, not in its apparent heterogeneity but in the fact that the basic problem confronting administrators and teachers of this school is identical with that which confronts the American educational system as a whole: How, in a highly diversified social group, can one best satisfy each individual's needs? The majority of Alexander Hamilton students have the "ideal" home. They live in one-family dwellings, have lived in the district on an average of seven years, the father is regularly employed, the mother is at home, the children either do not find it necessary to work at all or work only occasionally. Yet there are the children of the very rich and those whose families could not live without help from others. The desirability of a survey that

will establish an objectively sound basis for providing each student with the techniques and attitudes essential for worthwhile personal and social growth is ineluctable.

CONSIDERATION OF RELEVANT LITERATURE

Since the inception in America in 1845 of the survey method as applied to education, there has arisen a body of literature concerning this method of research that today, though far from formidable, is able adequately to inform the student as to the development of the method in this country, its successes and failures, and the men who have been and are now important in the work. This section will discuss briefly the phases through which the survey movement has passed, will mention outstanding men and work of the past, and give some understanding of the work that has been carried on in recent years.

History of the survey movement. In the year 1845 a survey was made of the "Grammar" and "Writing" Departments of the Boston schools by a subcommittee of the school committee as the result of friction between Horace Mann, then Secretary of the State Board of Education, and the Boston schoolmasters relative to the efficiency of the school. The incident is important in the annals of American education because it marked the first attempt by a school admin-

istration to obtain objective information about their pupils. From that time the survey method grew gradually in importance, mushroomed into popularity in the early years of the present century, subsided somewhat during the war years, and grew at a sounder rate thereafter. Its position today in the eyes of alert educators is well stated by Anna Reed:

For the knowledge of the existence of human waste in education we are indebted to that great mass of problem revealing material which, under the general caption "Personnel Surveys", made its initial appearance in the last years of the old century and became increasingly voluminous until checked by the World War. With some changes in character and with a broader, saner and more scientific vision of the difficulties involved in the solution of "human factor" problems, "surveying" holds its own in the post-war period as a revealer of certain types of problems in the "human relations" field.⁴

During the latter half of the nineteenth century there evolved from the use of the survey the idea of employing in such studies recognized experts in educational matters--a method first extensively employed by the Chicago Educational Commission in 1900. In the survey made of that city's schools, leaders in the educational field all over the nation were consulted. It is because of the practice that started there that the survey has become the important research instrument that it is today.

⁴ Anna Yeomans Reed, Human Waste in Education (New York: The Century Company, 1927), p. 5.

What Hanus, Cubberly, and Ayres accomplished in New York, Portland, and Springfield was much more than to show these respective cities how to evaluate their school systems; they contributed methods of scientific investigation which have come to be recognized as having universal application.⁵

The use of such experts has relieved the survey method of the disapprobation (epitomized by the report of the committee of the National Education Association on Educational Surveys in 1922⁶) of educators that resulted from its indiscriminate use by amateur bodies in the early years of this century.

Types of surveys. From the many and various uses to which the educational survey has been put there have come two main types of surveys. One deals with a single problem found in many schools and school systems, the other with particular localities or school systems and is carried on by the regularly constituted administrative bodies. Cutting across these two groups, and finding a place in each, is the ever more universal recognition of the importance of the study of the individual. The survey has made perhaps its greatest contribution in the matter

⁵ C. H. Judd, "Educational Research and the American School Program," Proceedings and Addresses (Washington, D. C.: National Education Association, 1923), p. 172.

⁶ "Report of Progress of Committee on Educational Surveys," Addresses and Proceedings of the National Education Association

of individualizing its findings so that attention has been drawn to the need for readjustments of scholastic programs to the end that each student may be regarded as a unit worthy of consideration. The present study is carried on in this field, whose motivating belief was accurately stated a decade and a half ago by Otis W. Caldwell and Stuart A. Courtis:⁷

The schools of the future will pay far more attention to individuals than the schools of the past . . . there will be more important products in terms of interpretation of life experiences, development of initiative, of creative and executive powers, of understanding of moral and social relationships, and of learning to live and work on a rational basis as cooperating and responsible members of a social group . . . Whatever progress the child makes will be thorough, but at a rate natural to his abilities and efforts.

Consideration of particular school surveys. The city school survey--the second of the two main types mentioned above--is associated with the work of many men of importance in survey work. It began in 1910 when C. N. Kendall made a survey of the schools of Boise, Idaho. In 1911 and 1912 two other reports of major importance were made. One by Paul H. Hanus on the Montclair, New Jersey, schools, the other by E. C. Moore on those of East Orange, New Jersey. Kendall's survey was important because its

⁷ Otis W. Caldwell, Stuart A. Courtis, Then and Now In Education (Yonkers-on-Hudson, New York: World Book Company, 1924), pp. 155-56.

objective was not the correction of evils already engendered, but the development of constructive plans for the future. Hanus and Moore added more truly objective methods. Since these studies were made the number of city school surveys has increased steadily with the exception of the war years and today constitute one of the most powerful forces for scientifically evaluating the present, and planning for the future, status of the national educational system.

Fred Engelhardt, Paul R. Mort, N. L. Engelhardt, and George D. Strayer--all of Columbia University--conducted a survey of the Chicago public schools in 1932 which is important for the purposes of this study in that it contains one of the most thorough studies of the value of individualization of curricula ever published.⁸

A survey of the Los Angeles public schools was made by Osman R. Hull and Willard S. Ford of the University of Southern California in 1934.⁹ These men are well known for their work in this field, including a report on school

⁸ George D. Strayer, Director, Paul R. Mort, W. W. Wright, and W. B. Featherstone, "Fitting the School to the Pupil," Report of the Survey of the Schools of Chicago, Illinois (New York: Bureau of Publications, Teachers College, Columbia University, 1932), pp. 3-141.

⁹ Osman R. Hull and Willard S. Ford, Survey of the Los Angeles City Schools (Los Angeles: Wolfer Printing Company, Incorporated, 1934), 395 pp.

housing in Santa Monica, California.¹⁰

F. W. Hart and L. H. Peterson¹¹ of the University of California have long been outstanding in the field, as has Jesse B. Sears of Stanford University.¹²

A work of unusual value is that of Anna Yeomans Reed.¹³ Undertaken for the National Junior Personnel Service, Incorporated, the work studies the causes of waste of human material in the public schools, evaluates the results of changes brought about by 148 surveys and a number of supplementary pieces of research, several minor publications and reports. In addition to her analysis of schools, Miss Reed gives a review of the problems confronting youth in the search for employment, and presents a general "overview" of the situation. The reports and various data utilized in

¹⁰ Osman R. Hull and Willard S. Ford, School Housing Survey of the Santa Monica City Schools (Los Angeles: University of Southern California, 1927), 66 pp.

¹¹ Frank William Hart and L. H. Peterson, A Survey of the Educational Program, Organization and Schoolhousing of Vallejo, California (Vallejo, California: Board of Education, 1926), 113 pp.

¹² Jesse Brundage Sears, The Boise Survey, assisted by William M. Proctor and J. Harold Williams (Yonkers-on-Hudson: World Book Company, 1920), 290 pp.

¹³ Anna Yeomans Reed, Human Waste in Education (New York: The Century Company, 1927), 449 pp.

the study cover the period from 1900 to 1927.

Similar local studies. In conclusion, mention should be made of several studies concluded locally in recent years that have been of value to the student in that their problems are similar in scope with the one now under consideration. Clarence E. Tanton's thesis,¹⁴ presented in 1934, approached the problem in a different manner but with essentially the same philosophy as that stated by Caldwell and Courtis. The theses of Claude W. Hippler¹⁵ and James C. Reinhard¹⁶ were useful as were those of Perry S. Morris¹⁷

¹⁴ Clarence Ernest Tanton, "A Program of Individualized Instruction Based on a Personnel Study of High School Students," (unpublished Master's thesis, The University of Southern California, Los Angeles, 1934).

¹⁵ Claude William Hippler, "A Personnel Study of Boys in the Eliot Junior High School, Pasadena, California," (unpublished Master's thesis, The University of Southern California, Los Angeles, 1933).

¹⁶ James Clarence Reinhard, "A Personnel Survey of the Student Body of Central Junior High School, Los Angeles," (unpublished Master's thesis, The University of Southern California, Los Angeles, 1935).

¹⁷ Perry Sylvester Morris, "A Survey of Pupil Personnel in the Azusa City Schools," (unpublished Master's thesis, The University of Southern California, Los Angeles, 1935).

and Mary R. Brown.¹⁸ Charles C. Hancock¹⁹ and Philip A. Libby²⁰ discussed the problems of college and junior college students in relation to their high school experiences.

¹⁸ Mary Rogers Brown, "Personal and Family Problems of Secondary School Pupils," (unpublished Master's thesis, The University of Southern California, Los Angeles, 1934).

¹⁹ Charles Cavanaugh Hancock, "A Study of College Records of Corona High School Graduates," (unpublished Master's thesis, The University of Southern California, Los Angeles, 1935).

²⁰ Philip Allan Libby, "A Personnel Study of Junior College Students," (unpublished Doctor's dissertation, The University of Southern California, Los Angeles, 1935).

SOURCES OF DATA

For the purpose of obtaining an acquaintance with the survey movement in general and its application to education in particular, a study of the existing library material was made. Study of similar surveys of pupil personnel was undertaken for the purpose of providing an adequate knowledge of successful work in this field.

The data used in this particular investigation were gathered from four sources: questionnaires prepared by the administrators of Alexander Hamilton High School; records available through the Counsellor's Office of the school; records kept by the school Attendance Office; and statistical data from the Chambers of Commerce of Palms, Culver City and Los Angeles. The questionnaires--sent out by the administrators in the spring of 1938 and fall of 1939--covered such matters as family income, type of residence, employment of parents and children, number of children in family and number attending school, cultural background of parents, and plans for further education of children. The records of the Counsellor's Office provided information in regard to personality estimations of pupils (carried over from grammar and junior high schools), pupil intelligence quotients, achievement records, disciplinary cases, and health reports. The Attendance Office, through its records

covering reasons for absence from school, provided information relating to health, economic status of families, student behavior records, and to some extent a valid estimation of family moral standards. The data from the Chambers of Commerce gave a picture of the community as a whole and provided information relating to the history of the district, its population and its industry.

OUTLINE OF METHOD OF STUDY AND ORGANIZATION OF CHAPTERS

A thorough study, evaluation and correlation of the data enumerated in the immediately preceding section serve as a basis for the objective summing up of pupil needs and lead directly to the conclusions and recommendations of this study.

The presentations of the material gathered for the purposes of this study are initiated in Chapter II with a brief resume of the history of Alexander Hamilton High School, a comparatively recent addition to the Los Angeles City School System. The study proceeds in the same chapter with a discussion of the economic and social background and the nationality of the school's present pupil personnel.

Chapter III is concerned with the intelligence quotients of the students as measured by the Otis Self-Administering Tests of Mental Ability and with the grade records achieved by the pupils. This chapter also presents

the results of two studies of Alexander Hamilton High School pupils carried on by organizations outside the school.

Pupil attendance records and the problems presented by absence and tardiness are studied in Chapter IV. Such causal factors as the family's economic status, employment of children and family moral traits are considered.

In Chapter V are discussed methods of re-aligning the school's educational program in order to more adequately fill the needs of the pupils as indicated by the studies contained in the previous chapters. The very difficult problem of pupil segregation is studied, followed by a consideration of possible adjustments in the curricula offered in order to aid in solving the existing problems.

Chapter VI presents a summary of the findings of the survey, lists the logical conclusions to be reached from an evaluation of these data, and makes the consequent recommendations.

A selected bibliography is included which lists accredited authorities on the subject of the survey as applied to educational institutions, school surveys, and theses conducted locally along lines similar to this study. The appendix contains duplicates of the questionnaires used in the survey.

CHAPTER II

HISTORICAL BACKGROUND AND NATIONALITY AND SOCIAL AND ECONOMIC HISTORY OF THE STUDENTS OF ALEXANDER HAMILTON HIGH SCHOOL

This study is conducted with the triple aim of rediscovering the pupil as an individual, of re-recognizing his needs as individual needs and of re-planning the high school curriculum so that it shall more nearly meet the needs of each student. In order that this aim may be reached in each of its phases, knowledge of the pupil and recommendations for changes in the curriculum must be based upon a thorough understanding and study of the major environmental and hereditary factors influencing the individual pupil.

Racial (and even national) difference from the dominant group in any given situation can be either a greatly adverse or a greatly beneficial phenomenon, the degree of praise or censure to be derived from such difference depending upon the prejudices as to racial (and national) excellence or weakness nurtured by the dominant group. Thus it is usual in groups ruled by Teutonic derivatives, for Europeans to be honored, for Orientals to be tolerated, for Jews and Negroes to be despised. It is highly significant that many tongues make synonymous the words "stranger" and "enemy".

Social status, the judgment of society pronounced upon the individual, is a factor composed--by its nature as judgment--of many subsidiary impressions: race, speech, dress, occupation, bank account, intelligence, personality. The final assignation of station finds substantiation in so many reasons of prejudice that it becomes impossible from objective consideration of observable data accurately to evaluate "social status"; but in America, as in all raw cultures, the power of money and the power of place (which are often the same thing) influence greatly social approval. So, in this study, wealth and office take on, besides their value as indices of material well-being, an added significance as factors contributing greatly to psychological contentment.

The three factors of race, nationality and economic value are, in this judgment of society, so highly interconnected that for any given individual they may quite properly be said to be indivisible. But for the purposes of our study of a given group, much information of value can be gained from description of these forces in terms of mathematics.

Inasmuch as the students under consideration are the product of a specific school that is in turn the product of a specific community, a brief chronological history of the community and of the school will furnish the background.

necessary for understanding and interpreting the data to follow.

The remainder of the chapter presents, studies and analyzes, in reference to the pupil personnel of Alexander Hamilton High School, the three most powerful forces in the life of any individual: his race, his social status, his economic value.

HISTORICAL BACKGROUND

History of the school. Alexander Hamilton High School, at 2955 Robertson Boulevard, Los Angeles, stands on what was once part of the Rancho Rincon de Los Bueyes--literally, "the corner for cattle"--a tract of land the title to which passed on December 7, 1821, to Bernardo Higuera and Cornelio Lopez, two citizens of the tiny Pueblo de Nuestra Senora La Reina de Los Angeles who requested the ground for use as pasturage for "a number of cattle".²¹ The title was granted by Jose de la Guerra y Noriega, military commander of the district.²²

The United States Board of Land Commissioners and the United States District Court issued a patent on August

²¹ W. W. Robinson, Culver City, A Calendar of Events (Los Angeles: 1937), pp. 4-5.

²² Ibid., p. 3.

27, 1872, to Francisco and Secundio Higuera, confirming their title to El Rincon's 3100 acres.²³ The land was held by the Higuera family (except for a portion northwest of Ballona Road--Washington Boulevard--which was sold in 1849 and 1867 by Secundio and Francisco Higuera, respectively) until 1931 when it was bought at the instigation of the citizens of Palms by the Los Angeles Board of Education. The property had previously become part of the City of Los Angeles on May 22, 1915, being contained in the Palms Annexation of that date. Construction was begun in 1931 of the first buildings of the school, and in the fall of that year Alexander Hamilton opened its doors to an initial enrollment of 798 students. The school at that time contained the seventh, eighth and ninth years of school in addition to the normal three grades of high school; but the two lowest grades were successively dropped in the years 1932 and 1934, the ninth grade being retained for the benefit of the graduates of Culver City's eight-year grammar schools.

Despite curtailment in the number of grades offered, the enrollment of the school has risen steadily since its opening due to the increasing population of the surrounding district--an increase well illustrated by the more than doubled population of Culver City (5669 to 11,400 est.) in

²³ Ibid., p. 10.

the past decade. As of January, 1940, Alexander Hamilton High School has a pupil enrollment of 1750 and a teacher personnel of seventy.

History of the community. The Alexander Hamilton community, as of January, 1940, is preponderantly a new community. That, perhaps, is the most important thing to be said about it. It was not until 1868 that Rancho La Ballona-- a grant of some 14,000 acres southernly contiguous to Rancho Rincon de Los Bueyes--began to be portioned, not till 1886 that Palms was first created as a subdivision, not till 1917 that Culver City became legally incorporated.

The newness of the district is, perhaps, even more clearly shown by population and building-permit statistics as compiled by the Culver City Chamber of Commerce. These statistics show the population of Culver City to have been: 503 in 1920; 5669 in 1930; 8000 in 1937; 11,400 (est.) in 1940. Residential building permits show a corresponding trend: 55 were granted in 1936; 77 in 1937; 167 in 1938; 365 in 1939. Of these 664 permits, 603--or 90.8%--were for single-family residences.

Translated into terms of human beings, these statistics make it abundantly clear that prior to 1930 no such thing as a "community" can be said to have existed in what is now the Alexander Hamilton district. Thus it can be seen

that, properly speaking, the history of the community (i.e., the people themselves) has no connection whatever with the history of the district (i.e., the land upon which the people live). With the semi-nomadism of all urbanites, these people have moved upon a land with which they have as yet no tie and with the history of which they are not at all concerned. The community was created by, and has its roots in, the highly complex forces of growth of a great metropolis. It is no more possible to understand them by a detailed study of the acreage they inhabit than it is to understand the shipping of the world by analysis of the waters upon which the ships set sail. The study which will yield greatest comprehension of the composition of the community is that of the factors which formed it: the national, social and economic forces embodied in the people themselves.

THE NATIONALITIES OF THE STUDENTS OF ALEXANDER HAMILTON HIGH SCHOOL

This portion of the chapter is devoted to a discussion of the nationalities now represented in the student body of Alexander Hamilton High School as shown by a language survey made in the spring of 1936. Together with a study of this survey is a discussion of the value it has in aiding the investigator to achieve an understanding of the comparative homogeneity of the student body in this respect.

Language survey of 1936. In the spring of the academic year 1935-36, the administrators of Alexander Hamilton High School compiled a questionnaire designed to ascertain the language or languages ordinarily spoken in the homes of the students of the school. The findings of this questionnaire are shown in tabular form in Figure 1, page 24.

It was found that out of a total median enrollment of 1512 for that year, only 230, or 15.2%, of the students came from homes where a language other than English was habitually the means of familial discourse. Stated positively, the questionnaire showed that 84.8% of the students came from English-speaking homes--a percentage so high as to make the probability of language difficulty very slight indeed.

Moreover, and more importantly, the questionnaire showed that of the 15.2% foreign-speaking group, only 2.2%--or thirty-four students from the total enrollment--spoke a language in the home that would indicate any possibility of a racial problem in the school. Save for these thirty-four students (the twenty-six students in whose homes Hebrew was spoken and the eight in whose homes Japanese was spoken), the foreign-language students represented either Teutonic or Slavic-Romantic extractions: a racial background not likely to be found distasteful to a community composed overwhelmingly of persons with that identical

LANGUAGE BACKGROUND SURVEY

24

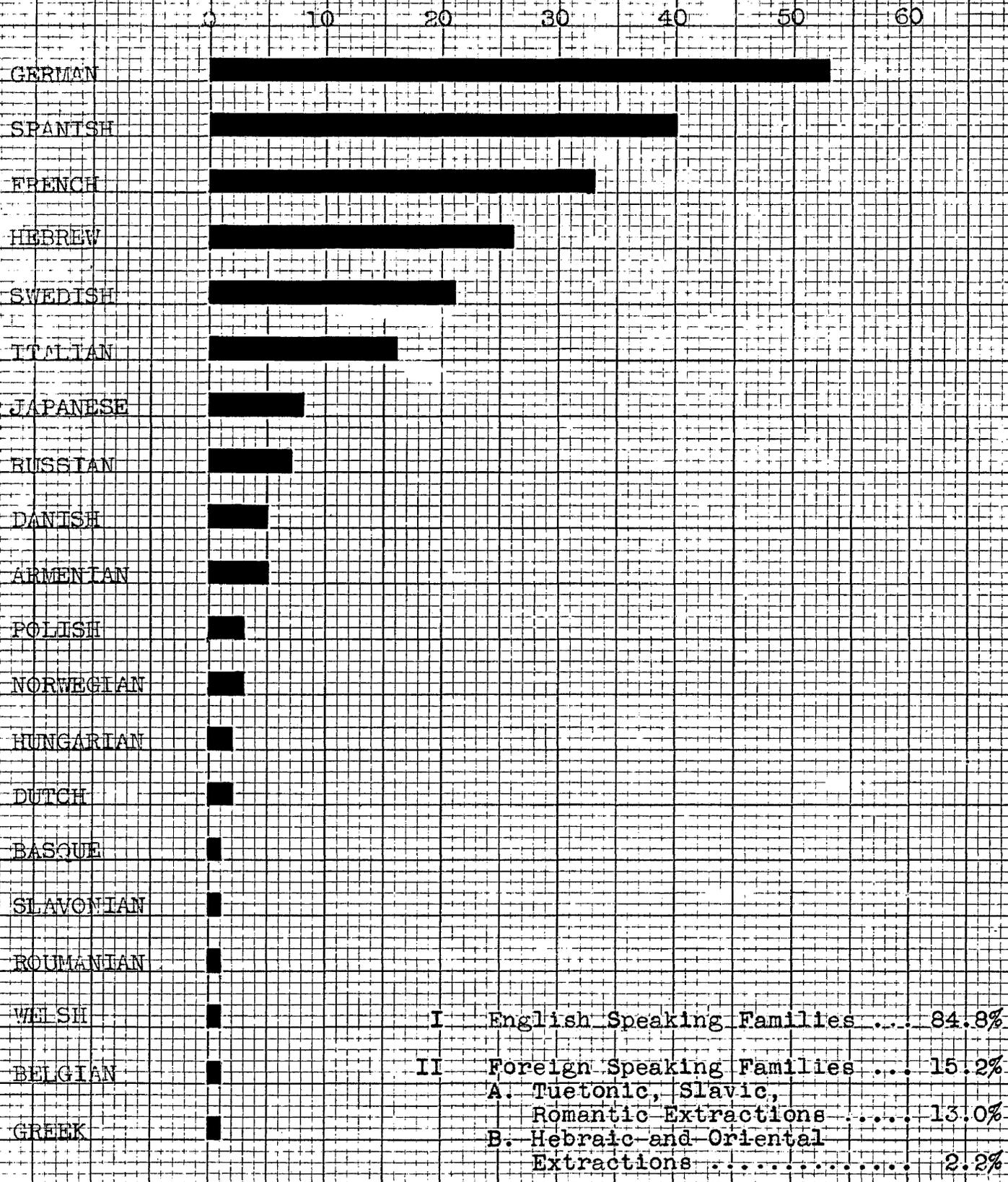


FIGURE 1

racial history.

In this place mention should be made of the Vista del Mar Home--the orphanage for Jewish children--which is an outstanding, unique and valuable institution the members of which comprise 2.7% of the total enrollment of the school. The "Home" is located in the portion of the district southwest of Hamilton and lies within the boundaries of Palms. It is composed of several attractive, comfortable residences constructed not as dormitories, but as fraternities where each group of students have specified duties and privileges, govern themselves and regard themselves as family units. Each residence has its house mother and the Home provides recreational, religious and hospitalization facilities. The training these students receive in their homes in self-discipline, self-management and practical democracy make them likable, respectable, admirable members of the student body. It will be noted by a comparison of percentages that students from the Home use English and not Hebrew as their usual means of discourse.

Deductions from the survey. A review of the results of the language survey given above will show that, demonstrably, Alexander Hamilton High School has a student body that might well be termed "typically American" in respect to language spoken in the home: a vastly dominant nucleus

of English-speaking students, a periphery of students differing in speech but similar in race, and a proportionately thinner periphery of students coming from differing racial stock.

Thus, though it might well be that individually the last-named students would be faced with a major problem of prejudice, for the student body as a whole no such problem can be said to exist.

SOCIAL AND ECONOMIC BACKGROUND OF THE COMMUNITY

An enumeration, analysis and discussion of such indices of social attitude as religion, profession, family attitude toward education of children are presented in this section of the chapter, as well as a study of the economic position of the students of Alexander Hamilton High School, as evidenced by family income, regularity of employment of fathers, mothers and children. There is a study of the reasons necessitating the working of those students who are regularly employed and a study of the types of life work for which the students are preparing themselves, accompanied by analysis and discussion of the facts presented and the conclusions to be drawn therefrom.

General overview. To one familiar with the Los Angeles metropolitan area, a glance at the map could give

an immediate and, on the whole, accurate estimation of the character of the district from which Alexander Hamilton draws its students. The district, bounded roughly by La Cienega, Pico and Washington Boulevards on the east, north and south, respectively, and by Overland Avenue on the west, is residentially speaking a new district. The industry which gives this community its major income (insofar as that income is locally earned) is the motion picture industry. The M.G.M., Selznick, Twentieth Century-Fox and Hal Roach "lots" are all included in these boundaries. Such families as do not receive their incomes from these studios, directly or indirectly, would be families composed of moderately successful business and professional persons whose places of business lie either in Hollywood, Beverly Hills or downtown Los Angeles. Substantiation is given to this hypothetical assumption by school-conducted surveys of the district and by statistical information compiled by various administrative and sub-administrative bodies of Culver City.

But what a cursory glance at the map would not disclose is that this same district contains not only this moderate, stabilizing element of middle-class families, but also groups of the very poor and of the more than comfortably wealthy. The poor are found in the older, more depressed region of Palms, the rich in the recently developed subdivision of Cheviot Hills. A new subdivision, Beverlywood, is

at the moment in the process of being developed, and though it is too early to state positively the character it will assume, it is logical to suppose that it will be, as the majority of the district already is, composed of single-family residences of the better-than-average type.

Religious observances. In its measurable attitude toward religious observances, this district again assumes the "average" or "normal" character of the nation as a whole: thirteen Christian denominations offer regular services to the community, supplemented by nine undenominational groups.²⁵ There is no synagogue in the district.

The correlation between morality and regular religious observance is axiomatic, as is also the correlation between morality and a strong middle class. It speaks well for a community relatively so small that so large a number of churches continue to be supported.

Economic status of the community. In June, 1938, the faculty of Alexander Hamilton High School conducted an investigation which aimed at discovering the background, ambitions and needs of the student body. The investigation was made in the form of a questionnaire (a copy of which is included in the Appendix) sent to parents. By this means

²⁵ The Culver City Evening Star-News, April 9, 1940.

it was discovered that:

80.8 per cent of Hamilton pupils live in one-family residences; have lived in their present homes an average of 4.58 years; and have lived in the Hamilton district an average of 7.04 years;

85.0 per cent of the fathers of Hamilton students are regularly employed;

70.3 per cent of their mothers never work outside the home;

9.3 per cent of the students are regularly employed;

33.8 per cent of the students are occasionally employed;

56.9 per cent of the students are never employed.

Another questionnaire was sent out by the school in November, 1939, to the end that the Job Training Committee might become conversant with such information regarding the students as might aid the committee in its effort to help those seeking employment during or immediately after leaving high school. The returns on the questionnaire were satisfactory: some 55.8 per cent of the student body responded. All, however, did not answer the questions which dealt with monetary matters. The lowest number of responses--581--were given regarding the question of family income. Of those replying (33.2 per cent of the total enrollment), 10.2 per cent listed family income as less than \$1000; 24.8 per cent

as \$1000 to \$1500; 30.4 per cent as \$1500 to \$2000; 34.6 per cent as over \$2000.

When queried regarding their reasons for wishing to work, 688 students (39.3 per cent of the student body) answered the question, giving the reasons:

"To help support the family"---15.8 per cent;

"Pay way through school"---32.9 per cent;

"Spending money"---35.3 per cent.

An analysis was made of the types of jobs held by those students whose employment was either regular or sufficiently well-defined as to constitute a calculable source of income. The students so studied comprise 22.9 per cent of the present enrollment of the school. This analysis was made on the basis of statistics furnished by the November, 1939, student questionnaire, but was computed for the student body as of February, 1940. This information can be seen graphically on page 31 of this chapter. The results of this analysis show that:

61.5 per cent of the group studied are employed in such typically high-school occupations as paper routes, mother's helpers or odd jobs;:

20.9 per cent were employed by N. Y. A. (This group of sixty-five students, who may with reason be looked upon as an indication of the per cent of the community in need of help from others, constitute 3.8 per cent of the total

ANALYSIS OF STUDENTS REGULARLY
OR SEMI-REGULARLY EMPLOYED

31

0 20 40 60 80 100 120

Paper Routes

Mothers' Helpers

Odd Jobs

N. Y. A.

Gardening

Service Station
Mech. Jobs

Selling

Number of students analyzed	400	..	22.9%
Paper boys, mothers' helpers, odd jobs		61.5%
N. Y. A.		20.9%
Gardening, service stations, selling		12.2%
Relation of N. Y. A. to total enrollment		3.7%

FIGURE 2

student body.):

The remaining 22.2 per cent of the group under consideration are employed in gardening, in gas stations and in selling.

Plans for further education. In the questionnaire of June, 1938, mentioned above, the parents of Alexander Hamilton students were asked if they expected to give their children further schooling beyond that acquired in the high school, and if so whether it was planned that the student should receive this further education in a junior college, a university or a trades or professional school. The response showed that::

86.0 per cent of the parents planned to give their children post-high-school training;

19.0 per cent planned to send their children to a junior college;:

41.3 per cent planned to send their children to a university; and

39.7 per cent planned to send their children to a trades or professional school.

Stated positively, slightly more than three-fifths of the parents believed their children should have further academic training, with attendant postponement of the child's independent earning power and, it may logically be inferred,

with the intention that he should enter one of the major professions for which such training is necessary; while slightly less than two-fifths of the parents intended to send their children to a trades or professional school where they might prepare themselves in a comparatively short time to practice a specific skill and take their places as independent, self-supporting members of society.

How much this preponderance of parental desire for collegiate training of their children is traceable to popular reverence for the words "college" and "degree" per se and how much to actual knowledge of and desire for the kind of training universities offer, may be judged from another question asked: "If he has decided on a probable vocation, what is it?" In answering this question, eighty-six different kinds of work were mentioned. Those occurring the greatest number of times may be found listed in tabular form on the following page.

Study of this table shows that of the vocations listed only 29.7 per cent can possibly be said to require university education (professional, engineering, journalism, scientist, architect) while 56.2 per cent would require some other, more specific training.

It is of value in studying this question to compare student opinion with that of the parents. In the November, 1939, student questionnaire a question was asked relative

TABLE I
CHOICES OF VOCATION OF HAMILTON STUDENTS

Vocation	Per cent of responses
Clerical	20.0
Professional	12.2
Engineering	9.3
Art	8.8
Theatre	8.2
Business	7.8
Trades	6.2
Journalism	3.8
Accounting	3.4
Scientist	2.8
Agriculture	2.6
Aviation	2.4
Army and Navy	2.0
Architecture	1.6
Beauty Work	1.0

to post-graduation plans. 72.4 per cent (1267 students) of the whole student body replied to this question, and of that number, 310 (or 24.5 per cent) planned to get a permanent job, 292 (or 23.0 per cent) planned to attend a special trades or commercial school, 221 (or 17.5 per cent) planned to go to a junior college, and 444 (or 35.0 per cent) stated plans of going to a university.

By a comparison of results of these two questionnaires it is seen that 52.5 per cent of the students plan on further academic training (60.3 per cent of the parents), 23.0 per cent plan on special schooling (39.7 per cent of the parents expressed such plans), and 24.5 per cent plan on obtaining a permanent job (14.0 per cent of the parents stated such plans). Translated into terms of conflicting desires, three-fifths of the parents wish their children to have university training, a simple majority of the students (but still a majority) are so inclined; ten per cent more students wish immediately to obtain permanent employment than parents wish them so to do; more than twice as many parents would like to have their children attend special trades or similar schools than there are students who plan to attend such schools.

On analysis, and bearing in mind the comfortably average, but hardly plutocratic family incomes of the district, it seems valid to conclude that the parents are, quite

naturally, interested in furthering their pride and their name by wishing to give their children further education while the students, also quite naturally, have something of a sterner eye for economic realities and a strong desire to be independent of their childhood homes by becoming self-supporting, though there yet remains a simple majority (52.5 per cent) of the student body which plans further, and academic, training with no immediate plan for employment.

Study of alumni. There is another source of information that will lend corroboration to the above deductions as well as extend knowledge of the workings of the school: a questionnaire sent to alumni of the school in the spring of 1938. The questionnaire aimed at discovering facts that would lead to an understanding of the activities of former students who had for a longer or shorter period been applying their knowledge and abilities outside the school. Of the questionnaires sent out, 154 were returned. This was not a sufficiently heavy response to permit of pronouncement of dogma, but it was large enough to serve as an indication of the effect and value of the high school years.

Of the 154, one hundred and seven alumni listed themselves as employed, forty-seven as unemployed. The alumni were asked as to their training after graduation from high school and replied to the effect that:

44 completed one or more years of college but were not graduated from college;

2 were graduated as seniors from college;

2 completed junior college;;

14 were graduates from a trades or professional school;;

2 were graduates from a business college;;

3 had training at night school;

32 had no training after high school.

A list of the jobs held by these alumni at the time of the questionnaire, together with their wages will be found in the table on the following page. It will be noted that the majority of positions are low-paid, require little training. Compare the jobs held with the vocational choices made while in high school (Table III) and with the presently-held vocational objectives of these alumni (Table IV).

Study of these facts as presented in the above-mentioned tables, taken together with the knowledge of the community already gained, would seem to indicate that there was poor adjustment on the part of the alumnus to his own potentialities and abilities. The alumni, as represented by this group, apparently made no capital of opportunities offered for such adjustment while yet in school and have spent a great deal of time and effort in finding some field in which the major recommendation for entering was not the value of the work or the interest of the worker, but the fact

TABLE II
JOBS HELD BY 154 HAMILTON ALUMNI

Nature of Employment	First Wages	Wages Now	How Long Present Position
Accountant	\$15 week	\$20 week	1 yr., 16 wks.
Air Condition Ass't.	12 week	30 week	1½ years
Architect	18-20 week	25-50 week	6 months
Army	21 month	21 month	40 weeks
Ass't General Manager	Depends on work		2½ years
Ass't. Manager	15 week	-----	-----
Bank Clerk	70 month	70 month	40 weeks
Barber	Tuition	Tuition	5 weeks
Billing Clerk	16 week	20 week	3 years
Bookkeeper	65 month	100 month	2 weeks
Bookkeeper	14 week	18 week	9 months
Bookkeeper	50 month	75 month	11 months
Carpenter	2 day	2.50 day	not steady
Checker	10 week	25-32 week	unemployed
Checker	14 week	19 month	3 years
Clerk	17 week	17 week	4 months
Clerk	70 month	70 month	7 months
Clerk	70 month	90 month	1½ years
Clerk	14 week	14 week	12 weeks
Clerk	16.50 week	21.60 week	3 years
Clerk, Delivery	7.50 week	6 week	36 weeks
Contractor	5 day	5 day	1 yr., 40 wks.
Dancer	5.50 day	8.75 day	1 year
Director Athletic Association	20 month	275 year	1 year
Draftsman	15 week	18 week	1 year
Draftsman	80 month	130 month	2 months
Drug Clerk	7 week	10 week	1 year
Electrical Operator	21 week	43.56 week	2 years
Filer	70 month	70 month	4 weeks
Filling Station Attendant	80 month	100 month	2 months
Forest Conservation Employee	18 week	30 week	2½ years
Fountain Clerk	12 week	12 week	3 years
Gardener	18 week	30 week	2½ years
Housekeeper	50 month	50 month	-----
Housewife	12 week	-----	2 years

TABLE II (continued)
 JOBS HELD BY 154 HAMILTON ALUMNI

Nature of Employment	First Wages	Wages Now	How Long Present Position
Inspector	\$16 week	\$16.50 week	3 months
Junior Clerk	75 month	90 month	1½ years
Junior Salesman	20 week	110 month	3 years
Laborer	.40 hour	.50 hour	2 years
L. A. Times Agent	18 week	20 week	3 years
Librarian	.40 hour	75 month	1 week
Librarian	10 month	25 month	1 year
Machinist	60 month	105 month	-----
Machinist	.35 hour	.50 hour	-----
Marine	21 month	35 month	2 years
Mechanic	15 week	18 week	25 weeks
Merle Norman Employee	Commission	½ of profit	3 years
Messenger	750 year	960 year	1 year
Messenger	65 month	65 month	40 weeks
Model	12 week	12 week	16 weeks
Navy	21 month	75 month	1 year
Navy	19.75 month	90 month	3½ years
Neon Products Employee	10 week	20 week	12 weeks
Painter	10 week	36 week	1 year
Printer	12 week	90 month	1 year
Printer's Helper	90 month	100 month	1 year
Property Man	27 week	35 week	2½ years
Real Estate Broker	.90 hour	Commission	24 weeks
Salesgirl	2 day	2 day	1½ years
Salesman (Advertising)	25 week	20 week	1 year
Salesman	Commission		24 weeks
Sears, Roebuch Co.	16 week	18 week	2¼ years
Secretary	15 week	22.50 week	2½ years
Secretary	15 week	17.50 week	10 months
Secretary	50 week	70 week	1½ years
Secretary	16 week	16 week	3 months
Secretary	6.50 week	6.50 week	4 months
Secretary	10 week	11 week	1½ years
Secretary	50 month	60 month	28 weeks
Semi-skilled Laborer	3.50 day	4 day	11 months
Shipping Clerk	15 week	15 week	3 months

TABLE II (continued)
 JOBS HELD BY 154 HAMILTON ALUMNI

Nature of Employment	First Wages	Wages Now	How Long Present Position
Stenographer	\$17.50 week	\$23 week	2½ years
Stockroom Clerk	.40 hour	.45 hour	1 week
Stockroom Clerk	18 week	25 week	16 weeks
Studio Laborer	.75 hour	.75 hour	8 weeks
Studio Prop Man	21.60 week	50-150 mo.	Irregular
Telephone Co. Employee	14 week	24 week	1½ years
Telephone Operator	12 week	18 week	2 months
Texas Company Station Attendant	.30 hour	.35 hour	8 weeks
Typist	8 week	8 week	2 months
Usher	1.50 hour	1.50 hour	2 months
Usher	2.50 hour	5.50 hour	1 year
Visual Education System Employee	65 month	85 month	36 weeks
Waiter	Work for father who pays tuition		
Wilson Sandwich Co.	10.40 week	14.80 week	1 year

TABLE III
HIGH SCHOOL VOCATIONAL CHOICES
OF 154 HAMILTON ALUMNI

Vocation	Chosen by
Actress	3
Architect	3
Artist	1
Auto Mechanic	5
Bookkeeper	3
Chemist	2
Clerk	2
Commercial Artist	5
C. P. A.	2
Designer	2
Dietician	1
Doctor	3
Draftsman	3
Dressmaker	1
Electrician	2
Engineer	7
Housewife	1
Journalist	7
Lawyer	6
Librarian	4
Military Officer	1
Musician	1
Printer	1
Radio	2
Salesman	2
Secretary	11
Teacher	6
Veterinarian	1
Sub-total	89
No definite vocational choice in high school	65
Total	154

TABLE IV
NEW VOCATIONAL CHOICES OF 56 HAMILTON ALUMNI

New Vocational Choice	Alumni	Reason for Change
Accounting	6	Work interesting--2 Only thing to do without college
Actuarial Scientist	1	Better business opportunities
Advertiser	3	Better field
Air Condition Ass't.	3	Greater future, bigger field
Banking	1	
Boiler Engineer	1	
Business Manager	2	Chemistry only a flare
Chemist	1	
Civil Service	4	Better opportunity
Clerk	1	Better field, better fitted
C. P. A.	1	Salary to begin sooner
Doctor	1	
Drama	1	Always wanted to be an actor
Field Geologist	1	Interesting
Homemaker	1	Because of grades
Law	1	
Minister	1	Spiritual demand
Movie Cameraman	1	College training impossible
Music	1	
Nurse	1	Better field
Oil Fields Worker	2	Only job available
Photographer	1	Enjoyed work
Psychologist	3	Opportunity for women; was not offered; handicapped; broader field
Radio Expert	1	Better field
Salesman	2	Company will offer great possibilities
Secretary	4	Dissatisfied; bad marriage
Singer	1	More enjoyable
Stenographer	1	
Story Writer	2	Changed mind; didn't like first
Studio Cameraman	1	Possibilities
Studio Designer	1	Best suited to it
Teacher	1	Couldn't do pre-med. chemistry
Theatre Manager	1	Pull
Typist	1	
U. S. M. C. Officer	1	Big possibilities

that it was a field into which entry was possible. It must be remembered, of course, that these 154 alumni are not a scientifically certified cross-section of all the graduates of the school and it is not therefore possible to state flatly that guidance in the school is poor. But so long as any group of 154 alumni chosen in any manner shows such lack of accomplishment, lack of adjustment and lack of intelligent planning of life work, just so long will there be grave necessity for a great amount of attention and emphasis to be paid to guidance in the school.

One major source of friction between wish and accomplishment is immediately apparent: 52.5 per cent of the present students wish to pursue academic education, in which wish they are supported by similar hopes on the part of 60.3 per cent of their parents, yet only two out of 154 alumni were graduates as seniors from a college or university. This fact, studied in the light of the expressed desires of the students in regard to life works, leads inevitably to the conclusion that there exists a great deal of illogicality and lack of perception in the thinking of parents and students alike as well as a great deal of misinformation or misconception of the role universities play in contemporary life. The belief that university training in any field is a pass-key to the abundant life is a fallacy so much spoken and written of that it would seem to be a

self-evident solecism. Yet it is apparently upon this thought that parents and students alike base their desire for collegiate training. And here, manifestly, is a major problem in guidance that is not being met by the school.

CHAPTER SUMMARY AND CONCLUSIONS

A brief summary of the material presented in the foregoing sections is here presented together with some logically valid conclusions which may be drawn from an analysis of that material relative to the character of the student personnel and the school community of Alexander Hamilton High School.

Summary. Construction was started on the buildings of Alexander Hamilton High School in 1931, the school opening in the fall of that year with a student body of 798. The school has grown consistently until it has at present an enrollment of 1750 students.

The Alexander Hamilton High School district contains what was once part of the Ranchos La Ballona and El Rincon de Los Bueyes. The history of the district deals with the story of the transference of the land from Spanish to Mexican to American hands and does not represent the gradual growth of a settled community. The significance of the area as the district of an American school goes back no farther

than 1920 when the national census showed a population of 503 persons reported in Culver City.

A language questionnaire sent out in the spring of the academic year 1935-36 showed that 84.8 per cent of the Hamilton students come from English-speaking homes, 15.2 per cent from foreign-speaking homes. It also indicated that only 2.2 per cent of the student body comes from racial stock other than Teutonic or Slavic-Romantic, permitting the deduction that the possibility of racial prejudice exerting any considerable influence in the school would be very slight.

Questionnaires sent out by the school in 1938 and 1939 show that 80.8 per cent of the families in the district live in one-family residences, that they have lived in the district seven years, that 85.0 per cent of the fathers are regularly employed, that 70.3 per cent of the mothers are not employed at all and that 90.7 per cent of the students work only occasionally or not at all. A vast majority of parents (86.0 per cent) and students (75.5 per cent) are planning on further education after leaving high school. A comfortable majority (65.0 per cent) of the students come from families with a regular income of \$1500 or more per year. A questionnaire sent to Hamilton Alumni in 1938 indicates, but does not prove due to lack of sufficient returns (154 were returned), that despite the favorable factors of

above-subsistence income and wish for further education, Hamilton graduates generally do not accomplish what may reasonably be expected of them. The returns of the questionnaire strongly indicate a need for further vocational guidance and aid to the student in self-estimation and life-planning. As of 1940, the Hamilton community supports twenty-two churches of various types and denominations.

Conclusions. From a study of the facts above enumerated, the student is brought ever more forcibly to the realization that this school under examination embodies all the facts and factors that are commonly associated with the concept of the "typical", the "normal", the "average" in American educational institutions and, indeed, in the country itself. This observation finds substantiation in every type of fact and activity that has been discussed in this "background" chapter.

In language, in social and in economic background is found again and again a vastly dominant and homogeneous nucleus of English-speaking, self-supporting, religious and moral middle-class families surrounded by a thin periphery of families that differ in one or more respects from the established norm.

It is precisely in this normalcy, this typicality, that Alexander Hamilton presents its greatest value as a

study. For above and beyond the value and significance attributable to the study of intriguing aberrations, stands the value and significance of a satisfactory solution to the problems inherent in the totality of public education in America. And, while recommendations for Alexander Hamilton cannot be said to apply, ipso facto, to all schools and to every local situation, they may very well be said to establish the outlines of the larger pattern in the definition of, and remedial suggestions for, the usual problems relating to general secondary education.

With the goal of the study and the background of the individuals under study thus clearly established, it remains in the following chapters of this study to present, observe and evaluate information relative to the pupil and his activities within the school itself.

CHAPTER III

INHERENT MENTAL CAPACITY AND SCHOLASTIC ACHIEVEMENT OF ALEXANDER HAMILTON HIGH SCHOOL STUDENTS

Accurate knowledge of the inherent mental abilities of any group of students must be obtained before a program to meet student needs can be set up. For this reason, the problems concomittant with native intellectual ability and actual scholastic achievement are approached in this chapter.

The first section of the chapter deals with the intelligence quotients of Alexander Hamilton students as of June, 1939 (excluding graduates of Summer '39), according to the Otis Self-Administering Tests of Mental Ability.²⁶ The results of this test are presented in terms of numerical distribution and also in terms of the percentage of each group in relation to the total enrollment. The findings are separated into results for boys and for girls. The first section of the chapter also presents the age-grade distribution of Hamilton students as of April 1, 1940. These findings also are sexually segregated and in addition are separated into grade levels. There is some discussion of the significance of these findings.

²⁶ Arthur S. Otis, Otis Self-Administering Tests of Mental Ability (Yonkers-on-Hudson: World Book Company, 1920), 12 pp.

The next two sections of the chapter deal with indications of scholastic achievement from studies made, first, within and, second, without the school. From records of the school itself are presented and discussed: the number and distribution of students doing honor work: the number of students failing one or more classes as of February 2, 1940. Indices of scholastic achievement of Hamilton pupils that come from without the school include:

1. A summary of the A12 fundamentals survey administered in April, 1939, by the Educational Research and Guidance Section of the Division of Instruction and Curriculum of the Los Angeles City Schools under the direction of Deputy Superintendent Arthur Gould;

2. The scholarship records made by students entering the University of California as freshmen during the academic years 1934 to 1938 inclusive, as compiled by the Office of Relations with Schools of the University;

3. The results of interviews which Miss Dunlap, as college coordinator for Alexander Hamilton, had with former Hamilton students who are now enrolled at the University of California at Los Angeles. (These interviews were given, for the most part, to students who received a grade lower than "C" in their mid-term examinations.)

The last section of the chapter is devoted to a brief summary and conclusions to be reached from study of the

materials presented.

I. MENTAL CAPACITIES OF STUDENTS

The Otis test. The mental capacity of the students of Hamilton High was measured by the Otis Self-Administering Tests of Mental Ability²⁷ in the summer of 1939. The results of this test may be seen in tabular form on page 51, Table V. Of the 1549 students tabulated, a simple majority had intelligence quotients in the normal range of 91 to 110. The lowest score (54) was made by a girl, the highest (145) was made by a boy. The median scores lay: boys, 102.5; girls, 96.0; the school as a whole, 99.5. Thus, all three medians are well within the normal range, with the boys slightly above the girls and the school as a whole but slightly below the absolute norm of 100.0.

Results of the test. Study of the results of the test show that a vastly preponderate portion of the school population (1318 out of 1549 or 85.1 per cent) had an I. Q. rating of 91 or above while the number of students having I. Q.'s that would indicate extreme dullness, border-zone or feeble-mindedness (80 and below) was only 49, or 3.2 per cent of the total population. There were more students in the single highest classification (near-genius) than in both lowest ones combined, and almost two and a half times as

²⁷ Ibid., p. 9.

TABLE V
CLASSIFICATION OF INTELLIGENCE QUOTIENTS OF
ALEXANDER HAMILTON STUDENTS - 1939

	Below 60	60-70	71-80	81-90	91-110	111-120	121-130	Above 130
Boys	0.0%	0.37%	3.33%	11.70%	54.93%	22.04%	7.14%	0.49%
Girls	0.14%	0.41%	2.04%	11.80%	56.85%	20.63%	7.33%	0.81%
Totals	0.07%	0.39%	2.69%	11.75%	55.89%	21.33%	7.27%	0.65%

Interpretation:^a

Below 60 . . . Idiocy
 60-70 . . . Feeble-mindedness
 71-80 . . . Border zone
 81-90 . . . Dull
 91-110 . . . Normal
 111-120 . . . Superior
 121-130 . . . Very superior
 Above 130 . . . Near genius

Medians::

Boys: 102.5
 Girls: 96.0
 School: 99.5

^a This classification of intelligence quotients is taken from Arthur S. Otis, Otis Self-Administering Tests of Mental Ability (Yonkers-on-Hudson: World Book Company, 1920), p. 9.

many in the two highest classifications as in the three lowest groups combined.

The extremely small percentage of non-teachables (those of 80 I. Q. or below who are not failed, but are passed on through school in order that they may complete the state education requirements), coupled with the strong centralization at normalcy and the comparatively high incidence of superior intelligence, makes a very favorable picture for the native mental abilities of the student body as a whole.

Age-grade distribution. The age and grade distribution for the school is consistent with that which it would logically be expected to be from a study of the intelligence quotients: the largest numbers of students fall in the age groups of fifteen, sixteen, seventeen, and eighteen with a larger group of the comparatively young (twelve to fourteen) than of the comparatively old (nineteen and over). The preponderance of students in each age group is found to be in the normally expected grade level (fourteen to fifteen years of age for the ninth grade, fifteen to sixteen years for the tenth grade and so on), with a larger percentage of students advanced for their years than the percentage of those retarded for their age. Analysis of the age-grade distribution further shows that of the ten students over nineteen presently enrolled, five are doing post-graduate work and thus cannot,

strictly speaking, be properly considered high school students at all.

Interpretation of results. The strongest conclusion to be drawn from these two sets of facts is that the students of Alexander Hamilton High School are preponderately normal or average in respect to intelligence and grade level, with a strong bent toward superiority.

II. SCHOLASTIC ACHIEVEMENT OF STUDENTS

INTRA-SCHOOL MEASUREMENTS

Honor students. It is customary in the Los Angeles City Schools that no student be permitted to carry five periods of so-called "solids" unless he has earned all recommended grades ("A" or "B") for at least one semester preceding the carrying of the five solids. In the spring of 1939 a tabulation was made of all students attending Hamilton for the full six-period day. It was found that 662 students, or 38 per cent of the total enrollment of 1703, were in school six periods a day. Of these 662, more than half (334, or 19.6 per cent of the total enrollment) were carrying five solids and the state-required period of physical education. Thus, nearly one-fifth of the student body was doing and had done for at least one preceding semester extremely outstanding scholastic work as evaluated by the teaching personnel

of the school itself. The greatest number of "five-solids" students were found to be in the A-11 semester, and 241 (or 72.1 per cent) of the 334 students were in the eleventh or twelfth years--the years in which most is expected of them scholastically and socially.

Student failures. At the other extreme, as of February 2, 1940, 211 students at Hamilton (or 12.1 per cent of the total enrollment at that time) had failed in one or more subjects during the fall semester of 1939-40. Though this percentage of academically weak students is smaller than the percentage of superior students, its significance is better understood when the classes failed are segregated. Failing grades are significant, for the individual student or for the investigator, only when they occur in a subject significant for the student himself. Thus, failures in required shops are not significant for students of superior intelligence who lack either interest or mechanical skill or both, which are needed for success in such work. Similarly, a failure in a required academic course is not significant for a mechanically gifted student whose value to the community and to society will lie in other fields than those covered by the failed course. And inasmuch as failures in relation to mental ability are studied here, failures in required solids, manual skills courses and the state-required physical education

cannot be found significant; for in the first case a logically valid inference would be that uninterested non-academic students should account for the majority of failures, in the second that uninterested academic students or students lacking the necessary manual coordination and not the necessary intellectual comprehension would account for the majority of failures, and in the last case--physical education--so many reasons of temperament and so few of intellect can be held accountable for failure that these statistics lose all value and significance for the present purpose.

Of the 211 failing students, twenty-three had failures only in physical education, thirty-eight had failures in non-academic subjects such as appreciation, commerce or workshop courses, and two had failures both in physical education and one or more of these subjects. With these sixty-three failures subtracted from the total, there remain 148 failures in academic subjects--these 148 pupils comprising 8.5 per cent of the total enrollment of the school. This figure is further reduced when it is noted that forty-five students failed in the required solids--English, beginning mathematics, beginning science. Subtracting these forty-five, there remain 103 failures made in non-required subjects. It is, therefore, a logical deduction that 103 students either were not mentally capable of mastering or would not strive to master academic subjects which they took of their own volition. These 103

failures represent 5.9 per cent of the student body--not a negligible, but an understandable percentage.

EXTRA-SCHOOL MEASUREMENTS

A-12 fundamentals test. A survey fundamentals test was made of all A-12 students in the Los Angeles City Schools in April, 1939. The results of the test in terms of city-wide averages and compared rating of the individual school were sent to Mr. H. O. Dyck, principal of Hamilton, by the Division of Instruction and Curriculum of the Los Angeles Board of Education. The summary stated in part follows:

Two educational achievement tests were used. One was the Progressive Achievement Test, Advanced Battery, Form A, machine scored edition. This test has sub-tests on Reading Vocabulary and Reading Comprehension. The other test was the Los Angeles Diagnostic Test: Fundamentals of Arithmetic, Form 3. It is an elementary school measure of the four basic operations of addition, subtraction, multiplication, and division. Results for the thirty-five schools included in the survey are summarized on the four graphs attached . . .

Schools standing high may do so because of the superior mentality of its population as well as because of good teaching. It may be that certain schools doing above average work should be actually achieving a higher average in view of the superior intelligence of their students . . .

School achievement is best interpreted in terms of the expected achievement of the pupils rather than in comparison to a fixed norm.

It has already been seen that Hamilton students are predominantly average in intelligence with a heavy distrib-

ution above average as compared to that below. It was to be expected, therefore, that Hamilton's A-12 students should show accomplishment somewhat better than average. This was the case in the reading vocabulary and reading comprehension sections of the progressive reading test, in which Hamilton students scored 12.9 and 11.5, respectively, while the city averages were 12.6 and 11.0, respectively. In total reading, Hamilton students scored 12.6, the city average being 12.1; but in the fundamentals of arithmetic test, their score was 8.05, the city average was 8.1. These variations above and below normal are very slight, the total impression gained being that Hamilton produces solidly normal material. But whether or not the results are satisfactory in view of the at least slightly superior mental abilities of Hamilton students is a debatable subject. This particular extra-school test showed neither outstandingly poor nor outstandingly excellent teaching of fundamentals at Hamilton High School.

State university report. The Office of Relations with Schools of the University of California has printed and distributed to the high schools of the state comparative statistical data in regard to the accomplishments of students entering the university as freshmen during the five-year (in terms of academic years) period 1934 to 1938, inclusive. Study of these data shows that during this period Hamilton

sent 123 students to the university, forty-two of whom (or 34 per cent of the total entrants) failed to maintain a "C" average. The average percentage of all students so failing was 34, and thirty-four was also the percentage of students from large public schools who were found to have less than a "C" average. Thus, on this score, Hamilton was doubly normal. In actual grade-point achievement, however, Hamilton students were far below the established norm for their group: 1.13 as opposed to 1.25 for the five years studied. In the academic year 1938-39 Hamilton students made a 1.15 grade-point average, but this was still well below the average for their group and for all schools, below even the average of private schools (1.16) whose scholastic accomplishment is consistently lower than any type of public school.

Interviews by college coordinator. Reasons for this discrepancy between measured ability and university accomplishment may be found, perhaps, in the suggestions of the students themselves. Miss Carol J. Dunlap, college coordinator for Hamilton High, went to the University of California at Los Angeles on December 8, 1938, to interview Hamilton students, primarily those who had received a grade below "C" in their mid-term examinations. She asked them: (1) What could have been done in high school to make you more successful in your college work? and (2) What suggestions do you

wish to offer to the college preparatory pupils and teachers at Hamilton?

The students' answers centered around three alleged deficiencies in their high school training: (1) lack of "cultural background", (2) lack of training in fundamentals, (3) lack of demand for work and of sufficiently severe examinations. It was further suggested that the high school could segregate academic and non-academic students, emphasize the value of grades, make the student familiar with university-type examinations, and teach him how to study and how to budget his time efficiently.

The value of these suggestions lies not in accepting them as vox dei but as the rather strong reactions of normal individuals coming in contact with unexpected and unusual academic severity and integrity. It must be remembered, also, that these are suggestions from students who had just received a grade lower than "C" in an examination. Once exaggeration has been peeled off, however, the suggestions are valuable and logically valid; for this academic failure of Hamilton's graduates substantiates the suspicion aroused by the Los Angeles City School fundamentals tests, that fundamentals are not taught sufficiently well at Hamilton. It remains to ask, however, whether fundamentals should be taught at all in a senior high school--a question which shall be discussed at length in a later chapter.

The student suggestion that grades, per se, should be stressed is plainly the result of a temporary loss of perspective as to the true aims of education. To that student Virgil may well say: "Forsan et haec olim meminisse juvabit." But the suggestions for specific training for college-bound students is highly valid, and, indeed, such a course ("College Orientation") is now offered at Hamilton by Miss Dunlap as part of the Senior Problems Course.

But together with serious consideration of the proposals of these students should go consideration of the students themselves. It has been shown in the preceding chapter that thirty-five per cent of the students themselves plan to attend a university after leaving high school. Yet, in the present chapter it has been seen that the vast majority of Hamilton students are only normal in intelligence, that even with their leaning toward superiority in mental ability, there are but 29.25 per cent of the total population with intelligence quotients which would label them "superior", "very superior" or higher. There is no information regarding the percentages of high-intelligence and low-intelligence students who are enrolled in the University of California, but common sense demands that along with investigation of methods of improving the teaching techniques of the school should go investigation into ways and means of sanely guiding students along lines where they may logically be expected to be capable

of the work demanded of them.

CHAPTER SUMMARY AND CONCLUSIONS

Summary. In this chapter the mental abilities and scholastic achievement of the students of Alexander Hamilton High School and the problems arising therefrom have been presented and studied. It was found that:

1. Hamilton students are predominantly normal in intelligence (55.89 per cent falling between 91-110 I. Q. as measured and interpreted by the Otis Self-Administering Tests of Mental Ability), with a high percentage (29.3) above 110 I. Q. and a low percentage (14.0) below 90 I.Q.

2. The students show a similar normalcy and tendency toward superiority in age-grade distribution as computed for April, 1940.

3. Nineteen and six-tenths per cent of the total number of students made all recommended grades for one or more semesters preceding the spring semester of 1939, while 5.9 per cent of the students failed in non-required academic subjects in the fall semester of 1939-40. These percentages correlate well with expected achievement as deduced from the intelligence ratings of students.

4. In two extra-school measurements of academic achievement, Hamilton students were found normal, but not satisfactorily achieving the results that can be expected

of them.

5. Graduates of the school who failed to maintain a "C" average in the state university felt that they had been insufficiently prepared in fundamentals, cultural background and study and examination techniques while in high school.

Conclusions. From a study of the facts presented in this chapter it appears that realignment of the school curriculum, guidance and teaching methods is needed for the college preparatory student who finds himself unable to cope with the demands of university work. By the students' admissions it is found that they are not prepared in English and mathematics fundamentals--subjects which should not be the province of the high school but of the grammar school. If, however, it continues to be true that senior high school students find themselves so ill-prepared in the methods of using their native tongue and in use of addition, subtraction, multiplication and division that these deficiencies make it difficult to proceed with knowledge and the pursuit of knowledge on adult levels, then, rather than wasting further time in castigating the uselessness of eight years spent in absorbing vacuums in grammar school, it shall remain for the senior high school to teach these basic intellectual skills, and to teach them well.

Particular attention should be paid to scholastic and vocational guidance in Alexander Hamilton to the end that each student shall understand his abilities, gifts and handicaps and know how best to use them to his own advantage rather than be forced to discover these things after the time for preparation for work has gone and the time for work itself has begun.

The strongest specific suggestion of students coincides with the most solidly substantiated conclusion that can be based on the facts in this chapter: much more may, and should, be required of the high school student in regard to assignments, study and expectations and more teacher attention should be paid to guidance of students in economical methods of study and effective planning of study time.

An answer to the need for college orientation while the preparing student is yet in high school has been given in the form of a course in that field now offered as part of the Senior Problems Course by the college coordinator for Alexander Hamilton High School.

CHAPTER IV

ATTENDANCE RECORD AND THE PROBLEM OF STUDENT ATTENDANCE AT ALEXANDER HAMILTON HIGH SCHOOL

There is no more sensitive barometer to maladjustment in any given situation than cessation of habitual activity. For this reason, attendance statistics are of the utmost value in the schools as an indication of the success or failure of the student and the school to progress harmoniously together. The student who is frequently absent from school without valid excuse is a problem to the school community to which he belongs, and will be a problem in the future to the city, state and nation of which he is a part unless the cause of his maladjustment can be discovered and eradicated so as to make of him a contented and useful member of society.

In this chapter the attendance statistics kept by the Attendance Office of Alexander Hamilton High School since the school's inception shall be studied with a view to discovering, evaluating and analyzing any significant examples of maladjustment that may obtain in the school, the student body or the community. The problem of applying remedial measures for the causes of absence that exist is studied.

The first section of the chapter will present and discuss the growth of the student body during the past decade, showing its growth in numbers, its losses in grades, its

average daily and yearly attendance, its comparison with attendance averages in Los Angeles City high schools.

The second section of the chapter will discuss reasons for absence that have prevailed over the years, analyze the significance of these reasons as they reflect upon the community and the school and discuss remedial measures.

The last section of the chapter will contain a summary of the findings and a statement of the conclusions to be drawn from those findings.

ATTENDANCE RECORD AND GROWTH OF THE STUDENT BODY

Growth of school population. Alexander Hamilton had an initial enrollment of 798 students when it was opened for the first time in September 1931. Attendance on the first day was 728. That enrollment declined, through transfers and the normal moving of the city's population, to 776 in January of 1932. But at the beginning of the spring semester of that year, the Board of Education made a change in boundary between Hamilton and Venice High Schools with the result that in February--the first month of the new semester--Hamilton had an enrollment of 1004, which declined to a low of 981 by the end of the school year. Average enrollment for the year was 894, average daily attendance, 821. At this time, Hamilton contained not only the usual three years of senior high school, but also the three junior high school grades.

The two lowest years were dropped a semester at a time in the academic years 1933 and 1934.

The Hamilton district built up during the summer of 1932 with the result that when the school re-opened in the fall the enrollment had risen to 1236, rose again in the following spring to a high of 1281. The average enrollment for the school year 1932 was 1229, the average attendance 1134. With a proportionately slower, but quite steady, building up of the district the enrollment at Hamilton rose each year until the year 1938-39 when the opening of Louis Pasteur Junior High School caused a drop in the enrollment from the high of 1614 in 1937-38 to 1583 in 1938-39.

Attendance record. The year 1936-37 is the first year for which attendance percentage figures and comparison with other Los Angeles senior high schools are available. In that year Hamilton had an average daily attendance per cent of 92.25, compared with the all-city average of 93.0 per cent. The following year, with an attendance per cent of 94.44, compared with the city average of 93.92, Hamilton ranked in fifteenth place in the city for attendance. The following year, the last year for which figures are available, Hamilton ranked twelfth among the city's high schools in attendance.

REASONS FOR ABSENCE

Three major causes of absence. Consistently during

the past decade there have been three major reasons for absences at Hamilton High School--always the same three reasons and always in the same order. They are: work, illness and money. It is not surprising that this should be so in a district that, despite its large percentage of comfortable, and small percentage of wealthy, families, contains families with less than \$1000 a year income. (It will be recalled from Chapter II of this study that such families comprise 10.2 per cent of the student body.) Nor is it surprising in a student body where ten per cent of the students are regularly employed--half of them working either to help support their families or to pay their own expenses through school, one fifth of them working on N. Y. A. For a school, part of whose student body has such strong reason for occasional absence, Hamilton's showing in absolute per cent and in relative placement in the city is not at all one to cause alarm.

Remedial measures. In the matter of remedial measures for these three causes of absence, one is presented with a problem that belongs neither solely nor even primarily to the school as a school. The problem of "one third of a nation ill-clothed, ill-fed, ill-housed" is one which stands before the nation for solution and to attempt to suggest a remedy for that situation is neither the purpose nor the privilege of this study. When and if the peoples of the state and the peoples of the nation find a satisfactory answer to that

question, the major cause of absence in Hamilton will disappear as one of the unnoticed, attendant blessings.

In regard to illness, the last of the causes for habitual absence, here again the student is presented with a problem with the techniques and remedial skills of which the educator, in the strict definition of the word, has no familiarity at all. Hamilton is served, as are all the Los Angeles public schools, by a school physician and has access for its pupils to the Yale Street Health Center, both of which serve the student either totally without charge or for a mere token payment. Suggestions for prevention of disease and for health programs are properly the prerogative of the medical profession and the student will make no effort in so technical a field.

Significant omission. It remains in the discussion of reasons for absence merely to point out that causes of juvenile delinquency have not as yet constituted a significantly measurable cause for absence at Alexander Hamilton and to reiterate that despite the three major, and presently insoluble, reasons for absence, the school's attendance record has from 1931 to the present day been a satisfactory one. The attendance percentage always has ranged above 90 and the school's attendance rating in relation to the other high schools of Los Angeles has been well above average.

SUMMARY AND CONCLUSIONS

Summary. In the preceding sections of this chapter the history of the growth of enrollment at Alexander Hamilton High School has been studied, together with attendance percentages and averages. It was found that:

1. The enrollment of the school has grown from 798 students in 1931 to 1614 students in 1937-38 then dropped to 1583 concurrently with the opening of Louis Pasteur Junior High School for the academic year of 1938.

2. The grade levels offered have declined in number while the enrollment was increasing from six grade levels in 1931 to four at present, the seventh and eighth years being dropped a semester at a time during the academic years 1933 and 1934.

3. Hamilton's percentage of attendance has ranged consistently above 90, was 94.44 and 94.48 for the school years 1937 and 1938, respectively, during which years Hamilton ranked first fifteenth and then twelfth in attendance among the city's senior high schools.

4. The three major causes for absence at Hamilton have consistently been: work, illness and money. The stress upon economic reasons is amply understandable in the light of the number of students regularly employed and the number of families with below-subsistence incomes.

5. Juvenile delinquency is not as yet a significant cause for absence at Hamilton High School.

Conclusions. As a result of study of the facts relative to attendance as mentioned above, it is consistent to conclude that absence from school as a symptom of social or psychical malaise resulting from causes within the jurisdiction of the school is not at present a problem of moment at Alexander Hamilton High School.

CHAPTER V

NEEDFUL RE-ALIGNMENT OF SCHOLASTIC PROGRAM INDICATED BY RESULTS OF THE STUDY

It has been stated earlier and repeated often that this study is conducted with the purpose of discovering methods which will make the high school experience a more vital and more suited experience in terms of the needs of each pupil. It must, of course, be borne in mind that complete individualism in instruction is not a practical possibility in any large public school. There must be always a greater or less amount of discrepancy between the needs of any one pupil and the material that must continue to be offered to groups of pupils. But the student holds that if there be possible and practical methods of organization and presentation of material that will more nearly approximate individual's needs those methods must be adopted and, once adopted, be subject constantly to surveillance, be thought of constantly as fluid methods subject to wide variation of presentation as the needs of the group make themselves known.

In attacking, therefore, the problem of reorganization of the scholastic program it is first necessary to reorganize the prevalent mode of thought in regard to the recipients of that program. It is first necessary to re-group the pupils themselves into more nearly homogeneous classes in order that

the instruction when presented will more closely coincide with the needs of each individual pupil.

The first section of the present chapter discusses suggested methods of redistribution and desired subject matter as expressed by students of Hamilton now at the University of California at Los Angeles, by alumni of the school who responded to the questionnaire spoken of in Chapter II of this study and by parents of students presently enrolled in the school. The section following discusses the increased need for guidance in any attempted individualization of curriculum.

RECLASSIFICATION OF STUDENTS AND CURRICULAR CHANGES

This section of the chapter presents specific suggestions for subject matter and methods of presentation as compiled from former Hamilton students now at the University of California at Los Angeles by Miss Dunlap in her interviews with freshmen from Hamilton who had received a grade below "C" in their mid-term examinations during December, 1938 (see above, Chapter III). It presents also specific suggestions for courses and expressions of approval and disapproval of the school program as presently organized made by parents of Alexander Hamilton pupils in response to a questionnaire sent out by the administrators of Hamilton in June, 1938, and by alumni who responded to a questionnaire sent them in June, 1938.

Suggestions from U.C.L.A. students. The suggestions from the freshmen at the University of California at Los Angeles covered three fields: English, study habits and grades and examinations. Below are listed typical suggestions taken from a list compiled by Miss Dunlap in her work as college coordinator for Hamilton:

English:

"Give a stiff course in advanced composition."

"I think a course in plain English grammar should be taught in high school."

"More plain grammar should be taught in high school, and a better background of famous literature should be had."

"Impress the need of English grammar for the study of foreign languages or English. Only one major does not call for a foreign language of English."

Study Habits:

"Get together on the students. They may not like it or you, but make them study."

"On real academic subjects make the student work."

"Learn to understand, not just blindly memorize."

Grades and Examinations:

"There are not enough tests given in high school."

"More examinations, perhaps every two weeks. I mean good exams."

"The high school courses should give ten week and final examinations, at least."

The suggestions listed are not all those mentioned by the students but they are typical in their fields. It is immediately evident that for the purposes of those students definitely planning to attend a university the present "preparatory" school gives very little preparation indeed for the

type of work that is demanded on the university campus. One student suggested:

In high school it is necessary to approximate conditions at the University. A student should know by the tenth grade whether he is going to college; he should then be placed in a special training department to prepare him for college.

Suggestions from parents. In the questionnaire sent to parents one question read, "Irrespective of future plans, which of the following do you want your child to have?" The items are listed below beginning with those that rank first in importance in the judgment of the parents and descending to those of least importance in their opinion.

1. Ground work in the three R's
 2. Training in spoken English
 3. Training in good citizenship
 4. Health education
 5. Commercial training
 6. Help in choosing a vocation
 7. Appreciation of beauty in art, literature and music
 8. Some knowledge of science
- Et cetera

Suggestions from alumni. The alumni of the school were asked, among a number of things, "How could high school better have prepared you for the job?" The seven suggestions occurring most frequently are listed below:

1. More home assignments
2. More science
3. More advice
4. Better methods
5. More practical work
6. More complete courses
7. More English

Discussion of suggestions. The responses from the three sets of questions to three groups of people familiar with Alexander Hamilton High School have several things in common. Each demands more actual work in high school. Each lists a desire for thorough knowledge of the mother tongue. Each requests training in specific things. The point of departure comes in the statement of the specific things desired, but the fundamental philosophy running through the suggestions is identical: preparatory school must actually prepare the student for something! And therein is enunciated the most logical basis for reclassification of students. Those students whose life aims will lead them into selected and specialized fields of university endeavor are acting consistently with sound judgment when they demand that the training they undergo before entering the university shall familiarize them with university methods and procedures and give them adequate preparation in the basic language and grammar skills, the needed cultural and scientific backgrounds, the demanded knowledge of economical study habits and examination techniques.

No less logically may students preparing to enter immediately after leaving high school upon careers in business and industry expect that at least the basic habits and attitudes shall be taught them, the habits and attitudes that are necessary for purposeful application to the learning of

particular skills.

It is in the group of subjects desired by parents that the student finds thought taken for the field in which every child has an interest and a duty: the preservation of the form of society which provides him with his education. Parents requested groundwork in the three R's, training in spoken English, training in good citizenship, health education, et cetera. In other words, that knowledge and those skills that permit all men to live together in appreciation and understanding of one another's worth and to govern themselves intelligently.

In a school wherein students were classified according to their major field of interest but required to take in each field courses providing conversance with general interest and importance, there would arise a great problem in each student's deciding upon his field of study. On what basis is he to choose? When is he to start specialization?

THE GUIDANCE PROBLEM

The problem presented by the necessity of choosing a life work is at best a perplexing one and surely there need be no asking that every student be irrevocably decided by the time he has reached the tenth year of school. But it is equally certain that by the time the student has reached the tenth year he has developed in terms of mentality and person-

ality far enough to give very valid indications of the general type of activity in which he would be of most value to himself and to society and in which he stands most possibility to succeed. On the basis of training received from his parents, from his own self-developed interests, from the results of mental ability and particular aptitude tests he should be prepared to choose between an academic, commercial or business life. By his own statement he does not wish the unsegregated chaos of disconnected instruction to continue. He accuses the present system of partial segregation of leading only to half-preparation in several fields; he demands more and harder work in all fields.

It follows that the student, the parent and the alumni would put even more emphasis upon the importance of adequate counseling or guidance work. In view of the requests made by these groups the suggestion follows that special work should be carried on to determine the value, accuracy and validity of various aptitude and job-orientation tests to the end that guidance work may proceed with the maximum of surety in suggesting fields of endeavor for the student.

CHAPTER SUMMARY AND CONCLUSIONS

Summary. In this chapter have been presented the suggestions for changes in the curriculum of Alexander Ham-

ilton High School made by former students who are freshmen at the University of California at Los Angeles, by parents of students now enrolled and by alumni of the school other than the mentioned freshmen. It was found that each group desired more specific instruction in basic English, both written and spoken, and in basic arithmetic. It was found further that alumni wished:

1. More home assignments
2. More science
3. More practical work
4. Better methods of teaching.

Parents desired in addition to stressing the three R's::

1. Training in good citizenship
2. Health education
3. Commercial training
4. Help in choosing a vocation
5. Appreciation of beauty in art, literature and music
6. Some knowledge of science.

The freshmen at the university wished that college-preparatory work should be made more nearly of college calibre as to work demanded and examinations given.

Conclusions. On the basis of the statements made in this chapter it is deduced that students in both academic and non-academic courses are dissatisfied with the lack of

thoroughness and work that is permitted in the school and would desire to see more stringent assignments of work, early segregation of students into their particular chosen fields of endeavor and general preparation more nearly coinciding with the type of work demanded by the fields for which they are being trained.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The first section of this chapter is given over to a re-statement of the problem of the thesis and the method of procedure is reviewed briefly. Conclusions drawn from the findings of this study are presented in the second section. In the last section of the chapter are stated the recommendations offered.

SUMMARY

Statement of the problem. It was the purpose of this study to make a survey of the student body of Alexander Hamilton High School, Los Angeles, California, to the end that methods might be discovered wherein the school could more nearly meet the needs of the students.

Sources of data. A study of the existing library material relative to the survey movement was made for the purpose of becoming acquainted with successful work in this field.

The data used in the study were gathered from four sources: questionnaires sent to parents, children and alumni in the spring of 1938 and the fall of 1940; records of the school available through the Counsellor's Office; records of

the Attendance Office of the school; and statistical data from the Chambers of Commerce of Palms, Culver City and Los Angeles.

Method of study. A thorough study of the data mentioned above was made in order to evaluate the needs of the students and provide a basis for the suggestions for changes in the curriculum and organization of the school in that it might more nearly meet the needs of the students.

CONCLUSIONS

As a result of an evaluation of the findings of this study the conclusions listed below are presented.

1. The school district is a new residential district providing single-family residences for 80.8 per cent of the student body at present. As a residential district for the middle class of families it is continuing to grow. The community presents no picture of a static population within the near future.

2. Family life is ideal for the majority of the students. It was noted that 70.3 per cent of the students' mothers are never employed outside the home, 85.0 per cent of the fathers are regularly employed, 65.0 per cent of their families enjoy an income of fifteen hundred dollars or more per year.

3. No significant problem arising from use of a foreign language in the home was found to exist in the school. The community is largely (84.8 per cent) English-speaking and overwhelmingly (97.8 per cent) of homogeneous racial background.

4. The school is considered by 86.0 per cent of the parents of the community as a source of preliminary training preparing the student for some kind of post high school education. Seventy-five and five-tenths per cent of the student body also considers the school as preliminary to further work in other schools; 52.5 per cent as preparation for university or junior college work; and 23.0 per cent as a prelude to trade or professional schools.

5. Attendance problems at Alexander Hamilton High School find no cause in any significant degree in delinquency but rather in large part are traceable to economic stresses confronting the 9.3 per cent of the student body which finds it necessary to be regularly employed. In relation to other senior high schools attendance does not constitute a major problem at Hamilton.

6. Since the mental abilities of 84.6 per cent of the students of the school are normal or above, as tested and evaluated by the procedure of Dr. Arthur S. Otis, the development of special courses for the intellectually weak student is not a problem at Hamilton High School.

7. The achievement of Alexander Hamilton students in A-12 fundamentals tests was low in relation to the accomplishment expected by virtue of their superior mental rating.

8. Study of reports from parents, alumni and former students now enrolled in the state university reveals that Hamilton students are not adequately prepared upon graduation in the basic skills of reading, writing and arithmetic and that neither academic nor non-academic students receive adequate high school training in their chosen fields.

9. It was found by study of a report from the state university concerning the achievement of Hamilton students, and by study of jobs presently held by alumni of the school, together with study of changes in choice of vocation in the latter group, that there is great need for further, more thorough vocational and academic guidance at Hamilton High School.

RECOMMENDATIONS

On the basis of the findings of this study as they are presented above, the following recommendations are made for changes in methods and materials at Alexander Hamilton High School:

1. Since it has been found that accomplishment of particular groups of Alexander Hamilton pupils is less in academic life than could be expected from consideration of

data relative to the group as a whole, since there exists no correlation between vocational choices of students while in school and vocational achievement out of school, it is recommended that a study be conducted by the Counsellor's Office of the school to determine more valid methods of evaluating the aptitudes, abilities and skills of Alexander Hamilton pupils together with a study of methods of interpreting the resultant findings in terms of vocational and academic guidance.

2. Since pupils, parents and alumni believe more thorough training in English and mathematical skills should be given at Hamilton, and since the results of the A-12 fundamentals tests were not satisfactory for Hamilton students in view of their measured mental capabilities, it is recommended that an investigation into the present methods of teaching be made by the teachers and administrators of the school to the end that more satisfactory results may be obtained in this field.

3. Since neither academic nor semi-vocational training as presently constituted produces desirable results in their fields of testing, it is recommended that all courses offered at Hamilton be evaluated and, wherever necessary, altered so as to:

Provide training commensurate with the standards of excellence and integrity demanded by the field for which the

high school course serves as introduction.

Provide adequately severe examinations, as judged by practice in the field to be entered, so as to familiarize students with methods and expectations later to be demanded.

4. Since achievement of students in university and in business fields shows evidence of lack of sufficient time spent in specific preparation for the particular realm of endeavor, it is recommended that a study be made by the Counsellor's Office and by the administrators of the school as to the possibility and advisability of early segregation of students into groups dedicated to study of particular fields with the consequent provision of the needed specific training.

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APPENDIX

ALEXANDER HAMILTON HIGH SCHOOL
JOB TRAINING RECORD

Name _____ Grade _____ H. Rm _____ Date _____
(last name first)

Address _____ Telephone _____

(This information is confidential and is for the purpose of helping you. Please answer all questions, keeping in mind your future plans. Fill in the blanks which apply to you.)

I. After graduation, do you plan:

- a. To get a permanent job? _____
- b. To go to a special school, such as commercial, trade, art, etc.? _____ Which one? _____
- c. To go to junior college? _____ Which one? _____
- d. To attend university? _____ Which one? _____

II. Have you made plans for your life work? _____

In which profession or trade are you interested? _____

List your present subjects that are helping you in your chosen vocation _____

List other subjects that you think might be of value to you in your chosen vocation _____

If you have not chosen your vocation or are in doubt regarding your present plans, would you be interested in discussing the matter with a member of the Job Training Committee? _____

III. Are you employed at the present time? _____

What type of work are you doing? _____

How many hours do you work? _____ Approximate wage _____

Are you paid by the hour? _____ Week _____ Day _____

Month _____

Name of the employer _____

Employer's address _____

List school subjects you are taking or have taken that are of most value to you in your part-time job _____

IV. The Job Training Committee is planning to assist students to secure part-time jobs now, as well as after graduation. If you are interested in applying, answer the following:

1. What type of work? _____ What hours? _____
2. Why do you wish to work? a. Help support family? _____
b. Pay way through school? _____ c. Spending money? _____
3. Are you living with both parents? _____ Father? _____
Mother? _____ Other relatives? _____ Guardian? _____
4. Is the family income under \$1000 per year? _____
\$1500? _____ \$2000? _____ Over \$2000? _____

I wish to be listed for POSSIBLE PUBLIC PERFORMANCES in the following: (Please check)

- | | |
|--------------------------------|------------------------|
| _____ playing piano, | _____ drama, |
| _____ ballroom dancing, | _____ recitations, |
| _____ group singing, | _____ tap dancing, |
| _____ singing popular songs, | _____ readings, |
| _____ classical dancing, | _____ instrument solo, |
| _____ singing classical songs, | or _____ |
| | (write in) |

TO ALL PARENTS OF
ALEXANDER HAMILTON HIGH SCHOOL STUDENTS

Name of student

Name of parent

Residence:

One family residence ___ Duplex ___ Apartment ___

Have lived in present home ___ years.

Have lived in Hamilton High School district ___ years.

Employment:

Father employed: regularly ___ occasionally ___ never ___.

Mother employed: regularly ___ occasionally ___ never ___.

Student employed: regularly ___ occasionally ___ never ___.

Future plans for your child:

Do you expect to give him more schooling after high school? Yes ___ No ___

Junior college ___ University ___ Trade or professional school ___.

If he has decided on a probable vocation, what is it? ___

Present high school course:

a. If you expect him to go to college:

Is he taking the required subjects for college preparation? Yes ___ No ___

Is he making the required recommended grades? Yes ___ No ___

b. If he is not interested in nor qualified for college:

Do you still wish him to take college preparatory subjects? Yes ___ No ___

Would you like him to train as much as possible for an occupation after leaving high school? Yes ___ No ___

c. Irrespective of his future plans which of the following do you want your child to have: (Please list in order of choice 1, 2, 3, 4, etc.)

Ground work in the three R's ___ Algebra and geometry ___

Health education ___ Household arts ___

Some knowledge of science ___ Mechanic arts ___

Some understanding of history ___ Help in choosing a vocation ___

Training in spoken English ___ Commercial training ___

Appreciation of beauty in art, literature and music ___ Participation in musical activities ___

Training in good citizenship ___ Others ___

Home work:

Are his assignments too heavy ___ too light ___ satisfactory ___

Has he a satisfactory place in which to study, i.e., without competing noise or activity? Yes ___ No ___

Do his study habits at home prove that he can concentrate? Yes No

Does he budget his time well among his tasks? Yes No

Does he engage in too many activities besides his school work? Yes No

Attendance:

Does he recognize that regular attendance and punctuality are as necessary to success in school as in any other business? Yes No

What have you liked best about your child's high school?

What have you liked least about your child's high school?

What suggestions for better meeting his needs will you make?

QUESTIONNAIRE TO ALUMNI OF HAMILTON HIGH SCHOOL

Name _____ Graduated _____ Date _____
 Employed by _____ Unemployed at present _____
 Nature of employment _____
 Training after graduation:
 Completed one or more years of college but did not graduate _____
 Graduated from college _____ Graduated from a trade or professional school _____ Which one? _____
 No further training completed after high school _____
 Training (not included in any of above) _____
 Occupational history:
 How many positions have you had since leaving high school? _____
 How long have you occupied your present position? _____
 What wages did you receive when you first started to work? _____ What wages do you receive now? _____
 How many promotions have you had? _____ Are there any prospects for promotion in your present job? _____
 How did you happen to enter your present occupation? _____
 Did you have a definite vocational choice when in high school? _____ If so, what was it? _____
 Have you a new vocational objective now? _____ If so, what is it? _____ Why did you change? _____
 Evaluation of high school training:
 What part of your high school training has helped you most on the job? _____
 How could high school better have prepared you for the job? _____
 What did you like best about your high school course? _____
 What did you like least about your high school course? _____
 How could high school have served you better:
 a. For developing leisure time interests? _____
 b. For citizenship training? _____
 What would be your chief advice to present high school students? _____
 Family status:
 Are you married? _____ To a Hamilton graduate? _____ How old were you when you were married? _____ How many children have you? _____

Did you have any courses in high school which have helped you in solving the problems of family life? _____

What ones? _____

What other courses have helped you in solving the problems of everyday living? _____

If you are a woman and married please answer the following:

Are you employed outside the home? _____ Would you like to be? _____

Are you domestic, not very domestic, dislike home duties?

(Underline the correct answer for you.)

What Home Economics courses did you have in high school? _____

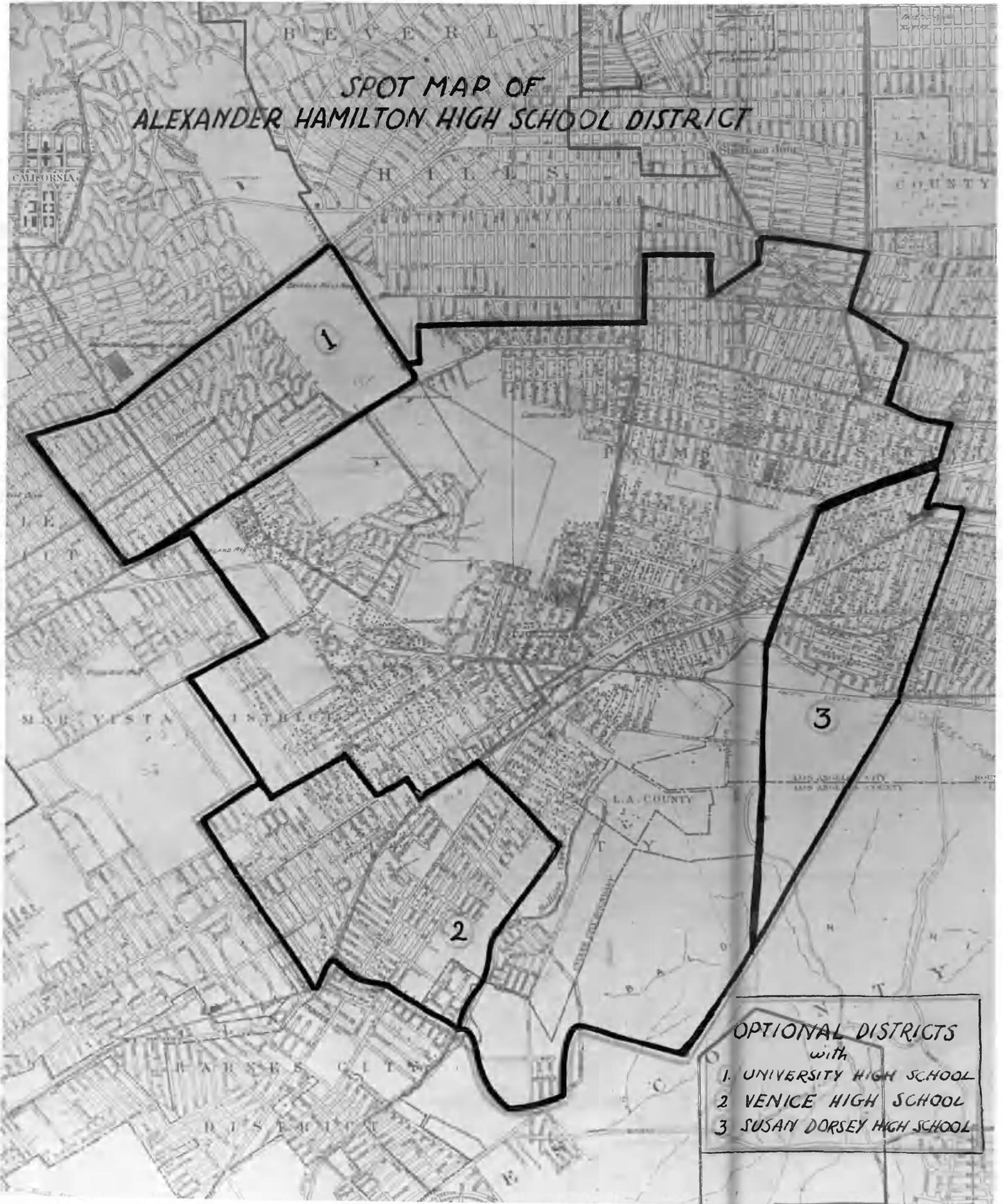
Would you advise a high school girl to plan for: _____

Marriage and a career together? _____

Marriage without a career? _____

A career previous to marriage which could be re-entered? _____

*SPOT MAP OF
ALEXANDER HAMILTON HIGH SCHOOL DISTRICT*

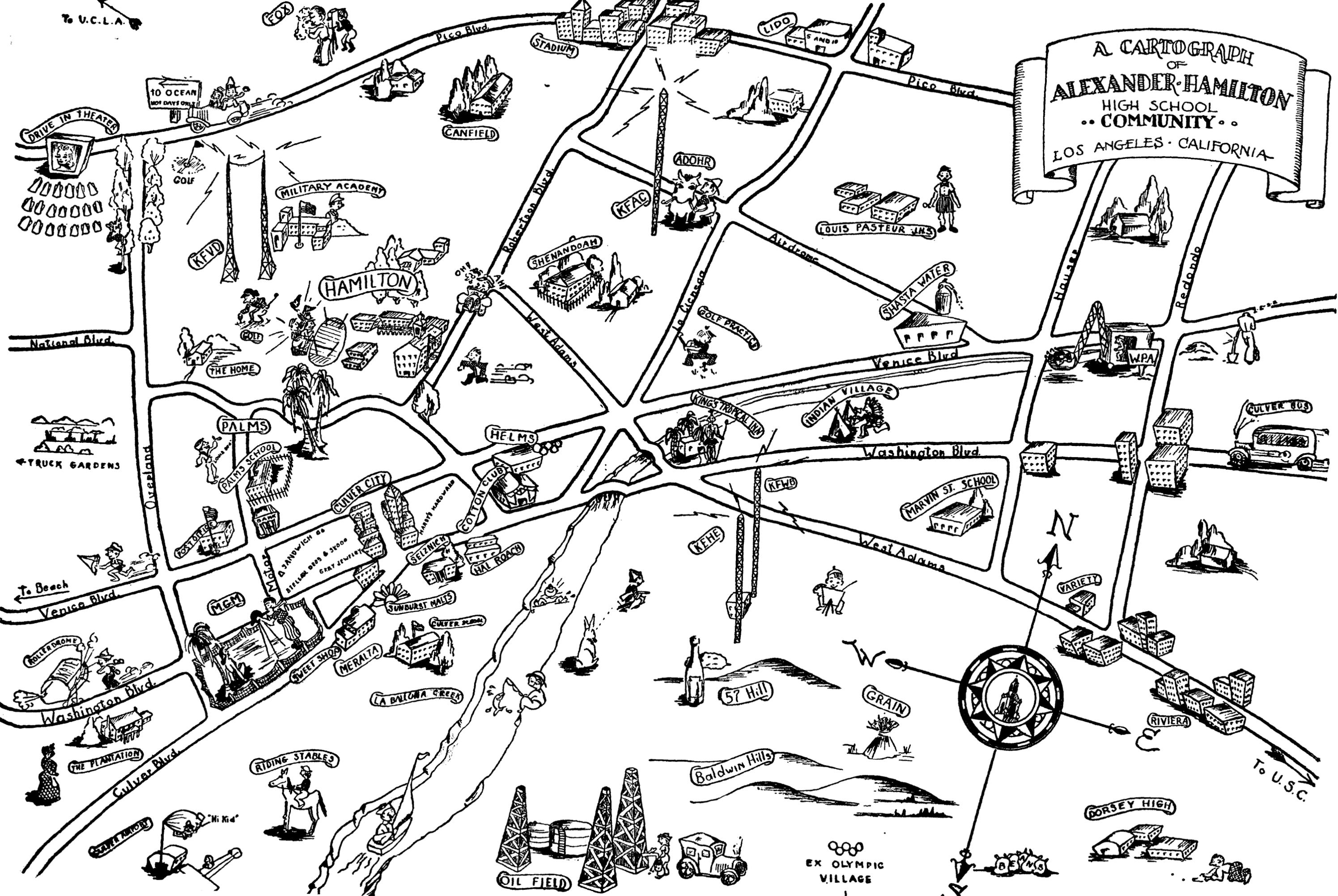


OPTIONAL DISTRICTS

with

- 1. UNIVERSITY HIGH SCHOOL*
- 2. VENICE HIGH SCHOOL*
- 3. SUSAN DORSEY HIGH SCHOOL*

A CARTOGRAPH
OF
ALEXANDER HAMILTON
HIGH SCHOOL
COMMUNITY
LOS ANGELES · CALIFORNIA



To U.C.L.A.

10 OCEAN
NOT DAYS ONLY

DRIVE IN THEATER

National Blvd.

TRUCK GARDENS

To Beach

Washington Blvd.

Culver Blvd.

Pico Blvd.

STADIUM

LIDO

Pico Blvd.

CANFIELD

MILITARY ACADEMY

HAMILTON

SHENANDOAN

ADOHR

KFAG

LOUIS PASTEUR H.S.

SHASTA WATER

Venice Blvd.

Holladay

Redondo

THE HOME

PALMS

PALMS SCHOOL

HELMS

GOLF PRACTICE

INDIAN VILLAGE

Washington Blvd.

WINGS TROPICAL INN

MARVIN ST. SCHOOL

MGM

CULVER CITY

COTTON CLUB

SEIZNICK

HAL ROACH

KEHE

KFWB

VARIETY

MEALTA

LA BALONA CREEK

57 HILL

GRAIN

Baldwin Hills

RIVIERA

To U.S.C.

RIDING STABLES

OIL FIELD

EX OLYMPIC VILLAGE

DORSEY HIGH

BEWS